

ELEMENTARY EDUCATION, MA

The purpose of the Elementary Education program is to prepare capable, dedicated, and concerned teachers who are committed to the intellectual, emotional, social, and physical growth of school-aged children and youth. Students are encouraged to develop communication skills, content knowledge, observational skills, and sound teaching practices that they can apply to their work with diverse learners. Over the duration of the program, students develop a sense of themselves as professional educators who can act as change agents in their schools.

The graduate program leads to an Illinois teaching license to work with children 1st grade - 6th grade. It is designed for students who have undergraduate degrees in fields other than education. With careful planning, students can add one or more of the following endorsements to their teaching license: Bilingual/ESL, Early Childhood, Special Education (LBS 1), Middle School, and Reading Teacher endorsements.

Admission

Admission to the program requires a BA degree in any academic area with a grade point average of 2.7 on a 4.0 scale, at least 120 credit hours of undergraduate courses from an accredited college or university.

At the time of admission, an advisor reviews transcripts and evaluates all course work completed at other colleges or universities. Advising plans are developed and any deficiencies related to licensure requirements are noted. If additional undergraduate course work is needed, the student's advisor will indicate the course work needed on an advising plan. Students must confer with their assigned advisors before enrolling in the program and during each advising period to ensure that all requirements are being successfully completed.

Alternative Licensure Program

The Alternative Licensure Program provides an alternative licensure pathway to the MA degree. In addition to meeting the requirements for admission to the traditional program, candidates must pass the ILTS Elementary Education content exam; have at least 32 credit hours in core subject content areas; and have at least two years of classroom-based work experience and/or other relevant experiences. Candidates also must earn at least a 3.0 GPA in their first semester of study. All required courses are delivered face-to-face in the summer and remotely while candidates are employed full-time as provisionally licensed teachers.

Requirements

To be awarded the MA in Elementary Education, students must successfully complete a 36 semester hour program of study. Students must maintain an overall GPA of at least 3.0 while enrolled in the MA degree program. Should a student fall below these minimum requirements, the program's faculty will review the student's eligibility to continue moving forward in the degree and licensure program.

One semester prior to student teaching, traditional students must submit proof of passing the appropriate Elementary Education content exam that meets the state's criterion.

Student Teaching for students in the traditional program must be passed with a minimum of C or higher. With the permission of the department chair, traditional students may substitute ELED 471 TEACHER RESIDENCY AND SEMINAR IN THE ELEMENTARY SCHOOL 1 and ELED 472 TEACHER RESIDENCY AND SEMINAR IN THE ELEMENTARY

SCHOOL 2 for ELED 448 IND. COACH & FIELD EXP III, ELED 470 STUDENT TEACHING AND SEMINAR IN THE ELEMENTARY SCHOOL, and ELED 480.

Code	Title	Credit Hours
Core Courses		
EDUC 402	CHILD & ADOLESCENT DEVELOPMENT, LEARNING AND MOTIVATION	3
ELED 400	CURRICULUM, INSTRUCTION, AND ASSESSMENT	3
ELED 401	FOUNDATIONS & COMMUNITY	3
ELED 403	IND. COACH & FIELD EXP I	1
EDUC 421	INTEGRATED, HEALTH, ARTS, AND PE CURRICULUM	3
ELED 428	IND. COACHING & FIELD EXP. 2	1
ELED 441	METHODS OF TEACHING MATHEMATICS IN THE ELEMENTARY SCHOOL	3
ELED 448	IND. COACH & FIELD EXP III	1
READ 420	METHODS OF TEACHING READING IN K-8 EDUCATION	3
READ 433	STRAT/MAT LITERACY & SOCIAL STUDIES K-8	3
SPED 419	EXCEPTIONAL CHILDREN & YOUTH	3
Student Teaching		
ELED 470	STUDENT TEACHING AND SEMINAR IN THE ELEMENTARY SCHOOL	6
Additional Course Required for the MA Only		
EDUC 480	INQUIRY IN THE CLASSROOM	3
Total Credit Hours		36

ALTERNATIVE LICENSURE PROGRAM

Students accepted into the alternative licensure program must maintain an overall GPA of at least 3.0 and successfully complete all required key assessments in the program, which include substantial evaluation as a practicing classroom teacher. Should a student fall below a 3.0 GPA or fail to meet expectations on key assessments, Roosevelt faculty and school partners will review the eligibility of the student to continue moving forward in the program.

During the first year of study, alternative licensure students take core courses in the MA degree program. All students must successfully pass a Mid-Program review in order to advance to the second year.

In the second year, alternative licensure students do not take these core courses: ELED 448 IND. COACH & FIELD EXP III, EDUC 480 INQUIRY IN THE CLASSROOM, and student teaching. Instead, students enroll in the two courses listed below. The Educator Teacher Performance Assessment Portfolio (edTPA) is completed during the first semester of the second year. The alternative licensure pathway is 38 credit hours.

Code	Title	Credit Hours
ELED 471	TEACHER RESIDENCY AND SEMINAR IN THE ELEMENTARY SCHOOL 1	6
ELED 472	TEACHER RESIDENCY AND SEMINAR IN THE ELEMENTARY SCHOOL 2	6
Total Credit Hours		12

Field Experience & Student teaching

Pedagogical and real-world training is at the center of graduate degree coursework. Consequently, all traditional students are required to enroll in one credit hour "Individualized Coaching and Field Experiences" courses in each of three semesters prior to their practicum or student teaching. A minimum of 100-150 hours of field experiences is required prior to student teaching.

In their Individualized Coaching courses, students will complete the field experiences needed to develop professional knowledge, skills, and dispositions in alignment with Roosevelt's social justice mission. As students progress from one Individualized Coaching course to another, they will take on tasks and responsibilities that are increasingly complex and challenging. These experiences will prepare students for success in the student teaching experiences that culminate the Elementary Education major and facilitate the awarding of an Illinois Professional Educator License.

Students who successfully complete a full year of paid tutoring (500 hours minimum) through Roosevelt's Metropolitan Chicago Tutoring Corps can substitute their tutoring experience for enrollment in ELED 403 IND. COACH & FIELD EXP I and ELED 428 IND. COACHING & FIELD EXP. 2. Consequently, MCTC tutors are eligible to earn the MA degree with 34 credit hours of core courses. MCTC tutors who do not successfully complete the full year of tutoring (500 hours minimum) will be required to complete the traditional 36 credit hour degree program.

Placement in student teaching sites is planned with consideration of professional standards and partnership schools and agencies. Student teaching placements are open only to students who have successfully completed the appropriate general education and professional education courses, content tests, and other Department of Education student teaching requirements. Placements in sites with diverse student populations are required. Students must submit a formal application two semesters prior to the semester in which they plan to do their student teaching. Applicants are expected to be in good academic standing and must provide evidence of competency with regard to professional dispositions, including the passage of a criminal background check. Students should consult regularly with their advisor about the specific requirements for licensure and student teaching in Illinois.

In addition to the requirements outlined in this academic catalog, students in the Elementary Education program are obligated to become familiar with and comply with, all requirements outlined in the Initial Licensure Field Experience & Student Teaching Handbook in order to receive a passing grade for field experience and student teaching courses proceeding to licensure. Students enrolled in field experience and student teaching courses will receive the handbook from the Director of Field Placement.

Licensure Requirements

Students who complete the Elementary Education program earn a State of Illinois Professional Education License with an elementary education endorsement. With careful planning, students can add on an additional endorsement in Early Childhood education, Bilingual/ESL education, Middle School education, Special Education (LBS1), and Reading Teacher.

In order to qualify for Roosevelt University's recommendation for the Illinois teaching license in Elementary Education, students must meet all general education requirements that are in effect at the time of their application.

Students must consult with their education advisor to determine which general education courses are acceptable toward fulfillment of licensure requirements. Because requirements for licensure, graduation, and continuing enrollment are subject to change, graduates must consult frequently with their education advisors. The advising plan developed at program admission provides the most up-to-date and authoritative information with respect to all program and licensure requirements.

One semester before beginning student teaching, students must provide proof of having attempted the Elementary Education content exam that meets the state's criterion and have a minimum 3.0 GPA in all graduate courses. All courses must be passed with grades of C- or higher and a minimum C or higher in Student Teaching. Please contact the Department of Education for more information regarding the Elementary Education content exam criteria.

Before issuing a license, the Illinois State Board of Education also requires satisfactory scores on the Educator Teacher Performance Assessment Portfolio (edTPA).

Your degree map is a general guide suggesting courses to complete each term on the academic pathway to your degree. It is based on the most current scheduling information from your academic program. Your program's degree map is reviewed annually and updated as schedules change (although you retain the same course requirements as long as you are continuously enrolled in your degree program).

Always work closely with your academic advisor to understand curriculum requirements and scheduling, as each student's academic plan can look slightly different.

Year 1

Fall	Credit Hours Spring	Credit Hours
EDUC 402	3 READ 420	3
ELED 400	3 ELED 428	1
ELED 401	3 ELED 441	3
ELED 403	1 SPED 419	3
10		10

Year 2

Fall	Credit Hours Spring	Credit Hours
ELED 448	1 ELED 470	6
READ 433	3 EDUC 480	3
EDUC 421	3	
7		9

Total Credit Hours 36