



Proposal to the Senate Educational Policy Committee

PROPOSAL TITLE: Revision to the Early Childhood ~~Undergraduate~~ Education Undergraduate 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](#))
- Area of concentration requirements have been dropped, as it was prohibitive to students transferring into the program both internally and externally. Courses have been expanded in the revised program to include more content.
- Speech Performance is no longer required. Students will complete the campus gen ed Comp I requirement.
- MATH 103 will no longer be required and ISBE standards will instead be covered by CI 443. Students will complete the campus gen ed QR-~~II~~ requirement.
- Students will be required to take an additional science course, as required by ISBE. ISBE requires that the third course be Earth and Space Science. Advisers will provide a list of approved courses to meet this requirement.
- ART 140 and MUS 130 or MUS 133 will no longer be required. Students complete the campus gen ed HUM requirement.
- Health and Physical Development course from College of Education approved list is no longer required. ISBE standards will be covered in CI 424 and HDFS 301 (development), CI 421 and CI 445 (movement and body awareness), and CI 420 (health regulations and procedures).
- American History no longer required. Students will complete the campus gen-ed Western/Comparative requirement.
- PS 101, PSYC 100, PSYC 103 or PSYC 105 -will no longer be required. Students will complete the campus gen ed Social and Behavioral Science requirement.
- Students will be required to take 4 courses across gen ed categories (Cultural Studies, Social & Behavioral Sciences, Humanities & the Arts), that fulfill the following rubrics: ECON, GEOG, HIST, PS, to meet the ISBE Social Science requirement.
- Elective hour requirements will change from 0-4 to 0-6 to meet the 120 degree hour requirement.

- CI 415 will be added as a requirement. This foundational course is also required in the Elementary and Middle grades programs and aligns with a College-wide focus on preparing teachers who support diversity.
- CI 420 will no longer be taken for 3 or 5 hours. Students will be required to take it for 5 hours.
- CI 442 (previously 6 week course covering math, science and technology) will be replaced with CI 443 (full semester math course) and CI 424 (full semester technology course). A new course proposal has been will be submitted for CI 443 when CIM allows (Fall 2018).
- CI 444 (previously a 6-week course covering social studies) will be replaced with CI 445 (a full semester course covering science, social studies, and inquiry). CI 445 will cover both science and social studies methods while extending inquiry-based teaching methods students used in their prekindergarten placement into their primary placement. As science and social studies both lend themselves to inquiry-based learning, they will be taught together.
- CI 466 will be a full semester rather than 6 week course and will increase to 3 hours. We are eliminating all 6 week courses so that student teaching can be extended to 18 weeks. The change to full semester will require 3 registered hours.
- EDPR 250 (a one hour field experience) will be replaced with HDFS 301 (4-hour course with a field experience) and will increase from 1 to 4 credits. EDPR 250 was not meeting requirements for infant/toddler development for teachers licensed birth – grade 2 set by ISBE. HDFS 301 will provide a strong foundation in infant/toddler development, meeting those standards and strengthening students knowledge.
- CI 468 will be discontinued. Course content will be absorbed into CI 465, CI 466, CI 443, and CI 445.
- 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 438 (course that covers life span) will no longer be available as an alternative to CI 422. CI 422 (Early Childhood focused) has been updated to include special education content.
- EDPR 438~~20~~ will be removed and students will instead take 4 hours of EDPR 420~~38~~. In the previous program, students took 2 hours of EDPR 420 and 2 hours of EDPR 438 concurrently and the same placement was used for both CRNs. This has been a source of confusion for students. In the revised program, the placement and content will be the same, but will be under one CRN rather than two.
- EDPR 432 will be extended from 4 to 12 hours. This reflects the extension of student teaching from 10 to 18 weeks.
- Fall 2016 Incoming freshmen (graduating in 2020) must begin the new program requirements due to the Illinois State Board of Education ending current licensure for Early Childhood education for any students graduating after September 1, 2019. Current freshman (graduating in 2019), sophomores (graduating in 2018), juniors (graduating 2017) and seniors (graduating in 2016) will be under the current program with courses and credit hours remaining the same.

Commented [A1]: This has always been a 5 hour course. I believe this is an error in the 15-16 POS.

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 foundational courses (EDUC 201 & EDUC 202), along with 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. 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 and Human Development and Family Services departments, enhances our candidates' experiences. Professional educational courses have been aligned around child inquiry and intentionally connected to classroom placements to provide students with a more practiced-based program and a greater understanding of developmentally appropriate practice for young children.

BUDGETARY AND STAFF IMPLICATIONS:

1) Resources

- a. *How does the unit intend to financially support this proposal?* The changes in the ~~early-Early childhood-Childhood~~ 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 courses, EDUC 201 and EDUC 202, will be taught by faculty members across the College; the courses are part of the Elementary, Middle Grades, and ~~secondary-Secondary~~ minor programs currently, and will have a slightly increased enrollment as they become part of the Early Childhood major. Current faculty and graduate students staff these courses so no new faculty or new dollars are required. CI 443 is a new class that replaces CI 442. CI 445 is a new class that replaces CI 444. CI 468 will be eliminated. CI 424, CI 415, and HDFS 301 are existing courses that ~~we-will~~ become required in the program. These courses can support additional students and will not require additional sections or faculty. Changing EDPR 432 to 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 Early Childhood teaching license. The change by ISBE from licensing students birth - grade 3 in the current program to only licensing from birth – grade 2 may have an effect on students who would prefer to teach kindergarten, as they will no longer be able to do so with an Elementary teaching license, which prepares students to teach grades 1-6. There may be an increase in the Early Childhood program that will absorb students wishing to teach kindergarten. Math 103 may have a slight decrease in enrollment without the Early Childhood majors but students may elect to take the course anyway to fill a QR4 requirement; however the Elementary program is struggling to get enough seats. Therefore, the overall impact will be negligible. ART 140 may have a slight decrease in enrollment; however, ECE students will be taking ART 201 that is more aligned with Early Childhood goals. The option of MUS 130 or MUS 133 being removed may result in slightly lower enrollments; however, students will be taking MUS 345 in methods which is aligned with goals of teaching children music concepts. PS 101 may see a slight decrease in enrollment; however, students will have options in social and behavioral sciences that will add enrollments to those courses. PSYC 100, 103, and 105 may have slight decreases in enrollment; however, students will be taking other social and behavioral sciences that will even out enrollment. HDSFS 301 will have increased enrollment but can accommodate the additional seats needed. Students are required to take a Geography class; thus there may be a slight increase in enrollment for geography courses that also meet General Education requirements. GEO 104, 110, or 210 will no longer be required, having a slight impact on enrollments; however, students will be enrolling in geography classes to fill their General Education requirements. KIN 268 will no longer be required, thus having some impact on the enrollment; the ISBE standards are addressed in other courses. Specific history options (HIST 170, 171, 172, 173, 270, 271) are no longer required, thus having a potential impact on those courses; however, students may still take these courses to fulfill the Western/Comparative General Education. Emails have been sent to affected units pending.

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

b-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 2016 or upon campus and ISBE approval.

STATEMENT FOR PROGRAMS OF STUDY CATALOG: See below

Curriculum and Instruction

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

Head of Department: David Brown

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

Curriculum Preparatory to Early Childhood Teaching

For the Degree of Bachelor of Science in Early Childhood Education

[Gateways to Opportunity Level 5 Entitled Program in Early Childhood Education[†]](#)

This program prepares ~~teachers~~ student candidates to teach for birth to grade 2. 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) (<http://education.illinois.edu/students/prospective-students/ACT>) that meets specific criteria.

Students are admitted to Early Childhood 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 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
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.

Hours	Composition I
4-64	Composition I
4-64	Total

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

Hours	Natural Sciences & Technology [†]
3-4	Life science
3-4	Physical science

[†] [Effective date: Fall of 2016 or upon approval by ISBE and Gateways to Opportunity \(just found out from ISBE we can admit prior to Gateways approval. For whatever reason I can't put in a comment.\)](#)

3-4	Earth and Space Science ²
9-12	Total

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Hours	Cultural Studies²
3-4	Western/Comparative
3-4	Non-Western/US Minority
6-8	Total

Hours	Social & Behavioral Sciences²
6-8	Social & Behavioral Sciences
6-8	Total

Hours	Quantitative Reasoning
3-5 4	Quantitative Reasoning I
3-4	Quantitative Reasoning II
6-98	Total

Hours	Humanities & the Arts²
6	Humanities and the Arts
6	Total

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
0-6 8	Elective Courses (if needed to complete the 120 hour graduate requirement.) ^{42}

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Hours	Professional Education
2	ART 201 – Art in Early Childhood
3	CI 415 – Language Varieties, Cultures, and Learning
5	CI 420 – Foundations of Early Childhood Education
3	CI 421 – Principles and Practices in Early Childhood
3	CI 422 – Families, Communities, and Schools
3	CI 424 – Child Development and Technology
3	CI 443 – Mathematics in Early Childhood
3	CI 445 – Science and Social Studies Inquiry
3	CI 465 – Language and Literacy in Early Childhood I
3	CI 466 – Language and Literacy in Early Childhood II
2	EDPR 420 – Educational Practice Students with Special Needs
42	EDPR 42038 – Educational Practice in Special Fields Students with Special Needs
12	EDPR 432 – Educational Practice in EC and E J Ed
6	EDUC 201 AND 202 – Identity and Difference in Edu and Social Justice Sch & Society OR program approved equivalent courses
3	EPSY 201 – Educational Psychology ^{34}
3	EPSY 401 – Child Language and Education

4	HDFS 301—Infancy and Early Childhood
2	MUS 345 – Music Methods in Early Childhood
3	SPED 414 – Assessment in Early Childhood Special Education
2	SPED 450 – Introduction to Early Childhood Special Education
3	SPED 465 – Curriculum and Methods in Early Childhood Special Education
73	Total
120	Total minimum hours for degree⁶⁵

¹ Required to meet ISBE Science requirement. Exclusions apply including, but not limited to: Horticulture, Dance and Urban Planning. Must be a science rubric. Consult with advisers for further information.

² Courses must be selected from a College of Education approved list.

^{3,2} Across these gen-ed categories, students will need to take at least one course from each of the following four different rubrics: ECON, GEOG, HIST, PS to meet the ISBE Social Science requirement.


^{4,3} A maximum of six hours of upper level ROTC Coursework can count toward a degree as free electives.

^{3,4} PSYC-PSYC 100 is a prerequisite for EPSY 201.

⁶⁵ The total hours required for the degree may be higher for students who have not already completed the language other than English 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:
David Brown

4/7/16

Date:



College Representative:
Chris Spurr

4/14/16

Date:

Graduate College Representative:

Date:



Council on Teacher Education Representative:

4/14/16

Date:

**Appendix A:
Changes to the Early Childhood Education 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	7-96-7	Composition I & Speech Performance requirement	43-6	Speech Performance is no longer required.	Composition I
	3-40-3	Advanced Composition	None3-4	None	Advanced Composition CP
Mathematics and Science	6-8	Life Science	3-4	None	None Natural Sciences and Technology
	6-8	Physical science	3-4	None	None Natural Sciences and Technology
	---	---	3-4	Earth and Space Science	Natural Sciences and Technology
	3-5	Quantitative Reasoning I	None3-5	None	None Quantitative Reasoning
	4	Math 103 - Theory of Arithmetic	3-45	Math 103 is no longer required; students will take Quantitative Reasoning II H	Quantitative Reasoning
Humanities / Arts	6	Literature	6	Humanities and the Arts	Humanities and the Arts ²¹
	3	MUS 130 or 133			
	3	ART 140			
American History	3-4	Choose from HIST 170, 171, 172, 173, 270, 271, 272	3 None	Western / Comparative	Cultural Studies ¹¹
Non-Western/US Minority	3-4	Non-Western/US Minority	None3-43	None	

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² Across these gen ed categories, students will need to take at least one course from each of the following four different rubrics: ECON, GEOG, HIST, PS to meet the ISBE Social Science requirement.

Social / Behavioral Sciences	4	Choose from PSYC 100, PSYC 103, or PSYC 105	6-8	Social & Behavioral Sciences	Social & Behavioral Sciences ^{1,3}
	3	PS 101 - Intro to US Gov & Pol			
	3-4	Cultural geography. Choose from: GEOG 104, 110, or 210 social science elective			
Health and Physical Development	32	Courses selected from College of Education approved list OE KIN 268 - Children's Movement	0	Remove	Remove category
Electives	0-4	Elective Courses (if needed to complete the 1295 hour graduation requirement.)	00-6-8	Elective Courses (if needed to complete the 120 hour graduate requirement.)	None

Original Program			Revised Program	
Previous Category	Previous Hours	Course Title	Hour Changes	Course Changes
Area of Concentration	18	Additional study in one academic discipline selected from the categories of mathematics, science, social sciences, or humanities. At least 9 of the 18 hours required must be 200 level or above. (Consult an advisor for the list of approved disciplines)	Remove	n/a
Professional Education	3-34	EPS 201 or 202 - Foundations of Education Note: Somehow this requirement was removed from the current POS.)	6	EDUC 201 AND 202 – Identity and Difference in Edu and Social Justice Sch & Society OR program approved equivalent courses

³ ~~Across these gen-ed categories, students will need to take at least one course from each of the following four different rubrics: ECON, GEOG, HIST, PS to meet the ISBE Social Science requirement.~~

3	EPSY 201 Educational Psychology or EPSY 202 Exploring Cultural Diversity	None	EPSY 201 – Educational Psychology None
2	Art 201 - Art in Early Childhood	None	None
3 or 5	CI 420 Found of Early Childhood Educ	5	None
3	CI 421 Prin & Prac in Early Childhood	None	None
3	CI 422 Families, Communities, Schools or SPED 438 Collaborating with Families	None	SPED 438 no longer an option ; CI 422 Families, Communities, Schools
5	CI 442 Math, Sci, Tech in Early Child	3	CI 443 Math in Early Childhood
		3	CI 424 Child Development and Technology
2	CI 444 Social Stud in Early Childhood Ed	3	CI 445 Sci & Social Studies Inquiry
3	CI 465 Lang Literacy in EC Educ I	None	None
2	CI 466 Lang Literacy in EC Educ II	3	None
2	CI 468 Children's Lit for EC Educ	Remove	Remove
1	EDPR 250 School & Community Experiences	4	EDPR 250 is eliminated as option ; HDFS 301 Infancy and Early Childhood
2	EDPR 420-438 Ed Prac Students with Sp Needs in Special Fields	None Remove	None Remove
2	EDPR 438-420 Educational Practice in Students with Special Fields Needs	None 4	None
4	EDPR 432 Ed Prac in EC and EH Ed	12	None
3	EPSY 401 Child Language and Education	None	None
2	MUS 345 Mus Methods in Early Childhood	None	None
3	SPED 414 Assessment in ECSE	None	None
2	SPED 450 Introduction to ECSE	None	None

	3	SPED 465 Curriculum and Methods in ECSSCE	None	None
	0	None	3	CI 415 Language Varieties, Cultures, and Learning
	129	Total Minimum Hours for Degree	120	Total Minimum Hours for Degree

¹ Across these gen-ed categories, students will need to take at least one course from each of the following four different rubrics: ECON, GEOG, HIST, PS to meet the ISBE Social Science requirement.

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

EP.16.89

Office of the Provost and Vice Chancellor
for Academic Affairs

Swanlund Administration Building
601 East John Street
Champaign, IL 61820



April 14, 2016

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 revise the Bachelor of Science in Early Childhood Education.

Sincerely,

A handwritten signature in cursive script that reads "Kathryn A. Martensen".

Kathryn A. Martensen
Assistant Provost

Enclosures

c: S. McCarthy
K. Stalter
B. Clevenger