

Deactivation Proposal

Date Submitted: 06/27/25 9:12 am

Viewing: **5227 : Secondary Education: Mathematics
(grades 9-12), EDM**

Last approved: 09/29/21 2:54 pm

Last edit: 09/29/25 11:24 am

Changes proposed by: Lori Fuller

Catalog Pages Using Secondary Education, EdM
this Program

Proposal Type:
Concentration (ex. Dietetics)

This proposal is for
a:
~~Revision~~
Phase Down/Elimination

In Workflow

- 1. U Program Review
- 2. 1613-CUR&I
Committee Chair
- 3. 1613-CUR&I Head
- 4. KN Committee
Chair
- 5. KN Dean
- 6. University Librarian
- 7. Grad_College
- 8. COTE Programs
- 9. Provost
- 10. Senate EPC
- 11. Senate
- 12. U Senate Conf
- 13. Board of Trustees
- 14. IBHE
- 15. HLC
- 16. DOE
- 17. Catalog Editor
- 18. DMI

Approval Path

- 1. 06/25/25 3:32 pm
Mary Lowry (lowry):
Rollback to Initiator
- 2. 07/01/25 2:00 pm
Donna Butler
(dbutler): Approved
for U Program
Review
- 3. 07/01/25 2:06 pm
Emma Mercier
(mercier): Approved
for 1613-CUR&I
Committee Chair
- 4. 07/01/25 7:07 pm

- Helen Neville
(hneville): Approved
for 1613-CUR&I
Head
5. 07/02/25 8:50 am
Liv Thorstensson
Davila (livtd):
Approved for KN
Committee Chair
6. 07/02/25 9:05 am
Lori Fuller
(harvey1): Approved
for KN Dean
7. 07/02/25 9:17 am
Tom Teper (tteper):
Approved for
University Librarian
8. 09/08/25 3:26 pm
Allison McKinney
(agrindly): Approved
for Grad_College
9. 09/08/25 5:08 pm
Suzanne Lee
(suzannel):
Approved for COTE
Programs
10. 09/09/25 2:49 pm
Brooke Newell
(bsnewell): Rollback
to KN Dean for
Provost
11. 09/23/25 10:51 am
Lori Fuller
(harvey1): Approved
for KN Dean
12. 09/23/25 2:19 pm
Tom Teper (tteper):
Approved for
University Librarian
13. 09/25/25 10:05 am
Allison McKinney
(agrindly): Approved

- for Grad_College
14. 09/25/25 1:27 pm
Suzanne Lee
(suzannel):
Approved for COTE
Programs
15. 09/25/25 1:43 pm
Brooke Newell
(bsnewell):
Approved for
Provost

History

1. Jan 17, 2020 by
Kathy Stalter
(kstalter)
2. Jun 5, 2020 by Kathy
Stalter (kstalter)
3. Sep 29, 2021 by
Kathy Stalter
(kstalter)

Administration Details

Official Program Name	Secondary Education: Mathematics (grades 9-12), EDM		
Diploma Title			
Sponsor College	Education		
Sponsor Department	Curriculum and Instruction		
Sponsor Name	<u>Lori Fuller</u> Christopher Span		
Sponsor Email	<u>harvey1@illinois.edu</u> cspan@illinois.edu		
College Contact	<u>Lori Fuller</u> Kathy Stalter	College Contact Email	
	<u>harvey1@illinois.edu</u> kstalter@illinois.edu		
College Budget Officer	<u>Amanda Brown</u>		

College Budget

acbrown1@illinois.edu

Officer Email

If additional stakeholders other than the Sponsor and College Contacts listed above should be contacted if questions during the review process arise, please list them here.

Does this program have inter-departmental administration?

No

Effective Catalog Term

Effective Catalog Term

Fall 2025

Effective Catalog

2025-2026

Proposal Title

Proposal Title (either Establish/Revise/Eliminate the Degree Name in Program Name in the College of XXXX, i.e., Establish the Bachelor of Science in Entomology in the College of Liberal Arts and Sciences, include the Graduate College for Grad Programs)

Eliminate the Concentration in Mathematics (grades 9-12) in the Master of Education in Secondary Education in the College of Education and the Graduate College

Does this proposal have any related proposals that will also be revised at this time and the programs depend on each other? Consider Majors, Minors, Concentrations & Joint Programs in your department. Please know that this information is used administratively to move related proposals through workflow efficiently and together as needed. Format your response like the following "This BS proposal (key 567) is related to the Concentration A proposal (key 145)"

Secondary Education, EdM, key 206

English Concentration (829)

Science Concentration (832)

Social Sciences (831)

Program Justification

Provide a brief description, using a numbered item list, of the proposed changes to the program.

We would like to phase down the four concentrations in the Secondary Education EDM program of English, Mathematics, Sciences, and Social Science: History.

The departments in the College of LAS who offers courses listed in this POS have been notified of a change, Enrollments are not expected to change. Although the concentration is being terminated, these courses are still required for students seeking licensure in the specific content areas. Courses needed for licensure are determined by the Illinois State Board of Education (ISBE), and this proposal has no impact on those requirements.

Current enrollment numbers:

FA15: 2

FA16: 3

FA17: 2

FA18: 2

FA19: 1

FA20: 1

FA21: 2

FA22:2

FA23: 0

FA24:0

We are not changing the total hour requirement for the Secondary Ed EDM. It will remain the same.

Provide the reasoning for why each change was necessary, using a corresponding numbered item list as it relates to the brief description numbered list above.

The licensure requirements set by the Illinois State Board of Education and the College of Education are subject to change at any time. Since earning the degree does not require students to or ensure that students will obtain state licensure, phasing out the concentrations while retaining the Secondary Education degree is in the best interest of the program. It adds clarity to the difference between earning the master's degree and being awarded licensure. Students who wish to pursue licensure concurrently with the master's degree will work with their advisor and with the CoTE office to complete the necessary requirements.

At the licensure level, states verify teaching credentials only through their own online systems and paperwork. ISBE and other state agencies do not generally look to transcripts for licensure program completion. This is because there is often not alignment between campus degree program requirements and approved licensure program requirements. As a result, from a teaching licensure perspective, there is no real value in have a transcribed concentration because documentation other than transcripts are used to verify credentials in their licensing system.

At the individual candidate "job market" level, an applicant's teaching credentials would also be verified by a district through the state licensure system. It's our experience that school districts request official transcripts as a required documentation step generally after they've already extended an offer of employment. School districts use the state licensure system to verify teaching license and subject area – and they may use the transcript for determining step on the salary schedule. As such, there is no advantage or disadvantage to a student to have a transcribed concentration as the district is generally looking for number of credit hours.

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 outside of the sponsoring department impacted by the creation/revision of this program? If Yes is selected, indicate the appropriate courses and attach the letter of support/acknowledgement.

Yes

Courses outside of the sponsoring department/interdisciplinary departments:

Please attach any [Math letter.pdf](#)
letters of support/
acknowledgement [EPSY SPED EDPR letter.pdf](#)
for any
Instructional
Resources.
Consider faculty,
students, and/or
other impacted
units as
appropriate.

Program Features

Academic Level Graduate

Is this program part of an ISBE approved licensure program?

Yes

Will specialized accreditation be sought for this program?

No

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

We have been in ongoing communication with CoTE regarding the phasing out of the concentrations, and this change of phasing out the concentrations will not impact licensure for students enrolled (or future enrolled) in the Secondary Education EMD program.

Does this program prepare graduates for entry into a career or profession that is regulated by the State of Illinois?

No

Program of Study

Catalog Page Text - Overview Tab

Catalog Page Overview Text

Is the overview text above correct?

Yes

Statement for

Foundation Courses:

Psychological Foundations Courses in Educational Psychology

[EPSY 485](#) meets this requirement

Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership

Select one of the following:

4

EPOL 401	History of American Education
EPOL 402	Asian American Education
EPOL 403	Historical and Social Barriers
EPOL 405	School and Society
EPOL 406	Professional Ethics in Education
EPOL 407	Critical Thinking in Education
EPOL 408	Course EPOL 408 Not Found
EPOL 409	Sociology of Education
EPOL 410	Racial and Ethnic Families
EPOL 412	Politics of Education
EPOL 413	Economics of Education
EPOL 480	Technology and Educational Reform

Content-Area Courses:

A major in Mathematics or 32 semester hours of math is required. Either option must include from the following:

Standard 3-course calculus sequence

Real Analysis

Linear Algebra (matrices)

Probability or statistics

Geometry

Professional Education Courses:

<u>CI 401</u>	Introductory Teaching in a Diverse Society (Section M)	3
<u>CI 403</u>	Teaching a Diverse High School Student Population (Section M)	3
<u>CI 404</u>	Teaching and Assessing Secondary School Students (Section M)	3
<u>CI 473</u>	Disciplinary Literacy	3
<u>EDPR 442</u>	Educational Practice in Secondary Education	12
<u>EPSY 485</u>	Assessing Student Performance	4
<u>SPED 405</u>	General Educator's Role in Special Education	3
or <u>SPED 517</u>	Disability Issues in Special Education	

Other Requirements

Content & Professional Education GPA2.5

Graduate GPA 3.0

Program Relationships

Corresponding

Program(s):

Corresponding Program(s)

Secondary Education, EDM

Program Regulation and Assessment

Plan to Assess and Improve Student Learning

Illinois Administrative Code: 1050.30(b)(1)(D) Provision is made for guidance and counseling of students, evaluations of student performance, continuous monitoring of progress of students toward their degree objectives and appropriate academic record keeping.

Student Learning Outcomes

N/A ~~This will not affect program regulation and assessment.~~

Describe how, when, and where these learning outcomes will be assessed.

Describe here:

Identify faculty expectations for students' achievement of each of the stated student learning outcomes. What score, rating, or level of expertise will signify that students have met each outcome? Provide rating rubrics as necessary.

Explain the process that will be implemented to ensure that assessment results are used to improve student learning.

- Program
- Description and Requirements
- Attach Documents

Delivery Method

This program is available:
On Campus - Students are required to be on campus, they may take some online courses.

Enrollment

List the prerequisites including course titles and number of credit hours for each prerequisite course, and whether or not these prerequisites count in the total hours required for the minor.

Phase Down/Elimination Enrollment

Does this program currently have enrollment? Yes

If so, what is the anticipated term of completion? Spring 2026

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

Students who left the program before completing it may finish the coursework required for the Secondary EDM degree if they submit and receive approval for a re-entry petition.

Number of Students in Program (estimate)

Year One Estimate	5th Year Estimate (or when fully implemented)
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Budget

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

No

Additional Budget
Information

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

There will not be an impact on resources.

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

No

Attach letters of
support

Is this program requesting self-supporting status?

No

Faculty Resources

Please address the impact on faculty resources including any changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc.

There will not be an impact on resources.

Library Resources

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

From Nancy O'Brien, Head, Social Sciences, Health, and Education Library, University Library
and Professor, Education and Social Science Librarian, University Library

Library impact statement for Phase Down of the Secondary Education Ed.M. Concentrations in
the College of Education and the Graduate College

April 23, 2025

The proposal was shared with the Library’s Education subject specialist, Nancy O’Brien, who indicated that because this proposal is a phase down of the concentrations in the Secondary Education Ed.M. program, there is no impact on the Library. The Library will continue to acquire resources to support the overall Ed.M. program, and the baccalaureate programs that support a degree in Secondary Education.

EP Documentation

EP Control Number EP.26.040

Attach Rollback/
Approval Notices

Non-EP Documentation

This proposal
requires HLC
inquiry

U Program Review
Comments

Rollback
Documentation and
Attachment

DMI Documentation

Attach Final
Approval Notices

Banner/Codebook
Name
Mathematics

Program Code: 5227

Minor Code	Conc Code	5227	Degree Code	EDM Major Code
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8527

Senate Approval Date

Senate Conference Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date

Effective Date:

Attached Document
Justification for this request

Program Reviewer
Comments

Mary Lowry (lowry) (06/25/25 3:32 pm): Rollback: per email 6-25-25

Brooke Newell (bsnewell) (09/09/25 2:49 pm): Rollback: Per TEAMS meeting and discussion with Lori Fuller