



Proposal to the Senate Educational Policy Committee

PROPOSAL TITLE: Establish a new Bachelor's of Science in Middle Grades Education in the Department of Curriculum and Instruction with concentrations in: 1) literacy; 2) mathematics; 3) science; and 4) social science.

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: The Middle Grades Education Major provides the coursework and field experiences for students to be licensed to teach grades 5-8 in the State of Illinois. Students will fulfill General Education requirements required by the University, select one or more areas of concentration (literacy, social sciences, science or math) for an endorsement in one or more subject areas, and take instructional methods courses for teaching students in grades 5-8. Along with taking foundational courses identifying issues related to school, society and student learning, majors will be placed in school settings to observe, reflect upon, and apply the knowledge and skills they gain from coursework. The set of courses and field experiences build upon one another as students progress through the program.

JUSTIFICATION: The State of Illinois has changed the requirements for licensing teachers for grades 5-8. Current practice is to attach a middle grades endorsement to either the elementary or secondary endorsements based on a specific number of content course hours and six hours of middle grades methods instruction. Beginning February 1, 2018, the Illinois State Board of Education will no longer endorse middle grades teachers in this manner. The new procedure will require a separate major in middle school education for grades 5-8. To fulfill the need for teachers to be endorsed to teach students in grades 5-8, the College of Education proposes a new Undergraduate Major.

The College of Education is proposing a new program, the Middle Grades Education Major, to allow us to prepare educators specifically to meet the needs of young adolescents in grades 5-8 with exposure to appropriate curriculum and practicum experiences. The Middle Grades Education Major has been designed not only to align with all ISBE standards for licensure, but also to be in accordance with the principles outlined by the National Middle School Association (now AMLE). The program is designed to recognize the critical stage of cognitive growth that occurs in adolescence. In addition, the development of the new major is aligned with the re-design of our teacher preparation programs to ensure that we have no gaps in our preparation

programs. Adding the Middle Grades Education Major will allow us to continue to prepare diverse and dynamic educators for all grades—early childhood through high school. It is essential that the University of Illinois at Urbana-Champaign provides a cutting-edge program to compete with other public institutions that are providing Middle Grades licensure programs.

Prospective Middle Grades teachers will take a set of Foundations courses including EDUC 201, EDUC 202, and EPSY 201. These Foundations courses, taken in freshmen and sophomore years, provide content on the history and nature of schools, identity within communities, social justice understandings, and responsive pedagogy to cultural and linguistic differences that are fundamental to understanding the role of schools and society. Students also gain foundations in cognitive and social development. Practicum experiences include understanding children and youth in their diverse educational settings.

Students will select one or more areas of concentration in literacy, social sciences, math, or science to obtain a deep knowledge of content areas. These concentrations align with ISBE's areas of endorsement that are required to teach in the Middle Grades. Students will have the choice of more than one area of concentration to have the flexibility to teach more than one content area, a quality sought by school districts and principals when hiring Middle Grades teachers. Students will begin taking courses in the area of concentration along with their General Education requirements.

Middle Grades Education Majors will begin their instructional methods courses as juniors and continue to gain knowledge and expertise through methods courses. Methods course CI 410 is designed specifically for teaching at the middle school; EPSY 430 is designed to develop in-depth understanding of adolescent development; and, CI 467, CI 471, and CI 476 provide significant literacy background. In addition, students will take a specific content methods course, CI 402 (English, Math, Social Studies, or Science) to learn how to apply content to specific subject areas. Majors will have practicum experiences in schools with students in grades 5-8 in their junior and senior years. The practical experiences will begin with placements once a week in CI 410, advance to 2-3 times per week in EDPR 250 in conjunction with the methods course CI 402, and culminate in student teaching, EDPR 442. An accompanying content methods course, CI 404, will prepare students to discuss issues related to professionalism and successfully completing the EdTPA (Educational Teacher Performance Assessment) required for licensure.

While the degree program is new, almost all of the courses are existing courses that have been part of other programs (e.g., secondary minor, reading endorsement, middle school endorsement); thus, we are not creating new courses but revising courses to better meet the needs of the new program. The courses that will count for areas of concentration are already offered by units in LAS and the College of Education.

Together the Foundations courses, the content courses for the areas of concentration, the revised methods courses and the practicum experiences will position Middle Grades Education Majors to obtain teaching licenses and jobs in middle school settings.

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 College will reallocate existing faculty resources to support the program. The College will admit students to the program as freshmen and generate income from the IUs and course enrollment.
- 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 College will support the Middle Grades Education Major in similar ways to the Elementary Education and Early Childhood Education Programs. This will be an additional program that will recruit students specifically seeking to teach at the Middle Grades; some students who formerly sought elementary licenses will choose Middle Grades; some students who sought 6-12 licenses will choose to focus on Middle Grades only. The program has been structured for students to attain more than one endorsement with their teaching license.
- 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 program will not need additional external resources. However, the College will be coordinating with other units on campus (e.g., LAS) to ensure that courses for the concentrations will be offered.
- 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. Some faculty members who teach in the “old” secondary program will teach in the new Middle Grades Education program. Some faculty who teach in the elementary program are also prepared to teach in the Middle Grades Education Major. Since most of the courses in the program have been taught by existing faculty, there will be no need for additional resources. However, some courses that were taught for the Middle School Endorsement offered in the summer will now be taught during the academic year. Class sizes and student-faculty ratios are expected to remain the same.
- b. Please address the impact on course enrollment in other units and provide an explanation of discussions with representatives of those units. *(A letter of acknowledgement from units impacted should be included.)* Some courses required for the areas of concentration (e.g., math, science, social studies, and literacy) will need to be offered on a regular basis. Since many of these courses fulfill General Education requirements or fulfill Majors for other departments, it is likely that the impact on enrollment will be negligible.
- c. Please address the impact on the University Library *(A letter of estimated impact from the University Librarian must be included for all new program proposals. If the*

impact is above and beyond normal library business practices, describe provisions for how this will be resourced.) The impact on the University Library is likely to be negligible. The library already has most of the journals focused on middle grades pedagogy that are read by researchers and teachers.

- d. Please address the impact on technology and space (e.g. computer use, laboratory use, equipment, etc.). The College of Education has both the requisite technology and space for the Middle Grades Education program.

For new degree programs only:

- 3) Briefly describe how this program will support the University's mission, focus, and/or current priorities. Include specific objectives and measurable outcomes that demonstrate the program's consistency with and centrality to that mission.

As a public, land grant institution The University of Illinois is committed to serving the public good and committed to undergraduate education. The Middle Grades Education Major will serve an essential purpose of the university in continuing to prepare the best teachers in the State of Illinois to teach an increasingly diverse population of children and youth. The Middle Grades Education program is aligned with the current goals and initiatives of the university. Researchers in the College of Education are positioned to study the outcomes of preparing excellent teachers for middle schools, and thus can foster scholarship, discovery and innovation in the field of education. The program of courses and experiences in school settings will provide students with transformative learning experiences that will prepare them to implement cutting-edge pedagogy in their own classrooms. Preparing innovative teachers with in-depth subject knowledge and understandings of diverse students will make a significant and visible impact on society. Investing in our future teachers is a strategy that will pay off for the university as well as for society. The outcomes of the new program will be demonstrated by the demand for teachers graduating from our program to teach in middle schools throughout the state and nation. While the university already has a reputation for preparing outstanding educators, having an innovative Middle Grades Education program will enhance the mission and reputation of the college and university.

- 4) Please provide an analysis of the market demand for this degree program. What market indicators are driving this proposal? What type of employment outlook should these graduates expect? What resources will be provided to assist students with job placement?

The Illinois State Board of Education has created the demand for this program by changing the standards and licensure requirements. ISBE has legislated that students seeking to teach students in grades 5-8 must have a specific major in Middle Grades Education. Therefore, it is incumbent upon the University of Illinois at Urbana-Champaign to offer a program that results in licensure to teach at these grade levels. The College of Education is addressing this need to offer programs for students who wish to teach children from birth through high school. Thus, we have gone beyond the state requirements to develop an innovative program that relates theory to practice, emphasizes diversity, and provides students with technological tools to serve children and youth.

The need for preparing students to teach at the middle grades is great. It is projected that there will be a 6.6% increase in the number of middle school teachers needed each year until 2022 (http://www.ides.illinois.gov/LMI/Pages/Employment_Projections.aspx). Our major competitors for licensing middle grades teachers are Illinois State University, Eastern Illinois University, DePaul University, University of Illinois Chicago, and St. Xavier. These schools all have ISBE approved programs that will launch in 2015. It is imperative that Illinois has a program to recruit the best and brightest students to become outstanding teachers. We do not want to lose prospective students by having a gap in our licensure programs.

The Office of School and Community Experiences, the Center for Education in Small Urban Communities, and the Illinois New Teacher Collaborative that are housed in the College of Education have strong connections with schools throughout the state. There is a high demand for Illinois students to be placed in local schools as well as Chicago Public Schools and the northern suburbs for student teaching; these placements often result in the hiring of our graduates. Graduates of our current licensure programs are being employed by school districts (93% of 2014 graduates are gainfully employed), and we expect to continue to place graduates of our new degree program throughout the state.

- 5) If this is a proposed graduate program, please discuss the programs intended use of waivers. If the program is dependent on waivers, how will the unit compensate for lost tuition revenue?

Not Applicable.

DESIRED EFFECTIVE DATE: *Fall 2015*

STATEMENT FOR PROGRAMS OF STUDY CATALOG: *(All proposals must include either a new or revised version of the entry in the Programs of Study Catalog, if applicable. Entries will be published as approved by the Senate. Future changes in the statement for Programs of Study Catalog which reflect changes in the curriculum, must go through the normal review process at the appropriate levels.)*

Curriculum and Instruction

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

Head of Department: David Brown (Interim)

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

Curriculum Preparatory to Middle Grades Teaching

For the Degree of Bachelor of Science in Middle Grades Education

This program prepares teachers for grades five through eight. 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) (www.il.nesinc.com/), or an ACT/SAT score (<http://education.illinois.edu/students/prospective-students/ACT>) that meets ISBE mandated criteria.

Students are admitted to Middle Grade Education as freshmen. In order to be recommended for licensure, candidates are required to maintain University of Illinois at Urbana-Champaign, cumulative, content area, and professional 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 grades point averages. Per State rule, courses with a grade of C- or lower may not be used for State of Illinois licensure, endorsements, or approvals. For teacher education licensure 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.

Students in the Middle Grades Education licensure program must complete the Campus General Education Requirements, the courses for one or more areas of concentration (literacy, social sciences, science or math) and the professional education coursework.

Degree Requirements

Hours	Orientation Seminar
1	EDUC 101, Education Orientation Seminar
1	Total

The following degree requirements also meet general education course requirements and must be selected from the campus general education course list. Some professional education courses and area of concentration courses can count towards the general education requirements.

Hours	Composition I
4	Composition I
4	Total

Hours	Advanced Composition
3-4	Advanced composition
3-4	Total

Hours	Natural Sciences & Technology ¹
3-4	Life science
3-4	Physical science
6-8	Total

Hours	Cultural Studies
3-4	Western/Comparative
3-4	Non-Western/US Minority
6-8	Total

Hours	Social & Behavioral Sciences ²
6-8	Social & Behavioral Sciences
6-8	Total

Hours	Quantitative Reasoning
3-4	Quantitative Reasoning I
3-4	Quantitative Reasoning II
6-8	Total

Hours	Humanities & the Arts
6	Humanities and the Arts
6	Total

37-46 Total Hours Gen Eds

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

Hours	Electives
	Elective Hours (as needed to complete the 120 hour graduation requirement)

Hours	Concentrations
24-27	Students must complete 24-27 credit hours within one of the following areas of concentration: 1) Social Science, 2) Science, 3) Mathematics, or 4) Literacy. Subsequent tables outline the required courses to complete requirements in specific concentration areas.

Hours	Professional Education
3	CI 404: Teaching and Assessing Secondary School Students
3	CI 410: Middle Grades Instruction
3	CI 415: Lang Varieties, Culture, & Learning
3	CI 467: Principles and Practices in Teaching Lit to Children and Youth
3	CI 471: Principles and Practices Foster Independent Reading
3	CI 476: Teaching Elementary & Middle Grades Language Arts
4	EDPR 250, Section MG: School & Community Experiences
12	EDPR 442, Section MG: Educational Practice in Secondary Education
3	EDUC 201: Identity and Difference in Education
3	EDUC 202: Social Justice in School & Society
3	EPSY 201: Educational Psychology
3	EPSY 430: Early Adolescent Development

3	SPED 405: General Educator's Role in Special Education
50	Total
120	Total minimum hours for degree³

¹ If seeking the Science area of concentration, exclusions apply including, but not limited to: Horticulture, Dance and Urban Planning. Must be a science rubric. Consult with advisers for further information.

² PYSC 100 is a prerequisite for EPSY 201.

³ 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.

Concentration Requirements

Some area of concentration courses can count towards the general education requirements.

Hours	Social Science Concentration
3	CI 402: Teaching Diverse Middle Grades Students – Social Sciences Section
3-4	American History: Select one from the following: <ul style="list-style-type: none"> • HIST 170: US Hist to 1877 • HIST 171: US Hist to 1877 • HIST 172: US Hist since 1877 • HIST 173: US Hist since 1877 • HIST 270: US Hist to 1815 • HIST 271: Nineteenth Century America: History of the United States from 1815 to 1900 • HIST 272: Twentieth Century America
3-4	Global or World History: Select one from the following: <ul style="list-style-type: none"> • HIST 100: Global History • HIST 140: Western Civ to 1660 • HIST 141: Western Civ to 1660 • HIST 142: Western Civ Since 1660 • HIST 143: Western Civ Since 1660 • HIST 270: United States History to 1815 • HIST 271: Nineteenth Century America: History of the United States from 1815 to 1900 • HIST 272: Twentieth Century America
4	Geography: The following course is required: <ul style="list-style-type: none"> • GEOG 104: Social and Cultural Geography
3	Civics and Government: <ul style="list-style-type: none"> • PS 101: Intro to US Gov & Pol
3	Economics:

	<ul style="list-style-type: none"> • ECON 102: Microeconomic Principles
3-6	Social Science Electives: To complete any remaining required hours, select additional courses from the courses above or in sociology.
24	Total

Hours	Science Concentration
3	CI 402: Teaching Diverse Middle Grades Students –Science Section
6-9	<p>Physical Science: Select a minimum of one course from CHEM and one from PHYS:</p> <ul style="list-style-type: none"> • CHEM 101: Introductory Chemistry OR CHEM 102/103: General Chemistry & Chemistry Lab • CHEM 108: Chemistry, Everyday Phenomena • CHEM 123: Teaching Chemistry to Children & Youth • PHYS 101: College Physics: Mech & Heat • PHYS 102: College Physics: E&M and Modern • PHYS 123: Physics Made Easy • PHYS 140: How Things Work • PHYS 211: University Physics: Mechanics • PHYS 212: University Physics: Elec & Mag
6-8	<p>Life Science: Complete 6 hours with a minimum of 3 hours from the foundations list.</p> <p>Foundations:</p> <ul style="list-style-type: none"> • IB 100: Biological Sciences • IB 103: Intro to Plant Biology • IB 104: Animal Biology • IB 150: Organismal & Evolutionary Biol • MCB 100: Introductory Microbiology • MCB 150: Molecular & Cellular Basis of Life <p>Applications:</p> <ul style="list-style-type: none"> • IB 105: Environmental Biology • IB 106: Extinction: Dinosaurs to Dodos • IB 107: Global Warming, Biofuels, Food • IB 109: Insects and People • MCB 170: Society and the Brain • MCB 180: Reproduction & Society
6-7	<p>Earth and Space Science: Select one from the following Atmospheric Sciences rubric and one from the following Geology rubric:</p> <ul style="list-style-type: none"> • ATMS 120: Severe and Hazardous Weather • ATMS 100: Introduction to Meteorology • ATMS 201: General Physical Meteorology


	<ul style="list-style-type: none"> • GEOL 107: Physical Geology • GEOL 117: Integrated introduction to oceanography and marine geology and geophysics • GEOL 118: Natural Disasters
0-3	Science Electives: To complete any remaining required hours, select additional courses from the courses listed above.
24	Total

Hours	Mathematics Concentration
6	Candidates in this concentration take two core courses: <ul style="list-style-type: none"> • CI 401: Intro to Teaching in a Diverse Society, Section M • CI 402: Teaching Diverse Middle Grades Students, Section M Note: Only CI 402, M (3 hours) counts toward ISBE content.
4	MATH 117: Elementary Mathematics
3-4	Theory of Numbers: Select one from the following: <ul style="list-style-type: none"> • MATH 103: Theory of Arithmetic • MATH 453: Elementary Theory of Numbers
3-4	Geometry: Select one from the following: <ul style="list-style-type: none"> • MATH 119: Ideas in Geometry • MATH 402: Non-Euclidean Geometry • MATH 403: Euclidean Geometry
3-4	Statistics: Select one from the following: <ul style="list-style-type: none"> • STAT 100: Statistics • STAT 200: Statistical Analysis • STAT 400: Statistics and Probability I • STAT 410: Statistics and Probability II
4-5	Calculus: Select one from the following: <ul style="list-style-type: none"> • MATH 220: Calculus • MATH 221: Calculus I
3-4	Math Applications: Select one from the following: <ul style="list-style-type: none"> • CS 101: Intro Computing: Engrg & Sci • CS 105: Intro Computing: Non-Tech • CS 125: Intro to Computer Science • MATH 125: Elementary Linear Algebra • MATH 181: A Mathematical World • MATH 213: Basic Discrete Mathematics • MATH 405: Teacher's Course • MATH 406: History of Calculus • MATH 415: Applied Linear Algebra
27-31	Total *At least one course in the math content categories must be taken for more than the minimum hours to reach the ISBE requirement of 24 content hours.

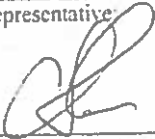
Hours	Literacy Concentration
3	CI 402: Teaching Diverse Middle Grades Students – Eng Lang Arts Section
6	<p>Composition and Writing:</p> <p>Composition I: (minimum 3 hours)</p> <p>Advanced course: (3 hours) Select one from the following:</p> <ul style="list-style-type: none"> • BTW 261: Principles Tech Comm • ENGL 481: Comp Theory and Practice • ENGL 482: Writing Technologies • RHET 233: Advanced Rhetoric & Composition • WRIT 303: Writing Across the Media
6	Literature: Select one literature course at the 100 level and a second literature course at the 200 level. Must be an English or Comparative & World Literature rubric.
3	<p>Literature for Children and Youth:</p> <ul style="list-style-type: none"> • CI 467: Principles and Practices in Teaching Literature to Children and Youth
6	<p>Literacy:</p> <ul style="list-style-type: none"> • CI 471: Principles and Practices to Foster Independent Reading • CI 476: Teaching Elementary & Middle School Lang Arts
24	Total

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:

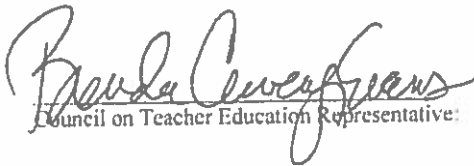
3/3/2015
Date:


College Representative:

4/1/15
Date:

Graduate College Representative:

Date:


Council on Teacher Education Representative:

4/9/15
Date:

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

University Library
Office of Dean of Libraries
and University Librarian
230 Main Library, MC-522
1408 West Gregory Drive
Urbana, IL 61801



April 8, 2015

Mary Kalantzis
Dean, College of Education
M/C 708

Dear Dean Kalantzis:

Thank you for providing the University Library with the opportunity to review the BS degree in the department of Curriculum and Instruction in the College of Education.

Based upon the proposal submitted to the Library on March 6, 2015, while we do believe that there are some gaps in our holdings in this area, we do not believe that there will be any appreciable impact on existing library offerings. Feedback from the subject specialists queried indicated great appreciation for seeing the proposals as such contact does help ensure that our services are in line with the programs developing in the College.

If additional services or materials are required as the program evolves, I have every confidence that we will be able to work together to meet the needs of the students.

Sincerely,

A handwritten signature in black ink, appearing to read 'John Wilkin'.

John Wilkin
Juanita J. and Robert E. Simpson
Dean of Libraries and University Librarian

c: Nancy P. O'Brien
Kathy Stalter, Asst. to AD for Student Academic Affairs, College of Education
Thomas Teper

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

Department of Chemistry
A526 Chem and Life Sci Lab, MC-712
600 South Mathews Ave.
Urbana, IL 61801-3364



GREGORY S. GIROLAMI
Lycun Professor and Head
TEL: 217-333-5071
Email: ggirolam@uiuc.edu

March 16, 2015

Karen M. Carney
Associate Dean
College of Liberal Arts and Sciences

I am writing to indicate that the Department of Chemistry supports the proposal from the College of Education to establish a new Undergraduate Major in Middle Grades Education. We believe that this new major is an appropriate and necessary way to address the changes in the state licensing policies that will occur in January 2018. As the proposal for the new major states, after that date, a teacher must have obtained a degree in an approved middle grades program in order to obtain a state license to teach grades 5-8.

A number of elementary education students already take Chem 108, and we are confident that we can accommodate the students in this new major who wish to take this course. In addition, we already have plans in place to establish a new course on the basic concepts and language of chemistry, which will be specifically designed for students interested in teaching elementary and middle school students.

Sincerely,

A handwritten signature in cursive script, appearing to read 'Gregory S. Girolami'.

Gregory S. Girolami
William and Janet Lycun Professor
Head of Department

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

Department of Economics
214 David Kinley Hall
1407 West Gregory Drive
Urbana, IL 61801 USA



March 19, 2015

Professor Sarah McCarthy
Director of Teacher Education
Department of Curriculum and Instruction
College of Education

Dear Professor McCarthy:

I am writing to express the support of the Department of Economics for the proposed Undergraduate Major in Middle Grades Education in the College of Education.

While the degree program is new, and required due to changes in middle grades licensure by the Illinois State Board of Education, the courses from our unit that are listed are all existing courses that are regularly taken by students in teacher education programs.

We will continue to offer the courses listed in the proposal on a regular basis. Since these courses already fulfill General Education requirements and/or major requirements, the proposed major should have minimal impact on the enrollment in these courses.

I appreciate the opportunity to review the proposed major; please let me know if you have any additional questions.

Sincerely,

A handwritten signature in black ink that reads "Melissa Newell".

Melissa Newell
Assistant Director of Undergraduate Studies
Department of Economics, Liberal Arts & Sciences
217.300.5003
menewell@illinois.edu

cc: Martin Perry, *Head of Department, Economics*
Elizabeth Powers, *Director of Undergraduate Studies, Economics*

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

Department of English
608 South Wright Street
Urbana, Illinois 61801



March 11, 2015

Professor Sarah McCarthey
Director of Teacher Education
Department of Curriculum and Instruction
College of Education

Dear Professor McCarthey:

We write to express the support of the Department of English and the Center for Writing Studies for the proposed Undergraduate Major in Middle Grades Education in the College of Education.

While the degree program is new, and required due to changes in middle grades licensure by the Illinois State Board of Education, the English and Writing Studies courses listed as advanced courses options within the Literacy Concentration are all existing courses that are taken currently by students in teacher education programs:

BTW 261: Principles Tech Comm
RHET 233, Advanced Rhetoric & Composition
WRIT 303, Writing Across the Media
ENGL 481, Comp Theory and Practice
ENGL 482, Writing Technologies

We will continue to offer the courses listed above on a regular basis. Since these courses already fulfill other requirements, the proposed major should have minimal impact on the enrollment in these courses.

We appreciate the opportunity to review the proposed major; please let us know if you have any additional questions.

Sincerely,

Kelly Ritter
Professor and Director, Center for Writing Studies

Tim Newcomb
Professor and Associate Head, English

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

Department of Geology
School of Earth, Society, & Environment
150 Computing Applications Building
605 E. Springfield Avenue
Champaign, IL 61820



March 11, 2015

Professor Sarah McCarthy
Director of Teacher Education
Department of Curriculum and Instruction
College of Education

Dear Professor McCarthy:

I am writing to express the support of the Department of Geology for the proposed Undergraduate Major in Middle Grades Education in the College of Education.

While the degree program is new, and required due to changes in middle grades licensure by the Illinois State Board of Education, the courses from our unit that are listed are all existing courses that are regularly taken by students in teacher education programs.

We will continue to offer the courses listed in the proposal on a regular basis. Since these courses already fulfill General Education requirements and/or major requirements, the proposed major should have minimal impact on the enrollment in these courses.

I appreciate the opportunity to review the proposed major; please let me know if you have any additional questions.

Sincerely,

A handwritten signature in black ink that reads "Stephen P. Altaner".

Stephen P. Altaner

Associate Head and Assoc. Prof., Dept. of Geology

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

Department of History

College of Liberal Arts and Sciences
309 Gregory Hall, MC -460
810 South Wright Street
Urbana, IL 61801



March 16, 2015

Professor Sarah McCarthey
Director of Teacher Education
Department of Curriculum and Instruction
College of Education

Dear Professor McCarthey:

As Director of Undergraduate Studies in History at Illinois, I am writing to express for the proposed Undergraduate Major in Middle Grades Education in the College of Education.

With over 40 full time faculty, my Department offers a large range of courses future Social Science teachers could use to fulfill their requirements in the new program. We offer these courses across the curriculum, from the 100 to the 400 level. These courses already fulfill General Education requirements and/or major requirements, so we offer them regularly. I feel confident we can support this new program well.

I appreciate the opportunity to review the proposed major; please let me know if you have any additional questions.

Respectfully,

A handwritten signature in black ink, appearing to read 'JR', followed by a horizontal line.

John Randolph
Associate Professor of History and Director of Undergraduate Studies
University of Illinois at Urbana-Champaign

jwr@illinois.edu
(217) 300-4103

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

Department of Plant Biology
265 Morrill Hall
505 South Goodwin Avenue
Urbana, IL 61801-3707



March 12, 2015

Professor Sarah McCarthy
Director of Teacher Education
Department of Curriculum and Instruction
College of Education

Dear Professor McCarthy:

I am writing to express the support of the School of Integrative Biology for the proposed Undergraduate Major in Middle Grades Education in the College of Education.

While the degree program is new, and required due to changes in middle grades licensure by the Illinois State Board of Education, the courses from our unit that are listed are all existing courses that are regularly taken by students in teacher education programs.

We will continue to offer the courses listed in the proposal on a regular basis. Since these courses already fulfill General Education requirements and/or major requirements, the proposed major should have minimal impact on the enrollment in these courses.

I appreciate the opportunity to review the proposed major; please let me know if you have any additional questions.

Sincerely,

A handwritten signature in cursive script that reads "Carol H. Augspurger".

Carol Augspurger
Associate Director for Academic Affairs
School of Integrative Biology

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

Department of Political Science

College of Liberal Arts and Sciences
1407 W. Gregory Drive
120 David Kinley Hall
Urbana, IL 61801



March 11, 2015

Professor Sarah McCarthy
Director of Teacher Education
Department of Curriculum and Instruction
College of Education

Dear Professor McCarthy,

I am writing to express the support of the Department of Political Science for the proposed Undergraduate Major in Middle Grades Education in the College of Education.

While the degree program is new, and required due to changes in middle grades licensure by the Illinois State Board of Education, the courses from our unit that are listed are all existing courses that are regularly taken by students in teacher education programs.

We will continue to offer the courses listed in the proposal on a regular basis. Since these courses already fulfill General Education requirements and/or major requirements, the proposed major should have minimal impact on the enrollment in these courses.

I appreciate the opportunity to review the proposed major; please let me know if you have any additional questions.

Sincerely,

William Bernhard
Professor and Head

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

Department of Statistics
101 Illini Hall
725 South Wright Street
Champaign, IL 61820
USA



March 19, 2015

Professor Sarah McCarthy
Director of Teacher Education
Department of Curriculum and Instruction
College of Education

Dear Professor McCarthy:

I am writing to express the support of the Department of Statistics for the proposed Undergraduate Major in Middle Grades Education in the College of Education.

While the degree program is new, and required due to changes in middle grades licensure by the Illinois State Board of Education, the courses from our unit that are listed are all existing courses that are regularly taken by students in teacher education programs.

We will continue to offer the courses listed in the proposal on a regular basis. Since these courses already fulfill General Education requirements and/or major requirements, the proposed major should have minimal impact on the enrollment in these courses. I appreciate the opportunity to review the proposed major; please let me know if you have any additional questions.

Sincerely,

A handwritten signature in cursive script that reads "Douglas G. Simpson".

Douglas G. Simpson
Professor and Chair

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

Department of Geography and
Geographic Information Science

250 Engineering Applications Building, MC 336
651 S. Gooden Avenue
Champaign, IL 61820-3371



March 13, 2015

Professor Sarah McCarthy
Director of Teacher Education
Department of Curriculum and Instruction
College of Education

Dear Professor McCarthy:

I am writing to express the support of the Department of Geography and Geographic Information Science for the proposed Undergraduate Major in Middle Grades Education in the College of Education.

While the degree program is new, and required due to changes in middle grades licensure by the Illinois State Board of Education, the courses from our unit that are listed are all existing courses that are regularly taken by students in teacher education programs.

We will continue to offer the courses listed in the proposal on a regular basis, as we have done for the past decade. Since these courses already fulfill General Education requirements and/or major requirements, the proposed major should have minimal impact on the enrollment in these courses.

I appreciate the opportunity to review the proposed major and am pleased to express departmental support for it. Please let me know if you have any additional questions.

Sincerely yours,

A handwritten signature in cursive script that reads "Sara McLafferty".

Sara McLafferty
Professor and Department Head



ILLINOIS

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Department of Mathematics
273 Ahtgeld Hall, MC-382
1409 W. Green Street
Urbana, IL 61801

August 25, 2015

Professor Sarah McCarthey
Director of Teacher Education
Department of Curriculum and Instruction
College of Education

Dear Professor McCarthey:

I am writing to express the support of the Department of Mathematics for the proposed Undergraduate Major in Middle Grades Education in the College of Education. While the degree program is new, and required due to changes in middle grades licensure by the Illinois State Board of Education, the courses from our unit that are listed are all existing courses that are regularly taken by students in teacher education programs. We will continue to offer the courses listed in the proposal on a regular basis. Since these courses already fulfill General Education requirements and/or major requirements, the proposed major should have minimal impact on the enrollment in these courses. I appreciate the opportunity to review the proposed major; please let me know if you have any additional questions.

Sincerely

Randy McCarthey
Director of Undergraduate Studies
Professor of Mathematics
rmccrthy@illinois.edu

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

EP.16.17

Office of the Provost and Vice Chancellor
for Academic Affairs

Swanlund Administration Building
601 East John Street
Champaign, IL 61820



September 1, 2015

Bettina Francis, Chair
Senate Committee on Educational Policy
Office of the Senate
228 English Building, MC-461

Dear Professor Francis:

Enclosed is a copy of a proposal from the College of Education to establish a new Bachelor of Science in Middle Grades Education.

Sincerely,

A handwritten signature in cursive script, reading "Kathryn A. Martensen".

Kathryn A. Martensen
Assistant Provost

Enclosures

c: C. Span
K. Stalter
M. Kalantzis
S. McCarthy
B. Clevenger

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

Student Academic Affairs Office

College of Education
120 Education Building
1310 South Sixth Street
Champaign, IL 61820



March 9, 2015

Ms. Kathy Martensen
Assistant Provost for Educational Programs
204 Swanlund Administration Building
MC-304

Dear Ms. Martensen:

Enclosed is a proposal for approval of the Undergraduate Major in Middle Grades Education.

Since existing faculty will teach most of the courses in the program and the College has the technology and space to accommodate the courses, there will be no need for additional resources. Therefore, we do not anticipate any budgetary implications.

Thank you for your consideration of this request.

Sincerely,


Christopher M. Span
Associate Dean for Academic Programs



**Senate Educational Policy Committee
Proposal Check Sheet**

PROPOSAL TITLE (Same as on proposal): Establish a new Bachelor's of Science in Middle Grades Education in the Department of Curriculum and Instruction with concentrations in: 1) literacy; 2) mathematics; 3) science; and 4) social science

PROPOSAL TYPE (select all that apply below):

A. Proposal for a NEW or REVISED degree program. Please consult the Programs of Study Catalog for official titles of existing degree programs.

1. Degree program level:

Graduate Professional Undergraduate

2. Proposal for a new degree (e.g. B.S., M.A. or Ph.D.):

 Degree name, "e.g., Bachelor of Arts or Master of Science": Bachelor's of Science

3. Proposal for a new or revised major, concentration, or minor:

New or Revised **Major** in (name of existing or proposed major): Middle Grades Education

New or Revised **Concentration** in (name of existing or proposed concentration): _____

New or Revised **Minor** in (name of existing or proposed minor): _____

4. Proposal to rename an existing major, concentration, or minor:

Major Concentration Minor

 Current name: _____

 Proposed new name: _____

5. Proposal to terminate an existing degree, major, concentration, or minor:

Degree Major Concentration Minor

 Name of existing degree, major, or concentration: _____

6. Proposal involving a multi-institutional degree:

New Revision Termination

Name of existing Illinois (UIUC) degree: _____

Name of non-Illinois partnering institution: _____

Location of non-Illinois partnering institution:

State of Illinois US State: _____ Foreign country: _____

- B. Proposal to create a new academic unit (college, school, department, program or other academic unit):

Name of proposed new unit: _____

- C. Proposal to rename an existing academic unit (college, school, department, or other academic unit):

Current name of unit: _____

Proposed new name of unit: _____

- D. Proposal to reorganize existing units (colleges, schools, departments, or program):

1. Proposal to change the status of an existing and approved unit (e.g. change from a program to department)

Name of current unit including status: _____

2. Proposal to transfer an existing unit:

Current unit's name and home: _____

Proposed new home for the unit: _____

3. Proposal to merge two or more existing units (e.g., merge department A with department B):

Name and college of unit one to be merged: _____

Name and college of unit two to be merged: _____

Proposed name and college of new (merged) unit: _____

4. Proposal to terminate an existing unit:

Current unit's name and status: _____

- E. **Other educational policy proposals** (e.g., academic calendar, grading policies, etc.)

Nature of the proposal: _____

Revised 10/2012