



---

**Proposal to the Senate Educational Policy Committee**

**PROPOSAL TITLE:** Revision to the Teacher Education Minor in Secondary School Teaching in the College of Education

**SPONSOR:** Mary Kalantzis, Dean, College of Education  
1310 South Sixth Street  
333-0960, kalantzi@illinois.edu

**COLLEGE CONTACT:** Sarah McCarthey, Director of Teacher Education,  
Department of Curriculum and Instruction, College of Education;  
244-1149, mccarthe@illinois.edu

**BRIEF DESCRIPTION:**

- The number of courses will be reduced from 14 to ten (see Appendix A).
- CI 402: [Teaching Diverse Middle Grade Students](#) will no longer be a requirement due to changes in the grades structure at the State-level.
- The professional education coursework may be completed in 3 semesters rather than 4.
- EOL 440: [Professional Issues for Teachers](#) will be removed from the required coursework and content combined with CI 404: [Teaching and Assessing Secondary Students](#).
- EPSY 430: [Early Adolescent Development](#) will be removed as a requirement and content covered in discussion sections of EPSY 201: [Educational Psychology](#).
- CI 335: [Content Area Applications of Educational Technology](#) will be discontinued and content combined with CI 401: [Introduction to Teaching in a Diverse Society](#), CI 403: [Teaching Diverse High School Students](#), and CI 473: [Disciplinary Literacy](#).
- SPED 205: [Introduction to Special Needs](#) will be removed as a prerequisite for SPED 405: [General Educator's Role in SPED](#); content will be combined with SPED 405, which increases from 2 to 3 hours.
- CI 473: [Disciplinary Literacy](#) will increase from 1 hour to 2-3 hours with technology content added.
- EPS 201 or 202: [Foundations of Education](#) will be dropped as a requirement and replaced by EDUC 201: [Identity and Difference in Education](#) and EDUC 202: [Social Justice in School and Society](#) or program-approved equivalent coursework.



- EPSY 485: [Assessing Student Performance](#) will increase from 2 to 3 hours to incorporate more content on assessment due to new [Illinois State Board of Education](#) (ISBE) requirements.
- EDPR 442: [Education Practicum in Secondary Education](#) will increase from 2-8 hours to 2-12 hours to represent increased time in student teaching placement.
- CI 404: [Teaching and Assessing Secondary Students](#) will decrease from 4 to 3 hours and be delivered online.

## JUSTIFICATION:

We are proposing a re-design of the secondary education program in order to streamline the secondary minor into a more flexible and coherent program that meets the needs of 21st century teachers. This redesign addresses in total the 2010 Illinois Professional Teaching Standards for the recently revised 9-12 grade [bandrange](#), as required by ISBE. It combines instruction that was previously offered via disjointed one-hour courses into the professional education sequence (e.g., CI 473 and 335 combined into a single, 3-hour course; EOL 440 content collapsed into CI 404; SPED 205 materials covered in 3-hour SPED 405; and EPSY content from 430 (2 hours) covered in EPSY 201).

Two foundational courses, EDUC 201 and EDUC 202<sup>1</sup> provide content on the history and nature of schools, identity within communities, social justice understandings, and responsive pedagogy to cultural differences that are fundamental to understanding the role of schools and society. These courses are taught by professors across the college to include their various areas of expertise. Practicum experiences are extended to include understanding children and youth in their diverse educational settings. Exposing candidates to research faculty early in their program will allow them to be connected to inquiry projects and other diverse opportunities.

The assessment course, EPSY 485 will increase from 2 to 3 credit hours to provide more opportunities for students to connect edTPA, the new ISBE performance assessment, with classroom projects. EDPR 442 will increase in hours to reflect students' increased time in the field for student teaching. They will begin their placements two weeks earlier to ensure they have time in student teaching to complete the edTPA requirements. EDPR 442 will be taught concurrently with CI 404; the latter will decrease from 4 to 3 hours to accommodate the extra student teaching and to remain consistent in hours with CI 401 and 403; most of the course will be delivered online to be compatible with students teaching across the state.

The re-designed program offers [consistent-frequent](#) opportunities for candidates to engage with issues affecting diverse populations and [attends-to/includes](#) purposeful

<sup>1</sup> [Course proposals for](#) EDUC 201 and EDUC 202 were submitted along with the newly revised Elementary Education Major on October 8, 2014 [and approved](#).



technology integration across the disciplines. It provides for more intensive, extensive, and supervised practicum experiences linked to the methods sequence. Candidates will have the opportunity to student teach in the fall or spring semesters, study abroad, choose to complete coursework in their major, or pursue additional endorsements.

**BUDGETARY AND STAFF IMPLICATIONS:** *(Please respond to each of the following questions.)*

1) Resources

*a. How does the unit intend to financially support this proposal?*

No new staff or dollars will be needed. EDUC 201 and EDUC 202 are courses that replace EPS 201/202. Current faculty will staff the courses so no new faculty or new dollars are required. Eliminating some courses and consolidating course content into existing courses will have some savings for the College. For example, Eliminating eliminating CI 335 and integrating the content into CI 401, CI 403, and CI 473 will allow the College to reduce costs. No new staff will teach CI 473; ~~since the same~~ faculty member will continue to teach the course despite the increase in credit hours. Additional TAs may be required to cover discussion sections.

*b. How will the unit create capacity or surplus to appropriately resource this program? If applicable, what functions or programs will the unit no longer support to create capacity?*

Internal reallocations will occur within the College of Education. Discontinuing EOL 440 for the secondary minor and integrating the content into CI 404 will result in a reduction of faculty needed to teach it. Discontinuing SPED 205 and integrating the content into a single 3-credit hour SPED 450 will result in reallocation of resources within the College but no increase in budget. Discontinuing EPS 201/202 from the minor will result in fewer students registering for them; students in the minor will be registering for EDUC 201 and EDUC 202 instead.

*c. Will the unit need to seek campus or other external resources? If so, please provide a summary of the sources and an indication of the approved support.*

No, the College will not seek additional resources.

*d. Please provide a letter of acknowledgment from the college that outlines the financial arrangements for the proposed program.*

See enclosed letter by the Dean of the College of Education indicating approval for the revised program.

2) Resource Implications

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

Discontinuing EPSY 430 from the secondary minor may result in lower enrollments for the course; however, students who will be enrolled in the new Middle Grades major (approved Fall 2015 for Fall 2016 implementation) will take EPSY 430, thus balancing numbers. Increasing the credit hours from 2-3 credit hours for EPSY 485 will have no effect on the budget.



We expect that the redesigned program will be attractive to more students seeking licensure to teach at the high school level. By reducing the number of courses and consolidating content into fewer courses, the program allows students to take advantage of other opportunities on campus. For example, students may take additional courses in their major, add teaching endorsements, or study abroad. However, the change by ISBE from licensing students 6-12 in the current program to only licensing from grades 9-12 may have an effect on students who would prefer to teach middle school. This will be mitigated by the new Middle Grades licensure program (currently going through the campus review approved by campus in Fall 2015) at UIUC that will attract students who wish to teach grades 5-8 as mandated by ISBE.

- b. Please address the impact on course enrollment in other units and provide an explanation of discussions with representatives of those units. *(A letter of acknowledgement from units impacted should be included.)*

Discussions across campus with affected programs by the change in CI 473 in credit hours from 1 to 2-3 (e.g., agricultural education, music education, art education) have resulted in support for the change. These three programs are all currently working on program revisions that include the change to CI 473 as well as additional changes. Likewise, discussions about the changes to SPED 205 and 405 have occurred with affected programs.

- c. Please address the impact on the University Library *(A letter of estimated impact from the University Librarian must be included for all new program proposals. If the impact is above and beyond normal library business practices, describe provisions for how this will be resourced.)*

There will be no impact on Library resources.

- d. Please address the impact on technology and space (e.g. computer use, laboratory use, equipment, etc.)

There will be no impact on technology or space. The College of Education has 2-3 new state-of-the art, technology-enabled classrooms that will facilitate increased technology integration into the secondary minor courses. Faculty have worked collaboratively on the revisions to CI 404 and will be prepared to teach it online.

- a. **DESIRED EFFECTIVE DATE:** Fall 2016

## STATEMENT FOR PROGRAMS OF STUDY CATALOG:

SEE BELOW



## Programs of Study: Undergrad

### Teacher Education Minor in Secondary School Teaching

#### College of Education

Assistant Dean for Academic Affairs: Kathy Ryan

142 Education Building, 1310 South Sixth, Champaign, (217) 333-2800

#### Liberal Arts and Sciences

Academic Adviser: Lori Davis

Admissions Information: [las-teach@illinois.edu](mailto:las-teach@illinois.edu)

2002 Lincoln Hall, 702 S. Wright Street, Urbana

This minor is a component of the teaching option within the following Science and Letters majors: biology, (integrative biology or molecular and cellular biology), chemistry, English, geology, history, mathematics, and physics. Enrollment is limited to candidates in these options. For admission to the teaching option within those majors, see the College of Liberal Arts and Sciences. College of Liberal Arts and Sciences.

Transfer into the teaching option within a major can be made only by students who have received approval to complete the minor in education. Approval for admission to the minor in education is gained by successful application to the Department of Curriculum and Instruction in the College of Education, upon recommendation by the joint Education/LAS content area admissions committees. Illinois law and Council on Teacher Education policy requires that all candidates for admission to a teacher preparation program pass the an Illinois approved test of basic skills. The Illinois Certification test of basic skills options include the Licensure Testing System Test of Academic Proficiency prior to admission. Test of Academic Proficiency (TAP), or an ACT/SAT score that meets specific criteria. See information on the details.

Prerequisites for the minor: Students must pass the Illinois Certification Testing System Test of Academic Proficiency State approved basic skills test; be in good academic standing; have a minimum content, UIUC, and cumulative GPA of 2.5; and successfully complete EPSY 201 and EPS 201 or EPS 202. Additionally, each major stipulates other prerequisite courses that must be completed before admission to the teaching option. Interested students should see the academic advisers in the major or the LAS Director of adviser for Secondary Education Programs for information on prerequisite courses.

Most students will be able to complete all the prerequisite courses for transfer into the teaching option of their major by the spring of their sophomore year; those students may be able to complete the requirements for the bachelor's degree in LAS, as well as the minor in education and all other requirements for teacher licensure in four years. (five



years for biology majors). Students who establish eligibility to transfer into the teaching option of their major in the spring of their junior year will may need five years more time to satisfy the requirements for teacher licensure.

In order to be recommended for licensure, candidates are required to maintain UIUC, cumulative, content area, and professional education grade point averages of 2.5 (A=4.0). Grades in courses of C- or lower may not be used for State of Illinois Licensure, Endorsements, or Approvals. Candidates should consult their adviser or the Council on Teacher Education for the list of courses used to compute these grade point averages.

Licensure requirements are subject to change without notice as a result of new mandates from the Illinois State Board of Education or the Illinois General Assembly.

### Professional Education Required Courses

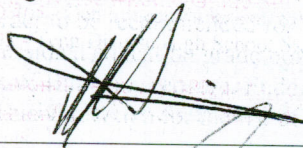
<u>Content Area App of Educ Tech</u> EDUC 201 – Identity and Difference in Education*	3+1
<u>EDUC 202 - Social Justice in School and Society*</u>	3
<u>CI 401 - Intro Tchg in a Diverse Societ</u>	3
<u>Tchg Diverse Middle-Grade Stu</u>	3
<u>CI 403 - Tchg Diverse High School Stu</u>	3
<u>CI 404 - Tchg and Assessing See Sch Stu</u> Secondary Students	3+4
<u>CI 473 – Disciplinary Literacy in Content Areas</u>	3+1
<u>Prof Issues for Teachers</u>	1-3
<u>Foundations of Education</u>	3-4
<u>EPSY 201 - Educational Psychology</u>	3
<u>Early Adolescent Development</u>	2-TO 4
<u>EPSY 485 - Assessing Student Performance</u>	3+2
<u>SPED 205 Introduction to Special Needs</u>	1
<u>SPED 405 - Gen Educator's Role in SPED</u>	3+2-3
<u>Educational Practice</u> EDPR 442 - Ed Prac in Secondary Education Ed	1+2-8
<u>Total</u> 37-38 39	

\*or program approved equivalent



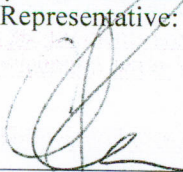
**CLEARANCES:** (Clearances should include signatures and dates of approval. **These signatures must appear on a separate sheet.** If multiple departments or colleges are sponsoring the proposal, please add the appropriate signature lines below.)

Signatures:



Unit Representative:

Date:

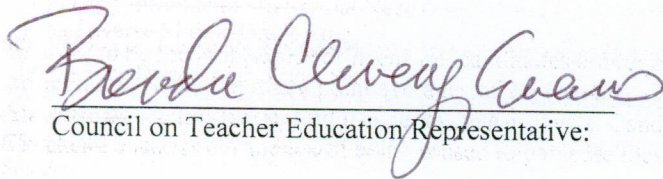


College Representative:

Date:

Graduate College Representative:

Date:



Council on Teacher Education Representative:

Date:

11/18/15



**Appendix A:  
(Proposed Curriculum Revisions)**

<i>Course Title</i>	<i>Previous Hours</i>	<i>Course Changes</i>	<i>Hour Changes</i>
CI 335 – Content Area App of Educational Technology	1	Remove requirement	
CI 401 – Intro Teaching in a Diverse Society	3	None	None
CI 402 – Teaching Diverse Middle Grade Students	3	Remove requirement (will be requirement for Middle Grades major upon approval)	
CI 403 – Teaching Diverse High School Students	3	Remove prerequisite of 402	None
CI 404 – Teaching and Assessing Sec School Students	4	Reduce hours.	3
CI 473 – Literacy in Content Areas	1	Title change: Disciplinary Literacy; increase hours	3
EDUC 201 – Identity and Difference in Education	None	Add to coursework requirements	3
EDUC 202 – Social Justice in School and Society	None	Add to coursework requirements	3
EOL 440 – Professional Issues for Teachers	1	(content combined with CI 404) Remove requirement	
EPS 201/202 – Foundations of Education	3-4	Remove requirement	
EPSY 201 – Educational Psychology	3	EPSY 201	None
EPSY 430 – Early Adolescent Development	2	Remove requirement (content covered in EPSY 201)	
EPSY 485 – Assessing Student Performance	2	Increase hours	3
SPED 205 – Introduction to Special Needs	1	(content combined with SPED 405) Remove requirement	
SPED 405 – General Educator's Role in SPED	2	Increase hours	3
EDPR 442 – Education Practicum in Secondary Education	8	Increase hours	12
<b>TOTAL</b>	<b>37-38</b>		<b>39</b>



**Clevenger, Brenda M**

---

**Subject:**

FW: CI 473

**From:** "Ochs, Gary Alan" <[garyochs@illinois.edu](mailto:garyochs@illinois.edu)>

**Date:** Thursday, September 10, 2015 at 3:48 PM

**To:** Sarah McCarthy <[mccarthe@illinois.edu](mailto:mccarthe@illinois.edu)>, Suzanne Lee <[suzannel@illinois.edu](mailto:suzannel@illinois.edu)>, Brenda Clevenger <[bmclvng@illinois.edu](mailto:bmclvng@illinois.edu)>

**Cc:** "Korte, Debra Sue" <[ds korte@illinois.edu](mailto:ds korte@illinois.edu)>, "Thieman, Erica B" <[thieman@illinois.edu](mailto:thieman@illinois.edu)>, "Hurley, Walter L" <[wlhurley@illinois.edu](mailto:wlhurley@illinois.edu)>

**Subject:** RE: CI 473

Dr. McCarthy,

We decided that we think the three hour CI 473 option will be best for our students. We will make the necessary changes for our POS and have them submitted.

Thank you!

Gary

---

**From:** McCarthy, Sarah Jane

**Sent:** Monday, September 07, 2015 5:51 PM

**To:** Thieman, Erica B <[thieman@illinois.edu](mailto:thieman@illinois.edu)>; Ochs, Gary Alan <[garyochs@illinois.edu](mailto:garyochs@illinois.edu)>; Korte, Debra Sue <[ds korte@illinois.edu](mailto:ds korte@illinois.edu)>; Borek, Matthew Michael <[mborek@illinois.edu](mailto:mborek@illinois.edu)>; Carlson, Kristin Nicole <[carlso1@illinois.edu](mailto:carlso1@illinois.edu)>; Crull, Gary S <[gcrull@illinois.edu](mailto:gcrull@illinois.edu)>; O'Connor, Jennifer Lee <[bergmar1@illinois.edu](mailto:bergmar1@illinois.edu)>

**Cc:** Insana, Lindsay Anne E <[insana@illinois.edu](mailto:insana@illinois.edu)>

**Subject:** Re: CI 473

Here are the options for the CI 473 with syllabi for each option.

Sarah J. McCarthy, Ph.D.

Professor, Curriculum and Instruction

Director of Teacher Education

142 College of Education

1310 S Sixth Street

Champaign, IL 61820

(217) 244 1149



**Clevenger, Brenda M**

---

**Subject:** FW: CI 473

**From:** "Carlson, Kristin Nicole" <carlso1@illinois.edu>

**Date:** Friday, September 25, 2015 at 11:05 AM

**To:** Sarah McCarthy <mccarthe@illinois.edu>

**Subject:** RE: CI 473

Hi Sarah,

We would like the physical education program students to take CI 473 for 2 hours.

Thanks,  
Kristi Carlson

---

**From:** McCarthy, Sarah Jane

**Sent:** Thursday, September 24, 2015 2:59 PM

**To:** Thieman, Erica B; Ochs, Gary Alan; Korte, Debra Sue; Borek, Matthew Michael; Carlson, Kristin Nicole; Crull, Gary S; O'Connor, Jennifer Lee

**Cc:** Insana, Lindsay Anne E; Clevenger, Brenda M; Lee, Suzanne

**Subject:** Re: CI 473

Dear All,

I have heard from Gary about his preferences for the students taking CI 473 as with 2 hours or 3 hours.

Could you please get back to me right away and include your name, name of your program, and whether you would like your program to have the 2 hour version or the 3 hour version of the CI 473.

Thank you!

Sarah J. McCarthy, Ph.D.

Professor, Curriculum and Instruction

Director of Teacher Education

142 College of Education



**Clevenger, Brenda M**

---

**Subject:**

FW: CI 473

**From:** "Borek, Matthew Michael" <[mborek@illinois.edu](mailto:mborek@illinois.edu)>

**Date:** Thursday, September 24, 2015 at 2:46 PM

**To:** Sarah McCarthy <[mccarthe@illinois.edu](mailto:mccarthe@illinois.edu)>

**Subject:** RE: CI 473

Hi Sarah,

Sorry for the delay.

Music Ed would prefer 2 credits.

I have two follow-up questions (these won't change Music Ed's desire for the 2 credit version, though): can a student choose to take the 3 credit version if they would like? And, if a student is pursuing an endorsement, are there any endorsement areas in which they would need to have the 3 credit version?

Thanks.

Matt Borek

---

**From:** McCarthy, Sarah Jane

**Sent:** Thursday, September 24, 2015 3:00 PM

**To:** Thieman, Erica B <[thieman@illinois.edu](mailto:thieman@illinois.edu)>; Ochs, Gary Alan <[garyochs@illinois.edu](mailto:garyochs@illinois.edu)>; Korte, Debra Sue <[dkorte@illinois.edu](mailto:dkorte@illinois.edu)>; Borek, Matthew Michael <[mborek@illinois.edu](mailto:mborek@illinois.edu)>; Carlson, Kristin Nicole <[carlso1@illinois.edu](mailto:carlso1@illinois.edu)>; Crull, Gary S <[gcrull@illinois.edu](mailto:gcrull@illinois.edu)>; O'Connor, Jennifer Lee <[bergmar1@illinois.edu](mailto:bergmar1@illinois.edu)>

**Cc:** Insana, Lindsay Anne E <[insana@illinois.edu](mailto:insana@illinois.edu)>; Clevenger, Brenda M <[bmclvnr@illinois.edu](mailto:bmclvnr@illinois.edu)>; Lee, Suzanne <[suzannel@illinois.edu](mailto:suzannel@illinois.edu)>

**Subject:** Re: CI 473

Dear All,

I have heard from Gary about his preferences for the students taking CI 473 as with 2 hours or 3 hours.

Could you please get back to me right away and include your name, name of your program, and whether you would like your program to have the 2 hour version or the 3 hour version of the CI 473.

Thank you!

Sarah J. McCarthy, Ph.D.



**Clevenger, Brenda M**

---

**Subject:**

FW: SPED 205/405

---

**From:** Ochs, Gary Alan

**Sent:** Wednesday, October 21, 2015 2:50 PM

**To:** Clevenger, Brenda M

**Subject:** RE: SPED 205/405

Brenda,

The Agricultural Education Program at the University of Illinois, Urbana-Champaign is accepting of the combination of SPED 205 and SPED 405 courses into one course.

Thanks,

Gary

Gary Ochs, Teaching Associate

University of Illinois - Agricultural Education Program

174B Bevier Hall

905 S. Goodwin Ave.

Urbana, IL 61801

Office: (217) 244-5164

Fax: (217) 244-7768

[www.aged.illinois.edu](http://www.aged.illinois.edu)

**Linked in** profile

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

---

**From:** Clevenger, Brenda M

**Sent:** Wednesday, October 21, 2015 2:46 PM

**To:** Ochs, Gary Alan <[garyochs@illinois.edu](mailto:garyochs@illinois.edu)>

**Subject:** SPED 205/405

Hi Gary,

Have you sent Sarah McCarthy an e-mail stating you are ok with the combining of SPED 205/405? If not, can you respond to this e-mail saying your program is okay with the change. I realize that it is incorporated in your proposed program changes, but I don't know which proposal is going to get to Ed Pol first.

Thanks,

Brenda Clevenger Evans

Assistant Director

and Licensure Officer

University of Illinois at Urbana-Champaign



## Clevenger, Brenda M

---

**From:** Greene, Pamela  
**Sent:** Wednesday, October 21, 2015 2:27 PM  
**To:** Clevenger, Brenda M  
**Subject:** RE: SPED 205/405

Apologies for not sending my response. FLTE agrees with the proposed change of merging SPED 205 & 405 beginning in AY 2016-2017 & has no concerns.

Pamela Greene  
Director, FLTE

---

**From:** Clevenger, Brenda M  
**Sent:** Wednesday, October 21, 2015 1:49 PM  
**To:** Greene, Pamela  
**Subject:** SPED 205/405

Pamm,

Have you sent Sarah McCarthy an e-mail stating you are ok with the combining of SPED 205/405? If not, can you respond and let me know if you are ok with the change?

Thanks,

Brenda Clevenger Evans  
Assistant Director  
and Licensure Officer

University of Illinois at Urbana-Champaign Council on Teacher Education, 505 E. Green Street, Suite 203, Champaign, IL 61820  
Phone: 217-333-7195; Fax: 217-265-5188