

# Teacher Education Program Handbook

Elementary, Secondary, and Foreign Language

*Teacher Scholars for  
Social Justice*



**EDUCATIONAL STUDIES DEPARTMENT**

August 2011 Edition



Study this handbook carefully, but remember that The Educational Studies Department reserves the right to implement program changes not included in this edition of the handbook in response to changes implemented by the Illinois State Board of Education. It is your responsibility to be aware of all requirements, procedures and policies pertaining to the Teacher Education Program (TEP) and your disciplinary major. Any questions can be directed to your major advisor and/or the Director of Teacher Education.



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### Educational Studies Department Faculty

Robin Leavitt	Professor, Chair and Director of Teacher Education	CLA 116	556-3504	rleavitt@iwu.edu
Irv Epstein	Professor and Associate Dean of the Faculty	Mellon Ctr 5	556-3760	iepstein@iwu.edu
Ana Floriani	Associate Professor	CLA 145	556-3105	aflorian@iwu.edu
Leah Nillas	Associate Professor	CLA 114	556-3437	lnillas@iwu.edu
Sumer Seiki	Assistant Professor	CLA 141	556-3925	sseiki@iwu.edu

### Visiting and Adjunct Faculty

Jeanne Koehler	Visiting Faculty and Director of Field Placement	CLA 147	556-3098	jkoehler@iwu.edu
Pennie Gray	Visiting Faculty	CLA 118	556-3446	pgray1@iwu.edu
Jennifer Crider	Visiting Faculty	CLA 144	556-3027	jcriders@iwu.edu
Dan Kuglich	Student Teaching Supervisor	CLA 144	556-3040	dkuglich@iwu.edu
Nancy Powell	Student Teaching Supervisor	CLA 144	556-3027	nancynpowell@gmail.com
Dorothy Strickler	Student Teaching Supervisor	CLA 144	556-3027	dstrickler@hotmail.com

### Staff

Kelly Lawton	Assistant Director for Teacher Licensure and Assessment	CLA 143	556-3926	klawton@iwu.edu
Tba	Operations Coordinator	CLA 146	556-3027	tba

### Student Organizations

#### Kappa Delta Pi

Kappa Delta Pi (KDP) is the national honorary society for juniors and seniors in Educational Studies. Members elected to the chapter exhibit promise in the teaching profession and have achieved distinction in Educational Studies maintaining a cumulative grade point average of 3.6 or higher. Members of the society are eligible to participate in workshops, scholarship and award programs and also receive publications updating members on education-related issues. See <http://www.kdp.org/> for more information.

Professor Jeanne Koehler is the IWU KDP faculty advisor: [jkoehler@iwu.edu](mailto:jkoehler@iwu.edu).

#### KDP Officers, 2011-2012

President Samantha Krueger, <a href="mailto:skrueger@iwu.edu">skrueger@iwu.edu</a>	Vice President Stephanie Krausen, <a href="mailto:skrausen@iwu.edu">skrausen@iwu.edu</a>
Secretary Mary Tackett, <a href="mailto:mtackett@iwu.edu">mtackett@iwu.edu</a>	Treasurer Brittany Gonio, <a href="mailto:bgonio@iwu.edu">bgonio@iwu.edu</a>

### **Student Education Association**

The Student Education Association (SEA) is the professional education organization affiliated with the National Education Association (NEA). The SEA offers opportunities for students interested in education to become involved in local activities and to learn more about working with children and schools. See the NEA web site (<http://www.nea.org>) for additional information. Officers for 2011-2012 will be elected in the fall. Professor Sumer Seiki ([sseiki@iwu.edu](mailto:sseiki@iwu.edu)) is the SEA faculty advisor.

### **Golden Apple Scholars**

The Golden Apples Scholars program is “designed to address the urgent need for resilient and creative teachers serving Illinois students in economically and educationally disadvantaged schools.”<sup>1</sup> Particular recruitment goals include minority and bilingual teachers and teachers in shortage areas such as Mathematics and Science. Scholarships and advanced professional education through summer institutes are offered to promising future teachers. For information on the program and the application process, go to [http://www.goldenappleillinois.org/pages/i\\_want\\_to\\_be\\_a\\_teacher/51.php](http://www.goldenappleillinois.org/pages/i_want_to_be_a_teacher/51.php). Professor Leah Nillas ([lnillas@iwu.edu](mailto:lnillas@iwu.edu)) is the department Golden Apple Scholars advisor.

### **Teacher Education Committee**

The Teacher Education Committee (TEC) consults with the Educational Studies Department regarding Teacher Education Program policies, requirements, procedures, curriculum, student admission and petitions, and program assessment. The TEC is comprised of faculty representatives from the departments of English, Hispanic Studies, Modern and Classical Languages, History, Mathematics, Biology, Chemistry, Physics, and Educational Studies. In addition, two students representing the various programs serve as representatives on the TEC.

### **Teacher Education Committee Members, 2011-2012**

Robin Leavitt, Educational Studies, Director of Teacher Education (convener)

Dave Bollivar, Biology

April Schultz, History

Wes Chapman, English

Sumer Seiki, Educational Studies

Linda French, Physics

Andrew Shallue, Mathematics

Christina Isabelli, Hispanic Studies

Scott Sheridan, French

Jeanne Koehler, Educational Studies

Rebecca Roesner, Chemistry

Leah Nillas, Educational Studies

Student Representatives (tba)

### **Teacher Advisory Council**

The Teacher Advisory Council (TAC) is comprised of local elementary, secondary, and music teachers from area schools. The Council advises the Educational Studies Department regarding TEP policies and procedures, curriculum, field experience, and program assessment. TAC Membership for 2011-2012 will be announced later this year.

### **Promise and Potential Partners, Bloomington Junior High School**

Mary Aplington

Michelle Nauman

Diane Galluci

Jessie Nicoson

Suzie Hutton

Nancy Pichla

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<sup>1</sup> <http://www.goldenappleillinois.org/>

## TEACHER EDUCATION MISSION AND VISION

### Teacher-Scholars for Social Justice

At Illinois Wesleyan University, professional teacher education is grounded in the liberal arts and social justice mission of the University. Studies in the liberal arts, sciences, and humanities bring historical, philosophical, social and cultural context to the educative endeavor. The teacher's challenge requires the same spirit of inquiry, creativity of thought, skillful communication, and strength of character expressed in the university mission. As we educate future teachers, we aim to enable them to think critically and creatively about the processes and prospects of education, the place of education and the role of the teacher in a diverse and democratic society.

In particular, our mission is to educate candidates who are committed to social justice in their classrooms and schools so that the democratic ideals of equity and opportunity are realized for all students. This mission, in turn, necessitates that the university's commitment to diversity be embraced by teacher educators and future teachers alike. Given that the student population is becoming increasingly diverse while teachers remain overwhelmingly white, female, and middle class, teachers are challenged to work with students from a wide range of cultural, ethnic, and linguistic origins, abilities, and socio-economic backgrounds.

Thus, we strive to prepare teachers who understand, appreciate, and are responsive to students from diverse backgrounds, and who have the knowledge, skills and dispositions to foster learning among all children regardless of culture, race, ethnicity, language, class, gender and/or ability. We hold to a vision of teachers committed to making a meaningful difference in the lives of *all* students, teachers who will inspire among their students a passion for learning and acting in the world, and insodoing, who will transform the educational landscape. This is our vision of teacher-scholars committed to social justice.

## **DISPOSITIONS OF TEACHER-SCHOLARS FOR SOCIAL JUSTICE**

(All IWU teacher candidates are expected to develop and demonstrate these dispositions.)

### **Reflection**

Scholarly reflection involves asking questions, rethinking what one knows, posing problems, and generating possible solutions. It requires self knowledge. Collaborative reflection engages candidates in inquiry communities with their peers, their mentors, and their students. We expect candidates to re-examine their assumptions about learning and teaching, to be open to new ideas, to take seriously the tasks of self-assessment in considering how one engages all students in learning, and to engage in perspective taking to understand the experiences of students different from themselves. Teaching for social justice necessarily requires reflection about the educational implications of students' culture, race, ethnicity, class, language, and ability. Teacher scholars reflect upon their disciplinary knowledge and how to bring that knowledge to life for the students they teach. They examine their own practices as well as institutional practices with respect to creating inclusive, democratic classrooms.

### **Resourcefulness**

Inquiring into one's students, one's discipline, one's teaching practices, and institutional practices while addressing the imperatives of social justice requires initiative, artistry, and creativity on the part of teachers. Resourcefulness requires a commitment to ongoing learning, the ability to draw from theory, research, and disciplinary knowledge when developing curriculum and pedagogy responsive to culture, race, ethnicity, class, language and ability. Resourcefulness involves searching for and modifying meaningful curricular materials, engaging teaching technologies, collaborating with specialists, colleagues, families and community members to meet the learning needs of their students.

### **Responsiveness**

Inquiring into and reflecting upon the problems and prospects of schooling is not sufficient by itself if one is to adopt a commitment to teaching for social justice. One must engage in praxis. The concept of praxis comes to life in the myriad ways in which candidates respond to the lived realities of students in their classrooms. Responsiveness is required to develop authentic, reciprocal, and empowering relationships with students and their families and to develop multicultural, inclusive and democratic pedagogies. In turn, responsiveness requires an emotional capacity to enter into learning and teaching relationships, to appreciate and respect student and family diversity, and to willingly engage in collaboration with their colleagues and students' families to meet students' needs. Responsiveness demands genuine care, and concern for all students' well-being and academic success. It includes taking time to know one's students and to thoughtfully create supportive learning environments. Responsiveness involves establishing caring, inclusive, inspiring and safe learning communities in which all students feel they belong. All of this in turn requires candidates to be reflective and resourceful; thus these three themes are integrally intertwined.

## IWU TEACHER CERTIFICATION PROGRAMS<sup>2</sup>

Illinois Wesleyan University is accredited by the Illinois State Board of Education (ISBE) for the undergraduate preparation of teachers in the following certification programs:

<p><b>Elementary Education (K-9)</b> <i>Type 03 Certificate</i></p>	<p><b>Foreign Language (K – 12)</b> <i>Type 10 Certificate</i></p> <ul style="list-style-type: none"> <li>○ French</li> <li>○ Spanish</li> </ul>
<p><b>Secondary Education (6-12)</b> <i>Type 09 Certificate</i></p> <ul style="list-style-type: none"> <li>● English Language Arts (6 – 12)</li> <li>● Mathematics (6 – 12)</li> <li>● Science (6 – 12) <ul style="list-style-type: none"> <li>○ Biology designation</li> <li>○ Chemistry designation</li> <li>○ Physics designation</li> </ul> </li> <li>● Social Science (6 – 12) <ul style="list-style-type: none"> <li>○ History designation</li> </ul> </li> </ul>	<p><b>Music Education (K – 12)</b> <i>Type 10 Certificate</i> (see separate handbook)</p>

Professional education coursework for a middle school endorsement (required to teach subject specific grades 5-8) is offered for elementary and secondary certification candidates.

Required coursework for each certification program begins on page 21.

### STATE OF ILLINOIS TEACHER CERTIFICATION REQUIREMENTS

#### Standards for All Teachers

Teacher Certification in Illinois is governed by the requirements of the Illinois State Board of Education (ISBE). This includes requirements for state certification tests and the knowledge and performance standards required of all teacher certification candidates. Every Illinois Wesleyan University candidate must provide evidence of meeting the Illinois Professional Teaching Standards (IPTS).<sup>3</sup> You will have the opportunity to do so throughout your professional education and major coursework.

In addition to the IPTS, each candidate must meet the content area standards for certification in your specific teaching field (elementary, secondary disciplines, or foreign language). These content area standards may be accessed at: [http://www.iwu.edu/edstudies/isbe\\_standards/standards.shtml](http://www.iwu.edu/edstudies/isbe_standards/standards.shtml).

#### Illinois Educator Code of Ethics

The Code of Ethics (section 22.20, Illinois Administrative Code) establishes core principles, values and responsibilities that apply to all Illinois educators including candidates enrolled in pre-service education preparation programs. The Code may be read at [http://www.isbe.state.il.us/esd/pdf/educator\\_COE\\_0311.pdf](http://www.isbe.state.il.us/esd/pdf/educator_COE_0311.pdf).

<sup>2</sup> The teacher certification system is currently under revision by the state of Illinois. The state is moving to a licensure system. Details will be announced once state laws become effective.

<sup>3</sup> New IPTS became effective by state law in 2010, and are posted to the Educational Studies website: [www.iwu.edu/edstudies](http://www.iwu.edu/edstudies)

### **ISBE Minimum Grade Requirement**

State law specifies a minimum grade of C for any course required for certification, the content area (major), or an endorsement. Grades of C-, while passing according to IWU standards, will not meet State of Illinois certification requirements. (Please note that TEP admission and student teaching grade point average requirements are 2.75 and 3.0, respectively.)

If you receive a grade of C- or lower in a required course, consult with your Educational Studies or major advisor about repeating the course or enrolling in an equivalent course prior to student teaching. Educ 225 and Educ 255 may not be taken more than twice. You must submit a petition to the registrar's office to retake a course in which you received a C-. Your original course grade will still be recorded on your transcript, but only the higher grade will be figured into your grade point average. Consult with the Financial Aid Office regarding any aid implications of repeating a course.

### **ISBE Test Requirements**

The Illinois State Board of Education (ISBE) requires all teacher certification candidates to pass the (1) Basic Skills, (2) Content Area, and (3) Assessment of Professional Teaching tests. The exams, which are administered at specific times over the year, must be registered for in advance. Visit the ICTS website, [www.icts.nesinc.com/](http://www.icts.nesinc.com/) for registration information, test dates, and study guides. Please watch test registration and score report deadlines carefully. When registering for all tests please be sure to report Illinois Wesleyan University as a score recipient.

### **Basic Skills Test**

The Basic Skills test is a statewide requirement for Admission to Teacher Education, and **required** for admission to the Teacher Education Program and enrollment in upper level professional education coursework. Plan on taking the test while enrolled in Educ 225 or no later than early fall of your sophomore year. Each subarea (reading, language arts, math, and writing) is scored independently and a passing score must be achieved in each area to complete the requirement.

In September 2010, the State of Illinois raised the minimum passing scores required on the Basic Skills test in Reading, Language Arts, and Mathematics which resulted in state pass rates of 50 percent or less this past year across the state. Given the high stakes nature of this test we strongly recommend that you take measures to prepare for the test in order to maximize your potential for success. Failure to pass all sections of the test the first time will require retaking all or part of the test at your personal expense. You are limited to four opportunities to retake all or any part of the test. Prior to re-taking the test, take measures to remediate your areas of weakness. You are **not required** to complete any subtest you have already passed.

### **Resources for Basic Skills Test Preparation**

- The Illinois Certification Test System (ICTS) provides the Basic Skills Test framework, study guide, and an interactive practice test for all subareas including scoring information at [http://www.icts.nesinc.com/IL\\_BasicSkills\\_Prepare\\_Openner.asp](http://www.icts.nesinc.com/IL_BasicSkills_Prepare_Openner.asp)
- The Basic Skills Preparation Program is a web-based tutorial that works through all areas covered on the Basic Skills Test. To utilize the site you must register at [www.basicsskillsprep.org](http://www.basicsskillsprep.org). Click "Register Student" and then enter our passcode which is NUJUK5NNLG. After you complete the information on the screen you will be granted access to the preparation materials.

## Summary of State Test Requirements

<b>Test</b>	<b>When</b>
<b>Basic Skills</b> (300)	Concurrent with enrollment in Ed 225 or no later than early fall sophomore year. Required for admission to TEP and enrollment in upper level professional education coursework.
<b>Content Test</b> (choose one) Elementary/Middle Grades (110)Biology (105) Chemistry (106) Mathematics (115) Physics (116) English (111) History (114) French (127) Spanish (135)	Prior to student teaching (by April 30, junior year). Required for Student Teaching.
<b>APT</b> Elementary: Grades K-9 (102) Secondary: Grades 6-12 (103) Foreign Language: Grades K-12 (104)	After student teaching, early in the spring term. No later than April 15. Required for recommendation for certification.
<b>Transitional Bilingual Certificate</b> Target Language Proficiency Test <ul style="list-style-type: none"> <li>• Spanish (056)</li> </ul> See ICTS website for other tests.	Spring term senior year (after student teaching and prior to April 30).

Content area tests for additional subject endorsements may be taken spring semester senior year, after student teaching.

**IWU TEACHER EDUCATION PROGRAM**  
**Elementary, Secondary, and Foreign Language Certification Candidates**

**Phases and Requirements**

**I. Indication of Intent to Pursue Certification**

Notify the Educational Studies Department at [edstudy@iwu.edu](mailto:edstudy@iwu.edu), of your interest in the teacher education program. Your name will be added to our email list so that you will be provided with adequate advising.

**II. Enrollment in Educational Studies Courses**

Any IWU student may enroll in *Education and Social Justice* (Educ 225) or *Studying Children and Adolescents* (Educ 255). (Note Educ 225 is a prerequisite to Educ 255). Both courses have a field placement component. Students are responsible for their own transportation to all field sites.

**III. Illinois State Police and FBI fingerprint criminal background check.** All candidates are required to submit to a background screening concurrent with enrollment in Education 225 prior to placement in local schools. The 50.00 fee will be billed to your student account as a special course fee. See p. 18 or [www.iwu.edu/edstudies](http://www.iwu.edu/edstudies) for additional information.

**IV. Declaration of Major**

First and second year students should submit a declaration of major form to the Registrar's office once you decide to apply to the Teacher Education Program (TEP), regardless of program acceptance status.

- Elementary education candidates declare a major in Educational Studies.
- Secondary education candidates declare a major in your subject area **AND** a concentration in secondary education.
- Foreign Language candidates declare a major in your subject area **AND** a concentration in K-12 education.

**V. Application and Admission to the Teacher Education Program (TEP)**

Admission to the TEP is a *prerequisite* for enrollment in upper level professional education curriculum courses (303, 305, 315, 325, 335, 360, 361, 362, 363). Submit your program application materials in March of the sophomore year or October junior year after completing Educ 225 and 255.

**A. TEP Application Materials**

Instructions and application materials are available at [www.iwu.edu/edstudies/](http://www.iwu.edu/edstudies/) Forms and Applications link. The following materials must be submitted.

- TEP Application Essay
- TEP Application Form, including signature indicating you have read and understood this *Teacher Education Handbook*
- Student Teaching Agreement Form
- Pre/Student Teaching Resume
- Pre/Student Teaching Placement Survey

## **B. TEP Admission Requirements:**

- Satisfactory TEP application essay*
- Passing score on all sections of the ISBE Basic Skills Test. For information and registration see <http://www.icts.nesinc.com/> (pp. 8-9).*
- Minimum cumulative grade point average of 2.75.
- Minimum professional education grade point average of 2.75.<sup>4</sup>
- Minimum major grade point average of 2.75 (secondary and foreign language).<sup>5</sup>
- Completion of four courses in selected major (secondary and foreign language).
- Satisfactory field performance in 200 level education courses.
- Passing the online training course for mandated reporters (<https://www.dcfstraining.org/manrep/index.jsp>). The certificate of completion and acknowledgment of mandated reporting status should be submitted to the Educational Studies Office concurrent with Educ 225.
- Demonstrated dispositions of reflection, resourcefulness, and responsiveness.
- Demonstrated adherence to the Illinois Educator Code of Ethics (p.7).
- Sound physical, psychological and emotional health.
- FBI and State of Illinois Fingerprint background check (p. 18 ) indicating you are free of specified felony convictions. (Illinois law does not allow a school board to employ anyone who has been convicted of committing or attempting to commit certain felonies, which include drug and sex related matters.)
- Students on academic probation will not be admitted or enrolled in upper level professional education courses.

Your TEP application will be reviewed at the end of the term, and you will be notified in writing of the status of your application to the program. See pages 12 -13 for status outcomes. Teacher Education Committee approval is required only for borderline or other questionable applications. In those cases, your application will be reviewed by a subcommittee of the TEC, who will make a recommendation to the Educational Studies Department.

## **VI. Student Teaching**

Student teaching takes place during the fall term of the senior year. Fall semester student teaching provides the equivalent of a year-long field placement, since one's placement and cooperating teacher typically continues from the previous spring semester of your junior year. Fall semester student teaching also allows candidates to participate in the opening of a new school year.

### **Requirements**

Successful completion of required coursework prior to student teaching does not in itself permit one to student teach. Students planning to student teach must meet all requirements specified below:

- A minimum of 100 hours of documented, supervised and satisfactory field experience.
- Successful completion of upper level curriculum and instruction courses.
- Demonstrated dispositions of reflection, resourcefulness, and responsiveness.
- Demonstrated adherence to the Illinois Educator Code of Ethics.
- Sound physical, psychological and emotional health.
- Minimum cumulative grade point average of 3.0.

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<sup>4</sup> For TEP admission, this applies to Educ 225 and 255, not elective courses (e.g., 260). A grade of C- or lower in either course prohibits admission to the program, regardless of overall professional education grade point average.

- ❑ Minimum professional education grade point average of 3.0 (includes 225, 255, and 303, 305, 315, 325, 335, or 360, 361, 362, or 363).
- ❑ Minimum major grade point average of 3.0 (secondary and foreign language).<sup>6</sup>
- ❑ Verification of negative TB test by April 20, junior year.
- ❑ Major advisor/department recommendation.
- ❑ No incomplete grades (except 9<sup>th</sup> semester graduates who have an incomplete in Educ 498).
- ❑ Passing score on the ISBE Content Area Test no later than April 30 prior to student teaching.

Candidates for student teaching will be notified in May of their status regarding student teaching the following fall. Teacher Education Committee (TEC) approval is required only for questionable cases and student petitions. See “Ongoing Status Review ” (p. 13).

**VII. Recommendation for Certification<sup>7</sup>** (May or December following senior year)

- ❑ Completion of student teaching with no less than a B.
- ❑ Successful completion of Educ 498: *Educational Inquiry*.<sup>8</sup>
- ❑ Minimum Senior Portfolio grade of C+.
- ❑ Passing score on the ISBE Apt Test.
- ❑ Final professional education, major, and cumulative grade point average of 3.0.
- ❑ Educational Studies Department recommendation.
- ❑ Completion of ISBE certification<sup>9</sup> and IWU graduation requirements. Candidates must complete degree requirements by the last day of May Term if they wish to receive their certificate prior to September 1<sup>st</sup>.

**Student Status Review**

You will be notified in writing of your program status. Your TEP program application and student teaching review will result in one of four outcomes:

*Program Acceptance*

You have met all requirements for program admission. You may enroll in the next sequence of upper level teacher education coursework. Your status will continue to be assessed each semester.

*Conditional Status*

Conditional teacher education program admission status may be granted to elementary, secondary, and foreign language candidates when any one requirement for admission is not met, including dispositional, field performance, and essay requirements. Conditional status is not granted to candidates who have failed any part of the Basic Skills test. Conditional status is granted when the candidate makes a compelling case explaining past performance, has a strong recommendation from

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<sup>6</sup> Grades of C- or lower in your major must be repeated or an equivalent approved course taken prior to admission to student teaching, even if your major grade point average permits admission to the TEP and student teaching. The state of Illinois will not accept C- grades for any courses counting toward a certificate or endorsement.

<sup>7</sup> The teacher certification system is currently under revision by the state of Illinois. The state is moving to a licensure system. Details will be announced once state laws become effective.

<sup>8</sup> Educ 490 and 498 require minimum grades of C for recommendation for certification.

<sup>9</sup> Coursework toward endorsements or additional designations earned at the time of entitlement require minimum grades of C.

a faculty member in the major department, develops a plan for remediation in consultation with faculty, and/or shows promise for improved performance. Conditional status is also granted pending a successful rewrite of the program application essay. No conditional status applies to student teaching acceptance.

Candidates notified of conditional status must meet the conditions specified for admission to the TEP and enrollment in upper level professional education coursework.

#### *Deferred Status*

A decision regarding admission to the TEP or student teaching may be deferred when a candidate fails to meet one or more requirements. Deferral provides the candidate time to remediate any deficiencies in program requirements and reapply to the Program. Deferred status prohibits candidates from enrolling in upper level professional education coursework, and may result in a ninth semester to complete the program. Applicants who reapply and are subsequently denied admission will be referred to their academic advisors to plan an alternative academic program.

#### *Program Denial*

Applicants are denied admission when one or more program requirement is not met. Denial prohibits enrollment in the next sequence of upper level professional education coursework. Consult with your advisor to plan an alternative academic program. You may choose to reapply to the Program when evidence of having met all acceptance criteria is presented.

#### **On-going Status Review**

A candidate may be dropped from the Teacher Education Program without qualification, upon:

- Grade point average(s) dropping below the specified levels during any phase of the program.
- Failure to demonstrate expected professional behavior and dispositions in the field.
- Changed status criminal background check, that is, a felony conviction.
- Other circumstances occur which make a candidate ineligible for certification.

The Educational Studies Department or the Teacher Education Committee also may decide, upon review of your case, to grant the candidate conditional or probationary status, and develop a specific remedial plan.

#### **Student Appeal Procedures**

Candidates wishing to appeal decisions regarding admission, retention, field placement, and certification, or who have other grievances relating to the Teacher Education Program should first meet with the Chair of the Educational Studies Department to discuss the grievance.

You may submit a written petition appealing any admission, retention, or certification decision of the Educational Studies Department to a subcommittee of the Teacher Education Committee (via the Educational Studies department chair). It is the student's responsibility to outline the reasons for the appeal and to make a compelling case. The subcommittee may ask you to respond to questions before the committee. The subcommittee's determination is communicated in a letter from the Department Chair. Please note: Appeals are not heard over the summer. Candidates planning to appeal should plan on an alternate course of study while the case is under appeal.

To act for the Teacher Education Committee under extenuating circumstances, a subcommittee consisting of the University Supervisor and/or major Department Chair, Associate Provost, and Chair of the Educational Studies Department will be called to review student petitions and student status.

Students have the right to appeal any Teacher Education Committee decision by appealing to the Student Academic Appeals Committee. This procedure is explained in the IWU Student Handbook.

## FIELD EXPERIENCE REQUIREMENTS

Most courses in the Teacher Education Program incorporate opportunities for you to apply knowledge and theory to practice. Field experiences are planned to provide a gradual, sequential, and coherent introduction to the full range of teaching possibilities. They are integrated within the goals of professional education coursework and supervised by university faculty and school personnel.

Field experiences enable you to develop understandings of the school as a social system, and of the relationship of the school to the larger community. Field experiences enhance your awareness of student and school diversity. They provide a more comprehensive view of the demands of the teaching profession. Field experiences also help you recognize the dilemmas and opportunities inherent in teaching. These opportunities help you assess whether teaching is a good fit for you. Sometimes, as a result of early field experiences, students elect to withdraw from the Teacher Education Program and to prepare for an alternative career. Evaluations of your field performance enable you and your faculty mentors to identify areas of professional development requiring particular attention.

Fieldwork occurs primarily in elementary, middle, and secondary schools, but may also include involvement with child care programs and other community settings that serve children and families. In the field you will:

- Learn the language, practices and expectations of your chosen profession.
- Observe the skills of experienced professionals.
- Develop competence in the classroom and in your interactions with children.
- Discover and reflect upon your individual teaching abilities.
- Demonstrate your resourcefulness and responsiveness as you perform your professional responsibilities.
- Learn to work cooperatively and collaboratively with teachers, principals and other professionals working in school settings (for example, social workers, school psychologist, speech therapists, and special education personnel).
- Develop skills in communicating and interacting effectively with parents, with whom you work in partnership on the children's behalf.

Finally, it is in the field that you become a teacher scholar for social justice.

Public schools are not required to offer field placements. Your field placements are a result of the hard work and dedication of local school faculty and administrative staff working in partnership with Educational Studies faculty. Your placements are planned so that you may gain the most out of the experience. Cooperating teachers working with you in pre-student teaching placements receive no compensation for this arrangement. *Therefore, please show your appreciation to them for creating this opportunity for you.* **You may not be placed in your home school or with a relative.** Note: You are encouraged to gain experience with children and in schools outside the professional education curriculum, but these hours may NOT count toward the field experience requirement.

***Candidates should not contact school personnel to arrange placements under any circumstances.***

## Field Guidelines

It is understandable that you might feel some trepidation when encountering a new experience – and in particular becoming a guest member of a school and/or classroom community. While you may have been in schools before, you most likely have not taken on a professional role. The following guidelines are meant to help you make the transition from college student to school professional.

**Required Hours.** A minimum of one hundred hours of *documented* field experience is required for all certification candidates prior to student teaching. Each course has a specified *minimum* number of hours required over the term. You should attend your field placement site until the last day of classes, regardless of the number of hours accumulated, as cooperating teachers are counting on your participation for the entire semester. You are required to maintain a record of your hours and activities. Each course has specific field requirements and protocols outlined in syllabi materials.

**Scheduling Field Hours.** Students registered for Educational Studies courses with concurrent field hours must complete an online placement survey by the end of the registration period. A link will be sent to your IWU email address with instructions for completing the placement survey. You will be notified of your placement in class at the start of the term.

*Regard your field hours as an academic commitment which takes priority over all extracurricular activities and employment.* The only approved reason for changing your placement time is another academic class commitment. If your schedule changes, please inform both your instructor, and Director of Field Placement, Jeanne Koehler (x3098, CLA 147, jkoehler@iwu.edu). Changes are rarely made, cannot be guaranteed, and must be approved by the cooperating teacher.

**Punctuality.** When rare circumstances make it impossible to be punctual, call the school *and* email your cooperating teacher. *Be sure your message is communicated clearly and to the right person.*

**Absences** should be limited to illness, family emergencies, and official school holidays. Absences must ALWAYS be communicated to your professor and school personnel as soon as possible. If you must be absent, call the school office. Be sure to leave a message specifically for your cooperating teacher, clearly communicating the reason for your absence. E-mail the cooperating teacher as soon as possible. All absences must be made up before or during finals week. If you know ahead of time that you will be absent, be sure to give your cooperating teacher and IWU professor advance notice.

**Transportation and Parking.** You are responsible for your own transportation. Some schools are within walking distance of IWU; public transportation goes to all schools. If you drive your own car, note that school parking resources usually are limited. Ask school personnel where you are to park and then park in designated parking spaces only! Failure to do so interferes with transportation for students and teachers, as well as compromises access to the school by emergency vehicles. Cars that are not parked in areas designated for parking may be *towed at your expense.*

When in your car, DO NOT pass the school buses as they load at the end of the school day. When the buses are loading and the stop arms are out, it is illegal, and extremely dangerous to pass — even in a parking lot. The bus drivers are watching and will report drivers who violate the law to the police.

**Security Protocol.** Learn the procedures for admittance to the school building, including signing in and out at the office each day you are at the school. Do NOT sign out at the same time you sign in. There are often

circumstances when school personnel may need to know if you are in the building, and failing to follow this protocol can be very problematic.

Purchase an IWU lanyard and ID sleeve from the IWU bookstore. Put your IWU ID card in the sleeve of the badge. While at your field placement site, **always wear your IWU lanyard with your student ID**. *You may not be admitted to the school, or be asked to leave the school, if you are not wearing your ID.*

**Dress.** Wear clothes that are comfortable, but professional in appearance. Do not wear hats or sunglasses inside the building. Do not wear t-shirts, especially those with inappropriate language or graphics. Do not chew gum or eat candy on school premises. Do not wear earrings anywhere but on your ears. Do not dye your hair any unnatural color. Women should not wear very short skirts, low cut blouses, or low rise jeans without a long shirt. Your midriff should not be exposed. Men with long hair should tie it back. Remember, you are not a student while at the school, but a professional, so save your experimentation for on-campus life. **Always wear your IWU ID lanyard with your IWU ID card in the sleeve.** *Note: School personnel may require you to adhere to more specific dress codes.*

**Communicating with Teachers.** If you have questions about your work with students, take the time to talk with your teachers. Teachers want to be supportive, but they can't help you unless you communicate with them. Try to catch them before and after classes and school. As the school day is usually hectic for everyone, many teachers prefer you e-mail them. The address for most teachers in Bloomington schools is their last name followed by their first initial and then "@district87.org." For Unit 5 teachers' e-mail addresses, a staff directory can be found on the district website: <http://www.unit5.org/contact/staffdirectory/index.html>.

Never publicly contradict or challenge school personnel. Although you may be working at and contributing to the school, you are a guest and a representative of IWU and should conduct yourself accordingly. *This is your opportunity to demonstrate your emerging professionalism.* If you have concerns about your participation, discuss them with your professor, the Field Placement Director, Jeanne Koehler, or the Director of Teacher Education. Students engaging in unprofessional behavior jeopardize their status in the Teacher Education Program, and field placements for all IWU students.

#### **Interacting with Students:**

- Learn your students' names as early as possible.
- You are never to be assigned sole responsibility for supervision of children. School personnel must always be with you when children are present. **Never** take a student outside the school building.
- Treat your students with respect but demonstrate *appropriate distance* from them. Do not allow them to call you by your first name. Do not divulge information of a personal nature, and do not socialize with students after class. Be conscious of the tone of your language as well as your choice of words. Learn the school's policy regarding touching students. If you are inappropriate in your interactions, school personnel will let us know. Maintain a professional rapport and you will have a successful placement.
- If a student shares information with you regarding an abusive situation, a drug problem, or a suicide attempt, it is your responsibility to report the information to appropriate school officials *immediately*. Inform the student that you cannot maintain confidentiality under these circumstances. Also complete an *Incident Report Form*, available at the Educational Studies Office, (CLA 146) or <http://www2.iwu.edu/edstudies/Forms/index.shtml> and submit it to the Director of Teacher Education. (See discussion of protocol on the following page.)

**Reporting Child Abuse or Neglect.** You are obliged to act on any suspicion that you have that a child may be in danger. Refer to the Illinois Department of Children and Families manual for guidelines <http://www.state.il.us/DCFS/docs/Mandated.pdf>. It is not your role to determine if there is actual danger or abuse. When in doubt as to what to do, contact a school official and your professor. You must follow school protocols for reporting any concerns about a student. Failure to do so will affect the assessment of your professional conduct in the Teacher Education Program. Prior to student teaching you will need to take and pass the online training course for mandated reporters at <https://www.dcfstraining.org/manrep/index.jsp>.

**Incident Reporting Protocol.** In the event you perceive that a student is likely to do harm to self or others, an immediate report must be made to school personnel. When there is some question as to what constitutes a critical incident, err on the side of caution. Do not leave the school building before you report concerns about a student to a counselor, your cooperating teacher or another person in authority. Contact and inform your professor of your concerns and actions within 24 hours of an incident to debrief, that is share (1) what you saw/heard; (2) what the student did; and (3) to whom you reported. Please ask Educational Studies faculty for assistance in processing critical events. Complete an *Incident Report Form* (CLA 146) or <http://www2.iwu.edu/edstudies/Forms/index.shtml> and turn it in to your professor. These confidential records are kept until deemed no longer necessary.

Finally, we realize that there is a lot to be learned while you are in the field. ***If you are uncertain about what to do in a situation, ask!*** As a prospective teacher you must learn to be comfortable speaking with your mentors, colleagues, and students.

### **Criminal Background/Fingerprint Check**

Illinois schools require fingerprint based criminal background checks of all University students entering their schools for observation, pre-student teaching field experiences or student teaching. The Educational Studies department facilitates this process for you by arranging a campus clinic for Illinois State Police and FBI fingerprint criminal background screening concurrent with enrollment in Education 225. Your IWU student account will be billed a special course fee of \$50.00 to cover the cost of obtaining this information. The fee is non-refundable unless you drop the course prior to completing the fingerprint check.

Alternatively, you may arrange your own fingerprint check by scheduling an appointment with Bushue Background Screening (217-342-3042) at the Regional Office of Education (see [www.iwu.edu/edstudies](http://www.iwu.edu/edstudies)). Background checks completed through other sources will not meet IWU requirements.

The results of the criminal history report are sent directly to the Educational Studies Office and include, but are not limited to, name, criminal history, social security number, date of birth, ethnicity and gender. As part of the background check, Educational Studies staff will also conduct a name check of the statewide Sex Offender Database and Statewide Child Murderer and Violent Offender Against Youth Database. The results will be released to all clinical sites that require it as a condition of placement.

If your background results show a conviction, you have the opportunity to challenge the accuracy of the information reported. Depending on the type of conviction, you may not be allowed to complete field work until any issues are resolved. You may access and review your Illinois criminal history record if you believe it be inaccurate or incomplete. Complete details regarding Illinois access and review and FBI review procedures can be obtained at the Illinois State Police home page: [www.isp.state.il.us/crimhistory/viewingchircds.cfm](http://www.isp.state.il.us/crimhistory/viewingchircds.cfm).

## STUDENT TEACHING

When possible, student teachers are placed within the local Bloomington-Normal community. Please note, however, that you may be placed in communities within a 50 mile radius. **You are responsible for your own transportation and any concurrent expenses.**

Candidates are not placed in a previously attended elementary or secondary school, nor in a school where a relative is currently employed. Site selection is made in part to facilitate supervision by IWU faculty. All placements are subject to approval by representatives of the school district.

***In no case should you initiate a contact with a school administrator or cooperating teacher to arrange or cancel a placement.***

### Extra-Curricular Activities

Student teaching requires your extensive time, commitment and involvement. It is expected that your full and undivided attention will be given to student teaching and the concurrent seminar. Many hours each week are needed to meet the demands of teaching — more time than has been previously invested in a semester of coursework. Engage in the pursuit of extra-curricular activities and employment with caution. *Under no circumstances may these activities prevent you from attending school every day, or participating in any late afternoon or evening school activities required of teachers.* Of primary concern to the IWU supervisor and the cooperating teacher is your demonstrated commitment to, and performance of, teaching and those professional activities related to teaching. You are encouraged, however, to become involved in extra-curricular school activities at your placement site, as long as these activities do not conflict with your primary responsibilities or corresponding seminar.

### Urban Education Student Teaching

The Chicago Center provides an off-campus option for student teaching. Accepted students teach in a Chicago public school while living in Chicago with student teachers from other colleges.

Interested students complete the Chicago Center application process during the junior year, in addition to submitting the IWU student teaching materials. After acceptance, students must also complete the Chicago Public School application and essay requirements. *Chicago Public Schools may require students to, at their own expense, complete an additional fingerprint check.*

Representatives from the Chicago Center visit the IWU campus twice a year (fall and spring), and are available for walk-in appointments. Additional information about the Center can be obtained at: <http://www.chicagocenter.org/teachchicago.htm>.

*Note: The 9th semester tuition reduction does not apply to students attending the Chicago Center program.*

### Ninth Semester Student Teaching Tuition Reduction

Students who successfully complete student teaching during their ninth semester are eligible to receive tuition remission. Tuition equivalent to the cost of one unit of course credit (rather than four) may be approved under the following conditions:

- Completion of all IWU graduation and certification requirements within the previous four years (except for student teaching and the student teaching seminar, Educ 490).
- Meeting all admission requirements for student teaching.
- No previous enrollment in student teaching.
- Completed application for ninth semester tuition reduction no later than April 15, senior year.

*Transfer students are eligible for 9<sup>th</sup> semester reduced tuition if the conditions listed have been met. Tuition reduction does not apply to students who complete student teaching through the Chicago Center program.*

Candidates planning a ninth semester should

- inform your advisors and the Assistant Director for Teacher Licensure before spring term junior year, and
- defer your 300 level curriculum courses to the senior year, prior to student teaching.

If you are receiving financial aid contact the Financial Aid office prior to April 15th of your senior year to determine your eligibility for financial aid during the ninth semester.

You will receive notification from the Educational Studies Office in early May regarding the status of your tuition reduction request.

### **SENIOR PORTFOLIO REQUIREMENT**

The Portfolio is one way Educational Studies faculty invite you to participate in the assessment of your teaching self by involving you in the process of presenting the evidence of your own success in mastering the knowledge and skills required of teachers.

Constructing your portfolio is meant to engage you in a holistic, integrated, and reflective process of self-assessment not only of your own teaching, but of your students' learning. Your Portfolio provides evidence of your performance and commitment with respect to the TEP mission of becoming a reflective, resourceful and responsive teacher-scholar for social justice. You will also document the competencies you have demonstrated with respect to Illinois State Board of Education standards for all teachers, including those specific to your content area. It is our hope that you also will be creative, and produce a document that reflects who you are and where you are in your journey of becoming a teacher.

You will receive guidelines and information about portfolio expectations during the student teaching seminar. The concurrent 490 seminar is an important forum for faculty and peer support as you work on your Portfolio. You may preview the Portfolio requirements for the class of 2012, keeping in mind that requirements may change, at <http://www.iwu.edu/edstudies>.

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## GENERAL EDUCATION COURSES Teacher Education Candidates

General education requirements for elementary, secondary, and K-12 foreign language certification candidates are the same as those outlined for all students in the College of Liberal Arts, with some exceptions. All certification candidates are strongly advised to select a minimum of four general education and/or elective courses which emphasize social justice issues (see table on the following page).

### General education **exceptions for Elementary certification candidates**

- Enroll in Math 105 and 106 to meet IWU formal reasoning requirements and state content area requirements in mathematics prior to the end of the sophomore year, unless you are minoring in Mathematics.
- Elementary candidates pursuing a minor in Mathematics may instead enroll in one of the following calculus sequences: Math 161 and Math 162, or Math 165 and Math 166. Those who have successfully completed the full calculus sequence in high school are recommended to take Math 165 and 166. Student who drop the minor, however, will then need to take the 105/106 sequence.
- **Psychology** does not count as a natural science course for the state of Illinois for Elementary Education candidates.
- **Elementary candidates** need to obtain disciplinary breadth and depth with respect to the required ISBE content area standards (social science, english language arts, fine arts, natural science, and mathematics) prior to enrollment in upper level professional education courses. Your content knowledge across these disciplines will be tested by ISBE as a prerequisite to student teaching.

**General Education Courses for Teacher Certification Candidates (incomplete list)**

<b>Course</b>	<b>Art</b>	<b>AV</b>	<b>CSI</b>	<b>CHC</b>	<b>IT</b>	<b>Lit</b>	<b>LSL</b>	<b>LSI</b>	<b>PSL</b>	<b>PSI</b>	<b>W</b>	<b>US</b>	<b>GL</b>
AMST 280												X	
ANTH 330													X
ANTH 360					X							X	
ANTH 352			X										X
BIO 110								X					
BIO/ENST 120								X					
CHEM /ENST 130									X				
ECON 230												X	
EDUC 370 Songs of Struggle / Joy				X								X	
EDUC 370 Images of Children & Education in Film	X												
EDUC 373/INST 373			X								X		X
ENGL 170 Third World Women						X							X
ENGL 259						X						X	
ENST 100		X											
ENST 132										X			
ENST/ CHEM 135									X				
ENST/ HIST 248				X								X	
ENST / PSCI 260*		X	X										
ENST 270: Toxic Threats to Reproduction & Child Development								X					
ENST /PSCI 360			X								X		X
ENST / PSCI 361			X										X
HIST 240				X								X	
HIST 241				X							X		
HIST 242, 249, 254, 255, 342, 343, 344				X								X	
HLTH 350		X											
INST 222/322		X											
PHIL 300*		X									X		
PHIL 302*		X											
PHYS 239										X			X
PSCI 104		X											
PSCI 281		X										X	
PSCI 301												X	
PSCI/ ENST 365		X											
PSYC 303												X	
PSYC 304												X	
PSYC 333*												X	
SOC 120			X										
SOC 222, 230			X									X	
SPAN 240											X	X	
WS 101			X									X	

\*11-12: No longer offered.

Additional courses may be approved; consult with your advisor regarding options.

**ELEMENTARY EDUCATION**  
**Certification Course Requirements**

Elementary candidates major in Educational Studies to earn a certificate for teaching grades K-9. Upon completing the approved program and taking all ISBE tests, you will earn an Elementary (type 03) certificate.<sup>10</sup> You will be “highly qualified” to teach in self-contained elementary grades (K-9). Middle school requirements are explained on the following page.

**Professional Education / Educational Studies Major**

The courses below must be taken in the sequence listed. Refer to [www.iwu.edu/edstudies](http://www.iwu.edu/edstudies) for course prerequisites and restrictions on concurrent enrollment. Electives may be taken at any time. Students must receive a grade of C or higher in all professional education/educational studies major coursework (p. 8).

First year	Educ 225	Education and Social Justice (SI)
	Educ 255	Studying Children and Adolescents (WI)
Sophomore year	Educ 255	Studying Children and Adolescents (if not taken first year)
Junior year *	Educ 303	Integrating Fine Arts Across the Curriculum
9 <sup>th</sup> semester graduates take	Educ 305	Curriculum and Pedagogy in the Natural Sciences
these course senior year.	Educ 315	Curriculum and Pedagogy in Social Studies
	Educ 325	Curriculum and Pedagogy in Mathematics (calculus or math 105/106 is a prerequisite)
*Refer to each year’s course schedule for sequencing of these courses over the fall and spring semesters.	Educ 335	Curriculum and Pedagogy in English Language Arts
Senior year, fall	Educ 490	Student Teaching Seminar (1 unit)
	Educ 496	Student Teaching (3 units)
Senior year spring**	Educ 498	Educational Inquiry (WI)
**Ninth semester graduates only may take Educ 498 prior to student teaching during the spring semester of the senior year, with department approval.		

**Electives**

Course		When to take
Educ 260	Middle School Philosophy (required for middle school endorsement)	After Ed 255 or spring term senior year; <b>not</b> concurrent with 300 level professional education courses.
Educ 270/370	Special Topics in Educational Studies	
Educ 271	Teaching and Learning with Technology K-12	Anytime after Educ 225.
Educ 272	Multicultural Children’s Literature	Anytime.
Educ 276	Environmental Education for Youth	
Educ 351	Middle School Mathematics (required for middle school mathematics endorsement)	After Ed 225 and the Calculus sequence. May be taken concurrently with Ed 325. Offered only in the spring.
Educ 372	English Language Learners	After 225 and 255.

<sup>10</sup> Please note: the teacher certification system is currently under revision by the state of Illinois. The state is moving to a licensure system. Details will be announced once state laws become effective.

### **Minor Requirement for Elementary Candidates**

To ensure depth of disciplinary study a minor in one of the following disciplines is required for students in the graduating class of 2013 and beyond. (*See IWU catalog for minor requirements*). Candidates who elect to complete a second major do not need an additional minor.

- **Social Science:** American Studies, Anthropology, Economics, Political Science, Psychology, History, International Studies, Sociology, Women's Studies.
- **Fine Arts:** Art, Art History, Music (BA), Music Theatre, Theatre Arts, Theatre Dance.
- **Language Arts / Humanities:** English, French, German Studies, Greek & Roman Studies, Hispanic Studies, Japanese Studies, Philosophy, Religion, Russian Studies, Spanish.
- **Natural Science / Mathematics:** Biology, Chemistry, Cognitive Science, Computer Science, Environmental Studies, Health, Mathematics, Physics.

*Please note: Candidate seeking the middle school social science endorsement should have additional courses across the specific social science disciplines indicated above. (Consult with your advisor).*

### **Content Area Requirements**

The state of Illinois specifies content area knowledge in the disciplines of Social Science, English Language Arts, Fine Arts, Natural Science, and Mathematics for all Elementary candidates (see the content area standards at [http://www.iwu.edu/edstudies/isbe\\_standards/standards.shtml](http://www.iwu.edu/edstudies/isbe_standards/standards.shtml)). Passing the state content area test is a prerequisite for student teaching. To enhance your performance in upper level curriculum courses, you are strongly recommended to take courses (including upper level) across the above noted disciplines prior to or concurrent with enrollment in upper level professional education courses. In many cases, courses in your minor will help you meet content area requirements. Consult with your advisor regarding appropriate course selection.

### **Middle School Endorsement Option**

(Required for those who wish to teach departmentalized, or subject specific, grades 6-8.)

*Middle school endorsement requirements are under review by both the Educational studies department and the State Board of Education. Expect changes. Consult with your Educational Studies advisor regarding your specific endorsement plans.*

Candidates completing the IWU requirements for both an elementary certificate and a middle school endorsement are considered "highly qualified" upon passing the Elementary/Middle Grades test.

Educational Studies Course Requirement: Educ 260 *Middle School Philosophy*.

Discipline-specific Course Requirements: In general, completing your minor requirement will qualify you for a middle school endorsement, with some exceptions noted on the following page. Courses taken for general education, and for which you have earned AP credit, may also count toward endorsement requirements in some cases. Transfer courses may be accepted with department approval.

Course requirements follow for each of the endorsements listed below. Completing these requirements provides eligibility for the endorsement at the time of entitlement by IWU. It is also possible to add endorsements to your certificate after graduation and any time during your teaching career by completing state requirements (<http://www.isbe.net/certification/requirements/section7.pdf>). The application form is at: [www.isbe.net/certification/pdf/73-52\\_application\\_elem\\_hs\\_admin.pdf](http://www.isbe.net/certification/pdf/73-52_application_elem_hs_admin.pdf).

- **Art:** Minor in studio art or art history.
- **Biological Science:** Minor *or* Bio 110, 120, or 164, Chem 110 or 201, Bio 101 and 102, 200 level or above Biology, and Bio 306 or 315.
- **Computer science:** Minor in computer science.
- **Foreign Language:** A *major* in the target language and Educ 360 or equivalent.
- **General science:** 5 units, including upper level coursework, across the natural sciences.
- **Health:** Minor in health.
- **Language arts:** Minor in English.
- **Music:** Minor in music (BA program).
- **Physical science:** a minor in physics or chemistry; **or** 5 units, including upper level coursework, across both disciplines and geology or earth science.
- **Social science:** Minor in anthropology, economics, history, political science, or sociology (not psychology); **or** 5 units, including upper level coursework, across the social sciences listed here.
- **Theatre/Drama:** Minor in one of the theatre arts.
- **Mathematics:** Elementary candidates seeking the middle school Mathematics endorsement are advised to minor in Mathematics, in addition to taking Educ 260 and Educ 351, Middle School Mathematics. Careful selection among the requirements outlined by the Mathematics Department is necessary, due to course prerequisites. The state of Illinois has course-specific requirements for candidates pursuing an endorsement to teach mathematics in grades 6-8. The state of Illinois has course-specific requirements for candidates pursuing an endorsement to teach mathematics in grades 6-8. The state requires 5 units of coursework in four of the areas listed below.
  - Calculus
    - Math 161, 162 or 165, 166 (meets minor requirement)
  - Modern Algebra or Number Theory
    - Math 215 (meets minor requirement)
    - Math 337 (prerequisite: Math 200; meets minor requirement)
    - Math 340 (prerequisite: Math 166; meets minor requirement)
    - Math 405 (prerequisite: Math 200, 215, and either 263 or 267; meets minor requirement)
  - Geometry
    - Math 425 (prerequisites: 200, 215, and either 263 or 166; meets minor requirement)
  - Probability and Statistics
    - Math 324 (prerequisite: Math 215; meets minor requirement)
    - Math 325 (meets minor requirement)
  - Computer Science
    - CS 135 (does not meet minor requirement in mathematics)
  - History of Mathematics
  - Math content courses for elementary teachers
    - Math 105/6 (neither counts toward the mathematics major or minor)

**SECONDARY (6-12) & FOREIGN LANGUAGE (K-12)  
Professional Education Course Requirements**

**Secondary certification candidates** earn a secondary certificate (type 09) with an *endorsement* in your major discipline upon completion of your approved program and passing the relevant state content area test.<sup>11</sup>

While the secondary certificate is for grades 6-12, teaching grades 6-8 requires a **middle school endorsement**.

**Foreign language candidates** earn a K-12 (type 10) certificate, with an endorsement in your major language. You will be “highly qualified” to teach honors and AP courses in your discipline, as well as lower level courses.<sup>10</sup>

The courses below should be taken in the sequence listed. Refer to the *IWU catalog* for course prerequisites and restrictions on concurrent enrollment. Electives may be taken at any time. Students must receive a grade of C or higher in all professional education coursework (p.8).

First year	Educ 225 Educ 255	Education and Social Justice (SI) Studying Children and Adolescents (WI)
Sophomore year	Educ 255	Studying Children and Adolescents (WI) (if not taken first year)
Junior year, fall	Electives or study abroad	
Junior year, spring *Ninth semester graduates take the curriculum course spring, senior year.	One from: Educ 360 Educ 361 Educ 362 Educ 363	Curriculum and Pedagogy in English and Foreign Language Curriculum and Pedagogy in Social Science Curriculum and Pedagogy in 6-12 Mathematics Curriculum and Pedagogy in the Natural Sciences
Senior year, fall	Educ 490 And one from: Educ 491 Educ 492 Educ 493 Educ 494 Educ 495	Student Teaching Seminar Student Teaching: English Student Teaching: Social Science Student Teaching: Foreign Language Student Teaching: Mathematics Student Teaching: Science
Senior year spring* *Ninth semester graduates may take Educ 498 prior to student teaching during the spring semester of the senior year, with department approval.	Educ 498	Educational Inquiry (WI)

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<sup>11</sup> The teacher certification system is currently under revision by the state of Illinois. The state is moving to a licensure system. Details will be announced once state laws become effective.

## Electives

Course		When to take
Educ 260	Middle School Philosophy (required for middle school endorsement)	After Ed 255 or spring term senior year; <b>not</b> concurrent with 300 level professional education courses.
Educ 270/370	Special Topics in Educational Studies	
Educ 271	Teaching and Learning with Technology K-12	Anytime after Educ 225.
Educ 272	Multicultural Children's Literature	Anytime.
Educ 276	Environmental Education for Youth	
Educ 351	Middle School Mathematics (required for middle school mathematics endorsement)	After Ed 225 and the Calculus sequence. May be taken concurrently with Ed 325. Offered only in the spring.
Educ 372	English Language Learners	After 225 and 255.

### Middle School Endorsement Option for Secondary & Foreign Language Candidates

Secondary candidates wishing to teach within their content area in grades 6-8 must complete *Middle School Philosophy* (Educ 260). Mathematic candidates must also take Educ 351, *Middle School Mathematics*. Coursework on early adolescent development is included in Educational Studies 255 and 260. Candidates wishing to student teach in grades 6-8 should take Educ 260 *prior* to student teaching, but not concurrent with Educational Studies 360, 361, 362 or 363.

Candidates seeking middle school endorsements in other content areas should speak with your Educational Studies advisor.

### Second Subject Endorsements for Secondary and Foreign Language Candidates

Secondary and Foreign Language candidates may earn additional high school level subject endorsements by meeting IWU and ISBE requirements, generally consisting of an additional major, coursework in curriculum and pedagogy specific to the grade level and content area, and the content test in the second endorsement area. Some coursework for endorsements may be taken at other institutions with the approval of your major advisor and the Director of Teacher Education.

*\*Please note that changing ISBE requirements have prompted a review of all IWU endorsement requirements during the 2011-2012 academic year. It is likely that endorsement requirements as explained in this handbook may change. Please consult with your advisor if you have questions about how to pursue additional high school subject endorsements.*

The Educational Studies office verifies the completion of endorsement requirements during the entitlement process. You may add endorsements to your certificate after graduation and any time during your teaching career by completing state requirements (<http://www.isbe.net/certification/requirements/toc.htm>). In general, the state requires coursework equivalent to a major or of a minor AND passing the content area test in the discipline<sup>12</sup>, in addition to completing your approved program at IWU. The application form is located at: [www.isbe.net/certification/pdf/73-52\\_application\\_elem\\_hs\\_admin.pdf](http://www.isbe.net/certification/pdf/73-52_application_elem_hs_admin.pdf). If you have questions about the certification process contact the Assistant Director of Teacher Licensure and Assessment, Kelly Lawton, [klawton@iwu.edu](mailto:klawton@iwu.edu).

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<sup>12</sup> Special provisions apply to endorsements in science and social science. Contact the Assistant Director of Teacher Licensure regarding endorsements after graduation.

**ENGLISH LANGUAGE ARTS**  
Major Course Requirements for Certification

Upon completing the approved program in English Language Arts and taking all ISBE tests, you will earn a secondary certificate (type 09) with an *endorsement* in English Language Arts.<sup>13</sup> You will be highly qualified to teach honors and AP courses in English, as well as lower level courses. While the secondary certificate is for grades 6-12, teaching grades 6-8 requires a middle school endorsement.

The English curriculum provides students with a sound background in interpreting literature and expository writing, and prepares you to teach these subjects to secondary students. The diversity of the secondary education English curriculum requires competence in language arts and grammar, teaching ability in several periods of literature, knowledge of various genres and major figures, and a strong background in both English and American literature.

The requirements listed reflect the most recent information from the English department. You are advised to consult the *IWU catalog* and your English advisor regarding current requirements for your graduating class.

**Professional Education Coursework** (Concentration: 8 units): See page 28.

**Major Requirements** (12 units: Writing; 10 units: Literature)

Engl 280	Practical Criticism
Engl 290	This class is currently being reevaluated by the English department and is not mandatory for 2011-12. Students should see the English department chair to discuss a waiver based on class work and experiential learning.
Engl 480	Senior Seminar

English Majors with a **Writing** Concentration ADD:

Select 1 from Engl 220-259	Foundations courses (Gateway is a pre-requisite)
Select 2 from Engl 201, 202, 206, 211, 212, 272*	Lower Division Writing courses
Select 1 from Engl 200/300 level.	Writing Course
Select 2 from Engl 301**, 315, 325, 401	Upper Division Writing courses
Select 4 from Engl 300/400 level	Literature courses (one must be pre-1830 literature)

\*272 must be designated a writing course \*\*may be repeated for credit with different subject matter

English Majors with a **Literature Emphasis** ADD:

Select 1 from Engl 220-259	Foundations courses
Select 1 or 2 from Engl 170, 220, 231-272	Foundations and Literature courses (only one unit of 170 may be counted toward the major)
Select 5 or 6 Engl 300/400 level	Literature (one must be pre-1830 literature)

See your English faculty advisor or the *IWU catalog* for allowed substitutions.

<sup>13</sup> The teacher certification system is currently under revision by the state of Illinois. The state is moving to a licensure system. Details will be announced once state laws become effective.

English majors seeking licensure in teaching are strongly advised to take at least one 300-level Shakespeare course.

***Prior to student teaching in English, the following coursework in English must be completed for a minimum total of six courses in the major:***

- English Literature majors—a minimum of all required lower division literature courses, 280, 290, and four 300-level literature courses.
- English Writing majors—a minimum of all required lower division literature courses, 280, 290, three of the four required writing courses, and three upper division literature courses.

## FOREIGN LANGUAGE

French and Spanish

### Major Course Requirements for Certification

Upon completing an approved program and taking all ISBE tests, you will earn a K-12 certificate (type 10) with an *endorsement* in foreign language and a *designation* in the language of your major (French or Spanish).<sup>14</sup> This certificate, endorsement, and designation will allow you to teach all levels of foreign language, including honors and AP courses. You will be “highly qualified” in your designation.

Candidates seeking K-12 foreign language certification should be able to demonstrate: (1) a good command of the language; (2) an awareness and appreciation of the aesthetic and intellectual history of the target culture and of its present-day manifestations; (3) the ability to comprehend, critically analyze and explicate literary works in the foreign language; and (4) the ability to teach the foreign language, literature, and culture.

The requirements below reflect the most recent information from the major departments. You are advised to consult the *IWU catalog* and your major advisor regarding current requirements for your graduating class.

**All foreign language candidates** are required to:

- Study abroad in a country where the target language is spoken (one semester prior to spring of the junior year, or enrollment in Educ 360).
- Pass the ACTFL Oral Proficiency Interview (prior to certification, February or March senior year).
  - Application and information: [http://languagetesting.com/acad\\_general1.cfm](http://languagetesting.com/acad_general1.cfm) . Cost : \$134.00.
- Compile a Foreign Language Writing Portfolio (April of senior year).

Consult with Professors Sheridan (French) and Isabelli (Spanish) with questions regarding the Oral Proficiency interview and the contents of the Writing Portfolio.

**Professional Education Coursework** (Concentration: 8 units): See page 28.

#### Major Requirements: French (9 units):

French 203 or 204	Intermediate French Conversation and Grammar (G)
French 301 or 302	Language and Culture (SI, G) or Advanced Expression (W)
French 303 or 304	Introduction to Literature (L)
French 315, 316, 317, or 318	French Civilization
Select 5 from French	<i>(At least one must be a 400-level literature course taken as a Senior Seminar.)</i>
305	Travel Seminar
310	Business French (W)
312	French Cinema (SI, G)
370	Special Topics
405	Studies in Medieval and Renaissance Literature (L)
406	Studies in Seventeenth and Eighteenth Century Literature (L)
407	Studies in Nineteenth and Twentieth-Century Literature (L)
408	Studies in Francophone Literature (L,G)

<sup>14</sup> The teacher certification system is currently under revision by the state of Illinois. The state is moving to a licensure system. Details will be announced once state laws become effective.

**Major Requirements: Spanish** (10 courses at or above the 203 level)

Spanish 280	Reading and Writing Culture (W)
Spanish 303	Advanced Grammar and Composition (W)
Spanish 308	Introduction to Literature (LIT, G)
Spanish 314 & 316	Iberian Culture and Civilization (CHC) Latin American Culture and Civilization (CHC)
Spanish (select 2)	Electives at or above the 203 level (may be taken abroad)
Spanish (select 2)	<i>(one must be literature)</i>
403	History of the Spanish Language (CHC)
408	Early Spanish Literature (LIT, W)
418	Modern Spanish Literature (LIT, W)
468	Topics in Latino/a Literature (LIT, U)
470	Special Topics in Hispanic Studies
478	Latin American Literature: Short Narrative and Essay (LIT)
488	Latin American Literature: The Novel (LIT, G)
Spanish 490	Senior Seminar

## MATHEMATICS

### Major Course Requirements for Certification

Upon completing an approved program and taking all ISBE tests, you will earn a secondary certificate (type 09) with an *endorsement* in Mathematics.<sup>15</sup> You will be “highly qualified” to teach honors and AP courses in Mathematics, as well as lower level courses. There are no designations within this endorsement.

While the secondary certificate is for grades 6-12, teaching grades 6-8 requires a middle school endorsement (see requirements on the following page).

The goal of the mathematics program is to assure that you will have both a thorough knowledge of the content areas you will be teaching, and the skills necessary to communicate effectively with your students. You are required to be proficient in calculus and linear algebra (areas closely related to the subjects you will be teaching), and a variety of more abstract areas of modern mathematics. The more advanced courses provide depth and breadth of knowledge of the subject as a whole, as well as an understanding of the theoretical underpinnings of the high school mathematics curriculum. They also serve to develop the skills necessary for clarity and precision of expression.

The requirements for teacher education candidates in mathematics are designed to provide students with a reasonable amount of flexibility in course selection. Consult with your faculty advisor in mathematics to tailor a program suited to your academic needs.

The requirements listed below reflect the most recent information from the Mathematics Department. You are advised to consult the *IWU catalog* and your major advisor regarding current requirements for your graduating class.

**Professional Education Coursework** (Concentration: 8 units): See page 28.

**Major Requirements** (minimum 11 course units)

One of the following calculus sequences (both meet state middle school requirements in Calculus):

Math 161, 162, 263, and 264	Calculus: Traditional sequence
Math 165, 166, and 267	Analysis: Theoretical development of Calculus

Additional core courses: (complete 200 & 215 by end of second year)

Math 200	Techniques of Mathematical Proof (W)
Math 215	Linear Algebra (meets state middle school requirement in Algebra)

Two of the following courses (at least one must be taken during the senior year):

Math 405**	Modern Algebra (meets state middle school requirement in Algebra)
Math 410	Complex Analysis
Math 415	Intro to Real Analysis
Math 425**	Topics in Geometry (meets state middle school requirement in Geometry)
Math 440	Topology
Math 470*	Topics in Mathematics

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<sup>15</sup> The teacher certification system is currently under revision by the state of Illinois. The state is moving to a licensure system. Details will be announced once state laws become effective.

Four additional electives, chosen from the 400-level courses above and the following list:

Math 300	Mathematical Modeling
Math 303	Regression and Time Series
Math 307	Numerical Analysis
Math 310	Combinatorics and Graph Theory
Math 311	Parallel Computing
Math 324**	Probability (meets state middle school requirement in Probability)
Math 325	Mathematical Statistics (meets state middle school requirement in Statistics)
Math 330	Linear Programming
Math 337	Algorithmic Number Theory (meets state middle school requirement in Number Theory)
Math 340	Differential Equations (meets state middle school requirement in Number Theory/Algebra)
Math 351	Wavelet Analysis
Math 360	Topics in Logic

**\*Only the Special Topics (470) courses that have been approved by the Mathematics Department will count towards the major requirements. Check with your advisor in mathematics before enrolling in a special topics course.**

**\*\*It is recommended that candidates for a secondary certificate in Mathematics complete Math 324 (Probability), Math 405 (Modern Algebra), and Math 425 (Topics in Geometry) as part of your major requirements.**

### **Middle School Endorsement Option**

The state of Illinois has course-specific requirements candidates pursuing an endorsement to teach mathematics in grades 6-8, necessitating careful selection of courses counting toward the major. The state requires 5 units of coursework in four of the areas listed below:

- Calculus (Math 161, 162, 263, and 264 or 165, 166, and 267)
- Modern Algebra or Number Theory (Math 215, Math 337, Math 340, and/or Math 405)
- Geometry (Math 425)
- Probability and Statistics (Math 324, 325)
- Computer Science (CS 135; does not count toward the mathematics major)
- History of Mathematics
- Math content courses for elementary teachers (Math 105/6 do not count toward the mathematics major)

In addition, Educ 351 *Middle School Mathematics* and Educ 260 *Middle School Philosophy* are required.

Mathematics candidates seeking middle school endorsements in other content areas should speak with your Educational Studies advisor.

**NATURAL SCIENCE**  
**Major Course Requirements for Certification**

**Biology**  
**Chemistry**  
**Physics**

*All science candidates, regardless of disciplinary major, are required to demonstrate competence in the common core science standards.* Thus, while science candidates major in one of the above disciplines, you may be required to take coursework across the sciences.

Upon completion of an approved program and taking all ISBE tests, you will earn a secondary certificate (type 09)<sup>16</sup> with an *endorsement* in science with a “highly qualified” *designation* in your major (biology, chemistry, or physics). This certificate and endorsement will allow you to teach lower level courses across the sciences: biology, chemistry, earth and space science, environmental science, and physics. You may, however, only teach honors and AP courses in your *designation*, that is, the subject of your major.

**Professional Education Coursework** (Concentration: 8 units): See page 28.

**Major Requirements**

Specific course requirements are listed on the following pages in this *Handbook*, but candidates should consult with an advisor in your major department.

**Additional Subject Designations in Science**

Science candidates may earn additional high school level second *designations* and be considered “highly qualified” by meeting the requirements below. A designation permits you to teach AP or Honors level courses in the content area, whereas a science endorsement allows you to teach only lower level courses across the sciences. Some coursework for endorsements may be taken at other institutions with the approval of your major advisor and the Director of Teacher Education.

- Complete an approved program in Biology, Chemistry, or Physics as specified in this handbook, **AND**
- A major in the designation area **OR**
- Pass the ISBE Content Area test for the designation **AND** 3 units of coursework in the designation.

The science designations are: Biology, Chemistry, Physics, Environmental Science, and Earth & Space Science.

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<sup>16</sup> The teacher certification system is currently under revision by the state of Illinois. The state is moving to a licensure system. Details will be announced once state laws become effective.

## BIOLOGY

### Major Course Requirements for Certification

The principal objective of the biology specialization is to provide you with a comprehensive and current background in all of the major subdisciplines of biology. The biology curriculum consists of a strong core of laboratory and field courses, which lend themselves to the investigative approach to science education, for it is principally in these environments that such approaches can best be implemented. The development of independent individuals who think carefully and who ask questions is the hallmark of the program.

The requirements listed below reflect the most recent information from the Biology Department. You are advised to consult the IWU catalog and your major advisor regarding current requirements for your graduating class.

**Professional Education Coursework** (Concentration: 8 units): See page 28.

#### Major Requirements (10 units)

Bio 101 <i>and</i> 102	General Biology
Bio 306 or 315	Plant Biology (one course)
Bio 219, 302, 307, 310, 311, 313, 314	Systems or Organismal Biology (one course)
Bio 312	Genetics
Bio. 240, 314, 317, 330, 407, 410, 412, or 414	Cellular and Molecular Biology (one)
Bio 217, 219 or 316	Population, Community or Evolutionary Biology (one course)
Bio	Electives (select three in consultation with advisor)

One of the ten courses above must have a significant investigative component (select from Bio 217, 302, 314, 326, 327, 328, 330, 399, 407, 411, 412, 495 or 499).

The natural science endorsement for biology candidates also **requires** additional courses beyond the biology major, specifically at least one laboratory course in physics *and* chemistry. See those “expected” of the biology major in the IWU course catalog for suggested courses. Consult with your major advisor.

**Middle School Endorsement:** See page 29.

**Additional Subject Designations:** See page 36.

## CHEMISTRY

### Major Course Requirements for Certification

The program of courses in Chemistry assures a depth of experience as well as a breadth of exposure to concepts of inorganic, organic, physical and analytical chemistry. The required laboratory components assure that you have gained an appreciation of the subject matter from a practical as well as a theoretical viewpoint. Required coursework in mathematics and physics, as well as the recommended courses in biology, assure you have both skills and experience to deal with aspects of chemistry related to other physical and life science topics.

The requirements below reflect the most recent information from the Chemistry Department. You are advised to consult the IWU catalog and your Chemistry advisor regarding current requirements for your graduating class.

**Professional Education Coursework** (Concentration: 8 units): See page 28.

#### Major Requirements (11 units)

Chem 201 and 202	General Chemistry
Chem 301	Quantitative Analysis
Chem 304	Instrumental Analysis
Chem 311 and 312	Organic Chemistry
Chem 321	Physical Chemistry: Thermodynamics
Chem 322	Physical Chemistry: Kinetics
Chem 332	Inorganic Chemistry
Chem 380	Advanced Inorganic Synthesis And Analysis
Select 1 from:	
Chem 323	Quantum Mechanics (Phys 304 is prerequisite)
Chem 413	Advanced Organic Chemistry
Chem 414	Biochemistry
Chem 415	Biochemistry II
Chem 432	Advanced Inorganic Chemistry
Chem 470	Special Topics
Phys 101 & 102 <b>OR</b>	General Physics
Phys 105, and	Mechanics
106	Electricity, Magnetism and Optics
Phys 207 is recommended for students taking Phys 105 & 106	

The natural science endorsement for chemistry candidates also requires additional courses beyond the chemistry major, specifically

Bio 101 and 102 <b>OR</b>	General Biology
107 and 108	Human Biology: Anatomy and Physiology
Physics 101 and 102	General Physics
<b>OR</b> Physics 105, 106	Mechanics, Electricity, Magnetism, and Optics, or Modern Physics
and 207	and Thermodynamics

**Middle School Endorsement:** See page 29.

**Additional Subject Designations:** See page 36.

## PHYSICS

### Major Course Requirements for Certification

Candidates preparing for teaching careers in physics do so through the University's approved program in the Physics Department. The Physics program is designed so that you will obtain a broad and firm footing in physics, mathematics, and chemistry.

The requirements below reflect the most recent information from the Physics Department. You are advised to consult the IWU catalog and your Physics advisor regarding current requirements for your graduating class.

**Professional Education Coursework** (Concentration: 8 units): See page 28.

#### Major Requirements (9 units)

Phys 105	Physics I -Mechanics
Phys 106	Physics II - Electricity, Magnetism, and Optics
Phys 207	Physics III - Modern Physics and Thermodynamics
Phys 304	Mathematical Methods of Physics
Phys 399	Experimental Physics
Phys 405 or 406	Theoretical Mechanics or Electricity and Magnetism
Phys	3 electives , chosen in consultation with and by approval of the major advisor (Physics 310 recommended with major advisor approval)

The natural science endorsement for physics candidates also **requires** additional courses beyond the physics major. Specifically, the Illinois State Board of Education requires that you complete courses in at least two other subjects in the broad field, (includes Biology, Chemistry, Environmental Science, Earth & Space Science). You must complete coursework in both the biological and physical sciences. Consult with your major and Educational Studies advisors.

#### Expected

Chem 201 & 202	General Chemistry
Phys 110	Astronomy

#### Recommended

Bio 101 or 107	General Biology or Human Biology
Chem 321	Physical Chemistry
Geol 101	General Geology

**Middle School Endorsement:** See page 29.

**Additional Subject Designations:** See page 36.

## SOCIAL SCIENCE: HISTORY

### Major Course Requirements for Certification

Upon completing an approved program and taking all ISBE tests, you will earn a secondary certificate (type 09) with an *endorsement* in social science with a highly qualified *designation* in history. This certificate and endorsement will allow you to teach lower level course in U.S. and world history, economics, geography, political science, psychology, sociology and anthropology.<sup>17</sup> You may, however, only teach honors and AP courses in history. Earning additional endorsement designations will permit you to teach advanced classes in any one of the above subjects. Requirements for additional designations are on the following page.

While the secondary certificate is for grades 6-12, teaching grades 6-8 requires a middle school endorsement (requirements are on the following page).

Teacher education candidates in history require a prescribed set of courses to ensure adequate preparation to meet ISBE core Social Science standards and to teach expected content of high school courses. The courses required in history, economics, psychology, and political science have been carefully selected to give candidates the breadth and depth necessary for teaching the social sciences and history in grades 6-12. The history courses in particular are intended to provide a solid grounding in U.S. and European history; ensure familiarity with non-western history; treat issues of race, class and gender; increase awareness of the pluralism of our society and in the classroom and involve students in the actual process of researching and writing history. Some courses also meet IWU general education course, flag, and 300 level requirements.

The requirements listed below reflect the most recent information from the History Department. You are advised to consult the IWU catalog and your major advisor regarding current requirements for your graduating class.

**Professional Education Coursework** (Concentration: 8 units): See page 28.

#### Major Requirements (12 units)

Hist 100 or 101, or 210/380	Introduction to Chinese History or Introduction to Japanese History or Emperors and Revolutionaries Chinese History Through Travel
Hist 120	The Ancient and Medieval West
Hist 121	Renaissance, Reformation and Revolution
Hist 122	Modern Global History
Hist 151	The United States to 1877
Hist 152	The United States Since 1877
Hist 343	Immigration, Race and Ethnicity in the United States
Hist 353 or 354	History of United States Foreign Relations
Hist 247 or 347	American West or Commercial/Industrial Transformation of the United States
Hist 290	Theory and Writing of History
Hist 490	Senior Seminar
Hist 3--	Elective

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<sup>17</sup> The teacher certification system is currently under revision by the state of Illinois. The state is moving to a licensure system. Details will be announced once state laws become effective.

All history candidates are required to demonstrate competence in the common core social science standards. Thus, while you may major in history, you are **required** to take the following courses across the social sciences. AP and transfer credit may meet the additional requirements, with the approval of your major advisor and the Director of Teacher Education.

Econ 100	Introduction to Economics (CSI)
Psych 100	General Psychology (LSI)
Psci 317	American Political Thought (IT)
Psci 101	American National Government (SI)

Coursework in sociology and anthropology is highly recommended.

### **Additional Subject Designations in Social Science**

History candidates may earn additional high school level second *designations* and be considered “highly qualified” by meeting the requirements as specified below. Some coursework for designations may be taken at other institutions with the approval of your major advisor and the Director of Teacher Education.

Students must receive a grade of C or higher in all coursework that will be counted toward the additional designation (p. 8).

#### Economics

- Completion of the approved program in social science/history as specified in this handbook, **and**
- A major in economics **or**
- Pass the ISBE Content Area test in Social Science: Economics (109) **AND** 3 units of coursework in Economics.

#### Geography

- Completion of the approved program in social science/history as specified in this handbook and
- 8 units in geography, including upper level **or**
- Pass the ISBE Content Area test in Social Science: Geography (113) **AND** 3 units of coursework in Geography.

#### Political Science

- Completion of the approved program in social science/history as specified in this handbook, and
- A major in political science **or**
- Pass the ISBE Content Area test in Social Science: Political Science (117) **AND** 3 units coursework in Political Science.

#### Psychology

- Completion of the approved program in social science/history as specified in this handbook and
- A major in psychology, **or**
- Pass the ISBE Content Area test in Social Science: Psychology (118) **AND** 3 units of coursework in Psychology.

#### Sociology and Anthropology

- Completion of the approved program in social science/history as specified in this handbook, and
- A major in sociology or anthropology or 8 units of combined coursework **or**
- Pass the ISBE Content Area test in Social Science: Sociology and Anthropology (121) **AND** 3 units of coursework in Sociology and Anthropology.

## **TRANSITIONAL BILINGUAL CERTIFICATE** **Type 29 Certificate**

This temporary certificate permits you to teach subject matter using the languages of the endorsement (for most of you this will be Spanish) in a K-12 bilingual setting and/or a K-6 ESL setting.

### **Requirements for the Transitional bilingual certificate:**

- Bachelor's degree.
- Elementary, Secondary, or Foreign Language or Music K-12 certificate earned through one of IWU's approved programs.
- Be legally present and eligible to work in the U.S.
- Proficiency in English and the target language, demonstrated by passing the Target Language Proficiency test.
  - The Target Language Proficiency test for Spanish is 056.
  - See [http://www.icts.nesinc.com/IL15\\_testselection.asp](http://www.icts.nesinc.com/IL15_testselection.asp) for listing of all target language proficiency tests.
  - Do not schedule other required tests on the same date.

Apply for the transitional certificate by completing the certification application, which can be downloaded from [http://isbe.net/certification/pdf/73-03C\\_teaching\\_certificate.pdf](http://isbe.net/certification/pdf/73-03C_teaching_certificate.pdf).

- Towards the middle of the application on the left side, check off the "Transitional Bilingual" box and note the language (for most of you, Spanish) in which you will take the proficiency test.
- The Educational Studies office does NOT need to sign the application.
- Do not check any of the endorsements on the reverse side.
- Upon review of your request, the state will send you a letter indicating that you have met the minimum requirements to serve in a bilingual or ESL position; the state also records this information.
- You must register your transitional certificate with the regional superintendent of the county where you will be teaching.
- The transitional certificate is good for SIX YEARS and may be renewed once for two additional fiscal years. During that time, you should complete the coursework for a regular endorsement.

### **The coursework requirements for the Bilingual and English as a second language endorsement includes:**

#### **Bilingual**

- Foundations of bilingual education
- Assessment of the bilingual student
- Cross-Cultural Studies for Teaching Limited-English-Proficient Students
- Methods and Materials for Teaching English as a Second Language
- Methods and Materials for teaching Limited English Proficient Students in Bilingual Programs
- Elective (to total 18 semester hours)
- 100 clock hours or 3 months of teaching experience in a bilingual setting.

#### **ESL**

- Foundations of teaching ESL
- Assessment of the bilingual student
- Cross-Cultural Studies for Teaching Limited-English-Proficient Students
- Methods and Materials for Teaching English as a Second Language
- Linguistics
- Elective (to total 18 semester hours)
- 100 clock hours or 3 months of teaching experience in an ESL/bilingual setting.

This coursework may be taken post-graduation at an institution in the area where you will be teaching.

## LICENSURE AND ENTITLEMENT

The state of Illinois is transitioning from a certification to a licensure system anticipated to go into effect in the next year or two. At that time, IWU graduates will be eligible for a *Professional Educator License* endorsed in the area and grade level of the program you completed. The professional educator license will be valid for five years. Candidates are “highly qualified” in the program they complete. To be considered highly qualified in an endorsement, you must complete the required content test.

Students are recommended for licensure when the following requirements have been met:

- Completion of student teaching with no less than a B.
- Successful completion of Educ 498: *Educational Inquiry*.<sup>18</sup>
- Minimum Senior Portfolio grade of C+.
- Passing score on the ISBE Apt test.
- Final professional education, major, and cumulative grade point average of 3.0
- Educational Studies Department recommendation.
- Completion of ISBE certification<sup>19</sup> and IWU graduation requirements. Candidates must complete degree requirements by the last day of May Term if they wish to receive their certificate prior to September 1<sup>st</sup>.

Graduates will receive more information regarding licensure application and the transition from an Illinois teaching certificate to the Professional Educator License at the end of semester meeting. You may direct any questions to Kelly Lawton, Assistant Director of Teacher Licensure.

## JOB PLACEMENT

The Career Center, located on the second floor of the Welcome Center, provides a range of services to help you prepare for your professional life following graduation. The Center provides assistance with writing resumes cover letters, securing and storing letters of recommendation, on-line application processes, and seeking employment. You are encouraged to take advantage of the services provided early in your college career.

The director of the Hart Career Center holds a special session on the job search for student teachers during the seminar. Several job fairs are available for teacher candidates during the senior year. You are encouraged to obtain letters of reference from your cooperating teacher, IWU supervisor, and/or other faculty and employers who can speak to your professional competencies. You are advised to make your requests for reference letters in person, and provide recommenders with a copy of your resume and a credentials form. Recommenders may also provide a letter on their own stationery or letterhead. It is most efficient if signed letters are submitted in electronic form for the on-line application process used by most school districts.

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<sup>18</sup> Educ 490 and 498 require minimum grades of C for recommendation for certification.

<sup>19</sup> Coursework toward endorsements or additional designations earned at the time of entitlement require minimum grades of C.



## ADVISING

Elementary, secondary, and foreign language candidates are assigned faculty advisors in the Educational Studies Department. All candidates are responsible for working with their Educational Studies and major advisors to develop a tentative four year course plan in order to meet University, major, and ISBE certification requirements.

### Worksheet for Four Year Course Plan

Fall Semester	Spring Semester	May Term / summer
---------------	-----------------	-------------------

#### Freshman Year


#### Sophomore Year


#### Junior Year


#### Senior Year


Ninth semester student teaching (option)
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## CHECK SHEET

### Teacher Education Program

All candidates should maintain a record of courses taken, department correspondence, field experience logs, and all relevant materials. Additional information, including instructions and forms are available on the Educational Studies website: [www.iwu.edu/edstudies](http://www.iwu.edu/edstudies).

#### First Year

- Elementary candidates declare a major in Educational Studies.
- Secondary candidates declare a disciplinary major and a concentration in secondary education.
- Foreign language candidates declare a disciplinary major and a concentration in K-12.
- Review requirements and procedures in TEP Handbook; note sequence of courses.
- Complete background check concurrent with enrollment in Educ 225 (p.18).

#### Sophomore Year

- Elementary candidates declare a minor.
- Meet with an Educational Studies faculty advisor each semester during the registration period.
- Register for, take, and pass the ISBE *Basic Skills* Test by February of your sophomore year. Learn more about the test, find study guides and register at the ICTS website: [www.icts.nesinc.com/](http://www.icts.nesinc.com/)
- Set up an educator account in the Education Certification System (ECS): <http://www.isbe.state.il.us/ecs/default.htm>. This account will allow you to view and track your certification information (testing). After you graduate you will apply for your certificate through ECS.
- Complete application to Teacher Education program after completion of Educational Studies 225 and 255. (typically March of the sophomore year). The application and essay instructions are available on the Educational Studies webpage.
- Complete student teaching agreement, student teaching resume, and placement survey in March of the sophomore year. Information and materials are available on the Educational Studies website.

#### Junior Year

- Complete TB test at Health Services and turn in the card to the Assistant Director of Teacher Licensure, CLA 143, by April 20 of your junior year.
- Take and pass the ISBE *Content Area* Test the semester *prior* to student teaching (by April 30, junior year).
- 9<sup>th</sup> semester student teacher submit reduced tuition application by April 15.

#### Senior Year

- Submit Senior Portfolio by Educ 498 due date.
- Present self-study at the annual Educational Studies Inquiry Conference in April.
- Register for and take the ISBE *Assessment of Professional Teaching* (APT) test after student teaching. (February or March senior year, or 9<sup>th</sup> semester by November 30).
- Complete exit survey upon graduation. An announcement will be sent to you with a web link.
- Attend meeting regarding procedures for obtaining your Illinois Professional Educator License (p. 43). (An announcement will be sent to you as to when and where).

#### First Year Teaching

Please help us with program assessment by completing the Teacher Graduate Assessment Survey in spring of the year following your graduation. You and your employer will be notified of the survey.





**EDUCATIONAL STUDIES**  
205 Beecher Street  
Bloomington, IL 61701  
309-556-3027  
edstudy@iwu.edu  
<http://www.iwu.edu/edstudies>