Syllabus: EDUC 239 (Biology, Chemistry, & Physics)
Secondary Science Education: TEP Acceptance Course

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Important Web Links: Science Teaching Center, Department of Biological Sciences, Science Learning Center

Class: Section 001: Tuesday 12-12:50pm in WG 374 (0 credit hours – Satisfactory/Unsatisfactory course)
Office Hours: Tuesday 1-2pm; Wednesday 9:00-11:00am; Thursday 1-2pm; and by appointment

STATE ACCREDITATION POLICY INFORMATION:
“In accordance with Illinois State Board of Education certification rules, all candidates seeking teacher certification are required by Western Illinois University to obtain a grade of “C” or better in all directed general education course, all core courses, and all courses in the option. Note: A “C-” is below a “C”.”

TPEP Vision and Mission Statements
TPEP vision statement: “Our graduates will be empowered educational professionals deeply committed to continuous learning and the empowerment of all learners.”

TPEP mission statement: “The WIU Teacher and Professional Education Program empowers candidates to become educational practitioners who engage in informed action that is grounded in knowledge and reflection; who are deeply committed to the highest standards of professional practice; who are able to adapt to emerging social, economic, and cultural landscapes; who are skilled in the use of technological tools that promote teaching and learning; and who are committed to empowering all learners.”

1 The complete syllabus can be found on the WesternOnline site for this course.
The logo above is a summary of what you are expected to become as a professional and embodies the Vision, Mission, Values, and Conceptual Framework upon which the Teacher Education Program is designed.

For more information about the Mission, Vision, Values, and Conceptual Framework for the Teacher Education Program and the Expectations of our Candidates, see the following web sites:

http://www.wiu.edu/coehs/tpep/ (Teacher and Professional Education Program)
http://www.wiu.edu/coehs/cpep/ (Center for the Preparation of Educational Professionals)

### COURSE OVERVIEW

Students pursuing teacher licensure are required to take this course in the semester they plan to be fully accepted in the Teacher Education Program (TEP). Students must meet established departmental criteria for admittance to TEP. *Graded S/U.*

### COURSE GOALS

This course gives candidates majoring in Biology, Chemistry, or Physics (Teacher Licensure options) an opportunity to complete Teacher Education Program (TEP) requirements for acceptance to the program.

As the result of the course, the candidate will gain experiences in or understanding about:

1. science safety by completing the Flinn Scientific Safety Certification;
2. working with English Language Learners by completing the ELL modules;
3. basic use of word processing and similar software by completing the TCA modules;
4. the dispositions required of teachers by completing the Reflective Paper;
5. Professional Development by completing at least four professional development activities;
6. Core Standards by reviewing the Core Standards for Language Arts and Mathematics;
7. Next Generation Science Standards by reviewing those standards; and
8. School Safety by completing the State-mandated School Safety program.

In addition, the candidates in this course will demonstrate they are prepared to enter the program by successfully completing:

1. Either the ACT with writing, the SAT, or the TAP at the level required to be accepted to TEP;
2. all background checks; and
3. any and all remediation programs as necessary for GPA, ACT/SAT/TAP assessments, etc.

### STATE and NATIONAL STANDARDS

<table>
<thead>
<tr>
<th>NCATE/NSTA Assessment</th>
<th>NSTA SPA Standards</th>
<th>Assignment</th>
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</thead>
</table>
| Assessment #3         | 2012 NSTA Standards 2 & 3 | • NGSS Standards and Core Standards  
|                       |                    | • NGSS and Core Standards  
|                       |                    | • ELL and TCA Modules |
| Assessment 4: Science Safety | 2012 NSTA Standard 4 | • Flinn Scientific Safety Certification |
| Assessment 6: Professional Development | NSTA Standard 6 | • Membership in Professional Society related to Science Teaching  
|                       |                    | • Professional Activities |
### Illinois Professional Teaching Standards: 2010 Version

[http://www.isbe.net/peac/pdf/IL_prof_teaching_stds.pdf](http://www.isbe.net/peac/pdf/IL_prof_teaching_stds.pdf)

<table>
<thead>
<tr>
<th>ISBE-the 9 New IPTS Standards</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 1: Teaching Diverse Learners</td>
<td>ELL</td>
</tr>
<tr>
<td>Standard 2: Content Area and Pedagogical Knowledge</td>
<td>ELL, Flinn Scientific Safety Certification, NGSS &amp; Core Standards</td>
</tr>
<tr>
<td>Standard 3: Planning for Differentiated Instruction</td>
<td>ELL</td>
</tr>
<tr>
<td>Standard 4: Learning Environment</td>
<td>ELL</td>
</tr>
<tr>
<td>Standard 5: Instructional Delivery</td>
<td>ELL</td>
</tr>
<tr>
<td>Standard 6: Reading, Writing, and Oral Communication</td>
<td>ELL, Common Core Standards</td>
</tr>
<tr>
<td>Standard 7: Assessment</td>
<td>ELL</td>
</tr>
<tr>
<td>Standard 8: Collaborative Relationships</td>
<td>NGSS Standards</td>
</tr>
</tbody>
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### TEXTBOOKS

**Required Books:**


**Optional Books:**

PROFESSIONAL EXPECTATIONS, COURSE P O L I C I E S, and DISPOSITIONS for the Teacher Certification Program

“The University Teacher Education Committee at Western Illinois University believes that well prepared teacher candidates understand and can demonstrate knowledge of professional skills and dispositions. We further believe that teacher candidates must apply their knowledge skills and dispositions in school settings. The mission of Western Illinois University’s Teacher Education Program is to prepare versatile teachers who appreciate the importance of our diverse population*, who adapt to emerging social, economic, and demographic patterns; and who are skilled in the use of technological tools to promote teaching and learning in our nation’s schools. We further believe that the disposition of our candidates is important for their success as a teacher and a professional.

Candidates are evaluated on the following dispositions at three points in their program, EIS 301, methods course [Biol 481], and student teaching. The assessment is completed by faculty and/or mentor teachers on WEPPAS."

The WIU Teacher Education Program Dispositions include the following categories:

- Collaboration
- Honesty and Integrity
- Respect
- Commitment to Learning
- Emotional Maturity
- Responsibility
- Fairness
- Belief that All Students Can Learn

For more information about the WIU Teacher Education Program Dispositions, please see the following web site: http://www.wiu.edu/coehs/cpep/tep/dispositions.php

This is a professional course and as such you will be expected to learn and exemplify the TPEP Dispositions. Your exhibition of these dispositions may impact grades on projects and assignments as well as your professional development grade.

[Please note: Diverse population addresses diversity with respect to all areas of diversity including, but not limited to, ethnic, racial, socioeconomic, cultural, religious, sexual orientation, academic, etc.]

Attendance/Conduct: Since this is a professional course, you are expected to be present, on time, and prepared for each class session as you would expect to be for your own classroom.

Assignments: You are expected to submit all assignments in final form on the specified due dates. All work is to by typed and is to follow the accepted rules of English grammar and style (use the APA manual for your guide). Any extended prose should be double-spaced (e.g. student interview reports), and the font should be no smaller than that used here (typically 11 to 12 point but that does vary by font type). The final product should be able to be read without modification and should be submitted via WesternOnline unless otherwise noted. All assignments will be due no later than 8AM on the specified due date unless otherwise noted.

Academic Honesty: Remember, any work you sign your name to will be considered your original work unless you specify otherwise. Failure to properly cite a source that you used to assist you in completing your work
(including lesson plans) is considered a form of plagiarism, including failure to cite your textbook, a web site, a personal communication, etc.

**Academic Dishonesty:** The faculty of the Department of Biological Sciences ascribes to a definition of plagiarism as expressed by V. E. McMillan in *Writing Papers in the Biological Sciences* (Bedford/St. Martin’s Press, New York, pg. 16).

“Plagiarism is the theft of someone else’s words, work, or ideas. It includes such acts as (1) turning in a friend’s paper and saying it is yours; (2) using another data or ideas without acknowledgement; (3) copying an author’s exact words and putting them in your paper without quotation marks; and (4) using wording that is very similar to that of the original source but passing it off as entirely your own even while acknowledging the source.”

This includes information in textbooks, lab manuals, honors and masters theses, web sites, all writing assignments, and images. The faculty of the Department attempt to monitor candidate writing assignments (essay exams, papers, laboratory reports, and other writing assignments and exercises) for incidence of plagiarism.

If plagiarism or any other form of academic dishonesty (e.g. using someone else’s lessons, cheating, copying information from any source including a web site without giving credit, etc) is found, the faculty will discuss the situation with the candidate and indicate to the candidate the penalty for this academic dishonesty. Potential penalties include those cited in the academic dishonesty section of the WIU web page for Student Rights and Responsibilities: [http://www.wiu.edu/policies/acintegrity.php](http://www.wiu.edu/policies/acintegrity.php)

**STUDENTS WITH DISABILITIES**

“In accordance with University values and disability law, students with disabilities may request academic accommodations where there are aspects of a course that result in barriers to inclusion or accurate assessment of achievement. To file an official request for disability-related accommodations, please contact the Disability Resource Center at 309-298-2512, disability@wiu.edu or in 143 Memorial Hall. Please notify the instructor as soon as possible to ensure that this course is accessible to you in a timely manner.”

**COURSE ACTIVITIES AND EVALUATION**

You are to complete the following list of items in order to be receive program approval to be accepted to the Teacher Education Program (TEP).

- State-mandated [School Safety program](#).
- TCA modules;
- Reflective Paper;
- ELL modules;
- Flinn Scientific Safety Certification;
- Demonstrate basic understanding of the Core Standards for Language Arts and Mathematics;
- Demonstrate basic understanding of the Next Generation Science Standards and NGSS Framework;
- Club, Organization, etc. Memberships
- Membership in a Professional Society related to Science Teaching;
- List of Professional Activities/ Accomplishments with descriptions;
- State Required Exam: Either the ACT with writing, the SAT, or the TAP (preparation site) at the level required to be accepted to TEP and licensure;
- [all background checks](#) required for TEP; and
- GPA and/or any and all remediation programs required to achieve the required GPA for the program.

**Course Due Dates and Timelines**

Because teacher candidates taking this course are at several different stages in completion of the course requirements, due dates will be somewhat individualized. However, candidates should consider the following due dates as a guideline for level of productivity. Each candidate is required to meet with the instructor to finalize dates given their specific situation.
Note: Due Dates are Listed and updated, if necessary, on WesternOnline. Be sure to check WesternOnline regularly in order to complete the course in a timely fashion.

### UTEP* Requirements for TEP* Acceptance

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCA Modules 1st 8 weeks if not already completed – requires registration</td>
<td>1st 8 weeks if not already completed – requires registration through COEHS or on-line – check deadlines on-line.</td>
</tr>
<tr>
<td>Reflective Paper #1 – Paper submitted</td>
<td>First Draft: 4th week of Semester – Monday 8am</td>
</tr>
<tr>
<td>State-Mandated School Safety Program – verification of certificate of</td>
<td>6th week of semester – Monday 8am</td>
</tr>
<tr>
<td>completion</td>
<td>Work with Angi Comrie to complete this requirement on or before the end of the 8th week of classes – Monday of the 9th week of class by 8am.</td>
</tr>
<tr>
<td>Background Checks Completed Successfully – verification on WEPPAS</td>
<td>If GPA is not met, work with instructor on remediation plan. Due dates set on an individual basis.</td>
</tr>
<tr>
<td>TAP, ACT, or SAT completed successfully – verification of scores</td>
<td>See when tests are offered – completed successfully before end of term. If you do not pass the test, see instructor for remediation plan and individual issues. This must be verified as complete before a grade will be issued.</td>
</tr>
<tr>
<td>Major and Overall GPA adequate – verification from transcripts</td>
<td>If GPA is not met, work with instructor on remediation plan. Due dates set on an individual basis.</td>
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### Requirements for STCH application or clearance: Program Requirement for TEP Acceptance

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>ELL Modules – Verification of completion</td>
<td>2nd 8 weeks if TCA not completed, 1st 8 weeks if TCA is completed. Requires registration on-line or through COEHS. Check deadlines on-line.</td>
</tr>
<tr>
<td>Professional Development Activities</td>
<td>List of Professional Development activities with brief description of each. You will need to complete 6 of each type of professional development activity, on average two of each type each academic year starting your sophomore year, to be cleared to student teach. Due 12th week of semester – Monday 8am. See Details in Portfolio Requirement for Program.</td>
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### Additional Program Requirements for Acceptance to TEP

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>Membership in a Professional Society related to Science Teaching – verification by copy of member card or e-mail</td>
<td>As soon as possible in the semester.</td>
</tr>
<tr>
<td>Flinn Scientific Safety Certification – Copy of certificate</td>
<td>This will take approx. 20 hours to complete. Due Date: 10th week of the semester – Monday 8am.</td>
</tr>
<tr>
<td>Core Standards Review</td>
<td>Discuss this in class and set due date as well as specifics for assignment with class. Varies by group and background.</td>
</tr>
<tr>
<td>NGSS Framework Review</td>
<td>Provide verification as soon as possible in the semester.</td>
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<tr>
<td>Membership in Clubs, Civic Organizations, etc</td>
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*University Teacher Education Program (UTEP) requirement for acceptance to the **Teacher Education Program (TEP)

### Grade Distribution for Undergraduates (+/- system) and Graduates (without +/- system)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>TEP Acceptance</td>
</tr>
<tr>
<td>U</td>
<td>No TEP Acceptance</td>
</tr>
<tr>
<td>I</td>
<td>All items completed but awaiting scores for the TAP, ACT, or SAT</td>
</tr>
</tbody>
</table>