

APPROVED BY SENATE

05/01/2017



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## Proposal to the Senate Educational Policy Committee

**PROPOSAL TITLE:** Establish a new Bachelor's of Science in Secondary Education in the Department of Curriculum and Instruction with a concentration in Mathematics.

**SPONSOR:** Dr. David Brown, Interim Head, Department of Curriculum and Instruction, College of Education, 244-8286 debrown@illinois.edu

**COLLEGE CONTACT:** Dr. Christopher Span, Associate Dean for Academic Programs, Student Academic Affairs, College of Education; 333-2800; cspan@illinois.edu

**BRIEF DESCRIPTION:** The Secondary Education Major provides the coursework and field experiences for students to be licensed to teach mathematics in grades 9-12 in the State of Illinois. Students will fulfill General Education requirements required by the University and take specific math instructional methods courses for teaching students in grades 9-12. Along with taking foundational courses identifying issues related to school and society and student learning, students 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:** Currently, the structure in place to obtain a secondary education teaching license involves a combination of a major in the College of Liberal Arts and Sciences and a minor in the College of Education.

Enrollment numbers for students pursuing secondary education teaching licensure over the last several years have shown a significant decrease. In an effort to increase numbers and better meet the changing professional needs of secondary teachers, the College of Education is proposing a new program, the Secondary Education Major with a concentration in Mathematics. This program will allow us to streamline the process for students to obtain a degree and licensure in one college with one set of policies and procedures. Course requirements will better prepare future educators to specifically meet the needs of high school mathematics students through exposure to relevant curriculum and practicum experiences. This major will be distinctive from the Secondary Education minor, which will continue to exist, and serve a different population of college freshman who know from the beginning of their college career that they would like to be teachers and desire math coursework more closely aligned to their career goals.

The minor will continue to exist for students who desire a full mathematics major, which provides them with additional career opportunities outside of education upon graduation. Having both a major and minor will hopefully provide two avenues to teacher licensure and increase our candidates on an annual basis. The Secondary Education Major has been designed not only to align with all ISBE standards for licensure, but also in accordance with the principles outlined by national content standards.

There are intentional coursework distinctions between the new secondary education major with a concentration in math and the math major with a minor in education. Students who select the education major will still be required to complete mathematical coursework that is well beyond required state standards, but will complete a course sequence that is specifically designed to stress mathematical competencies and connections related to the teaching profession. Many requirements will stay the same, such as successful completion of the Calculus sequence (I, II, III), a rigorous course in mathematical proof (MATH 347), advanced topics in geometry (MATH 402 or 403), and advanced topics in Number Theory (MATH 453). Other mathematical requirements will be altered. For example, MATH 405 (Teacher's Course) will be an added requirement for prospective teachers to revisit fundamental content taught in the high school curriculum from an advanced perspective. For math majors, this course is currently an option only if it fits into their scheduled coursework. MATH 213 (Discrete Math) will also be an added requirement to better equip high school teachers to teach discrete math, a common math course option for high school upper classman. A few courses required in the math major, such as MATH 416 (Abstract Linear Algebra) have been replaced to allow for coursework more geared towards the needs of secondary teachers than towards the needs of students pursuing graduate level mathematics degrees. In this example, MATH 416 has been replaced with MATH 225 (Introductory Matrix Theory), a course with many connections to and advanced applications of high school coursework. This change aligns with goals from national reports such as the *Mathematical Education of Teachers II* (MET II) published by the Conference Board of the Mathematical Sciences in 2012. While math majors are required to take CS 101/125, students in the education major will take CI 436 (Computer and Mathematics Education), a course that examines instructional tools for teaching mathematics in school settings. This course will also look at aspects of computer programming, but target secondary school applications and connections.

One new course, History of Mathematics (CI 491), is proposed for inclusion in this new major. National standards for preparing teachers of mathematics recently published by the Association of Mathematics Teacher Educators emphasize the importance of teachers developing knowledge of the history of mathematics, for many reasons, including helping teachers understand that mathematics is a human practice, that it has been practiced in many places throughout the world in different and similar ways (e.g., ethnomathematics), and that there have been many debates in history that have led to new mathematics (e.g., non-Euclidian

geometries, complex numbers, multiple sizes of infinity) depending on the axioms with which one begins. As such, we propose to offer a course that could be taken by both pre-service teachers and mathematics majors or graduate students who are doing projects related to education. A history of mathematics course is a typical requirement in teacher preparation programs. Six standards specifying mathematical content for secondary mathematics teachers by the National Council of Teachers of Mathematics and the Council for the Accreditation of Educator Preparation require teachers' knowledge of historical development of specific mathematical topics (i.e., number and quantity, algebra, geometry and trigonometry, statistics and probability, calculus, and discrete mathematics). The standards require teachers' knowledge of historical development of the content, contributions of important individuals, and diverse cultural contributions to the development of mathematical knowledge in relation to the topics. Including this new course on the History of Mathematics will enable us to achieve this standard by coherently and consistently examining historical developments in mathematics. In addition, students will be able to identify connections between the historical developments and perspectives of specific mathematical content in the discipline of mathematics and the school mathematics curriculum. While individual mathematics content courses may include information about the historical development of a branch of mathematics, a separate course would allow students to examine the nature of mathematical knowledge and to broaden the examination of mathematics to include non-Western cultures. Considering the focus of the College of Education on social justice and equity issues, the study of the contributions of diverse cultures to the history of mathematics supports the goal of making equitable classrooms. Specifically, prospective teachers will be able to acknowledge contributions in developing mathematical knowledge that typically are overlooked in historical accounts and promote an appreciation for mathematical activity in various settings in their classrooms. In addition, learning about the contributions of different cultures and people around the world to the development of mathematical knowledge will promote the development of a mathematical identity and empower K-12 students from underrepresented groups whose backgrounds and cultures have traditionally been excluded in the history of mathematics.

Adding the Secondary Education major will provide a continuous experience for incoming freshman through commencement. When students are part of the College of Education, they engage with our faculty from the beginning and are provided supports such as accessibility to scholarships, participation in student organizations, opportunities to gain classroom experience in local schools, James Scholar and study abroad opportunities, courses like the CI 199, EDUC 101, and EDUC 102 (Freshman Seminars), etc. It is essential that the University of Illinois at Urbana-Champaign offer a seamless option to compete with other public institutions that are providing Secondary licensure programs. The addition of a major would enable our College of Education faculty to further nurture students' teacher preparation beyond the particular content area. This major offers the

opportunity to actively identify and recruit teacher candidates directly from high school into our college.

Prospective Secondary Education teachers will take a set of foundations courses including EDUC 201 (Identity and Difference in Education), EDUC 202 (Social Justice in School and Society), and EPSY 201 (Educational Psychology). These foundations courses will 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 will also gain foundations in cognitive and social development. Practicum experiences will include understanding high school students in their diverse educational settings.

Students will begin taking courses in the concentration along with their General Education requirements as early as their freshman year.

Secondary Education Majors will begin their instructional methods courses as juniors and continue to gain knowledge and expertise through methods courses. Methods course CI 401 (Introductory Teaching in a Diverse Society: Math) is designed specifically for teaching at the high school level; EPSY 485 (Assessing Student Performance) is designed to develop in-depth understanding of high school assessment; and CI 473 (Disciplinary Literacy) provides significant literacy background. In addition, students will take a specific content methods course, CI 403 (Teaching a Diverse High School Population: Math) to learn how to apply content to the specific subject area. Majors will have practicum experiences in schools with students in grades 9-12 in their junior and senior years. The practical experiences will include placements once or twice a week in CI 401, advance to two to three times a week in CI 403, and culminate into student teaching (EDPR 442). An accompanying content methods course, CI 404 (Teaching and Assessing Secondary School Students: Math), will prepare students to discuss issues related to professionalism, apply best practices for mathematics teaching in their classrooms, and successfully complete the edTPA (Educational Teacher Performance Assessment) required for licensure.

While the specific structure of this degree program is new, almost all of the courses are existing courses that have been part of the secondary education minor; thus, we are not creating new courses but modifying 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, the revised methods courses and the practicum experiences will position Secondary Education Majors to obtain teaching licenses and jobs in High School settings.

#### **BUDGETARY AND STAFF IMPLICATIONS:**

- 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 Secondary Education Major in similar ways to the Elementary Education, Early Childhood Education, Middle Grades and Special Education Programs. This will be an additional program that will recruit students specifically seeking to teach at the high school level.

- 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 College will be coordinating with other units on campus (e.g., LAS) to ensure that courses for the concentrations will be offered. An additional undergraduate adviser and/or records officer may be needed to account for the increase of students.

This program will be in effect for Fall 2018 incoming freshmen. The Office of Undergraduate Admissions has confirmed that it can be placed on the freshman application to the major if approved by July, 2017.

- 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.

Faculty members who currently teach in the secondary minor program will teach in the major Secondary Education program. Most of the courses in the program have been taught by existing faculty; however, there will be a need for an additional instructor to teach Computer and Mathematics Education (CI 436) and the new History of Mathematics (CI 491) courses.

- b. Please address the impact on course enrollment in other units and provide an explanation of discussions with representatives of those units.

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. Attached are letters of support.

- c. Please address the impact on the University Library.

The impact on the University Library is likely to be negligible. The library already has most of the journals focused on High School 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 Secondary 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 Secondary 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 Secondary 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 high 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 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 high schools throughout the state and nation. While the university already has a reputation for preparing outstanding educators, having a streamlined Secondary Education program increases the number of outstanding educators produced on this campus.

- 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?

It is incumbent upon the University of Illinois at Urbana-Champaign to offer a program that results in licensure to teach at all 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 in a streamlined and effective structure by bringing all grade level preparation programs into one college with programs that relate theory to practice, emphasizes diversity, and provides students with technological tools to serve children and youth.

It is imperative that Illinois has a comprehensive program to recruit the best and brightest students to become outstanding teachers at all levels. We aim to create programs that attract and retain varied populations of secondary education students and believe the creation of this major (in addition to the minor) will bolster these efforts.

The Office of School and Community Experiences, the Center for Education in Small Urban Communities, and the Illinois New Teacher Collaborative 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 (92% of 2015 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 2018

**STATEMENT FOR PROGRAMS OF STUDY CATALOG:**

### **Curriculum and Instruction**

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

Head of Department: David Brown

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

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

### **Curriculum Preparatory to Secondary School Teaching**

This program prepares teachers for grades nine through twelve. A minimum of 120 semester hours is necessary for graduation<sup>1</sup>.

Council on Teacher Education policy require that all candidates for admission to a teacher preparation program pass one of the Illinois approved basic skills tests prior to admission. The Illinois State Board of Education approved basic skills testing options include the ACT Plus Writing/SAT or the Test of Academic Proficiency. See information on the details ([cote.illinois.edu/certification/documents/act\\_procedures\\_for\\_admission.pdf](http://cote.illinois.edu/certification/documents/act_procedures_for_admission.pdf)).

Students pursuing teacher licensure programs in the College of Education (COE) must meet requirements in a series of sequential gateways. Included in the gateway requirements are successful completion of specified coursework, achievement of appropriate grade point averages, requirements for clinical experiences, and appropriate tests for the licensure area. Meeting all Gateway requirements leads to degree and licensure completion.

Students are admitted to Secondary 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). Grades in courses of C- or lower may not be used for State of Illinois licensure, endorsements, or approvals. Candidates should consult their adviser or the Council on Teacher Education for the list of courses used to compute these grades point averages. For teacher education licensure requirements applicable to all curricula, see the Council on Teacher Education ([www.cote.illinois.edu/](http://www.cote.illinois.edu/)).

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 Secondary Education licensure program must complete the Campus General Education Requirements, the courses for the Mathematics concentration, and the professional education coursework.

**Degree Requirements:**

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

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

| Hours | Composition I   |
|-------|---|
| 4-7   | Select one of the following groups:<br>RHET 100: Rhetoric Tutorial, RHET 101: Principles of Writing, and RHET 102: Principles of Research<br>RHET 105: Writing and Research<br>CMN 111: Oral & Written Communication I and CMN 112: Oral & Written Communication II |



|            |   |
|------------|---|
|            | ESL 111: Introduction to Academic Writing I and ESL 112: Introduction to Academic Writing II<br>ESL 115: Principles of Academic Writing |
| <b>4-7</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</b> |
| 3-4          | Life science                             |
| 3-4          | Physical science                         |
| <b>6-8</b>   | <b>Total</b>                             |

|                     |  |
|---------------------|--|
| <b>Hours</b>        | <b>Cultural Studies</b>                  |
| 3-4                 | Western/Comparative                      |
| 3-4                 | Non-Western/ <a href="#">US Minority</a> |
| <a href="#">3-4</a> | <a href="#">US Minority</a>              |
| <b>6-89-12</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</b>           |
| 3-4          | Quantitative Reasoning I                |
| 3-4          | Quantitative Reasoning II (QRI or QRII) |
| <b>6-8</b>   | <b>Total</b>                            |

|              |                                  |
|--------------|----------------------------------|
| <b>Hours</b> | <b>Humanities &amp; the Arts</b> |
| 6            | Humanities and the Arts          |
| <b>6</b>     | <b>Total</b>                     |

[3740-4953](#) Total Hours of General Education Courses

|              |   |
|--------------|---|
| <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>Concentration</b>  |
| 37-45        | <a href="#">Students must complete the required credit hours for the Math concentration.</a><br><del>Concentration credit hours.</del> Some concentration courses can count towards the general education requirements. |

|                  |  |
|------------------|--|
| <b>Hours</b>     | <b>Electives</b>   |
| 0- <del>63</del> | Additional courses must be completed to yield a total of 120 hours for graduation. |

|              |  |
|--------------|--|
| <b>Hours</b> | <b>Professional Education</b>                      |
| 3            | CI 401: Introductory Teaching in a Diverse Society |

|           |  |
|-----------|--|
| 3         | CI 403: Teaching a Diverse High School Population        |
| 3         | CI 404: Teaching and Assessing Secondary School Students |
| 3         | CI 473: Disciplinary Literacy                            |
| 12        | EDPR 442: Educational Practice in Secondary Education    |
| 3         | EDUC 201: Identity and Difference in Education           |
| 3         | EDUC 202: Social Justice and Society                     |
| 3         | EPSY 201: Educational Psychology                         |
| 3         | EPSY 485: Assessing Student Performance                  |
| 3         | SPED 405: General Educator's Role in Special Education   |
| <b>39</b> | <b>Total Professional Education Hours</b>                |

|            |   |
|------------|---|
| <b>120</b> | <b>Total minimum hours for degree<sup>3</sup></b> |
|------------|---|

<sup>1</sup> Six hours of ROTC upper level courses (300 level or above) can count toward the degree as free electives.

<sup>2</sup> PSYC 100 is a prerequisite for EPSY 201.

<sup>3</sup> The total hours required for the degree may be higher for students who have not already completed the language other than English requirement.

### Concentration Requirements

Some concentration courses can count towards the general education requirements. Courses in concentrations may not be allowed to count for more than two degree requirements. If you have questions, see your adviser.

| Hours        | Math Concentration  |
|--------------|---|
| 3            | CI 436: Computer and Mathematics Education  |
| 3            | CI 491: History of Mathematics  |
| 3            | MATH 213: Basic Discrete Mathematics  |
| 4-5          | MATH 220: Calculus or MATH 221: Calculus I <sup>4</sup>   |
| 2-4          | MATH 225: Introductory Matrix Theory or MATH 415: Applied Linear Algebra or MATH 416: Abstract Linear Algebra |
| 3            | MATH 231: Calculus II <sup>4</sup>  |
| 4            | MATH 241: Calculus III <sup>4,5</sup>   |
| 3-4          | MATH 347: Fundamental Mathematics or MATH 348: Fundamental Mathematics – ACP                                  |
| 3-4          | MATH 402: Non-Euclidean Geometry or MATH 403: Euclidean Geometry <sup>6</sup>                                 |
| 3-4          | MATH 405: Teacher's Course <sup>6</sup>   |
| 3-4          | MATH 453: Elementary Theory of Numbers  |
| 3-4          | STAT 200: Statistical Analysis or STAT 400: Statistics and Probability I                                      |
| <b>37-45</b> | <b>Total Concentration Hours</b>  |

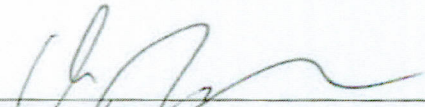
<sup>4</sup> MATH 220/221, 231 and 241 are taken in sequence.

<sup>5</sup> Students should have credit for MATH 220/221 and MATH 231 before enrolling in MATH 241.

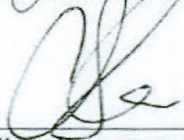
<sup>6</sup> MATH 241 and 347 must be completed before taking advanced level math courses.

**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.)

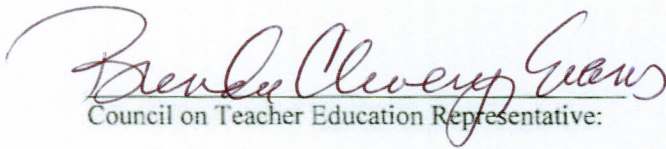
Signatures:

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

3/30/17  
\_\_\_\_\_  
Date:

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

3/30/17  
\_\_\_\_\_  
Date:

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

3/30/17  
\_\_\_\_\_  
Date:

UNIVERSITY OF ILLINOIS  
AT URBANA-CHAMPAIGN

Student Academic Affairs Office

College of Education  
142 Education Building  
1310 South Sixth Street  
Champaign, Illinois 61820



March 30, 2017

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

Dear Ms. Martensen:

Enclosed is a proposal to establish a Bachelor's of Science in Secondary Education in the Department of Curriculum and Instruction with a concentration in Mathematics, effective Fall 2018.

As stated in the 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.

An additional undergraduate adviser and/or records officer may be needed to account for the increase of students. If enrollment increases by more than a third of our current enrollment, then we will hire an additional academic adviser.

Thank you for your consideration of this request.

Sincerely,

Christopher M. Span  
Associate Dean for Academic Programs

UNIVERSITY OF ILLINOIS  
AT URBANA-CHAMPAIGN

Department of Mathematics

273 Altgeld Hall, MC 382  
1409 West Green Street  
Urbana, IL 61801



Dear Prof. Anderson,

I have worked with the College of Education in their proposal for a new Bachelor's of Science in Secondary Education with a concentration in Mathematics. Though it has been customary at UIUC to require students to earn a BS in Mathematics in order to enter the secondary education certification program at the Bachelor's level, changes in state rules and certification have made the necessity of one earning a full Mathematics degree both unnecessary and an undue burden. In recent conversations between the department of Mathematics and COE, it was suggested that it made more sense that this professional program should be housed in the college which works with the accreditation process for the degree. The Mathematics department welcomes the opportunity to continue collaborating with COE both for our existing teaching minor and their offering of this new program. All of the courses proposed from Math are currently existing and have sufficient seats for these students, though a modified version of Math 347 will need to be made available. This modification is often done already, so the change will be very minor for our program.

Sincerely

A handwritten signature in cursive script that reads "Randy McCarthy".

Randy McCarthy  
Professor of Mathematics  
Director of Undgd Studies in Math  
rmccrthy@illinois.edu

*telephone 217-333-3350 • fax 217-333-9576*  
*email office@math.uiuc.edu • url http://www.math.uiuc.edu/*

UNIVERSITY OF ILLINOIS  
AT URBANA-CHAMPAIGN

Department of Communication  
College of Liberal Arts and Sciences  
1207 West Oregon Street  
Urbana, IL 61801



March 28, 2017

Dr. David Brown, Interim Head  
Department of Curriculum and Instruction  
College of Education

Dear Dr. Brown:

I write in response to the request for a letter of support for the proposed new Bachelor's of Science in Secondary Education in the Department of Curriculum and Instruction with a concentration in Mathematics. The Department of Communication has no objections to this proposal. The only apparent implication for our department is the listing of CMN 111/112 as an option to fulfill the Composition I General Education requirement. We intend to continue offering multiple sections of CMN 111/112 each semester and anticipate no problems with the additional proposed degree.

If you have any questions, please contact me at 217-333-4340 or [caughlin@illinois.edu](mailto:caughlin@illinois.edu).

Sincerely,

A handwritten signature in cursive script, appearing to read 'John P. Caughlin'.

John P. Caughlin  
Professor and Acting Head

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



March 28, 2017

Dr. Christopher Span  
Associate Dean for Academic Programs  
College of Education  
1310 S. Sixth Street  
Room 142  
M/C 708

Dear Dr. Span:

Last week, we received a proposal to establish a new Bachelor's of Science in Secondary Education in the College of Education's Department of Curriculum and Instruction with a concentration in Mathematics.

Based upon the documents received and reviewed by Nancy O'Brien, it is our belief that there will be an impact on the University Library's collection development activities related to the College of Education's program. While it is true that the University Library has most of the journal literature broadly focused on high school pedagogy, the College of Education has not had a strong secondary education program for many years. This means that the Library's subject related (content area) journals and books focus primarily on elementary school education rather than secondary education. The same can be said for the resources in the K – 12 Curriculum Collection. While there are examples of secondary education texts, the collecting focus has been on elementary education. Many students in the licensure and teacher education programs rely upon the Curriculum Collection for materials that are not available through cooperating schools, particularly teachers' editions.

It is Nancy's opinion that meeting the needs of secondary education programs will require an infusion of resources, a review of how we presently allocate resources in support of the College of Education, and/or a greater reliance upon the networked collections available through our partner libraries in Illinois and further afield.

As noted, we can find some one-time funding to support initial needs, but the program proposed and further developments in secondary education may warrant further discussions.

Sincerely,

William H. Mischo  
Acting Dean of Libraries and University Library  
Berthold Family Professor in Information Access and Discovery

e-c: Nancy O'Brien  
Thomas Teper

UNIVERSITY OF ILLINOIS  
AT URBANA-CHAMPAIGN

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



March 30, 2017

Dr. David Brown  
Interim Head  
Department of Curriculum and Instruction  
College of Education

Dear Dr. Brown:

Thank you for the opportunity to review your proposed new degree program, "Bachelor's of Science in Secondary Education with a Concentration in Mathematics." On behalf of the Department of Statistics I write to support the proposal and the inclusion of STAT 200 and STAT 400 as options in the requirements for the concentration. These will be valuable courses for the proposed major, providing critical training in statistical methods and analysis. I anticipate that the new majors can be integrated into these large courses within our overall teaching capacity.

Sincerely,

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

Douglas G. Simpson  
Professor and Chair



UNIVERSITY OF ILLINOIS  
AT URBANA-CHAMPAIGN

Office of the Dean

College of Liberal Arts and Sciences  
2090 Lincoln Hall  
702 South Wright Street  
Urbana, IL 61801-3631



March 11, 2015

Dr. Christopher Span  
Associate Dean for Academic Programs  
College of Education

Dear Chris:

I am writing to express the support of the College of Liberal Arts and Sciences (LAS) for the proposal from the College of Education to establish a Bachelor of Science in Secondary Education with a concentration in Mathematics.

As you know, the College of Liberal Arts and Sciences already offers a Teaching of Mathematics Concentration within the Mathematics major; this concentration, when combined with a Teacher Education Minor in Secondary School Teaching, enables students to pursue licensure to teach high school math (grades 9-12). We believe the proposed BS in Secondary Education will complement this existing concentration, and will enable teacher education candidates to choose between: 1) a concentration in the Math major with a primary emphasis on mathematics content knowledge, and 2) a concentration in Education that specifically focuses on math pedagogy and instruction for secondary students. While the proposed degree and concentration are both new, the courses from LAS that are listed as required are all existing courses that are regularly taken by students in the existing Teaching of Mathematics Concentration.

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 program should have minimal impact on the enrollment in these courses.

We appreciate the opportunity to review the proposed BS in Secondary Education with a concentration in Mathematics; please let me know if you have any additional questions.

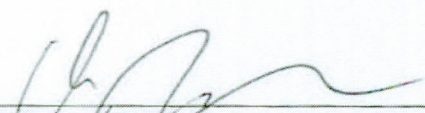
Sincerely,

A handwritten signature in blue ink that reads 'Karen M. Carney'.

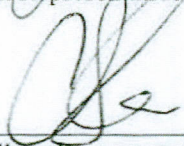
Karen M. Carney  
Associate Dean

**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.)

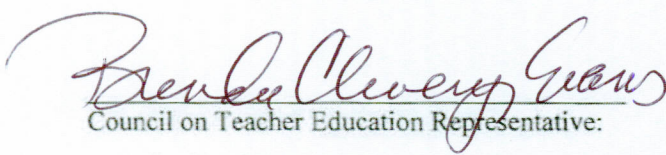
Signatures:

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

3/30/17  
\_\_\_\_\_  
Date:

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

3/30/17  
\_\_\_\_\_  
Date:

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

3/30/17  
\_\_\_\_\_  
Date:

UNIVERSITY OF ILLINOIS  
AT URBANA-CHAMPAIGN

EP.17.87

Office of the Provost and Vice Chancellor for Academic  
Affairs

Swanlund Administration Building  
601 East John Street  
Champaign, IL 61820



March 31, 2017

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 the Bachelor of Science in Secondary Education with the concentration in Mathematics.

Sincerely,

A handwritten signature in cursive script, appearing to read 'Kathryn A. Martensen'.

Kathryn A. Martensen  
Assistant Provost

Enclosures

c: D. Brown  
C. Span  
K. Stalter  
B. Clevenger