

New Proposal

Date Submitted: 03/24/22 2:49 pm

Viewing: : **Early Childhood Education: Professional Education - Non- Licensure, BS**

Last edit: 04/13/22 4:23 pm

Changes proposed by: Anne Pradzinski

In Workflow

1. **U Program Review**
2. **1613 Committee Chair**
3. **1613 Head**
4. **KN Committee Chair**
5. **KN Dean**
6. **University Librarian**
7. **Provost**
8. **Senate EPC**
9. Senate
10. U Senate Conf
11. Board of Trustees
12. IBHE
13. HLC
14. DMI

Approval Path

1. 03/24/22 3:13 pm
Deb Forgacs
(dforgacs):
Approved for U
Program Review
2. 03/24/22 3:22 pm
Gloriana Gonzalez
(ggonzlz):
Approved for 1613
Committee Chair
3. 03/25/22 1:40 pm
Sarah McCarthey
(mccarthe):
Approved for 1613
Head
4. 03/30/22 1:05 pm
Wenhao David
Huang
(wdhuang):
Approved for KN
Committee Chair
5. 03/30/22 1:09 pm

- Nancy Latham
(nilatha):
Approved for KN
Dean
6. 03/30/22 1:13 pm
John Wilkin
(jpwilkin):
Approved for
University
Librarian
7. 03/30/22 4:50 pm
Kathy Martensen
(kmartens):
Approved for
Provost

Proposal Type

Proposal Type:
Concentration (ex. Dietetics)

Administration Details

Official Program Name	Early Childhood Education: Professional Education - Non-Licensure, BS	
Sponsor College	Education	
Sponsor Department	Curriculum and Instruction	
Sponsor Name	Sarah McCarthey	
Sponsor Email	mccarthe@illinois.edu	
College Contact	Nancy Latham	College Contact Email
	nilatha@illinois.edu	
College Budget Officer	Amanda Brown	
College Budget Officer Email	acbrown1@illinois.edu	

List the role for rollbacks (which role will edit the proposal on questions from EPC, e.g., Dept Head or Initiator) and/or any additional stakeholders. *Purpose: List here who will do the editing work if proposal needs rolled back. And any other stakeholders.*

Anne Pradzinski apradz2@illinois.edu

Does this program have inter-departmental administration?

No

Proposal Title

Effective Catalog Fall 2022
Term

Provide a brief, concise description (not justification) of your proposal.

Establish the Professional Education - Non-licensure concentration within the BS in Early Childhood Education

This proposal adds a pilot of a concentration to the current Early Childhood Education BS program. The pilot concentration is intended to serve students covered by the Early Childhood Access Consortium for Equity Act as required by legislative mandate (Public Act 102-174). This proposal is for a teacher non-licensure track. Pilot will remain in place for three cohorts of students to determine sustainability of the program. Prior to continuing with a 4th cohort, a formal major or degree change will be proposed if the program is determined to be sustainable.

List here any related proposals/revisions and their keys. *Example: This BS proposal (key 567) is related to the Concentration A proposal (key 145) and the Concentration B proposal (key 203).*

This Concentration proposal (Key 1124) is related to the Program proposal (Key 104) and an additional Concentration proposal (key 1125).

Program Justification

Provide a **brief** 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.

This pilot of a concentration establishes a track to BS degree completion for students in the Early Childhood workforce pipeline that already have an associate's degree completed. Under Public Act 102-174) all public institutions of higher education with Early Childhood programs are required to establish completion pathways for individuals in the incumbent Early Childhood workforce that are designed for working adults. This pilot of a concentration is designed in line with the requirements of this legislative mandate. As a completion pathway this concentration requires students to complete 60 semester hours of professional Early Childhood coursework in early childhood education in an online format, offered in both synchronous and asynchronous modalities. Students are awarded 60 semester hours at admission from their associate's degree resulting in a BS degree at completion of 120 semester hours. Special consideration has been given to the coursework required to ensure quality Early Childhood teacher preparation for all students that will be continuing their work in the Early Childhood field. This concentration offers students an option to graduate without entitlement for the Illinois Professional Educator License (PEL) as licensure is not required to teach in many early childhood settings. Coursework will be identical to the licensure concentration with the exception of an internship rather than a student teaching experience (required for PEL).

Program outcomes remain the same as the current Early Childhood BS degree program: 1) Students will acquire deep knowledge of child development as it relates to the field of Education, 2) Students will effectively plan and implement relevant, culturally responsive and developmentally appropriate instruction children from infancy to age eight, 3) Students will use assessment data to drive decisions and solve problems in and out of the classroom, 4) Students will display the expectations of professionalism related to success in the field of education and beyond (fairness, commitment to collaboration, community, reflective practice, and attention to 21st century skills and practices).

UPDATE 3/25/22 - Please see document detailing the history, legislation and justification for these pilot concentrations uploaded to the program of study.

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 this new program/proposed change result in the replacement of another program?

No

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

Yes

Required courses

ART 201 - Art in Early Childhood

EDPR 410 - ECE Early Field Exp
EDPR 433 - Internship in Early Childhood
SPED 414 - Assessment in ECSE
SPED 465 - Curriculum and Methods in ECSE

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

The courses listed above will require staffing supported through the Early Childhood Professional Education concentration program. Departments have submitted letters of support for the inclusion of the coursework in this concentration.

03/25/22 - Added letter of support from HDFS

Attach letters of support or acknowledgement from other departments. [EDPR support letter.pdf](#)
[SPED support Early Childhood Professional Education.pdf](#)
[HDFS Letter of Support.pdf](#)
[ep22136_art education letter of support ART 20184.pdf](#)

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 early childhood education BS program learning outcomes are as follows: 1) Students will acquire deep knowledge of child development as it relates to the field of Education, 2) Students will effectively plan and implement relevant, culturally responsive and developmentally appropriate instruction children from infancy to age eight, 3) Students will use assessment data to drive decisions and solve problems in and out of the classroom, 4) Students will display the expectations of professionalism related to success in the field of education and beyond (fairness, commitment to collaboration, community, reflective practice, and attention to 21st century skills and practices).

Students are assessed at multiple timepoints throughout the concentration including course grades with a requirement of all coursework to be completed with a grade of C or better; a continuing GPA requirement of 2.5/4 in all coursework taken at UIUC; a final capstone portfolio (similar to the requirements of the edTPA for licensure students); satisfactory ratings from university supervisors and cooperating teachers in fieldwork and internship (assessed at midterm and final during early field and internship); and satisfactory ratings on a professional disposition assessment assessed twice during field experiences.

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

No

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

Catalog Page Text - Overview Tab

Text for Overview tab on the Catalog Page. This is not official content, it is used to help build the new catalog page for the program. Can be edited in the catalog by the college or department.

Statement for Programs of Study Catalog

Course List

Code	Title	Hours
Professional Education		
ART 201	Art in Early Childhood	2
CI 415	Language Varieties, Cultures and Learning	3
CI 422	Families, Communities, Schools	3
CI 424	Child Development & Technology	3
CI 425	Early Childhood Education Instructional Planning, Assessment & Learning Environments (Early Childhood Education Instructional Planning, Assessment & Learning Environments)	3
CI 441	Math Content for Early Childhood Education (PK-2) (Math Content for Early Childhood Education (PK-2))	3
CI 443	Mathematics in Early Childhood Education (Mathematics in Early Childhood)	3
CI 444	ECE Social Studies Content and Methods	3
CI 447	Early Childhood Education Science Content & Methods (Early Childhood Education Science Content & Methods)	3
CI 453	Professional Learning Community I (Professional Learning Community I)	2
CI 454	Professional Learning Community II (Professional Learning Community II)	2
CI 465	Language Literacy in Early Childhood Education I	3
CI 466	Language Literacy in Early Childhood Education II	3
CI 468	Children's Literature for Early Childhood Education	3
EDPR 410	Early Childhood Education Early Field Experience (Early Childhood Ed Early Field Experience)	3
EDPR 433	Internship in Early Childhood Education (Internship in Early Childhood Education)	12
SPED 414	Assessment in Early Childhood Special Education	3
SPED 465	Curriculum and Methods in Early Childhood Special Education	3

Code Title
Total minimum hours for degree

Hours
120

Program Relationships

Corresponding
Program(s):

Corresponding Program(s)

Early Childhood Education, BS (on campus & online)

Program Features

Academic Level Undergraduate

Is This a Teacher Certification Program?
No

Will specialized accreditation be sought for this program?

No

Additional concentration notes (e.g., estimated enrollment, advising plans, etc.)

Delivery Method

This program is
available:

Online Only - The entire program is delivered online, students are not required to come to campus.

Describe the use of this delivery method:

Content will be delivered fully online in both synchronous and asynchronous modalities. Synchronous courses will be offered in a hybrid 8-week format with classes meeting one evening a week for 3 hours and 3 hours of additional online coursework to be completed each week. Asynchronous courses will follow the current 16-week model. This model allows students to take three courses a semester but no more than 2 courses at one time and the flexibility to complete some coursework at their own weekly pace.

Enrollment

Number of Students in Program (estimate)

Year One Estimate

60

5th Year Estimate (or when
fully implemented)

80

Budget

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

Yes

Please explain/describe:

The addition of this concentration to the existing program will require additional personnel to be added. A director for the Early Childhood Professional Education concentrations pathways has already been hired. Courses will be run as cohorts within the concentration separate from the existing program and will require staffing by faculty, specialized faculty, lecturers, and adjunct faculty for each new section of the courses (up to 6 courses per term). Additional personnel such as field supervisors, learning support specialists, advising and program mentors will need to be added for an estimated 60-80 new students per year. It is anticipated that some program support may be accomplished through the use of 2-3 graduate assistants.

Additional Budget Information

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

The Early Childhood Professional Education concentrations and related program costs will be funded through Federal flow through dollars administered by the Department of Health and Human Services, distributed by the Illinois Board of Higher Education. Institutional funding should be distributed in Spring of 2022 to cover design, administration and launch. Scholarship funding for full cost of attendance to students is available in 3 cycles, AY21/22, AY22/23, AY23/24. The Early Childhood Access Consortium for Equity, established by Public Act 102-174, is providing guidance to IHEs regarding this funding intended to support the requirements of this legislative mandate as well as promoting and managing the scholarship offered to students that are members of the incumbent early childhood workforce.

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

No

Attach letters of support

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.

Attach File(s)

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.

Up to 6 additional sections of courses will be offered a term (up to 18 credit hours). Each section will need to be staffed by existing faculty as well as possible new adjunct faculty. Class sizes in the existing program will not be impacted as the sections for the two new concentrations will be offered only to students admitted to the concentrations. Student advising will be supported by the director of the Early Childhood Professional Education concentration program, and mentoring, learning support, career advising and field supervision will require additional personnel including the addition of 2-3 graduate assistants.

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.

No additional impact to the University's library resources is anticipated. Students will utilize online access to the current University holdings.

EP Documentation

EP Control Number

EP.22.136

Attach Rollback/Approval Notices

[ep22136_Cover Letter and Attachments for Early Childhood Education Proposal.pdf](#)

This proposal requires HLC inquiry

Yes

DMI Documentation

Attach Final
Approval Notices
Banner/Codebook
Name

Program Code:

Minor Code	Conc Code	Degree Code	Major Code
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Senate Approval
Date

Senate
Conference
Approval Date

BOT Approval
Date

IBHE Approval
Date

HLC Approval
Date

Effective Date:

Attached
Document
Justification for
this request

Program Reviewer Comments **Deb Forgacs (dforgacs) (02/21/22 4:04 pm):** Rollback: name
Karla Moller (kjmoller) (03/10/22 10:50 am): Rollback: we need to check for
revisions
Deb Forgacs (dforgacs) (03/24/22 8:36 am): Rollback: requested



COLLEGE OF FINE & APPLIED ARTS

School of Art and Design
143 Art & Design Building, MC-590
Champaign, IL 61820-6924

April 1, 2022

To Whom It May Concern:

The Art Education Program at UIUC is in support of the Department of Curriculum and Instruction's Early Childhood Teacher Preparation Programs. We understand that we will offer the course Art 201 as part of the program on a regular basis. Please feel free to contact me or the instructor in charge, Dr. Sarah Travis, if you have any questions.

Sincerely,

A handwritten signature in black ink, appearing to read 'Jorge Lucero', written over a vertical line that serves as a separator between the signature and the typed name.

Jorge Lucero, PhD
Associate Professor | University of Illinois, Urbana-Champaign
Lead Investigator | Conceptual Art & Teaching
Co-editor | *Visual Arts Research*

Subject: RE: Letter of Support Request
Date: Friday, March 11, 2022 at 10:18:45 AM Central Standard Time
From: Oswald, Ramona Faith
To: Pradzinski, Anne M
CC: Latham, Nancy I, McBride, Brent A, Arteaga, Carie A
Attachments: image001.png, image002.png, image003.png, image004.png

Dear Dr. Pradinzinski,

The Department of Human Development and Family Studies is pleased to acknowledge your two new online Early Childhood Education programs targeted towards meeting the needs of Community College transfers with Gateways level four credentials in ECE.

HDFS will continue to welcome traditional ECE students into our HDFS 301 Infancy course. Your new programs do not impact our enrollments.

Please let me know how else we can support your application.

Sincerely,

Ramona Oswald

RAMONA FAITH OSWALD (SHE/HERS)

Professor and Head

University of Illinois Urbana-Champaign
College of Agricultural, Consumer and Environmental Sciences
Department of Human Development and Family Studies
Human Development & Family Studies
222 Bevier Hall 905 S Goodwin | M/C 180
Urbana, IL 61801
217.333.2547 | roswald@illinois.edu
hdfs.illinois.edu



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



UNIVERSITY OF
ILLINOIS
URBANA-CHAMPAIGN

Council on Teacher Education

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

February 16, 2022

To Whom It May Concern:

The Council on Teacher Education supports the use of EDPR 410, EDPR 432, and EDPR 433 in the Early Childhood Professional Education (ECPE) concentration within Curriculum & Instruction's Early Childhood Program.

Please let me know if you need anything further from the Council.

Sincerely,

Brenda Clevenger Evans

Brenda Clevenger Evans
Associate Director







UNIVERSITY OF
ILLINOIS
URBANA-CHAMPAIGN

College of Education

Department of Special Education
288 Education Building, MC-708
1310 S. Sixth St.
Champaign, IL 61820

February 8, 2022

Dear Members of the Educational Policy Committee:

The Department of Special Education is in support of the Early Childhood Workforce Pathways Program, which is part of HB2170, the Illinois Early Childhood Access Consortium for Equity Act (ECACE). This program is designed to make higher education more accessible and affordable and to address the shortage of early childhood teachers and educators in the state.

We understand that we will offer the courses SPED 414 and SPED 465 as part of the program on a regular basis.

Sincerely,

A handwritten signature in black ink that reads "Hedda Meadan".

Hedda Meadan

Professor and Department Head
Department of Special Education

Proposal for Early Childhood Professional Education Concentrations Additional Documentation

The included documents have been requested by previous committees as this proposal has moved through the approval process. They are intended to explain and support the justification for these two concentration options as well as to address any questions that have arisen during this process.

Document A – Proposal for Two Early Childhood Concentrations

Document B – Public Act 102-0174 - The Early Childhood Consortium for Equity Act

Document C – Early Childhood Access Consortium for Equity Charter

Document D – Justification for Alternative Set of Requirements for General Education

Document E – Senate Committee on Educational Policy EP89.09

Document F – Responses to Educational Policy Committee Questions

Proposal for a PILOT of Two Early Childhood Concentrations

The following document details the history of the legislation, and the justifications for the request for two new early childhood concentrations under the current BS degree with a major in Early Childhood Education. This PILOT, based on the legislative requirements, will establish the sustainability of such a program by the conclusion of the Fall of 2025 leading to the establishment of a new degree or major, or will be discontinued at that time. Three cohorts of students will complete the concentrations under this current proposal.

History and Current Legislation

- | | |
|----------------|--|
| Early 2021 | <ul style="list-style-type: none">• SB1832 proposed• Would have allowed 2-yr community colleges to offer a four-year, baccalaureate degree in Early Childhood Education to address teacher shortages in early childhood as well as to address access and equity concerns for the early childhood workforce in degree attainment. |
| April/May 2021 | <ul style="list-style-type: none">• SB1832 almost makes the final legislative vote but is pulled back due to strong objections from the Presidents and Deans of Education of 4-yr institutions• Presidents and Deans of Education commit to the ability of 4-yr IHEs to take on the work of increasing the number of degree completers and addressing equity issues |
| May/June 2021 | <ul style="list-style-type: none">• An amendment is added to existing HB2878 creating the Early Childhood Access Consortium for Equity (ECACE) Act as a compromise to SB1832• Requires all IL public institutions of higher education to work collaboratively to address workforce shortages and issues of access and equity. |
| July 28, 2021 | <ul style="list-style-type: none">• HB2878 easily passes both houses and is signed into law on as Public Act 102-0174. |

Public Act 102-0174, the Early Childhood Access Consortium for Equity Act requires the following (among other items unrelated to this proposal):

- 1) All public 4-year institutions of higher education that offer early childhood programs must be members of the consortium,
- 2) Institutions must offer coursework in formats accessible to the working adult,
- 3) The Associate of Applied Science degree in early childhood must be accepted in full as a transfer degree,
- 4) Students earning an overall GPA of 2.0 or higher must be accepted for transfer,
- 5) Universities must grant students with any associate degree in early childhood education Junior level status upon admission,

- 6) Students transferring with an associate degree may not be required to repeat coursework successfully completed in their associate degree programs,
- 7) Students transferring with an associate degree may not be required to take more credits in their program than a student beginning their baccalaureate program, and
- 8) Courses for which prior learning credit was awarded must be accepted by the transfer institution.

Should the above requirements of 4-year IHEs fail to increase the number of bachelor's degree professionals in the early childhood workforce, the concept of awarding the 2-year institutions the bachelor's degree in early childhood education and professional teacher licensure will be revisited. This would potentially set a precedent for 2-year institutions to begin awarding degrees in multiple areas.

UIUCs Early Childhood Program Options

Under this legislation, we saw three possible options for meeting the requirements.

- 1) Remove the existing Early Childhood Education program so that the University of Illinois Urbana-Champaign was not required to participate in the Consortium.
- 2) Complete a course-by-course articulation of each student's transcript and require a full general education program be completed.
- 3) Design and pilot two professional early childhood education concentrations, accepting any general education courses from the associate degree program (typically between 15-38 hours) and ensure that the content required by the general education program be represented in the professional coursework sequence.

Consideration for Each Option

Option 1: Removing the current degree program - Unrealistic. The current early childhood degree program serves 73 undergraduate and 7 graduate students. As a viable degree program that is helping to support the early childhood community, removing the full program (and the possibility of losing additional state level credentials offered by HDFFS) did not appear to be the best option.

Option 2: Course by course articulation - Considered. Several requirements would make this option particularly difficult to implement:

- 1) The constraint of the 60-credit hour requirement would mean decreasing professional program quality in favor of general education coursework. The members of the ECPE core team were very uncomfortable with the idea of licensing our students to be teachers in the State of Illinois without guaranteeing that they had the amount of professional coursework necessary to demonstrate solid understandings of teaching practices.
- 2) Designing and delivering several general education courses to meet the legislative requirements of flexible time and modality for working adults could place a burden on departments outside of the College of Education to provide guidance, curricula, and instructors.

- 3) Small numbers of students requiring particular courses could require that some general education courses be staffed and run with less than ideal class sizes.

Option 3: Design new concentrations – The best option of the three. This option provides the students the time they need to develop a strong professional teaching practice, enables them to be marketable to community employers, and delivers to them a quality University of Illinois Urbana-Champaign education. In the design of new courses and redesign of existing courses, faculty were intentional in ensuring that general education content was addressed within the professional courses. Students will enter the ECPE concentration with no fewer than 15 credit hours of general education coursework completed within their associate degree as required by IBHE regulation.

Justification for the Design and Implementation of Pilot ECPE Concentrations

The proposed concentrations and the current on-campus Early Childhood B.S. program share the same learning outcomes. Coursework for the pilot of the concentrations has been adjusted given the constraints of the legislation and the anticipated population of students. Unlike most of UIUCs traditional early childhood students, the targeted students for the ECPE concentrations will enter with 2 years of prior coursework and a range of work experience in the early childhood field. This required different and adjusted coursework to be designed to ensure similar outcomes.

While a different major or the possibility of establishing a new degree, such as a B.Ed. were considered, we are proposing a PILOT of the ECPE Concentrations for the following reasons:

- 1) The B.Ed. was researched and found not to be offered widely in the US. Only a few small colleges and universities, such as Oral Roberts and Liberty University, offered this degree. It is more widely offered in Canada and overseas. According to IBHE it is not offered anywhere in Illinois.
- 2) The state funding for this legislative mandate fails to cover the entire period of the mandate. Funding may be discontinued after the first two years so it is imperative that we begin quickly to maximize the amount of funding available. It remains a possibility that additional funding may be available, but we have no way of knowing at this time.
- 3) While we have established goals for enrollment in the concentrations based on the legislative requirement, until students are enrolled, we are unsure if those goals will be met.
- 4) Establishing a new degree or major requires the completion of an APEERS report detailing enrollment and completion averages. Not meeting enrollment and graduation thresholds would lead to further review by IBHE.

Conclusion

Given the above background, options, and justifications, the Curriculum and Instruction department in the College of Education requests the approval for a PILOT of the two new concentrations under the current BS in Early Childhood Education. This pilot will be used to determine the sustainability of such a program and will conclude on or before the matriculation of the third cohort of students in the Fall of 2025. Once sustainability has been established and before a 4th cohort is added, we will pursue the continuation of the established curriculum under a new major or degree.

Public Act 102-0174

HB2878 Enrolled

LRB102 16984 CMG 22404 b

AN ACT concerning education.

**Be it enacted by the People of the State of Illinois,
represented in the General Assembly:**

Section 1. Short title. This Act may be cited as the Early Childhood Access Consortium for Equity Act.

Section 5. Findings. The General Assembly makes all of the following findings:

(1) This State faces a shortage of qualified early childhood educators, with high vacancy rates in child care centers, community-based early childhood programs, and school-based classrooms across this State. Like roads and bridges, early education and child care is an essential part of our infrastructure that enables families to work in all other industries. Beyond addressing the current need, growing federal and State commitments to expanding early childhood services, including the recommendations put forth in the Governor's Illinois Commission on Equitable Early Childhood Education and Care Funding report in March 2021, suggest that this State must be prepared to meet the growing demand for a qualified workforce to deliver these services in the coming years.

(2) To meet this growing demand and support this critical infrastructure, the Illinois higher education

system must support our incumbent early childhood workforce through credential and degree attainment. The workforce is overwhelmingly made up of women and women of color, and many are balancing full-time employment, family needs, and other responsibilities. Often, traditional bachelor's degree programs are not accessible to place-bound, full-time working parents.

(3) In this State, there is a history of partnership among early childhood providers, stakeholders, and higher education to identify workforce needs and strategies to help promote access to higher education and degree completion among the workforce. Illinois institutions of higher education have taken steps to demonstrate a commitment to the early childhood field, as well as underserved student populations. Hybrid program models, cohort program models, and scholarships and financial incentives for students help to promote access to many early childhood degree programs in this State.

(4) Over the past 2 decades, this State has attempted numerous strategies to develop and support partnerships among institutions of higher education that are focused on this State's early childhood workforce. Through these broader initiatives, as well as many individual local partnerships, community colleges and public and private universities have worked to implement articulation agreements, credit transfer agreements, and program

delivery models, although not all partnerships have been maintained. Such initiatives include all of the following:

(A) In 2004, this State developed the Associate of Arts in Teaching (AAT) degree model to promote articulation among 2-year and 4-year institutions of higher education. However, with the challenges in credit transfer contributing to the limited viability and success of the degree model, the Illinois Community College Board stopped approving the AAT degree model and has worked across the higher education system to discontinue these programs.

(B) In 2013, this State dedicated federal Race to the Top funds to create the Early Childhood Educator Preparation Program Innovation (EPPI) Grant program. Among other goals, the EPPI Grant program aimed to foster the creation or further development of partnerships between 2-year and 4-year preparation programs at institutions of higher education, promote articulation and alignment of the curriculum between 2-year and 4-year programs, and support early childhood educator preparation programs in designing a curriculum to incorporate new State standards and program requirements. While the EPPI Grant program led to some effective partnerships that still remain intact today, program evaluations found varying levels of partnership and that, in many cases, successful

agreements were contingent upon individual relationships or individual leaders within institutions.

(C) Through the Illinois Articulation Initiative (IAI), there are 3 early childhood courses approved for articulation among participating institutions. More than 100 Illinois colleges and universities participate in the IAI, though challenges with inconsistent participation and recognition do exist.

(D) Most recently, the creation of competency-based education components for early childhood education will help ensure that higher education and credential programs are designed to prepare early childhood educators to demonstrate the same critical core competencies. The emphasis on core competencies could improve educator preparedness and could ease credit transfer and articulation processes moving forward.

These programs and partnerships continue to benefit many early childhood education students across this State, but, overall, these efforts have not produced adequate early childhood degrees to meet the demands in the field. These types of initiatives are highly contingent upon relationships and partnerships between specific institutions and are often impacted if an institution experiences turnover or program changes. Furthermore,

these partnerships often do not address the geographic, structural, and economic barriers the incumbent workforce often faces in accessing bachelor's degree programs while working full-time in the field. These ongoing challenges are not new and have been noted in the development of these previous efforts.

(5) As noted in the provisions of Public Act 101-654, the General Assembly recognizes the critical role of the early childhood workforce and, in response to challenges, including staffing shortages and barriers to higher education, calls upon the Board of Higher Education to better meet the needs of the early childhood workforce.

(6) The General Assembly encourages this State to consider dedicating federal funds for pandemic relief and economic recovery efforts to ensure a successful launch of the Consortium and the opportunities it creates to meet the needs of the early childhood incumbent workforce, including student financial support. This State, the incumbent workforce, and the children in care will benefit as workers enroll, persist, and complete credential and degree programs.

Section 10. Definitions. In this Act:

"Community college" means a public community college that is included in the definition of "Community Colleges" under Section 1-2 of the Public Community College Act.

"Consortium" means the Early Childhood Access Consortium for Equity.

"Credit for prior learning" means the evaluation and assessment of a student's life learning through employment, training, and experiences outside an academic environment from which skills that comprise terminal objectives are mastered to an acceptable degree of proficiency for college credit, certification, or advanced standing toward further education or training.

"Home institution" means the community college or university at which the student has been admitted.

"Incumbent workforce" means an individual or a group of individuals working or having worked in the early childhood industry, including family child care and center-based care settings, Preschool for All school-based settings, and Head Start, that serves children from birth to age 5 and includes teachers, assistant teachers, directors, family child care providers, and assistants.

"Member institutions" means the institutions of higher education participating in the Consortium.

"Public university" means the University of Illinois, Southern Illinois University, Chicago State University, Eastern Illinois University, Governors State University, Illinois State University, Northeastern Illinois University, Northern Illinois University, Western Illinois University, or any other public university or college, other than a community

college, now or hereafter established or authorized by the General Assembly.

Section 15. Creation of Consortium; purpose; administrative support.

(a) The Board of Higher Education and the Illinois Community College Board shall create and establish the Early Childhood Access Consortium for Equity.

(b) The purpose of the Consortium is to serve the needs of the incumbent early childhood workforce and the employers of early childhood educators and to advance racial equity while meeting the needs of employers by streamlining, coordinating, and improving the accessibility of degree completion pathways for upskilling and the sustained expansion of educational pipelines at Illinois institutions of higher education.

(c) The Board of Higher Education and the Illinois Community College Board shall convene the member institutions by July 1, 2021 or within 60 days after the effective date of this amendatory Act of the 102nd General Assembly. The Board of Higher Education and the Illinois Community College Board shall provide administrative support for the start up and operation of the Consortium until a permanent governance structure is developed and implemented. The Board of Higher Education and the Illinois Community College Board shall work with member institutions to establish geographic regional hubs, including public universities and the proximate

community colleges responsible for serving each regional hub.

Section 20. Membership; functions.

(a) Membership in the Consortium shall include all public universities and community colleges in this State that offer early childhood programs. Membership by private, not-for-profit universities is optional and conditional on the acceptance of the terms adopted by the public members, the related administrative rules, and the provisions of this Act. For-profit institutions of higher education are not eligible for membership in the Consortium. Participating institutions must be accredited by the Higher Learning Commission and entitled to offer Gateways Credentials.

(b) The members of the Consortium shall operate jointly and in cooperation through regional hubs to provide streamlined paths for students to attain associate degrees, bachelor's degrees, master's degrees, certificates, and Gateways Credentials and other licensure endorsements in early childhood education. The priority shall be to focus on the incumbent workforce, which includes working adults who require programs of study that offer flexibility in the times courses are offered, location, and format. The Consortium shall cooperate in all of the following:

- (1) Providing course offerings within each regional hub in online, hybrid, and in-person formats that are available to any student enrolled in a member institution

in that hub for occasions in which a particular course is not available at the student's home institution. In this paragraph (1), "not available" may mean the course is not offered during a term, at a time, or in a format that works best for the student. Courses taken at any member institution shall be accepted toward the student's degree at any other member institution. Course offerings across regional hubs may also be provided by an agreement between Consortium members. All course registration shall take place in consultation with a student's academic advisor.

(2) Shared responsibilities through the Consortium and within and across regional hubs to expand access for students.

(3) Transfers in accordance with Section 130-10 of the Transitions in Education Act.

(4) The development of standardized methods for awarding credit for prior learning.

(5) The support necessary for student access, persistence, and completion shall be provided by the home institution, unless otherwise provided by agreement between Consortium members.

(6) Admissions, financial arrangements, registration, and advising services shall be functions of the home institution but shall be honored across the Consortium.

(7) Member institutions working with their regional pre-kindergarten through 12th grade and early childhood

employer partners to determine demand throughout the region.

(8) Data-sharing agreements.

(9) An agreement that students enrolled in associate degree programs are encouraged to complete the associate degree program prior to transferring to a bachelor's degree program.

(10) Development of other shared agreements and terms necessary to implement the Consortium and its responsibilities.

By January 31, 2022, the Consortium shall decide how to assign college credit for the incumbent workers who have a Child Development Associate (CDA) credential and for future workers obtaining a CDA.

(c) The Consortium may facilitate or implement the following if deemed beneficial and feasible:

(1) the creation of an open education resource library;

(2) support and training for program coaches and cross-institutional navigators; and

(3) support for the development, implementation, and participation in a statewide registry system through the Illinois Network of Child Care Resource and Referral Agencies (INCCRRA) to provide tracking and data capabilities for students across the system as they attain competency through coursework.

Section 25. Advisory committee; membership.

(a) The Board of Higher Education, the Illinois Community College Board, the State Board of Education, the Department of Human Services, and the Governor's Office of Early Childhood Development shall jointly convene a Consortium advisory committee to provide guidance on the operation of the Consortium.

(b) Membership on the advisory committee shall be comprised of employers and experts appointed by the Board of Higher Education, the Illinois Community College Board, the Governor's Office of Early Childhood Development, and the State Board of Education. Membership shall also include all of the following members:

(1) An employer from a community-based child care provider, appointed by the Governor's Office of Early Childhood Development.

(2) An employer from a for-profit child care provider, appointed by the Governor's Office of Early Childhood Development.

(3) An employer from a nonprofit child care provider, appointed by the Governor's Office of Early Childhood Development.

(4) A provider of family child care, appointed by the Governor's Office of Early Childhood Development.

(5) An employer located in southern Illinois,

appointed by the Governor's Office of Early Childhood Development.

(6) An employer located in central Illinois, appointed by the Governor's Office of Early Childhood Development.

(7) At least one member who represents an urban school district, appointed by the State Board of Education.

(8) At least one member who represents a suburban school district, appointed by the State Board of Education.

(9) At least one member who represents a rural school district, appointed by the State Board of Education.

(10) At least one member who represents a school district in a city with a population of 500,000 or more, appointed by the State Board of Education.

(11) Two early childhood advocates with statewide expertise in early childhood workforce issues, appointed by the Governor's Office of Early Childhood Development.

(12) The Chairperson or Vice-Chairperson and the Minority Spokesperson or a designee of the Senate Committee on Higher Education.

(13) The Chairperson or Vice-Chairperson and the Minority Spokesperson or a designee of the House Committee on Higher Education.

(14) One member representing the Illinois Community College Board, who shall serve as co-chairperson, appointed by the Illinois Community College Board.

(15) One member representing the Board of Higher Education, who shall serve as co-chairperson, appointed by the Board of Higher Education.

(16) One member representing the Illinois Student Assistance Commission, appointed by the Board of Higher Education.

(17) One member representing the State Board of Education, who shall serve as co-chairperson, appointed by the State Board of Education.

(18) One member representing the Governor's Office of Early Childhood Development, who shall serve as co-chairperson, appointed by the Governor's Office of Early Childhood Development.

(19) One member representing the Department of Human Services, who shall serve as co-chairperson, appointed by the Governor's Office of Early Childhood Development.

(20) One member representing INCCRRA, appointed by the Governor's Office of Early Childhood Development.

(21) One member representing the Department of Children and Family Services, appointed by the Governor's Office of Early Childhood Development.

(22) One member representing an organization that advocates on behalf of community college trustees, appointed by the Illinois Community College Board.

(23) One member of a union representing child care and early childhood providers, appointed by the Governor's

Office of Early Childhood Development.

(24) Two members of unions representing higher education faculty, appointed by the Board of Higher Education.

(25) A representative from the College of Education of an urban public university, appointed by the Board of Higher Education.

(26) A representative from the College of Education of a suburban public university, appointed by the Board of Higher Education.

(27) A representative from the College of Education of a rural public university, appointed by the Board of Higher Education.

(28) A representative from the College of Education of a private university, appointed by the Board of Higher Education.

(29) A representative of an urban community college, appointed by the Illinois Community College Board.

(30) A representative of a suburban community college, appointed by the Illinois Community College Board.

(31) A representative of rural community college, appointed by the Illinois Community College Board.

(c) The advisory committee shall meet quarterly. The committee meetings shall be open to the public in accordance with the provisions of the Open Meetings Act.

Section 30. Reporting. The Consortium shall report to the General Assembly, to the Senate and House Committees with oversight over higher education, to the Governor, and to the advisory committee on the progress made by the Consortium. A report must include, but is not limited to, all of the following information:

(1) Student enrollment numbers for the fall and spring terms or semesters, retention rates, persistence in relevant associate, baccalaureate, and credential programs, including demographic data that is disaggregated by race, ethnicity, and federal Pell Grant status, reported twice per year. Completion numbers and rates, employer type, and years worked shall be reported annually.

(2) Tuition rates charged and net prices paid, reported both as including and excluding student loans, by enrolled members of the incumbent workforce, reported annually.

(3) Outreach plans to recruit and enroll incumbent workforce members, reported twice per year.

(4) Participation of the incumbent workforce in outreach programs, which may include participation in an informational session, social media engagement, or other activities, reported twice per year.

(5) Student academic and holistic support plans to help the enrolled incumbent workforce persist in their

education, reported annually.

(6) Evidence of engagement and responsiveness to the needs of employer partners, reported annually.

(7) The Consortium budget including the use of federal funds, reported annually.

(8) Member contributions, including financial, physical, or in-kind contributions, provided to the Consortium, reported annually.

Section 35. Goals and metrics.

(a) By July 1, 2021 or within 60 days after the effective date of this amendatory Act of the 102nd General Assembly, the Board of Higher Education's Strategic Plan Educator Workforce subgroup on the early childhood workforce must set goals for the Consortium for the enrollment, persistence, and completion of members of the incumbent workforce in associate, bachelor's, and master's degree programs, Gateways Credentials in Level 2, 3, or 4, and Professional Educator Licensure by September 30, 2024. The goals set for the Consortium must be data informed and include targets for annual enrollment and persistence.

(b) Data from the Gateways Registry, March 2020, indicates that there are 7,670 individuals with an associate degree who would benefit from progressing to a baccalaureate degree and 20,467 individuals with a high school diploma or some college who would benefit from progressing to an associate degree. If

the goals cannot be set in accordance with subsection (a), the goal for the Consortium shall be that by September 30, 2024, 20% of the individuals described in this subsection (b) who do not have a degree will have enrolled and be persisting toward or have attained a Gateways Credential in Level 2, 3, or 4 or an associate degree and, of the individuals who have an associate degree, will be enrolled and persisting toward or have attained a baccalaureate degree or will be persisting toward or have attained a Professional Educator License.

(c) Student financial aid, including incentives and stipends, data-sharing, and professional statewide engagement and marketing campaign and recruitment efforts are critical to the Consortium's ability to quickly attract and enroll students into these programs. Navigators, mentors, and advisors are critical for persistence and completion. If federal funds are not appropriated for these purposes and the other purposes of this Section, the Board of Higher Education, the Illinois Community College Board, the State Board of Education, the Department of Human Services, and the Governor's Office of Early Childhood Development, in consultation with the advisory committee, shall adjust the initial target metrics appropriately by adopting challenging goals that may be attainable with less public investment.

(d) The Board of Higher Education, the Illinois Community College Board, the State Board of Education, the Department of Human Services, and the Governor's Office of Early Childhood

Development, in consultation with the advisory committee, shall determine new metrics and goals for the Consortium as they relate to the remaining and future early childhood workforce, to be instituted after the close of the 2024-2025 academic year and going forward. Metrics must take into consideration that the pipeline depends on sustained, increased student enrollment and completion rates at the associate degree level if this State aims to continue with sustained, increased student enrollment and completion at the bachelor's degree level.

Section 40. Affordability. The institutions participating in the Consortium and the advisory committee shall work to ensure that students have the most affordable options for advancing through and attaining their degree or credentials.

Section 90. Rules. The Board of Higher Education and the Illinois Community College Board may adopt any rules necessary to administer and implement this Act.

Section 500. The Transitions in Education Act is amended by adding Section 130-10 as follows:

(110 ILCS 180/130-10 new)

Sec. 130-10. Gateway Credentials; associate degree.

(a) A community college student who earns the Department

of Human Services's Gateways ECE Credential Level 4 as part of an Associate of Applied Science (AAS) degree in early childhood education that is consistent with the degree requirements established by the Illinois Community College Board and the Board of Higher Education, as appropriate, is deemed eligible for transfer into an early childhood education baccalaureate program at a public university if the student meets all of the requirements of the AAS degree program, is transferring from a program entitled to offer the Gateways ECE Credential Level 4, and earns a minimum grade point average of a 2.0 on a 4.0 scale.

(b) Recognizing that the AAS degree and other associate degrees provide important pathways into the early childhood education profession and notwithstanding any other provision of law to the contrary, a public university shall grant junior level status in an early childhood education program to any community college student who has graduated from an Illinois community college with an Associate of Applied Science degree in early childhood education. A public university may not require students transferring pursuant to this Section to repeat courses taken and completed successfully at the community college and applied toward the associate degree granted pursuant to subsection (a) of this Section. All courses completed successfully in the AAS degree program must count toward baccalaureate degree completion. Students entering with an AAS may not be required to take a total number

of credits greater than those students first starting in a baccalaureate degree program. This includes any courses in which credit for prior learning was used to determine course equivalency and credit was awarded by the evaluating institution. Additional coursework may be required if a student is seeking to add one or more endorsements to the student's Illinois Professional Educator License.

Section 999. Effective date. This Act takes effect upon becoming law.



EARLY CHILDHOOD ACCESS CONSORTIUM FOR EQUITY

CONSORTIUM CHARTER

Background:

- Public Act 102-0174 (“Act”) establishes the Early Childhood Access Consortium (“Consortium”) for Equity to serve the needs of the incumbent early childhood workforce and their employers, to advance racial equity, and to streamline, coordinate, and improve the accessibility of degree completion pathways.
- Consortium membership is statutorily required for all public universities and community colleges that offer early childhood programs in Illinois.
- Only institutions that are accredited by the Higher Learning Commission and who are entitled to offer Gateways Credentials can become members of the Consortium.
- There is a pressing need to streamline, coordinate, and improve accessibility of degree completion pathways.
- There are conditions specified in the Act for all members of the Consortium.
- The public members of the Consortium must develop terms and agreements for the operation of the Consortium.

Terms:

1. This Preliminary Charter is for purposes of establishing and convening the eligible public institutions of the Consortium until such other terms may be adopted by the public members.
2. Public members of the Consortium agree to work toward implementation of all terms as enumerated in the Act, including:
 - a. to operate jointly and in cooperation through regional hubs and the statewide Consortium to provide streamlined paths for students to attain associate degrees, bachelor’s degrees, master’s degrees, and the appropriate Gateways Credentials;
 - b. to serve the incumbent workforce of working adults who require programs of study that offer flexibility in the times, locations, and format courses are offered;
 - c. to provide course offerings in online, hybrid, and in-person formats that are available to any student enrolled in a member institution in that regional hub when a particular course is not available at a student’s home institution; that such courses are accepted toward the student’s degree at any other member institutions; that course registration take place in consultation with the student’s academic advisor;

- d. to participate in shared responsibilities through the Consortium and within and across regional hubs to expand access for students;
 - e. to accept transfer students in accordance with Section 130-10 of the Transitions in Education Act;
 - f. to participate in the development of common and standardized methods for awarding credit for prior learning and to award such credit as is developed;
 - g. to provide support necessary for student access, persistence, and completion as a home institution unless otherwise provided by agreement among Consortium members;
 - h. to serve as the home institution for admissions, financial arrangements, registration, and advising services and to honor such arrangements across the Consortium as may be developed;
 - i. to work with regional pre-kindergarten through 12th grade and early childhood employers to determine demand throughout their region;
 - j. to participate in data-sharing agreements and to provide such data as may be required, including for the reporting set out in the Act;
 - k. to encourage students enrolled in an associate degree program to complete that degree prior to transferring to the bachelor's degree program;
 - l. to assist in the development of an approach to assigning college credit for incumbent workers with a Child Development Associate credential;
 - m. to strive to achieve institutional goals for enrollment and persistence or completion by members of the incumbent workforce, as outlined in the Act; and
 - n. to work to ensure that students have the most affordable options for advancing through and attaining their degree or credentials
3. Each public member institution will designate one representative to the Consortium, who will attend meetings of the Consortium, serve as the main point of contact for implementation discussions.
 4. IBHE and ICCB will create, establish, and provide administrative support for the Consortium.
 5. IBHE and ICCB will work with member institutions to establish geographic regional hubs, including public universities and the proximate community colleges responsible for serving each regional hub.

Justification for Alternative Set of Requirements for General Education Early Childhood Professional Education Concentration

Senate policy EP.89.09 describes the requirements for general education at the University of Illinois Urbana Champaign. However, the following point allows for programs to establish an alternate set of requirements when students may be unable to meet the stated general education requirements.

***2.C.14.** These General Education requirements will be considered binding upon all baccalaureate programs, unless it is demonstrated to the Senate Educational Policy Committee and to the Senate that students in a specific degree program cannot meet these requirements. An alternative set of requirements for that program would then be proposed to the Senate.*

Justifications for many of the decisions that the Department of Curriculum and Instruction has made in relation to this concentration are detailed in other documents attached to the program change. The following addresses the requirements of the above policy: 1) the inability of students in the Early Childhood Professional Education (ECPE) concentration to meet the current general education requirements, and 2) the proposed alternative set of requirements for the students in the ECPE concentration.

Inability to meet the general education requirements

- Public Act 102-0174 requires that students take no more than 60 hours past the associate degree when earning a bachelor's degree.
- The legislation also requires that institutions accept the AAS degree in full. The AAS degree was originally created to be a professional degree and not a transfer degree. As such, the AAS generally requires fewer general education credits than the traditional AA that students transfer to 4-year institutions.
- Even with "double dipping" current general education requirements could require 20 or more hours of general education to be taken beyond the associate degree.
- Requiring 20 hours of additional general education coursework would reduce professional coursework to 40 hours with 15 of those hours in ISBE required clinical/full-time student teaching. This would leave only 25 hours of professional content related coursework to become a licensed Illinois teacher.
 - In contrast, the current Early Childhood Education program requires 73 hours of professional coursework to graduate.
- 25 hours of professional coursework is not enough to adequately prepare an early childhood educator.
 - Additionally, more than 25 hours of professional coursework is needed to satisfy the Illinois Professional Teaching Standards required for ISBE licensure.

Offering a program that requires only 25 hours of professional education coursework will leave future teachers unprepared for the realities of teaching young children in Illinois classrooms and will decrease the quality of teachers that UIUC graduates to work in our communities.

ECPE Proposed Alternative Set of General Education Requirements

The department of Curriculum and Instruction proposes the following criteria in establishing an alternative set of requirements for general education in the Early Childhood Professional Education concentration:

All associate degrees require general education. The following is an example of 21 hours a student from a partner community college would earn with the AAS degree:

- Communications – 6 hours
- Social and Behavioral Science – 6 hours including Psychology
- Humanities and Fine Arts – 3 hours
- Physical or Life Science 3-4 hours
- Mathematics – 3-4 hours
- Total 21 hours

General education credits earned as a part of the associate degree will be accepted. In order to extend this foundation of general education, the professional coursework in early childhood education will include embedded general education content.

Additionally, we are asking for a waiver from the foreign language requirement as students will not be able to fulfill this requirement within this 60-hour professional concentration.

- One intent of the campus general education language requirement is to ensure students have developed an understanding of how reading, writing, speaking, and listening in languages other than English contribute to cultural understanding.
- Specialized education coursework in the concentration addresses this intent by emphasizing as assets the diverse cultures and languages of young children and families.
- The ability to assess and instruct multilingual young children is an expectation for early childhood educators and is discussed in every course in the concentration.
- CI 415 – Language Varieties, Cultures, and Learning is a required course that focuses particular attention to issues related to second language development and language variation.

The following courses embed content similar to courses accepted as a part of UIUCs general education coursework.

Composition

- Community college general education requirements include an introductory writing course accepted through the Illinois Articulation Initiative.

- All courses in the concentration provide academic writing opportunities requiring formal language structures and writing based on application of theory and research.
- Additional assignments in some courses focus on reflective writing and writing for the profession.

Cultural Studies

- CI 415 – Language Varieties, Cultures, and Learning – discusses issues related to cultural diversity, language variation, and first- and second-language development.
- CI 422 – Families, Communities, Schools – emphasizes partnership and collaboration with agencies and families in a diverse society; focuses on building understanding and trust with children and families with varied cultural and linguistic identities.
- CI 444 – Social Studies Content and Methods – social justice and equity frame discussion of concepts in history, geography, economics, and civics and government of Illinois, the United States, and the world.
- CI 468 – Children’s Literature ECE – explores literary, educational, aesthetic, sociopolitical, and cultural issues and controversies related to literature for young children and its use in the school curriculum.
- Additionally, coursework within the concentration will meet the requirements of the IL Culturally Responsive Teaching Standards as required by ISBE.

Humanities & the Arts

- ART 201 – Art in Early Childhood - discussion of the value of art in the curriculum and artistic development; studio art projects are included in the curriculum.
- CI 444 – Social Studies Content and Methods – develops an historical perspective by attending to how human institutions, ideas, beliefs, and structures have developed; includes a focus on use of primary source documents including writings, speeches, art, photographs, and other artifacts.
- CI 468 – Children’s Literature ECE – involves studies of primary texts appropriate for young children that have exemplary style and enduring themes.

Natural Sciences & Technology

- CI 447 – Early Childhood Education Science Content & Methods - reviews foundational concepts in life science, physical science, and earth and space science and requires students to engage in and learn to support young children in making observations, evaluating data, and solving problems via an inquiry model of instruction. Science content will include life science, physical science and earth and space science as required by ISBE.
- CI 424 – Child Development & Technology – analysis and use of technology or technology genres marketed for young children and consideration of their value; emphasis on technology applications and their interactions with child development and societal issues involving young children.
- The understanding and application of the use of inquiry in the natural sciences is embedded in the learning of science and technology concepts.

Quantitative Reasoning

- CI 441 – Math Content for ECE Teacher PK-2 – course content and focus is issues and methodology underlying mathematics for young children; course is similar to those typically approved for transfer via the Illinois Articulation Initiative.
- CI 443 – Mathematics in Early Childhood Education - This additional mathematics course emphasizes understanding of data to inform instruction, including appropriate techniques and strategies for conducting assessment of the mathematical learning of young children.
- CI 425 – Early Childhood Ed Instructional Planning, Assessment & Learning Environment - covers collection and analysis of classroom and standardized assessment data and decision making processes involved in the application of data analysis.
- Approaches embedded in the above coursework include the development of problem solving and critical thinking skills involving mathematical concepts.

Social & Behavioral Sciences

- Requirements may already be met through community college coursework.
- However, psychology and sociology content is deeply embedded into all education coursework. Psychology of learning, human growth and development, cognitive science, behavioral psychology, community and social psychology are all components of a teacher education program. Gender, race and social inequities are threaded through all coursework.

Senate Committee on Educational Policy Proposal for Revision of Undergraduate General Education Requirements

EP.89.09 - May 8, 1989

Note: This document contains language approved at the May 8 meeting.

I. Background

Since 1985, the UIUC Senate Committee on Educational Policy has been discussing recommendations for the enhancement of undergraduate education on this campus, attending particularly to the quality of undergraduate instruction, the quality of undergraduate advising, and the nature of the campus General Education requirements for baccalaureate degrees. In an effort to focus Senate discussion on the third of those areas, General Education, the Educational Policy Committee presented the Senate with a "Proposal for Revision of Undergraduate General Education Requirements" (EP.89.09) as a discussion item in October, 1988. After having reviewed Senate responses and numerous written responses to EP.89.09 from various quarters of the campus, the Educational Policy Committee has extensively revised that earlier proposal. It is the view of the Educational Policy Committee that this revised proposal, if implemented, would constitute a substantial improvement over the current campus General Education requirements, approved by the Senate in 1962. (Additional background information, including a brief excerpt from the Senate proposal of 1962, is available in Appendix A.)

II. Recommendations

The Educational Policy Committee of the UIUC Senate proposes that the Senate approve each of the following recommendations:

- A. Baccalaureate degree programs at the University of Illinois at Urbana- Champaign should be characterized by a common, campus-wide commitment to General Education. This commitment should be guided by the following statement, to be included in published descriptions of campus undergraduate programs:

Undergraduate education at the University of Illinois at Urbana-Champaign includes General Education as an essential complement to major fields of study. General Education uses the theories, concepts, and methods of the disciplines to broaden students' understanding and appreciation of human thought and achievement - and to provide a richer context within which to understand their own specialized fields. The campus General Education component is intended to help students understand and appreciate diverse areas of scholarship, to develop and enhance a wide range of intellectual abilities, and to strengthen students' abilities to develop and communicate ideas effectively and responsibly.

- B. Courses satisfying the General Education requirements should engage students in modes of inquiry and analysis appropriate to the respective disciplines, should be intellectually challenging, and should have been approved by a faculty- student committee charged with overseeing the quality of the General Education component of undergraduate programs (see C). While some degree programs may require additional General Education coursework, all undergraduates will be required to fulfill the minimum set of eight requirements spelled out in the following section. Normally, these General Education requirements will be satisfied through completion of actual coursework. However, those departmental or special proficiency examinations (which are offered in some University courses open to freshmen and sophomores) may also be used for the requirements, unless it is explicitly stated below that proficiency credit is unacceptable for a particular General Education requirement.

English Composition

Each student will fulfill a two-part requirement, which may be identified simply as Composition I and II. The Composition I course requirement may be met by satisfactory completion of an approved course, taken at an appropriate skill level, in Rhetoric, Speech Communication, or English as an International Language. The Composition I requirement is identical to the current campus-wide composition requirement. A student with a sufficiently high score on either the ACT English Subtest or the SAT Verbal Test and high performance on a written essay examination will satisfy the English Composition I requirement for graduation. The Composition II requirement may be met by satisfactory completion of a course taken in any component of the undergraduate program, so long as the course requires sufficient writing to be approved and designated as satisfying the demands of the Composition II requirement (procedures for such approval are described in C below). Such a course may, but need not, fulfill a curriculum requirement in the major or in another General Education category. The Composition II requirement cannot be met by passing a proficiency examination. In addition to these specific requirements, students should recognize that the complex skills of expressing ideas clearly and effectively are to be further developed throughout the undergraduate curriculum. Whenever appropriate, General Education courses will include opportunities to think critically about the elements of a subject, if possible by reading several sources on it; to discuss relevant dimensions of the topic; and to write in response to particular assignments.

Quantitative Reasoning

Each student will fulfill a two-part Quantitative Reasoning requirement, designated Quantitative Reasoning I and II. To fulfill the first part of this requirement, each student must receive credit for at least one approved college-level quantitative reasoning course in mathematics, computer science, statistics, or formal logic. The second part of the Quantitative Reasoning requirement may be fulfilled by satisfactory completion of any course that requires sufficient quantitative reasoning to be approved and designated as satisfying the Quantitative Reasoning II requirement (procedures for approval described in C below). Such a course may, but need not, fulfill a curriculum requirement in the major or in another General Education category.

Foreign Language

To ensure that every UIUC graduate will have a working knowledge of a foreign language each student will obtain credit at the third college semester level or satisfactorily complete the third secondary school year of one foreign language. Students may also satisfy this requirement by demonstrating proficiency through the third college semester level.

Natural Sciences and Technology

Each student will satisfactorily complete at least nine credit hours of approved coursework in the Natural Sciences and Technology. It is recommended that at least one course be taken in each of the following areas: 1) the Physical Sciences and 2) the Life Sciences. At least one of those courses will involve substantial experience in laboratory methods. Lab courses will be clearly designated as having been approved for meeting General Education Requirements.

Humanities and the Arts

Each student will satisfactorily complete at least nine credit hours of approved coursework in humanities and the arts. At least one course must be from an approved list of courses in literature and the arts and at least one must be from an approved list of courses in historical and philosophical perspectives.

Social and Behavioral Sciences

Each student will satisfactorily complete at least nine credit hours of approved coursework in the social and behavioral sciences. At least one course must be from an approved list of courses in social sciences and at least one must be from an approved list of courses in the behavioral sciences.

Cultural Studies

Each student will obtain credit for two courses approved for satisfaction of the Cultural Studies requirement. One of these must be approved and designated as concentrating on Western culture, and one on either non- Western culture or American sub-cultures and minority groups. These courses may fulfill other curricular requirements (e.g., in the major, or in one of the other General Education categories), but may not both be taken from the same General Education category. (Note: While such terms as "Western culture" and "minority groups" are imprecise and can be misleading, it is assumed for the purposes of this proposal that these terms will communicate the intent of the requirement sufficiently for course approval guidelines to be clearly developed. (See C below for course approval procedures.)

Perspectives on Women and Gender

All students should become familiar, through their UIUC coursework in general education and in the balance of their programs, with scholarship in the various fields of inquiry on the significance of women and gender. As one means of achieving this goal, the General Education Board will assure that material drawn from this scholarship becomes an integral part of a substantial number of General Education courses.

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- C. To ensure, as much as possible, that General Education courses will be valuable intellectual experiences, a campus-wide General Education Board is hereby established by the Senate. The recommendations of this Board will be reported to the Senate through the Senate Educational Policy Committee and the Senate Budget Committee as appropriate. This Board, roughly analogous to the Graduate College Executive Committee, appointed through the Senate Council, would consist of faculty members designated by the deans of the colleges with the membership of the Board apportioned as follows:
1. 8 members will represent each of the following colleges; Agriculture, Applied Life Studies, Commerce and Business Administration, Communications, Education, Engineering, Fine and Applied Arts, Liberal Arts and Sciences.
 2. 11 members will be apportioned among the colleges which provide a significant percentage of General Education courses. The allocation of this group will depend on the number of departments in the colleges who offer substantial amounts of instruction to non-majors. (A suitable criterion might, for example, be departments offering at least 20,000 Instructional Units and where at least 60% of these units are offered to non-majors.) The inaugural composition of the Board will be allocated so that CBA has 2 additional representatives. Engineering will have 2 additional representatives while LAS is allocated the remaining 7 additional representatives.
 3. The proper distribution of seats on the General Education Board will be subject to revision by the Senate as enrollment trends change and additional colleges assume responsibility for General Education courses.

4. The Deans of the colleges will decide, with the advice and consent of the College Executive Committees, on the mode by which the college representatives will be selected so as to assure proper representation of disciplines contributing heavily to General Education. Colleges may choose to elect their representatives or to have them designated by the Dean. Should a college choose to designate, rather than elect, its representatives, the designation should be reviewed by the College Executive Committee.
5. The Vice-Chancellor for Academic Affairs may appoint an additional faculty member to the Board. The VCAA will also choose which of the faculty members will serve as Chair.
6. Terms of service on the Board will be three years in duration, except that one third of the members of the inaugural Board will be replaced after one year, and another third will be replaced after two years. Three undergraduate student representatives will be selected by the Vice-Chancellor for Academic Affairs from a slate provided by the Committee on Committees. Students will be from three different colleges. Students will serve for two years. The net effect will be a Board of 19 (20 if the Vice-Chancellor for Academic Affairs exercises the option of appointing a member) faculty and three student members.

The responsibilities of the General Education Board should include the following, and these responsibilities should be met prior to implementation of the new General Education requirements:

7. The Board should define the categories of the General Education requirements listed above so that courses may be clearly identified as falling into one or another category. The categories should be so defined that, in principle: a) any academic department on campus should be able to offer coursework in at least one category; b) an academic department may offer coursework in multi-categories; c) no single academic department is the exclusive provider of coursework in any category.
8. The Board should develop minimal aims and criteria for approval of courses in each category. Such criteria can assist departments in selecting, designing, and redesigning courses to meet General Education requirements and will help ensure that the aims of General Education are met. The category definitions and course criteria must be approved by the UIUC Senate and the Vice-Chancellor for Academic Affairs.
9. After providing approved category descriptions and course criteria, the Board should solicit from all academic departments brief descriptions of courses proposed as General Education offerings. Proposals for course sequences should be encouraged. Further, a department may seek approval for course offerings in more than one category: e.g., the Psychology department may seek approval of courses in Social and Behavioral Science as well as in Natural Science.
10. The Board should review course proposals, approve those that meet published criteria, and solicit revisions and even new course development where the need exists.
11. The Academic Senate recognizes that this program of General Education cannot be implemented without either a substantial reallocation of resources within the campus or an appropriation of substantial new resources. Hence, the Board should, together with the Deans, the Vice-Chancellor for Academic Affairs and the Chancellor estimate the overall costs of the General Education Program approved here. The Board will examine the availability of the new resources required for the program's implementation. Only when the Chancellor and the Vice-Chancellor for Academic Affairs, in consultation with the Deans and Senate Budget

Committee, are satisfied that adequate resources can be made available will an implementation schedule for this program be announced. During this interim period, the General Education Board will regularly report to the Senate on its progress toward implementation of the new requirements.

12. Because efforts to increase educational standards affect students from different educational backgrounds differently, the Board should take specific steps to help identify and address the needs of various groups of students who are at risk of being adversely affected by the new General Education requirements. Students from small rural schools with limited curricula, Education Opportunity Program students, and communications-impaired students are among those who might require special assistance, not to exempt them from new requirements, but to help them meet these requirements effectively. The Board should regularly consult representatives of such student populations for guidance in these matters.
13. Because courses tend to change in content and procedure after a few years, one responsibility of the Board should be periodic review of approved General Education courses and sequences. Upon review, courses which seem inadequately to implement the intent of the General Education requirement should be revised in accord with the General Education guidelines or should be removed from "approved" General Education status.
14. These General Education requirements will be considered binding upon all baccalaureate programs, unless it is demonstrated to the Senate Educational Policy Committee and to the Senate that students in a specific degree program cannot meet these requirements. An alternative set of requirements for that program would then be proposed to the Senate.

Early Childhood Education Proposals

Responses to Educational Policy Committee Questions

1. What will take the place of ***advanced*** comp?

All courses in the concentration provide academic writing opportunities requiring formal language structures and writing based on application of theory and research. Additional assignments in some courses focus on reflective writing and writing for the profession. Formal writing processes of peer review, feedback and revision are incorporated in some larger writing assignments. Additionally, the completion of a capstone project requires students to write extensively about instructional planning, implementation and assessment. This project will require drafts and revisions at multiple timepoints and a significant amount of original analytic and reflective writing.

If the concentrations appear to be viable and will continue, we intend to consult further with the General Education board to discuss the embedded design of the general education coursework and consider the possibility of the advanced comp requirements being met by a single, approved course.

2. One thing we look for in programs is a certain amount of student choice. There is none in this program. Is there a way to give them some choices, or if not, why not?

Students will likely have had some degree of choice in their associate degree program where initial general education credits were earned. As we only have 60 hours to adequately prepare licensed teachers in this program, the options for choice are very limited due to the knowledge and skills required to be an effective teacher. However, students are given choice through their clinical placements to explore education in different settings (community-based early childhood programs, public schools, private, charter or parochial schools) and within different grade bands (PreK ages 3-5 & grades K-2). Each student's experience is different given the setting and grade chosen, allowing them to come back to their cohort during seminars and share those experiences through discussions of unique successes, challenges, and reflections.

3. This is a professional degree. Why isn't it labeled as one, e.g., B. Ed?

The B.Ed. was researched and found not to be offered widely in the US. Only a few small colleges and universities, such as Oral Roberts and Liberty University, offered this degree. It is more widely offered in Canada and overseas. According to IBHE it is not offered anywhere in Illinois and as such does not have the precedence for establishing it without additional steps and requirements. Additionally, establishing a new degree or major requires the completion of an APEERS report detailing ongoing enrollment and completion averages. Not meeting enrollment and graduation thresholds would lead to further review by IBHE. We share the concerns of the committee related to degree type, however given the time constraints of the legislation and state funding, we were unable to pursue degree or major changes which resulted in the proposal for this pilot. Should the program prove successful in terms of enrollment and financial stability, we fully intend to pursue other program options with IBHE.

4. What would be the timeline for converting these concentrations to a professional degree program such as a B.Ed.? If you choose not to pursue this option, will you inform EPC as to why that is?

It is our intention that three cohorts of students will complete the concentrations under the current proposed structure. These would include cohorts beginning Fall 2022, Spring 2023, and Fall 2023. Prior to enrolling a fourth cohort we intend to re-evaluate the viability of the program. Should it appear that program would not continue, we will only enroll more students if we have not yet met our mandated goal of 64 students. If we plan to continue the program beyond the 3 cohorts and 64 students, we will explore degree options further with IBHE (the B.Ed. may not be the best option given the reasons stated above). We will update EPC at that time regarding the options that exist and what our intentions for moving forward will be.

5. It looks like under the law we have to admit every qualified student. Are there concerns about capacity? What if it is 100+ per year?

Providing access to a bachelor's degree for 100+ students that have historically been excluded from higher education would be a step in the right direction. However, we have limited capacity to do this kind of work, both in terms of financial constraints and in maintaining the integrity of the degree. The law requires that we accept the specified credentials of the students but does not require that we go beyond our capacity to effectively serve those students. We have committed to enrolling 64 new students over the next two years and the State has provided funding based on that number. We have confirmed with the ECACE (email communication with Christi Chadwick, ECACE Director, dated 2/11/22) that the expectation is not to enroll beyond our capacity and that we should instead plan for enrollments that meet our commitment to enrolling 64 additional students. In implementing this plan, each cohort will be capped at 30 in order to continue to offer a small program with integrity. Additionally, 23 4-year institutions (all of the publics and some privates) have committed to the ECACE consortium and will be offering similar yet not identical programs. Given the choices available and the limited number of students meeting the criteria, it is highly unlikely that we will see large numbers of students applying.

6. Should we be concerned that if we give up our control over educational programs and make this exception this year we'll just get another state law next year? Why shouldn't we take a stand?

While we understand that there are problems with the implementation of this legislation, it is already in place, and we are bound to it. Deans and Presidents from 4-year institutions across the state have committed to being able to provide equitable access and support to early childhood students who have historically been unable to access 4-year institutions for a variety of reasons. This commitment came after a long discussion and legislation that almost passed allowing the community colleges to offer bachelor's degrees in early childhood education, opening the door for 2-year institutions to begin offering other 4-year degrees. Should the Early Childhood Access Consortium for Equity (ECACE) fail to increase the numbers of degree earners in early childhood, the likelihood of a return to the original legislation is high. The offering of professional type degrees by four-year institutions is likely to be an ongoing discussion as part of IBHEs commitment to access and equity. Opportunities exist for faculty voices to be heard prior to the passage of any future legislation related to these issues.

Additionally, should UIUC not be able to participate in the Consortium (ECACE) and fail to meet the requirements of the legislation, the ability to offer teacher licensure and credentialing in Early Childhood could be at risk.

7. This program is very reliant on state funding to provide scholarships to students. What will the program do to ensure students in the program can finish if funding dries up? How will you continue to serve this vital need if this additional funding goes away?

This is an ongoing concern of ours as well. State funding is currently available through June, 2024. The State has committed to seeking additional funding to support students and programs. The Administration of the the College of Education has been meeting with legislative liasons, and Rep. Christina Paciano-Zayas, the sponsor of the legislation, to express concerns and to press for answers. We intend to continue to advocate for the need for additional funding through multiple pathways.

While it is early to begin to put anything in place given this uncertainty, if State funding is no longer available past June, 2024, we intend to collaborate with existing Institutional and College of Education supports to provide the best possible program in order to encourage the success of the students already enrolled. We recognize that it would be irresponsible to leave planning for such future possibilities to the last minute and intend to spend the next 2 years pursuing additional internal and external funding and support.

8. The law says we have to admit any student with an Associate degree, a 2.0 GPA, and Level 4 certification. Some of these students may not be prepared for our program. How will you work to ensure they succeed?

A great amount of thought and resources have gone into the planning to support our students. The legislation includes some requirements for student support but we have gone over and above what is required in providing support for our students to complete their degrees. The State has provided a significant amount of program level funding with a large degree of autonomy in deciding how it should be spent. We have chosen to fund extensive support through the hiring and support of a full-time student success specialist responsible for providing academic support and success planning and plan to use graduate student hires as high-touch mentors that provide holistic support through multiple student check-ins each term. Ongoing data collection and communication should provide us with insight needed to proactively address emerging student needs.

While we are required to admit students with a 2.0 GPA, we have chosen to require that students maintain the same academic progress requirements as the current traditional Early Childhood program. Students will be expected to maintain a 2.5 GPA on Junior and Senior level coursework, and must earn a C- or better in all concentration courses. Students must also successfully complete all clinical requirements as measured on a research-based rubric of professional competencies. Given the additional intensive supports provided, we believe that we have a system in place that will ensure that students perform academically and professionally at high levels.

9. How does this program interact with the existing 120 hour BS in Early Childhood Education?

Admission to the new concentrations is only for students coming through the completer track with Associate degrees. Students without associate degrees entering through the normal freshman admissions process or transfers that do not meet the program qualifications will not be able to enroll in or take courses within the concentrations. They will have to complete the coursework in the existing 120

hour BS in Early Childhood Education. Transfer students entering with an associate degree may still choose to complete the existing 120 hour BS.

10. How can you ensure that the additional students will be able to secure the student teaching experiences they need to complete the program and/or get licensed?

We are quite lucky in this program as many of our students will already be working in the field. As long as their work site meets the requirements of the UIUC Council on Teacher Education and ISBE, students will be able to remain in their workplace for student teaching (and get paid at the same time which is allowable by state law). Additionally, as our students will be online learners and, as a result, will likely be spread across the state, we will not need to place large groups of students in single placement sites making placements for those not in their workplace easier to place.