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COLLEGE OF EDUCATION

Curriculum and Instruction

Other Catalog Change: Undergraduate Catalog   LINK   CEDU20.21.171920.01

Elementary Education (B.S.Ed.)

Retention

All candidates pursuing the B.S.Ed. degree with a major in elementary education must choose an emphasis in one of the following: Bilingual/ESL, Early Childhood Education, Early Childhood with Special Education approval, Elementary Mathematics Education, Reading Teacher, or Special Education. Coursework in Bilingual/ESL, Early Childhood Education, Reading Teacher, and Special Education with the addition of an Illinois Professional Testing Standards (IPTS) test, leads to recommendation for additional endorsements on a teaching license. Early Childhood Education with Special Education coursework with successful completion of appropriate IPTS test leads to endorsement in Early Childhood Education with state approval in special education. Candidates must complete all required course work for these endorsements.

Select one of the following areas of study:

Emphasis 1. Bilingual/ESL (15)

The emphasis in Bilingual/ESL reflects the requirements of the Illinois State Board of Education and Teachers of English to Speakers of Other Languages (TESOL) standards. Successful completion of this emphasis as part of the elementary education major leads to the recommendation for the additional area of a Bilingual and/or ESL endorsement on a teaching license. The Bilingual endorsement requires the passing of a Target Language Proficiency Exam.
- LTIC 400 - Introduction to Teaching English Language Learners Credits: 3
- LTIC 400 fulfills the Human Diversity Requirement.
- LTIC 435 - Teaching English Language Learners in Bilingual Programs: Methods and Materials Credits: 3
- LTIC 445 - Applied Linguistics for Teachers of English Language Learners Credits: 3
- LTIC 445 fulfills the Human Diversity Requirement.
- LTIC 447 - Assessment of English Language Learners Credits: 3
- LTLA 362 - Children's Literature in a Multicultural Society Credits: 3

Emphasis 2. Early Childhood Education (18)
The emphasis in Early Childhood Education (ECE) reflects the requirements of the Illinois State Board of Education and the National Association of the Education of Young Children standards. Successful completion of this emphasis as part of the elementary education major leads to the recommendation for

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the additional are of ECE endorsement on a teaching license. The ECE endorsement requires passing of the appropriate IPTS Content Test.

HDFS 230 – Child Development (3) OR EPS 304 – Development of the Elementary School Child (3)
HDFS 284 – Introduction to Family Relationships (3)
LTRE 309 – Emerging Literacy and Beginning Reading Instruction through Age 8 (3)
SEEC 300 – Observation and Assessment of Young Children (3)
SEEC 343 – Teaching Science and Mathematics to Children Ages 5 – 8 (3)
SEEC 430 – Preschool and Kindergarten Curriculum (3)

Emphasis 3. Early Childhood Education with Special Education Approval (18)
The emphasis in Early Childhood Special Education (ECSE) reflects the requirements of the Illinois State Board of Education, Council for Exceptional Children, and National Association of the Education of Young Children standards. Successful completion of this emphasis as part of the elementary education major leads to the recommendation for the additional are of ECSE endorsement on a teaching license. The ECSE endorsement requires passing of the appropriate IPTS Content Test.

HDFS 230 – Child Development (3) OR EPS 304 – Development of the Elementary School Child (3)
LTLA 305 – Language Development (3)
SEEC 343 – Teaching Science and Mathematics to Children Ages 5 – 8 (3)
SESE 423 – Observation and Assessment in Early Childhood Special Education (3)
SESE 426 – Working with and Supporting Families of Young Children with Disabilities (3)
SESE 424 – Methods and Strategies for Promoting Development and Teaching Infants, Toddlers and Young Children with Disabilities
Emphasis 2 4. Elementary Mathematics Education (14)
Emphasis 3 5. Reading Teacher (15)
Emphasis 4 6: Special Education (16)

RATIONALE:

The changes reflect the addition of two emphases to the Elementary Education licensure program. Adding these new emphases will allow more employment opportunities for our graduates.
The ECE endorsement would allow our students to teach Early Childhood as well as Elementary with better preparation for K-grade 3. This should improve career options for students and has been develop by the Early Childhood faculty with the SEED Chair's approval.   The Special Education approval allows candidates to teach in inclusive and self-contained special education settings PreK through grade 2. The State of Illinois currently has a critical shortage of teachers in both ECE and ECSE. Other changes reflect the new emphases numbers after adding ECE and ECSE alphabetically to the list of options.

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PROPOSAL FOR CHANGES TO BYLAWS ON STUDENT REPRESENTATION

Proposal for Changes to Bylaws for the General Education Committee
Selection of Student Representatives

Bylaws, Article 15.6.2

4.6.2 General Education Committee

4.6.2.1 Composition

(B) Student Representation

Student members shall be selected by the General Education Committee from:

1. ~~Three student members shall be selected by the General Education Committee from~~ Nominees submitted by the Student Advisory Committees (SAC) of the undergraduate degree-granting colleges. An annual fall deadline will be set to facilitate the nomination from each College's SAC.

2. ~~No more than one student shall be appointed from any college.~~ If the SAC nomination deadline passes, without reaching the maximum representation of 3 students, then the General Education Committee may nominate students, from across undergraduate degree-granting colleges, to sit on the committee. If the General Education Committee nominates a student from a college, the SAC from that college can no longer select a college representative.

The total number of students members selected to sit on the GEC, from the nominees recruited directly by the committee and the nominees submitted by the student advisory committees, shall not be greater than three students.

Proposal for Changes to Bylaws for the Baccalaureate Council
Selection of Student Representatives

FS Bylaws, Article 4.5
4.5.1 Composition
4.5.1.2 Student Representation

Student members shall be selected by the Baccalaureate Committee from:

(A) There shall be one undergraduate student member from each college. This representative shall serve a one-year, renewable term beginning at the start of the fall semester and ending at the start of the succeeding fall semester. Each department granting undergraduate degrees shall nominate one undergraduate student from its department to the college student advisory committee which shall select the college representative. An annual fall deadline will be set to

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facilitate the nomination from each College's SAC. If the SAC nomination deadline passes, without reaching the maximum representation of 7 students,

(B) Then, the Baccalaureate Council may nominate students, from across undergraduate degree-granting colleges, to sit on the committee. If the Baccalaureate Council nominates a student from a college, the SAC from that college can no longer select a college representative.

(C) If the above selection procedures do not produce a minority student, or a non-traditional student, the president of the Student Government Association or Baccalaureate Council shall appoint such a student as a voting member.

(D) The total number of students to sit on the Council should not be greater than seven, one from each college and a student as defined by item C.