

PROPOSAL TO THE SENATE COMMITTEE ON EDUCATIONAL POLICY

TITLE OF THE PROPOSAL:

Revision to the BS in Elementary Education in the College of Education

SPONSOR:

Bonnie Armbruster, Professor and Associate Head, Department of Curriculum and Instruction; 244-3002; bonnie@uiuc.edu

BRIEF DESCRIPTION:

We propose the following changes in the BS in Elementary Education:

General Education Requirements

- 1) Eliminate the requirement of a speech performance elective.
- 2) Eliminate required elective from Humanities/Arts
- 3) Eliminate ART 140: Introduction to Art from Humanities/Arts

Area of Concentration

- 1) Reduce Area of Concentration requirement from 18 to 12 hours (with at least 6 of the required hours above the 100 level, except for Math and possibly some other areas)
- 2) Add General Sciences and ESL/Bilingual as new Areas of Concentration.

Professional Education Requirements

- 1) Eliminate SPED 205: Introduction to Special Needs
- 2) Add SPED 117: The Culture of Disability Across the Lifespan
- 3) Change SPED 405: Gen Educator's Role in SPED from 2 to 3 hours *in this program only.*
- 4) Eliminate CI 335: Content Area App of Educ Tech
- 5) Eliminate EDPR 250: School & Community Experiences
- 6) Change CI 405: Intro Tchg Elem Age Children from 1 to 2 hours.
- 7) Eliminate CI 431: Tchg Elementary Mathematics (4 hours)
- 8) Add CI 430: Teaching Children Mathematics (3 hours)
- 9) Change CI 432: Invest Approach Elem Math Inst from 2 to 3 hours.

- 10) Change CI 475: Teach Elem Rdg & Lang Arts, I from 4 to 3 hours.
- 11) Change CI 476: Teach Elem Rdg & Lang Arts, II from 2 to 3 hours.
- 12) Add CI 415: Language Varieties, Cultures, and Learning (3 hours)

See Appendix A for a table showing changes from the current program to the proposed program.

JUSTIFICATION:

These changes are proposed on the basis of systematic program and course review, including candidate surveys, ICES ratings and comments, and formal and informal meetings with students and faculty. Some program changes are also being proposed based on research and evolving state and professional standards.

General Education Requirements

- 1) We propose eliminating the requirement for a speech performance elective because candidates have many opportunities to develop their speaking skills in their Professional Education courses. CI 475 and 476 specifically address speaking and listening skills; candidates make oral presentations in several courses; and in EdPR 432: Ed Prac in Elem Ed, candidates must practice and perfect oral communication skills in school and community field experiences.
- 2) We propose eliminating a "required elective" within Humanities/Arts. Candidates have expressed a desire for greater flexibility in choosing electives, and we agree that having more options in their electives would be to their advantage.
- 3) We believe that ART 202 is sufficient for students to meet state certification requirements in the content area of Visual Arts. Eliminating ART 140 will also provide candidates with another elective option.

Area of Concentration

- 1) We believe that 12 hours is a sufficient number of hours for an Area of Concentration for Elementary Education students. Changing the requirement frees up 6 hours for electives while still providing some depth in one particular subject.
- 2) Currently, students are allowed Areas of Concentration in Astronomy OR Biology OR Chemistry OR Earth Science OR Physics. We propose adding a General Sciences Area of Concentration because we believe it makes more sense for Elementary teachers to have a broader knowledge of more than one science discipline. We propose adding an Area of Concentration in ESL/Bilingual Education because of the current and future importance of this field and its significant relevance to Elementary teachers. (See Appendix B, which includes not only the Programs of Study copy of "Areas of Concentration," but also a listing of courses approved for the new ESL/Bilingual

Education Area of Concentration.)

Professional Education Requirements

- 1 & 2) We propose replacing SPED 205: Introduction to Special Needs with SPED 117: The Culture of Disability Across the Lifespan. The content of SPED 117 will provide candidates with the prerequisite knowledge and understanding for SPED 405: Gen Educator's Role in SPED. Because SPED 117 is within the Humanities/Arts category, students can meet this prerequisite while fulfilling their General Education requirements. SPED 117 will **not** be required for the Elementary teacher education program until Fall, 2009.
- 3) We propose changing SPED 405: Gen Educator's Role in SPED from 2 to 3 hours because the additional hour will enable the course to contain some of the content of the current SPED 205 not addressed in SPED 117, as well as to cover this important content more effectively.
- 4) We propose to eliminate CI 335: Content Area App of Educ Tech because this course has, frankly, not worked out well as a separate 1-hour course. We believe it is logically and pedagogically better to incorporate the content of CI 335 into existing methods courses, i.e., demonstrating technology applications in particular content area instruction.
- 5 & 6) We propose to eliminate EDPR 250: School & Community Experiences by incorporating this experience into CI 405: Intro Tchg Elem Age Children, thereby changing the credit of CI 405 from 1 to 2 hours. This is the way the courses are being managed currently, and we believe it is the most effective and efficient approach.
- 7, 8 & 9) We propose eliminating CI 431: Tchg Elementary Mathematics (4 hours); replacing it with CI 430: Teaching Children Mathematics (3 hours); and changing CI 432: Invest Approach Elem Math Inst from 2 to 3 hours. Obviously, the total hours of instruction for these related courses will not change. This change, however, will allow us to better integrate mathematical content throughout both mathematics methods courses, instead of separating discussions of specific mathematics content (in the current CI 431) from more general mathematics instructional issues (in the current CI 432). Equalizing the number of credits will also simplify staffing of the courses.
- 10 & 11) We propose to change CI 475: Teach Elem Rdg & Lang Arts, I from 4 to 3 hours and to change CI 476: Teach Elem Rdg & Lang Arts, II from 2 to 3 hours. Obviously, the total hours of instruction for these two related courses will remain the same. However, this change will enable a more effective content emphasis in each course: an emphasis (but not exclusively) on reading in CI 475 and an emphasis (but not exclusively) on writing, speaking, and listening in CI 476. In addition, students currently feel overwhelmed by 4 hours in CI 475 in a semester in which they are taking 18 hours of course work at the same time they are placed in field experiences. We believe learning will be more effective if the instruction is spread equally over two semesters.

12) We propose to add CI 415: Language Varieties, Cultures, and Learning because this topic is of increasing importance to all teachers. Feedback from graduates of the Elementary Education program indicates a need for more preparation in this area, and the Illinois State Board of Education is also calling for better teacher preparation in meeting the needs of English language learners. Finally, this course is a key part of a five-year federal grant (\$1.2 million) that the Department of Curriculum and Instruction received to improve the preparation of its pre-service teachers for working with English language learners in mainstream classrooms. The title of the grant is "A Comprehensive Approach to Improve the Preparation of University Faculty, Pre-service, and In-service Teachers to Effectively Teach Limited English Proficient Students."

The proposed changes result in the following changes in program hours:

General Education: From 72 to 70 hours

Professional Education: From 53 to 55 hours

Total program: The total minimum hours in the program will be 125, including general education and professional education credits.

A table showing a 4-year academic plan for a hypothetical student in elementary teacher education is included in Appendix C.

The proposals for course changes and new courses are moving forward under separate cover.

BUDGETARY AND STAFF IMPLICATIONS:

a. Additional staff and dollars needed

Most of the proposed changes involve the dropping of courses or the reassignment of hours for courses. For the Department of Curriculum and Instruction, the only substantive addition is CI 415: Language Varieties, Cultures, and Learning. Because CI 335 is being eliminated, the Teaching Assistantships associated with that course will be reassigned to CI 415. Fortunately, the Department of Curriculum and Instruction has several faculty and graduate students who are qualified to teach in this area, as we offer an EdM in Bilingual Education.

Although CI 430 is being added as a course, registration in CI 431 is being dropped from approximately 150 students to approximately 30 students, so faculty will be reassigned to teach CI 430.

For the Department of Special Education, the only substantive changes are a greater enrollment in SPED 117 and an increase in hours of SPED 405. The department plans to handle these increases by reallocating staff who were previously assigned to teach SPED 205. In summary, the proposed program change is not anticipated to cost additional staff or dollars.

b. Internal reallocations (e.g., change in class size, teaching loads, student-faculty ratio, etc.)

The proposed changes will involve no change in total students enrolled in the BS in Elementary Education program. The proposed changes will simplify the assignment of teaching loads within the Department of Curriculum and Instruction. With the elimination of 1-, 2-, and 4-hour courses, teaching loads will now be equalized (all 3-hour courses) across semesters. There will be no change in student-faculty ratio.

c. Effect on course enrollment in other departments and explanations of discussions with representatives of those departments

There will be an increase in class size for SPED 117, as this is a proposed new requirement. The increase in SPED 117 class size will be offset by the decrease of class size for SPED 205. The department head's response to this change is included in Appendix D.

There will be a decrease in class size for SPCM 111 and SPCM 112. The department head's response to this change is included in Appendix D.

There will be a decrease in class size for ART 140. The department head's response to this change is included in Appendix D.

The proposed addition of ESL/Bilingual as an Area of Concentration will probably increase enrollments in the associated courses. The responses to these proposed changes are included in Appendix D.

d. Impact on library, computer use, laboratory use, equipment, etc.

We do not believe the proposed changes will have a substantial effect on the library. The library already has outstanding resources for our student's use, including resources related to the new proposed course, CI 415 Language Varieties, Cultures, and Learning. (Nancy O'Brien's response to this proposal is included in Appendix D.)

We do not foresee any greater demands on computer use through computer labs across campus. Our students are strongly encouraged to purchase their own laptops. (Please see

<http://www.ed.uiuc.edu/onetoone/index.html> for information.) In addition, students can use the COE Computer Lab and are able to borrow a limited number of laptops from the COE Office of Educational Technology.

In summary, we foresee no additional impact on campus resources.

GUIDELINES FOR UNDERGRADUATE EDUCATION:

We believe the proposed changes to the existing BS in Elementary Education continue to meet the guidelines for undergraduate education. The proposed changes do not drastically alter the current program. Nonetheless, each of the requirements will be addressed below.

First, the proposed BS in Elementary Education requires that students “develop or have developed the basic ability to read and listen intelligently, write and speak coherently, observe and respond critically to a variety of forms of communication; think clearly, critically, and creatively; think quantitatively and qualitatively; and acquire an attitude which reflects curiosity, a desire to continue to learn, a respect for evidence, a tolerance of disagreement, and a positive acceptance of change.” Many of these skills are accomplished in students’ general education courses, but they are practiced and reinforced in the professional education courses. Indeed, our students are being prepared to teach these very foundational skills to their future elementary students. In addition, our students are expected to acquire the knowledge, skills, and dispositions to serve children and adolescents as defined by the Council on Teacher Education’s “UIUC Conceptual Framework: Teaching and Learning in a Diverse Society.” One of the “pillars” of this framework is “Guiding the Development of Inquiring and Reflective Minds,” which includes at least the last several points of this requirement.

Second, the proposed BS in Elementary Education requires that students “acquire a deep understanding of our heterogeneous culture, acquire an acquaintance with most of our culture’s basic aspects, and examine in some depth a culture foreign to him (or her).” This requirement is very consistent with the program’s emphasis on the importance of our candidates’ understanding of the different social, cultural, linguistic, and economic backgrounds of the children they will teach. SPED 117, SPED 405, CI 447, and the newly proposed CI 415 are perhaps the most salient examples of this emphasis, but **all** of our professional education courses include a focus on teaching diverse students, and we ensure that students have practicum experiences in diverse classrooms. Again, our program supports and reflects the “UIUC Conceptual Framework,” which has as its primary focus “Teaching and Learning in a Diverse Society.”

Third, the proposed BS in Elementary Education clearly meets the requirement for professional preparation. Our students are taught to advance with the field and are encouraged to become leaders in education. Our graduates continue to be sought after by school districts across the state and nation. Many of them pursue advanced degrees and move into administrative positions in school districts.

CLEARANCES:

Sponsor: Bonnie B. Ambruster Date: 10/5/07

Department approval: Raymond Swei Date 10-5-07
(Head of Department of Curriculum and Instruction)

College approval: Violet Harvies Date 11-1-07
(Dean of College of Education)

Council on Teacher Education approval:
Cl. Reizer Date 11/5/07
(Executive Director)

STATEMENT FOR PROGRAMS OF STUDY CATALOG:

Curriculum Preparatory to Elementary School Teaching For the Degree of Bachelor of Science in Elementary Education

Illinois law and Council on Teacher Education policy require that all candidates for admission to a teacher preparation program pass the Illinois Certification Testing System test for Basic Skills prior to admission. This program prepares teachers for grades kindergarten through nine. A minimum of 125 semester hours, excluding basic military science, is necessary for graduation. There are six prerequisite courses that must be completed prior to admission into the Elementary Education program. Information on prerequisites can be found here. Students who are admitted to Elementary Education for the fall of their junior year may be able to complete the requirements for the bachelor's degree in four years. Students who are admitted to Elementary Education for the fall of their senior year will need five years to satisfy the requirements for teacher certification. Students are advised that additional course work must be completed to teach departmentalized subjects in middle grades 5 through 8. Consult the certification officer for additional information.

In order to be recommended for certification, candidates are required to maintain UIUC, cumulative, content area, and professional education grade point averages of 2.5 (A=4.0). Candidates should consult their adviser or the Council on Teacher Education for the list of courses used to compute these grade point averages. For teacher education certification requirements applicable to all curricula, see the Council on Teacher Education section elsewhere in this catalog.

Hours	Orientation Seminar
1	EDUC 101, Education Orientation Seminar

General Education Requirements

All courses must be selected from the campus general education

course list. (A list of the courses approved for the laboratory and English/American literature requirements may be obtained from the college office.)

Hours	Communication Skills
4	Rhet 105 or 108
0-3	Advanced Composition
4-7	Total

Hours	Mathematics and Science
6-8	Life science ¹
6-8	Physical science (mathematics not acceptable) ¹
3	Quantitative Reasoning I
4	MATH 103–Theory of Arithmetic
19-23	Total

Hours	Humanities
6	Literature (including 3 hours of English or American literature) ²
3	SPED 117-The Culture of Disability Across the Lifespan
9	Total

Hours	Foreign Language
0-12	Three years of one foreign language in high school or completion of the third semester of college-level foreign language.

Hours	American History
3-4	Choose from: HIST 170–US Hist to 1877-ACP HIST 171–US Hist to 1877 HIST 172–US Hist Since 1877 HIST 173–US Hist Since 1877-ACP HIST 270–United States History to 1815 HIST 271–Nineteenth Century America HIST 272–Twentieth Century America

Hours	Social Sciences
4	PSYC 100–Intro Psych
3	PS 101– Intro to US Gov & Pol
3-4	Cultural geography. Choose from: Geog 104-Social and Cultural Geography Geog 110-Geography of Intl Conflicts Geog 210-Contemp Social & Env Problems
10-11	Total

Hours	Health and/or Physical Development
3	KIN 268–Children’s Movement
3	Total
Hours	Electives
0-9	Elective courses as needed to bring total general education hours to 70 ²

Hours	Area of Concentration
12	Additional study in one academic discipline selected from the categories of mathematics, science, social sciences, or humanities. No more than six of the required twelve hours may be taken at the 100 level. (Consult an adviser for the list of approved disciplines.)

Hours	Professional Education
3-4	EPS 201/202–Foundations of Education
3	EPSY 236–Child Dev For Elemen Teachers
2	MUS 241–Music for Elementary Teachers
2	ART 202–Art in the Elementary Grades
8	EDPR 432–Ed Prac in Elementary Ed
3	SPED 405– Gen Educator’s Role in SPED
2	CI405–Intro Tchg Elem Age Children
4	CI406–Thry Prac in Elem Schl Tch, I
2	CI407–Thry Prac in Elem Schl Tch, II
3	CI415–Language Varieties, Cultures, and Learning
3	CI430–Teaching Children Mathematics
3	CI432–Invest Approach Elem Math Inst
1	CI447–Iss Prac in Address Diversity
3	CI448–Tchg Elem Social Studies
2	CI450–Tchg Elem Science, I
2	CI451–Tchg Elem Science, II
3	CI467–Prin Tchg Lit to Child Youth
3	CI475–Teach Elem Rdg & Lang Arts, I
3	CI476–Teach Elem Rdg & Lang Arts, II
55-56	Total
125-134	Total minimum hours, including general education and professional education credits

1. At least one science course must be a laboratory course.
2. At least one 3-semester-hour course in humanities, electives, or the area of concentration must be taken in non-Western culture.

EFFECTIVE DATE: The proposed changes pertain to candidates entering the Elementary Education program in Fall, 2008.