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## Proposal to the Senate Educational Policy Committee

**PROPOSAL TITLE:** Revision to the Elementary Undergraduate Education Major in the College of Education

**SPONSOR:** Mary Kalantzis, Dean, College of Education, 1310 South Sixth Street, 333-0960, kalantzi@illinois.edu

**COLLEGE CONTACT:** Sarah McCarthy, Director of Teacher Education, Department of Curriculum and Instruction, College of Education; 244-1149; mccarthe@illinois.edu

**BRIEF DESCRIPTION:**

- Courses fulfilling General Education Requirements are re-aligned to fit campus categories. (See Appendix A.)
- A pathway has been established for students to meet both campus and state math requirements. (See Appendix B.)
- Area of concentration requirements have been dropped.
- EDUC 201 and 202 will be required for all undergraduate candidates. These will replace EPS 201 or 202 as a requirement. Late transfer undergraduates will take EDUC 201/202 or program-approved equivalent coursework.
- SPED 117 is no longer a prerequisite for SPED 405.
- CI 405, CI 407, CI 450, CI 451, and EDPR 432 will all increase in hours to accommodate for the new ISBE standards and various assessment requirements. Course revision forms have been submitted to account for these changes.
- CI 447 will be replaced by CI 452, and will increase from one to three credits. A new course outline for this course is included.
- ART 202 and MUS 241 will be replaced by FAA 202. A course proposal has been submitted by FAA.
- Freshmen (graduating in 2018) must begin the new program requirements due to the Illinois State Board of Education ending current licensure for elementary education for any students graduating after September 1, 2017. Juniors (graduating in 2016), and seniors (graduating in 2015) will be under the current program with courses and credit hours remaining the same. Sophomores (graduating 2017) will be held to the current program except for EDPR 432, which will be a variable credit hour course. Coursework has been rearranged to allow for students to have fewer courses in the student teaching semester. This allows EDPR 432 to reflect more accurately the amount of time required for student teaching. Since we will be running two programs concurrently to accommodate all current students, affected courses will show a credit range on the course revision form.

**JUSTIFICATION:** The College has been engaged in a three-year redesign of teacher education to accommodate both the changing ISBE requirements and to prepare diverse and dynamic educators. The College seeks to provide a core experience for our future teachers. Two new foundational courses, along with our newly revamped EPSY 201, will provide content on the history and nature of schools, identity within communities, social justice understandings, and responsive pedagogy to cultural differences that are fundamental to understanding the role of schools and society. These courses will be team-taught by professors across the college, incorporating their various areas of expertise. Practicum experiences will be extended to include understanding children and youth in their diverse educational settings. Exposing candidates to research faculty early in their program will allow them to be connected to inquiry projects and other diverse opportunities. This redesign addresses in total the 2010 Illinois Professional Teaching Standards, as required by ISBE. As a result of this redesign, we have a more streamlined and collaborative program, with a focus on diversity (e.g., race, ethnicity, social class, language, cultural, sexual orientation, gender and national origin) throughout. Working with other university partners, such as the Fine Arts departments, enhances our candidates' experiences. Professional educational courses have been extended from 55 hours to 70 hours to include more in-depth methods and content instruction, and assessment practice.

**BUDGETARY AND STAFF IMPLICATIONS:** *(Please respond to each of the following questions.)*

1. Resources

a.) *How does the unit intend to financially support this proposal?* The changes in the elementary major will have only minor implications. These changes will occur by internally reallocating resources, and therefore will have no net effect on the budget.

b.) *How will the unit create capacity or surplus to appropriately resource this program? If applicable, what functions or programs will the unit no longer support to create capacity?* The new courses, EDUC 201 and EDUC 202, will be team-taught by faculty members across the College. Current faculty will staff these new courses so no new faculty or new dollars are required. FAA 202 is a new course that replaces separate courses for music and art. The credit hours in the CI 405-406-407 sequence will be altered so that each course carries an equal number of credit hours. This will have no effect on the net budget but will ensure that faculty and Teaching Assistants are receiving the same compensation relative to credit hours. The change from 2-3 credit hours for the CI 450-451 sequence will have no effect on the budget since the same faculty will be teaching those courses. Dropping CI 447 (1 credit hour) and replacing it with CI 452 (3 credit hours) will have no budgetary implications since the same faculty will be teaching the new course. Changing EDPR 432 to 2-12 hours will not affect faculty load and will allow students to carry a full load of at least 12 hours while student teaching.

c.) *Will the unit need to seek campus or other external resources? If so, please provide a summary of the sources and an indication of the approved support.* The unit will not need to seek campus or other external resources.

d.) *Please provide a letter of acknowledgment from the college that outlines the financial arrangements for the proposed program.*

2. Resource Implications

a.) *Please address the impact on faculty resources including the changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc.* There will be minimal impact on faculty

resources with these changes. No new faculty will be needed to staff the courses; resources will be internally reallocated. Please see the response to question 1b for more details.

*b.) Please address the impact on course enrollment in other units and provide an explanation of discussions with representatives of those units:* We expect that the redesigned program will be attractive to more students seeking an elementary teaching license. The change by ISBE from licensing students K-9 in the current program to only licensing from grades 1-6 may have an effect on students who would prefer to teach middle school. However, this will be mitigated by the development of a Middle Grades licensure program at UIUC that will attract students who wish to teach at those grade levels.

*c.) Please address the impact on the University Library:* No new library resources are anticipated.

*d.) Please address the impact on technology and space (e.g. computer use, laboratory use, equipment, etc.):* No new equipment will be required.

**DESIRED EFFECTIVE DATE:** Fall 2015

**STATEMENT FOR PROGRAMS OF STUDY CATALOG:** See below

### **Curriculum and Instruction**

<http://education.illinois.edu/ci>

Head of Department: Fouad Abd El Khalick

311 Education Building, 1310 South Sixth, Champaign, (217) 244-8286

Curriculum Preparatory to Elementary School Teaching

### **For the Degree of Bachelor of Science in Elementary Education**

This program prepares teachers for grades one through six. A minimum of 120 semester hours, excluding basic military science, is necessary for graduation. Council on Teacher Education policy requires that all candidates for admission to a teacher preparation program pass an Illinois approved test of basic skills. Illinois test of basic skills options include the Licensure Testing System [Test of Academic Proficiency \(TAP\)](#) (<http://www.il.nesinc.com/>), or an [ACT/SAT score](#) (<http://education.illinois.edu/students/prospective-students/ACT>) that meets specific criteria.

Students are admitted to Elementary Education as freshman. In order to be recommended for licensure, candidates are required to maintain University of Illinois at Urbana-Champaign, cumulative, content area, and professional education grade point averages of 2.5 (A=4.0). Candidates should consult their adviser or the Council on Teacher Education for the list of courses used to compute these grade point averages. Per State rule, grades in courses of C- or lower may not be used for State of Illinois licensure, endorsements, or approvals. For teacher education licensure requirements applicable to all curricula, see the [Council on Teacher Education](#).

Licensure requirements are subject to change without notice as a result of new mandates from the Illinois State Board of Education or the Illinois General Assembly.

### **Degree Requirements**

Hours	Orientation Seminar
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1	EDUC 101, Education Orientation Seminar
<b>1</b>	<b>Total</b>

The following degree requirements also meet general education course requirements and must be selected from the campus general education course list.

<b>Hours</b>	<b>Composition I</b>
4	Composition I
<b>4</b>	<b>Total</b>

<b>Hours</b>	<b>Advanced Composition</b>
3-4	Advanced composition
<b>3-4</b>	<b>Total</b>

<b>Hours</b>	<b>Natural Sciences &amp; Technology<sup>1</sup></b>
3-4	Life science
3-4	Physical science
<b>6-8</b>	<b>Total</b>

<b>Hours</b>	<b>Cultural Studies<sup>2</sup></b>
3-4	Western/Comparative
3-4	Non-Western/US Minority
<b>6-8</b>	<b>Total</b>

<b>Hours</b>	<b>Social &amp; Behavioral Sciences<sup>2</sup></b>
6-8	Social & Behavioral Sciences
<b>6-8</b>	<b>Total</b>

<b>Hours</b>	<b>Quantitative Reasoning<sup>3</sup></b>
4	Math 103
3-4	Stats 100 OR Math 117
<b>7-8</b>	<b>Total</b>

<b>Hours</b>	<b>Humanities &amp; the Arts<sup>2</sup></b>
6	Humanities and the Arts
<b>6</b>	<b>Total</b>

<b>Hours</b>	<b>Language Other Than English</b>
0-12	Three years of one language other than English in high school or completion of the third semester of college level language.

<b>Hours</b>	<b>Health and Physical Development</b>
3	KIN 268 – Children’s Movement
<b>3</b>	<b>Total</b>

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<b>Hours</b>	<b>Electives</b>
8	Elective Courses (if needed to complete the 120 hour graduate requirement.)

Hours	Professional Education
6	EDUC 201 AND 202 – Foundations of Education OR program approved equivalent courses
3	EPSY 201 – Educational Psychology <sup>4</sup>
3	FAA 202 – Artsful Teaching Through Integration
4	EDPR 250 – School & Community Experience
12	EDPR 432 – Ed Prac in EC & EIED
3	SPED 405 – Gen Educator’s Role in SPED
3	CI 415 – Language Varieties, Cultures, and Learning
3	CI 405 – Intro Tchg Elem Age Children
3	CI 406 – Thry Prac in Elem Schl Tch, I
3	CI 407 – Thry Prac in Elem Schl Tch, II
3	CI 430 – Tchg Children Mathematics
3	CI 432 – Invest Approach Elem Math Inst
3	CI 448 – Tchg Elem Social Studies
3	CI 452 – Soc Stu as Action & Inquiry
3	CI 450 – Tchg Elem Science, I
3	CI 451 – Tchg Elem Science, II
3	CI 467 – Prin Tchg Lit to Child Youth
3	CI 475 – Teach Elem Rdg & Lang Arts, I
3	CI 476 – Teach Elem Rdg & Lang Arts, II
<b>70</b>	<b>Total</b>
<b>120</b>	<b>Total minimum hours for degree<sup>5</sup></b>

<sup>1</sup> Exclusions apply including, but not limited to: Horticulture, Dance and Urban Planning. Must be a science rubric. Consult with advisers for further information.

<sup>2</sup> Across these gen-ed categories, students will need to take courses that include at least four different rubrics from the following: ANTH, ECON, GEOG, GLBL, HIST, PS, PSYC, SOC to meet the ISBE Social Science requirement.

<sup>3</sup> ISBE standards require demonstration of proficiency in algebra and statistics. Consult with adviser for further information. (Appendix B will be a link.)

<sup>4</sup> PYSC 100 is a prerequisite for EPSY 201.

<sup>5</sup> The total hours required for the degree may be higher for students who have not already completed the language other than English requirement and/or the ISBE algebra requirement.

**CLEARANCES:** *(Clearances should include signatures and dates of approval. **These signatures must appear on a separate sheet.** If multiple departments or colleges are sponsoring the proposal, please add the appropriate signature lines below.)*

Signatures:

\_\_\_\_\_  
Unit Representative:

\_\_\_\_\_  
Date:

\_\_\_\_\_  
College Representative:

\_\_\_\_\_  
Date:

\_\_\_\_\_  
Graduate College Representative:

\_\_\_\_\_  
Date:

\_\_\_\_\_  
Council on Teacher Education Representative:

\_\_\_\_\_  
Date:

## Appendix A

### Changes to the Elementary Major

Original Program			Revised Program		
Previous Category	Previous Hours	Course Title	Hour Changes	Course Changes	Category Changes
Orientation Seminar	1	EDUC 101 - Education Orientation Seminar	None	None	None
Communication Skills	4	Composition 1	None	None	Composition 1
	3-4	Advanced Composition	None	None	Advanced Composition
Mathematics and Science	6-8	Life Science	3-4	None	Natural Sciences & Technology
	6-8	Physical science	3-4	None	
	3-5	Quantitative Reasoning I elective	3-4	Stats 100 OR Math 117	Quantitative Reasoning
	4	Math 103 - Theory of Arithmetic	None	None	
Humanities / Arts	6	Literature	None	Humanities and the Arts	Humanities & the Arts <sup>1</sup>
	3	SPED 117	Remove	n/a	n/a
American History	3-4	Choose from HIST 170, 171, 172, 173, 270, 271, 272	None	Western / Comparative	Cultural Studies <sup>1</sup>
Non-Western/US Minority	3-4	Non-Western/US Minority	None	None	
Social / Behavioral Sciences	4	Choose from PSYC 100, PSYC 103, or PSYC 105	6-8	Social & Behavioral Sciences	Social & Behavioral Sciences <sup>1</sup>
	3	PS 101 - Intro to US Gov & Pol			
	3-4	Cultural geography. Choose from: GEOG 104, 110, or 210			
Health and Physical Development	3	KIN 268 - Children's Movement	None	None	None
Electives	9	Elective Courses (if needed to complete the 125 hour graduation requirement.)	8	Elective Courses (if needed to complete the 120 hour graduate requirement.)	None

<sup>1</sup> Across these gen-ed categories, students will need to take courses that include at least four different rubrics from the following: ANTH, ECON, GEOG, GLBL, HIST, PS, PSYC, SOC to meet the ISBE Social Science requirement.

Original Program			Revised Program		
Previous Category	Previous Hours	Course Title	Hour Changes	Course Changes	Category Changes
Area of Concentration	12	Additional study in one academic discipline selected from the categories of mathematics, science, social sciences, or humanities. No more than six of the required twelve hours may be taken at the 100 level. (Consult an adviser for the <a href="#">list</a> of approved disciplines.)	Remove	n/a	n/a
Professional Education	3-4	EPS 201/202 - Foundations of Education	6	EDUC 201 AND 202 – Foundations of Education OR program approved equivalent courses	None
	3	EPSY 236 or PSYC 216 - Child Dev For Elemen Teachers or Child Psych	None	EPSY 201 - Educational Psychology	
	2	MUS 241 - Music for Elementary Teachers	3	FAA 202 – Artsful Teaching Through Integration	
	2	ART 202 - Art in the Elementary Grades			
	None	None	4	EDPR 250 – School & Community Experience	
	8	EDPR 432 - Ed Prac in EC & EEd	12	None	
	3	SPED 405 - Gen Educator's Role in SPED	None	None	



Original Program			Revised Program		
Previous Category	Previous Hours	Course Title	Hour Changes	Course Changes	Category Changes
Professional Education (continued)	3	CI 415 - Language Varieties, Cultures and Learning	None	None	None (continued)
	2	CI 405 - Intro Tchg Elem Age Children	3	None	
	4	CI 406 - Thry Prac in Elem Schl Tch, I	3	None	
	2	CI 407 - Thry Prac in Elem Schl Tch, II	3	None	
	3	CI 430 - Tchg Children Mathematics	None	None	
	3	CI 432 - Invest Approach Elem Math Inst	None	None	
	3	CI 448 – Tchg Elem Social Studies	None	None	
	1	CI 447 - Iss Prac in Address Diversity	3	CI 452 – Soc Stu as Action & Inquiry	
	2	CI 450 - Tchg Elem Science, I	3	None	
	2	CI 451 - Tchg Elem Science, II	3	None	
	3	CI 467 - Prin Tchg Lit to Child Youth	None	None	
	3	CI 475 - Teach Elem Rdg & Lang Arts, I	None	None	
	3	CI 476 - Teach Elem Rdg & Lang Arts, II	None	None	
	55-56	Total Professional Ed	70	Total Professional Ed	
	125	Total Minimum Hours for Degree	120	Total Minimum Hours for Degree	

## Appendix B

### Advising Pathway for Elementary Students to Meet the State and Campus Math Requirements

Requirements:

1. Show Proficiency in ISBE College Algebra Standards
2. Math 103
3. Show Proficiency in ISBE Statistics Standards through either an AP Statistics Exam Score greater than or equal to 3, or through one of the following Quantitative Reasoning 1 courses: MATH 117 or STAT 100.

Advising Paths	College Algebra Standards (Check One)	Math 103	Statistics Standards (Check One)
<p>All students must complete one option in each of the following three columns. Students need to demonstrate proficiency in the College Algebra standards before taking Math 103.</p>	<p><input type="checkbox"/> High school pre-calculus, college algebra<sup>1</sup>, or calculus <math>\geq C^2</math>  <b>AND</b> ACT math <math>\geq 25^3</math> (SAT <math>\geq 570</math>)</p> <p><input type="checkbox"/> ACT <math>\geq 30^4</math> (SAT <math>\geq 670</math>)</p> <p><input type="checkbox"/> AP Calculus Exam Score <math>\geq 3^5</math></p> <p><input type="checkbox"/> Passing score on ALEKS College Alg. Module<sup>6</sup></p> <p><input type="checkbox"/> Math 112 or Equivalent <math>\geq C</math></p>	<p><input type="checkbox"/> Math 103</p> <p><input type="checkbox"/> Community College equivalent of Math 103</p>	<p><input type="checkbox"/> Math 117<sup>7</sup> (Revised version)</p> <ul style="list-style-type: none"> <li>• This is the preferred option as the course is designed specifically for future teachers</li> </ul> <p><input type="checkbox"/> Stat 100</p> <p><input type="checkbox"/> AP Statistics Exam Score <math>\geq 3^5</math></p>

Notes:

1. High Schools have various names for “College Algebra”. “College Algebra” refers to studies in advanced algebra beyond Algebra 2. Some common names for course that address the ISBE college algebra standards are “College Algebra”, “College Algebra/Trig”, “Advanced Algebra/Trig”, and “Algebra 3”.
2. The Admissions and Records Officer checks each student’s records and submits a list to the advisors to use when placing students in courses. Students self-report math grades and are advised accordingly. Final high school transcripts are reviewed. Records are kept indicating student proficiency in the college algebra standard.
3. An ACT score  $\geq 25$  ranks a student in the top 20% of all students who take the ACT. This measure helps provide accountability that they attained a solid mathematical foundation through their high school coursework (<http://www.actstudent.org/scores/norms1.html>)

4. An ACT score  $\geq 30$  ranks a student in the top 5% of all students who take the ACT. Examining the ACT College and Career Readiness standards, a student that scores a 30 shows proficiency in the majority of the ISBE college algebra standards. See <http://www.act.org/standard/planact/math/index.html>
5. To earn QR I credit, AP scores must be  $\geq 4$
6. The ALEKS College Algebra Module is a flexible online learning module with a proctored exam that students can complete on their own time. It is designed to address the ISBE college algebra standards.
7. Math 117 will add the ISBE statistics standards not covered in math 103 and CI 432 (required courses).

November 26, 2014

Dear Members of the Senate Educational Policy Committee:

The College of Fine and Applied Arts (FAA) plans to offer the course, FAA 202, as part of the Elementary Education Program to meet Illinois State Board of Education (ISBE) standards.

Subject matter experts in FAA believe that the course that serves elementary education licensure students should be at the 200 level; there will be no need to revise course content or assignments.

We look forward to working with the College of Education to enhance students' learning within the elementary licensure program and meet ISBE standards.

Sincerely,

Alan Mette, Professor  
Interim Associate Dean of Undergraduate Academic Affairs  
College of Fine + Applied Arts