

APPROVED BY SENATE
04/05/2021

: MIDDLE GRADES EDUCATION, CERT

In Workflow

1. U Program Review (dforgacs@illinois.edu; eastuby@illinois.edu; aledward@illinois.edu)
2. 1613 Committee Chair (ggonzlz@illinois.edu)
3. 1613 Head (mccarthe@illinois.edu; acjones3@illinois.edu)
4. KN Committee Chair (kstalter@illinois.edu; kuchinke@illinois.edu; harvey1@illinois.edu)
5. KN Dean (kstalter@illinois.edu; cspan@illinois.edu; harvey1@illinois.edu)
6. University Librarian (jpwilkin@illinois.edu)
7. Grad_College (agrindly@illinois.edu; jch@illinois.edu; lowry@illinois.edu)
8. COTE Programs (nilatha@illinois.edu; bmclvngr@illinois.edu)
9. Provost (kmartens@illinois.edu)
10. Senate EPC (bjlehman@illinois.edu; moorhouz@illinois.edu; kmartens@illinois.edu)
11. Senate (jtempel@illinois.edu)
12. U Senate Conf (none)
13. Board of Trustees (none)
14. IBHE (none)
15. DMI (eastuby@illinois.edu; aledward@illinois.edu; dforgacs@illinois.edu)

Approval Path

1. Thu, 21 Jan 2021 19:12:20 GMT
Deb Forgacs (dforgacs): Approved for U Program Review
2. Thu, 21 Jan 2021 19:13:02 GMT
Gloriana Gonzalez (ggonzlz): Approved for 1613 Committee Chair
3. Thu, 21 Jan 2021 19:13:35 GMT
Sarah McCarthey (mccarthe): Approved for 1613 Head
4. Thu, 04 Feb 2021 20:22:43 GMT
K Peter Kuchinke (kuchinke): Approved for KN Committee Chair
5. Thu, 04 Feb 2021 21:50:42 GMT
Christopher Span (cspan): Approved for KN Dean
6. Thu, 04 Feb 2021 22:20:39 GMT
John Wilkin (jpwilkin): Approved for University Librarian
7. Mon, 08 Mar 2021 20:27:39 GMT
Allison McKinney (agrindly): Approved for Grad_College
8. Tue, 09 Mar 2021 21:21:01 GMT
Brenda Clevenger (bmclvngr): Rollback to KN Dean for COTE Programs
9. Tue, 09 Mar 2021 21:35:18 GMT
Lisa Monda-Amaya (lmonda): Approved for KN Dean
10. Tue, 09 Mar 2021 21:44:47 GMT
John Wilkin (jpwilkin): Approved for University Librarian
11. Wed, 10 Mar 2021 16:14:59 GMT
Allison McKinney (agrindly): Approved for Grad_College
12. Wed, 10 Mar 2021 17:03:06 GMT
Brenda Clevenger (bmclvngr): Approved for COTE Programs
13. Wed, 10 Mar 2021 18:08:25 GMT
Kathy Martensen (kmartens): Approved for Provost

New Proposal

Date Submitted: Thu, 21 Jan 2021 16:42:54 GMT

Viewing:: Middle Grades Education, CERT

Changes proposed by: Sarah McCarthey

Proposal Type

Proposal Type:

Major (ex. Special Education)

Proposal Title:

If this proposal is one piece of a multi-element change please include the other impacted programs here. *example: A BS revision with multiple concentration revisions*

Establish the Campus Graduate Certificate in Middle Grades Education in the Department of Curriculum and Instruction.

EP Control Number

EP:21.094

Official Program Name

Middle Grades Education, CERT

Effective Catalog Term

Fall 2021

Sponsor College

Education

Sponsor Department

Curriculum and Instruction

Sponsor Name

Sarah McCarthey

Sponsor Email

mccarthe@illinois.edu

College Contact

Lisa Monda-Amaya, Kathy Stalter

College Contact Email

lmonda@illinois.edu, kstalter@illinois.edu

Program Description and Justification

Provide *abrief* description and justification of the program, including highlights of the program objectives, and the careers, occupations, or further educational opportunities for which the program will prepare graduates, when appropriate.

According to the Illinois State Board of Education, there were almost 2000 vacancies in Illinois schools at the start of the 2020-2021 school year. This is a problem that continues to grow, and it is exacerbated by COVID-19 in obvious ways. In fact, a survey conducted by the Illinois Education Association found that 30% of Illinois teachers are considering leaving the profession due to COVID-19. Further, even before the pandemic, 65% of superintendents surveyed on the teacher shortage for the Illinois Association of Regional Superintendents of Schools said that the teacher shortage is getting worse, predominately in rural communities. In addition to the shortage of qualified teachers, the lack of diversity in the Illinois teaching force is of serious concern. In Illinois, over half of the students in public schools come from diverse racial, ethnic and linguistic backgrounds, while 85% of teachers are white.

We plan to partner with Golden Apple on the Golden Apple Accelerators program to address this problem. Golden Apple, for 32 of its 35 years, has been preparing teachers to teach in schools of need across the state and their results are impressive. They are preparing over 800 future teachers to teach where they are most needed, and that number continues to grow. Importantly, 82% of those who are in Golden Apple teacher preparation programs graduate from college in six years, even though half of those prepared are first generation college goers, where the national six year graduation rate is 11%; over half of those who have been through Golden Apple teacher preparation are students of color; and 82% of those who earn their teaching license stay in teaching for five years, an astronomical rate.

In addition to partnering with Golden Apple, the Department of Curriculum and Instruction will make the program available to other students who have completed bachelor's degrees and who are seeking a license to teach students in the middle grades. With the teacher shortage, we expect that a significant number of students will be interested in obtaining the Certificate.

The Middle Grades Education Certificate will address the teacher shortage in Illinois by partnering with the Golden Apple Foundation to prepare professionals to teach in the middle grades (grades 5-8). The Certificate will build on our existing Middle Grades Education Bachelor of Science degree to provide opportunities for a new group of educators. In addition, students in the Certificate program may decide to pursue a Master's of Education degree (Ed.M.) in Curriculum and Instruction, which could be earned by taking additional courses. All credits for the Certificate will count towards the existing Ed.M.

Note: CI 474 is a new course and has been recently submitted for approval.

Corresponding Degree

CERT Campus Graduate Certificate

Is this program interdisciplinary?

No

Academic Level

Graduate

Will you admit to the concentration directly?

No

Is a concentration required for graduation?

No

CIP Code

131203 - Junior High/Intermediate/Middle School Education and Teaching.

Is This a Teacher Certification Program?

Yes

Will specialized accreditation be sought for this program?

Yes

Describe the plans for seeking specialized accreditation:

We are working with the Council on Teacher Education to receive approval for the program through the Illinois State Board of Education.

Institutional Context

University of Illinois at Urbana-Champaign

Describe the historical and university context of the program's development. Include a short summary of any existing program(s) upon which this program will be built.

Explain the nature and degree of overlap with existing programs and, if such overlap exists, document consultation with the impacted program's home department(s).

Currently, we have an approved Middle Grades Education BS. The new Certificate program will use many of these existing courses to offer opportunities for students to gain ISBE endorsements in relevant content areas. We are proposing one new course that will combine the content from two literacy courses. The Certificate program will be offered over 15 months: summer-fall-spring-summer². Courses will be offered online to allow students to take courses at the same time they are fulfilling their teaching residency responsibilities (in the case of Golden Apple Accelerators) or while they are employed in other positions. The program will be housed in the Department of Curriculum and Instruction, where the current Middle Grades Education BS is housed. Students in the Certificate program may continue to take courses towards the existing Ed.M. degree in Curriculum and Instruction.

University of Illinois

Briefly describe how this program will support the University's mission, focus and/or current priorities. Demonstrate the program's consistency with and centrality to that mission.

The program will align with two major aspects of the university's strategic plan: Teaching and Public Engagement. The program will prepare students to be transformative teachers, who can introduce innovative practices to their schools, and make public schools more equitable institutions for children and youth. The students will come from diverse ethnic, racial, and linguistic backgrounds as well as diverse majors (science or English and communications) and may have been in the work force before entering teaching. These students have unique backgrounds and may also consider options for advanced degrees after attaining the Certificate. The program also aligns well with the strategic goal of increased public engagement by offering an important partnership with Golden Apple and school districts beyond Champaign-Urbana into central Illinois. The program aligns with the focus on workforce development; the residency program with Golden Apple is similar to internships that the university is promoting to better prepare our students for the workforce. For students who are not part of the Golden Apple program, the Department will partner with districts to help them fill their teaching needs. Finally, this unique cohort of teachers can be studied by faculty in the College of Education conducting cutting-edge research in teacher education. Comparisons between the performance of these students and our BS students would make for rich research designs and contributions to scholarship in education.

State of Illinois

Indicate which of the following goals of the Illinois Board of Higher Education's Strategic Initiative are supported by this program: (choose all that apply)

College Affordability - ensure college affordability for students, families, and taxpayers.

Educational Attainment - increase educational attainment to match the best-performing states.

High Quality Credentials to Meet Economic Demand - Increase the number of high-quality post-secondary credentials to meet the demands of the economy and an increasingly global society.

Describe how the proposed program supports these goals.

In order to prepare students to attain education to match the best-performing states, the university must prepare outstanding teachers. The teacher shortage in Illinois is reaching a crisis, and it is essential for the university to address this need by supporting the preparation of teachers who can and will teach in high-needs geographic and content areas. For students who are part of the Golden Apple program, their tuition will be paid for through state funds, thus meeting the goal of college affordability for students, families, and taxpayers.

Admission Requirements

Desired Effective Admissions Term

Summer 2021

Provide a brief narrative description of the admission requirements for this program. Where relevant, include information about licensure requirements, student background checks, GRE and TOEFL scores, and admission requirements for transfer students.

Applicants will have attained a bachelor's degree in a relevant field for literacy (e.g., English, communication, media, journalism) or science (e.g., biology, chemistry, physics). They will meet graduate college guidelines for admission (GPA of 3.0 or higher). Initially, their applications will be reviewed by Golden Apple for suitability for the program (interest in teaching Middle Grades) and completion of a bachelor's degree in relevant area. Their applications will then be reviewed by faculty members within the Department of Curriculum and Instruction in the College of Education. The Council on Teacher Education will conduct an audit of applicants' undergraduate transcripts to determine if any equivalent courses for the ISBE endorsements in either science or literacy are missing. Each applicant who is accepted into the program will be assigned a teacher-mentor (by Golden Apple) who will observe students in their school placements and who will be kept aware of progress in the coursework. A part-time program coordinator in the College of Education will work with Department Head of Curriculum and Instruction and the Golden Apple mentor to ensure students are on track to complete requirements. Applicants who are not part of the Golden Apple program, will apply through the Department of Curriculum and Instruction's regular admissions process for the Ed.M. program. Their applications will be reviewed by faculty who teach into the middle grades BS and by the Director of Graduate Programs. Only students who meet the criteria for admission to an Ed.M. program will be admitted.

Describe how critical academic functions such as admissions and student advising are managed.

Admissions consists of two steps for the Golden Apple students: First, prospective students apply to Golden Apple; they send transcripts to the Department of Curriculum and Instruction. The department will assign faculty members to review transcripts and applications following Graduate College criteria and protocols for graduate admission. Once admitted, the program coordinator will work with the Department Head to ensure that students are on track for the Certificate.

Students who are not part of the Golden Apple program will apply through the usual process for admission to the Ed.M. program. Faculty advisors will be assigned by the Department Head or Director of Graduate Studies for all admitted students. It is likely that these students will continue to the master's degree already offered in the department.

Enrollment

Number of Students in Program (estimate)

Year One Estimate

15

5th Year Estimate (or when fully implemented)

25

Estimated Annual Number of Degrees Awarded

Year One Estimate

0

5th Year Estimate (or when fully implemented)

15

What is the matriculation term for this program?

Spring/Summer/Other

What is the typical time to completion of this program?

15 months

What are the minimum Total Credit Hours required for this program?

30

Please give an explanation of why fall matriculation is not applicable:

Golden Apple: Students must begin the program in the summer by taking 12 credit hours to ensure they will have both content and pedagogy before they begin their residency programs. Beginning in the fall, they will be full-time in classrooms; thus, they will only be able to take one course during the fall and spring semesters. They will complete their coursework the second summer.

Other Students: Students should begin their coursework in the summer by taking 12 credit hours. They may take other courses required by the program throughout the fall, spring and summer terms. To continue to the master's degree program, they will take other required courses (Foundations and 500 level courses) in Year 2. They will have completed their degree program within 2 years.

Delivery Method

This program is available:

Online Only

Describe the use of this delivery method:

The students will be in residency programs with classroom assignments in locations throughout central Illinois, many of these are rural districts. Thus, they will not be able to take courses in person. The instructors in the College of Education are leaders in providing high-quality online instruction. Thus, we believe that we can deliver excellent online instruction to prospective teachers throughout the state.

Budget

Will the program or revision require staffing (faculty, advisors, etc.) beyond what is currently available?

Yes

Please explain/describe:

We will use current faculty to teach courses. However, they do not have contracts to teach in the summer. Thus, we will need to budget for instructors for two summers. The tuition paid for the students by Golden Apple will help offset the costs. Students who are not part of the Golden Apple program will be assessed tuition at the regular rates.

Additional Budget Information

The Dean of the College of Education has committed to hiring a part-time program coordinator.

Attach File(s)

Golden Apple Accelerator Coordinator commitment 01212021.pdf

Golden Apple Accelerator Letter__UIUC__01292021.pdf

Resource Implications

Facilities

Will the program require new or additional facilities or significant improvements to already existing facilities?

No

Technology

Will the program need additional technology beyond what is currently available for the unit?

No

Non-Technical Resources

Will the program require additional supplies, services or equipment (non-technical)?

No

Resources

For each of these items, be sure to include in the response if the proposed new program or change will result in replacement of another program(s). If so, which program(s), what is the anticipated impact on faculty, students, and instructional resources? Please attach any letters of support/acknowledgement from faculty, students, and/or other impacted units as appropriate.

Faculty Resources

Please address the impact on faculty resources including any changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc. Describe how the unit will support student advising, including job placement and/or admission to advanced studies.

Instructors will be recruited from within the faculty ranks in the College of Education. Most courses will be taught by faculty from the Department of Curriculum and Instruction. However, one course will be taught by an instructor from EPSY and one from SPED. Letters are included.

Golden Apple will place students in the residency program. The College of Education plans to hire a part-time program coordinator who will work closely with Golden Apple mentors to advise students through the program. Students outside of the Golden Apple program will be folded into the courses, boosting the numbers of students taking the courses without requiring additional resources.

Library Resources

Describe your proposal's impact on the University Library's resources, collections, and services. If necessary please consult with the appropriate disciplinary specialist within the University Library.

There will be little impact on the library's resources. The library already subscribes to relevant educational journals and has a collection of children's books and academic resources.

Instructional Resources

Will there be any reduction in other course offerings, programs or concentrations by your department as a result of this new program/proposed change?

No

Does the program include other courses/subjects impacted by the creation/revision of this program?

Yes

Required courses

EPSY 430 - Early Adolescent Development
SPED 517 - Disability Issues in SPED
EDPR 442 - Ed Prac in Secondary Ed
EDPR 550 - School and Community Exp

Explain how the inclusion or removal of the courses/subjects listed above impacts the offering departments.

While most courses will be staffed by Curriculum and Instruction, we do need one course to be staffed by SPED and one by EPSY. It is possible that some students may lack the content courses from their bachelor's degrees to meet the state and university requirements for the science or literacy endorsements offered by ISBE. This might mean that some students would seek to take U of I courses in some content areas. We do not anticipate this to be a large problem since we want to admit students who have relevant bachelor's degrees. However, we are preparing for the possibility that some students may need additional courses.

Attach letters of support from other departments.

517 Course Offerings for C&I.pdf
EPSY Support of CI Accelerators .pdf
CoTE Letter of support Educ middle grades.pdf

Financial Resources

How does the unit intend to financially support this proposal?

The Department of Curriculum and Instruction will work with the College of Education and Golden Apple to ensure that there are available resources, especially instructors to support the program. Golden Apple is providing funding for the students' tuition. The College of Education will provide funding for a part-time program coordinator. In addition, tuition from students who are not part of Golden Apple will also offset the cost of offering summer courses.

Will the unit need to seek campus or other external resources?

Yes

If yes, please provide a summary of the sources and an indication of the approved support.

Golden Apple Accelerators Program will provide funding for students' tuition; this is contingent upon state funding for the program.

Note: Kathy Stalter and Allison McKinney had a discussion about self-supporting status and this program does not meet the requirements.

Are you seeking a change in the tuition rate or differential for this program?

No

Is this program requesting self-supporting status?

No

Market Demand

What market indicators are driving this proposal? If similar programs exist in the state, describe how this program offers a unique opportunity for students:

Golden Apple Foundation Has supported over 1000 scholars who are teaching in the state of Illinois. 82% of Golden Apple Scholars remain full-time teachers beyond five years. Two-thirds of Golden Apple Scholars made the Dean's List in 2018, 1/2 are first-generation college students, and 1/3 are from low-income families. The partnership between Golden Apple and the College of Education is very promising. While other universities have Golden Apple Accelerators' programs, they are preparing teachers for elementary or high schools. The Middle Grades Program Certificate provides a unique opportunity for students to attain licensure to teach in grades 5-8. Additionally, there is a need for STEM teachers in middle grades. The UIUC program will allow students to be licensed in literacy AND/OR science, a unique configuration in the state. Students who are not part of the Golden Apple program, but who seek licensure in middle grades will also benefit from the program. The teacher shortage assures that these students likely will be hired by districts, especially rural districts after the completion of their programs.

What type of employment outlook should these graduates expect? Explain how the program will meet the needs of regional and state employers, including any state agencies, industries, research centers, or other educational institutions that expressly encourage the program's development.

Students will be part of a residency program, which means that they are working already in classrooms, but without teaching licenses. The Certificate Program will ensure that they are prepared to be licensed teachers in their existing school placements. In particular, students will be placed in schools in Central Illinois including rural districts that are facing increasing teacher shortages. We expect 99% employment rates for students in this Certificate program. Students who are not part of the Golden Apple program may also be employed by local districts as Champaign, Urbana and other local districts which are seeking qualified teachers as well.

What resources will be provided to assist students with job placement?

Golden Apple is responsible for all placements of students seeking licensure through this program. The College of Education also has a person responsible for recruitment who assists with placement for our undergraduate students. This person can do additional outreach for the Certificate program.

Program Regulation and Assessment

Briefly describe the plan to assess and improve student learning, including the program's learning objectives; when, how, and where these learning objectives will be assessed; what metrics will be used to signify student's achievement of the stated learning objectives; and the process to ensure assessment results are used to improve student learning. (Describe how the program is aligned with or meets licensure, certification, and/or entitlement requirements, if applicable).

The program's learning objectives and student outcomes are the same as our Middle Grades Education BS program:

- Students will acquire deep knowledge of content in the field of education (CLO 1: Intellectual Reasoning and Knowledge; CLO 2: Creative Inquiry and Discovery);
- Students will effectively plan and implement culturally responsive and developmentally appropriate instruction for middle grades students (CLO 1, CLO 4: Social Awareness and Cultural Understanding);
- Students will use data to drive decisions and solve problems in and out of classrooms (CLO 2, CLO 4);
- Students will display the expectations of professionalism related to success in education and beyond (CLO 3: Effective Leadership and Engagement, CLO 5: Global Consciousness).

These will be measured in the same ways as in our BS program: passing the edTPA required by the State of Illinois for licensure; passing the content tests for literacy and/or science required by the State of Illinois. We will seek feedback from instructors and students on courses as well as students' achievement on state tests. The program will be aligned with all standards for licensure of middle grades teachers. These matrices will be submitted by the Council on Teacher Education to the Illinois Licensure Board.

Is the career/profession for graduates of this program regulated by the State of Illinois?

Yes

If yes, please describe.

ISBE has measures to monitor students' placement. The Council on Teacher Education also surveys students after program completion.

Program of Study

"Baccalaureate degree requires at least 120 semester credit hours or 180 quarter credit hours and at least 40 semester credit hours (60 quarter credit hours) in upper division courses" (source: <https://www.ibhe.org/assets/files/PrivateAdminRules2017.pdf>). For proposals for new bachelor's degrees, if this minimum is not explicitly met by specifically-required 300- and/or 400-level courses, please provide information on how the upper-division hours requirement will be satisfied.

All proposals must attach the new or revised version of the Academic Catalog program of study entry. Contact your college office if you have questions.

For new programs, attach Program of Study

Middle Grades Certificate 030921.docx

Catalog Page Text

Catalog Page Text: Description of program for the catalog page. This is not official content, it is used to help build the catalog pages for the program. Can be edited in the catalog by the college or department.

This program prepares teachers for grades five through eight. A minimum of 33 semester hours is necessary to obtain the Certificate.

Students pursuing teacher licensure through the Certificate program in the College of Education (COE) must meet requirements for a master's degree. They must have attained a bachelor's degree, have coursework in relevant areas, and meet the admissions criteria for a master's degree.

Students are admitted to Middle Grades Certificate after completion of a bachelor's degree. In order to be recommended for licensure, candidates are required to maintain University of Illinois at Urbana-Champaign and cumulative grade point averages of 3.0 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 grade point averages. Candidates in teaching licensure programs must maintain a C or better in ALL content and professional education coursework. 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 Certificate program must complete the courses for a literacy or science endorsement if they do not have the requisite coursework from their undergraduate program. They must complete the professional education coursework.

Students who pursue an EDM in Curriculum and Instruction following completion of this certificate can use this certificate to satisfy most degree requirements for the Masters program. Students pursuing that route will still need to satisfy requirements for foundations courses and a total of 12 credit hours of 500 level coursework.

Statement for Programs of Study Catalog

Code	Title	Hours
Professional Education		
CI 402	Teaching Diverse Middle Grade Students (Science Section)	3-6
AND/OR		
CI 402	Teaching Diverse Middle Grade Students (English Language Arts Section)	
CI 404	Teaching and Assessing Secondary School Students	3
CI 410	Middle School Instruction, Philosophy and Structures	3
CI 415	Language Varieties, Cultures and Learning	3
CI 471	Principles and Practices to Foster Independence in Reading	3
CI 474	Multiliteracies with Diverse Students (Multiliteracies and Literature)	3
EDPR 442	Educational Practice in Secondary Education (Section MG)	4
EDPR 550	School and Community Experience	4
EPSY 430	Early Adolescent Development	3-4
SPED 517	Disability Issues in Special Education	4
Total Hours		33-37

Requirement	Description
Minimum GPA	3.0

EP Documentation

Attach Rollback/Approval Notices

Re_EP 21094_ Certificate in Middle Grade Education – Subcommittee Questions.pdf

DMI Documentation

Program Reviewer Comments

Deb Forgacs (dforgacs) (Wed, 20 Jan 2021 20:46:00 GMT):Rollback: requested.

Brenda Clevenger (bmclvng) (Tue, 09 Mar 2021 21:21:01 GMT):Rollback: GPA needs to be changed to 3.0 per Council Exec policy.

Key: 1032

Middle Grades Education, Certificate

for the Certificate in Middle Grades Education

department office: Curriculum & Instruction

311 Education Building

1310 South Sixth

Champaign, IL 61820

phone: (217) 244-8286

department website: <https://education.illinois.edu/ci>

department faculty: [Curriculum & Instruction Faculty](#)

overview of college admissions & requirements: [College of Education](#)

college website: <https://education.illinois.edu/>

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Students are admitted to Middle Grades Certificate after completion of a bachelor's degree. In order to be recommended for licensure, candidates are required to maintain University of Illinois at Urbana-Champaign and cumulative grade point averages of 3.0 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 grade point averages. Candidates in teaching licensure programs must maintain a C or better in ALL content and professional education coursework. 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.

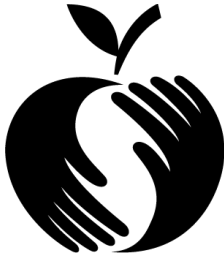
Students in the Middle Grades Certificate program must complete the courses for a literacy or science endorsement if they do not have the requisite coursework from their undergraduate program. They must complete the professional education coursework.

Professional Education

CI 404	Teaching and Assessing Secondary School Students	3
CI 410	Middle School Instruction, Philosophy and Structures	3
CI 415	Language Varieties, Cultures and Learning	3
CI 471	Principles and Practices to Foster Independence in Reading	3
CI 474	Multiliteracies for Diverse Students	3
EDPR 442	Educational Practice in Secondary Education (Section MG)	4
EDPR 550	School and Community Experience	4
CI 402 AND/OR CI 402	Teaching Diverse Middle Grade Students (Science Section) Teaching Diverse Middle Grade Students (English Language Arts Section)	3-6
EPSY 430	Early Adolescent Development	3-4
SPED 517	Disability Issues in Special Education	4

Students may apply all credits to a master's degree. To obtain a master's degree, they must fulfill the following requirements:

<http://catalog.illinois.edu/graduate/education/curriculum-instruction-edm/>



Golden Apple Foundation
8 South Michigan Avenue, Suite 700
Chicago, IL 60603-3463

goldenapple.org

January 29, 2021

Sarah J. McCarthey
Professor & Department Head
Curriculum and Instruction
305 Education
University of Illinois at Urbana-Champaign
1310 S Sixth Street
Champaign, IL 61820

Dear Professor McCarthey:

Thank you for submitting the proposal to partner with Golden Apple on the Accelerators program. We have reviewed your proposal to partner on middle grades licensure.

We would like to **tentatively** partner with the University of Illinois at Urbana-Champaign on the Golden Apple Accelerators program - **contingent upon (1) the receipt of adequate funding from the Illinois State Legislature, as well as (2) having enough applicants who have met your standards to run the cohort and make it cost effective for both Golden Apple and UIUC.**

About Golden Apple's Accelerator Program

Golden Apple's mission is to inspire, develop, and support teacher excellence in Illinois in schools-of-need. Because the critical contributor to student achievement is the quality of the teacher in the classroom, Golden Apple provides exceptional preparation for teachers. Through innovative programs, resources and mentoring, Golden Apple transforms teachers and teaching, enriching both student and teacher lives. While Golden Apple's Scholar program is continuing to grow, there is still a more immediate need for high-quality educators throughout the state.

To address this concern, Golden Apple launched the Accelerators program in June 2020 – a 15-month teacher residency and training program in southern, central, and western Illinois that expands the teacher pipeline to address the state's critical teacher shortage in these regions. The program targets seniors in college who are not currently education majors in addition to career-changers with Bachelor's degrees who would like to become educators. Accelerators receive up to a \$30,000 stipend to support their living expenses and coursework at a partner university, and commit to living and teaching in targeted partner school districts in southern, central, and western Illinois for four years after earning their teaching license.

Funding Model

The Golden Apple Accelerator program is funded by the State of Illinois, and therefore the continuation of the program is contingent upon the receipt of state funding. Golden Apple will provide each Accelerator with up to a \$30,000 stipend through a partnership with the Illinois Student Assistance Commission or another agency as determined by the Illinois State Legislature or other governing body. (In 2020, Golden



Golden Apple Foundation
8 South Michigan Avenue, Suite 700
Chicago, IL 60603-3463

goldenapple.org

Apple awarded Accelerators a \$25,000 stipend.) Such financial support is contingent on the receipt of sufficient funds for the Accelerator program by Golden Apple from the State of Illinois. The stipend is intended to cover some or all of the costs of tuition, housing, and other related expenses. The Accelerator is responsible for remitting any tuition, fees, and housing payments, along with all regular expenses that would be due under the policies of the UIUC, to UIUC. In no event shall Golden Apple be deemed responsible for tuition or other costs associated with UIUC and any Accelerator.

Please feel free to reach out with any questions.

Kind regards,

Pamela Witmer
Chief of Staff

January 21, 2021

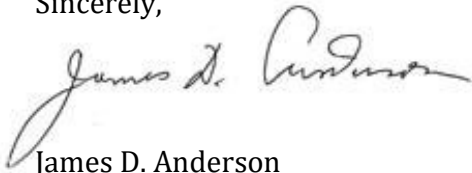
Re: Commitment for Part Time Golden Apple Accelerator's Program Coordinator

To Whom It May Concern,

The College of Education is committed to requesting the position of a .49 percent program coordinator for the Golden Apple Accelerator's Program during the FY22 annual budget process. This individual will work with faculty, the Curriculum and Instruction Department Head, and the Associate Dean for Undergraduate Programs to coordinate the program.

Please let me know if you have any questions or would like additional information.

Sincerely,



James D. Anderson
Dean and Gutsell Professor of Education



COUNCIL ON TEACHER EDUCATION

130 Education Building, MC-708
1310 S. Sixth St.
Champaign, IL 61820

The Council on Teacher Education is aware of the middle grades certificate program being proposed and its requirement for two EDPR courses. Working together with the Department of Curriculum and Instruction, students in this program can be accommodated in EDPR 442 and EDPR 550.

A handwritten signature in black ink, appearing to read 'Nancy Latham'.

*Nancy Latham, Ed.D
Executive Director, Council on Teacher Education
Research Associate Professor, Curriculum & Instruction*



COLLEGE OF EDUCATION

Department of Education Policy, Organization & Leadership
351 Education Building, MC-708
1310 S. Sixth St.
Champaign, IL 61820

January 11, 2021

Dear Members of the Graduate College and Education Policy Committee:

EPSY is in support of the Department of Curriculum and Instruction's Certificate in Middle Grades Education. We understand that we will offer the course EPSY 430: Early Adolescent Development as part of the program on a regular basis.

Sincerely,

A handwritten signature in black ink, appearing to read 'Kiel Christianson', written in a cursive style.

Kiel Christianson, Department Chair

Educational Psychology

kiel@illinois.edu

From: [Pahre, Jennifer N](#)
To: [McCarthy, Sarah Jane](#)
Cc: [Martensen, Kathy](#); [Lehman, Barbara J](#)
Subject: Re: EP 21.094: Certificate in Middle Grade Education -- Subcommittee Questions
Date: Tuesday, March 23, 2021 2:26:13 PM
Attachments: [image001.png](#)
[Outlook-dwaolici.png](#)

Sarah,

Thank you for your lightning-fast and very helpful response. I will share it with the subcommittee and reach out if I there are any other questions.

All best,

Jennie



College of Law

Jennifer N. Pahre

Director of Undergraduate Studies

Assistant Teaching Professor

University of Illinois College of Law

504 East Pennsylvania Avenue

Champaign, Illinois 61820

Pronouns: She/her/hers

Under the Illinois Freedom of Information Act (FOIA), any written communication to or from University employees regarding University business is a public record and may be subject to public disclosure.

From: McCarthy, Sarah Jane <mccarthe@illinois.edu>

Sent: Tuesday, March 23, 2021 1:12 PM

To: Pahre, Jennifer N <jpahre@illinois.edu>

Subject: Re: EP 21.094: Certificate in Middle Grade Education -- Subcommittee Questions

Jennifer,

Thank you so much for reaching out to me. Please see comments to questions below:

Sarah J. McCarthy

Professor & Department Head

Curriculum and Instruction

305 Education

University of Illinois at Urbana-Champaign

1310 S Sixth Street

Champaign, IL 61820

(217) 244 1149

mccarthe@illinois.edu

From: Pahre, Jennifer N <jpahre@illinois.edu>

Date: Tuesday, March 23, 2021 at 10:34 AM

To: McCarthey, Sarah Jane <mccarthe@illinois.edu>

Cc: Martensen, Kathy <kmartens@illinois.edu>, Lehman, Barbara J <bjlehman@illinois.edu>

Subject: EP 21.094: Certificate in Middle Grade Education -- Subcommittee Questions

Dear Professor McCarthey:

I hope that your week is going well.

I'm the chair of subcommittee A of the Senate Educational Policy Committee. I write because the above-referenced proposal has come to my subcommittee for review, and you are identified as the sponsor.

Subcommittee A is firmly in favor of your proposal. Getting more credentialed teachers in Illinois Middle Schools is a worthy cause.

Some members of the subcommittee had a few questions, and thus I am reaching out. Our next Ed Pol meeting is March 29. I am not sure if it will be possible to clear up these questions before then, but I'd like to try so that I can present your proposal with all pending questions answered to facilitate its swift approval.

Here are the questions (and my thoughts, if any, follow in italics):

1. It is important that the approval for the curriculum for certification go through.
(Suzanne Lee kindly confirmed that she believes this has been accomplished with this particular proposal. As sponsor, I would appreciate your confirmation.)

Yes, I worked with Suzanne to ensure it met ISBE standards. The program is very similar to our undergraduate middle school education program so we know it meets the standards.

2. There are contingencies on the partnership with Golden Apple. What happens if those fall through -- will the certificate still be offered? *(Given this history of Golden Apple, and prior partnerships, perhaps you are confident that there will be no difficulties?)*

This is an important consideration. Golden Apple is our primary audience and means of recruitment. They will be the major beneficiaries of the Certificate. We wanted to broaden it so that others who wanted the Certificate, but are not part of Golden Apple could also benefit. To continue to offer the program, I would need to ensure that there are enough students beyond Golden Apple to offer the summer courses—this would be about 15 students a year. Since Golden Apple subsidizes the students, the financial model is viable for them and others. If we did not get Golden Apple support, there would be some challenges to continuing the program. Yet, we know there is a need for teachers so we would need to recruit others into the program, rather than relying on them for funding. We are willing to do this (recruit others); however, we value the Golden Apple partnership and want to make them our priority at the moment. We do know that Golden Apple has been very successful with their other programs, but the Accelerator's Program is new to them as well.

3. The number of hours required (33-37) seems like a lot for a certificate. Would a different credential (such as a Master's) serve better?

We completely agree—way past what Business is requiring for example. We have so many hours essentially to cover all the ISBE standards for content and pedagogy. They have requirements for each content area, especially the literacy standards. Thus, our coursework is heavy. It does exceed our master's degree requirement, which is 32 hours; we do hope these students will go on for master's degrees by taking the Foundations courses, (EPSY is built into the program but not EPOL) which are required of all master's degree students. Our master's degree require 3 500 level classes. We also wanted to use a lot of existing courses(400 level) instead of creating new ones at the 500 level.

Please reach out again if you have more questions. Oh—also Golden Apple said we need a 15 month program (or shorter) so we packed in a lot!

Thank you for your help.

All best,

Jennie

I ILLINOIS

College of Law

Jennifer N. Pahre

Director of Undergraduate Studies

Assistant Teaching Professor

University of Illinois College of Law

504 East Pennsylvania Avenue

Champaign, Illinois 61820

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