For the Degree of Bachelor of Science in Elementary Education

Curriculum Preparatory to Elementary School Teaching

This program prepares teachers for grades one through six. A minimum of 120 semester hours is necessary for graduation. Illinois law and Council on Teacher Education policy require that all candidates for admission to a teacher preparation program pass the Illinois Licensure Testing System Test of Academic Proficiency (TAP) (http://www.icts.nesinc.com) prior to admission. The Illinois State Board of Education has determined the ACT Plus Writing/SAT scores can be used in lieu of a passing score on the Test of Academic Proficiency (formerly known as the Illinois Test of Basic Skills). See information on the details (http://cote.illinois.edu/certification/documents/act_procedures_for_admission.pdf).

Students pursuing teacher licensure programs in the College of Education (COE) must meet requirements in a series of sequential gateways. Included in the gateway requirements are successful completion of specified coursework, achievement of appropriate grade point averages, requirements for clinical experiences, and appropriate tests for the licensure area. Meeting all Gateway requirements leads to degree and licensure completion.

In order to be recommended for licensure, candidates are required to maintain University of Illinois at Urbana-Champaign, cumulative, content area, and professional education grade point averages of 2.5 (A=4.0). Candidates in teaching licensure programs must maintain a C or better in ALL content and professional education coursework. 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 licensure requirements applicable to all curricula, see the Council on Teacher Education (http://www.cote.illinois.edu)

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.

Degree Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 101</td>
<td>Education Orientation Seminar</td>
<td>1</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition I</td>
<td>Composition I</td>
<td>4</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Composition</td>
<td>Advanced Composition</td>
<td>3-4</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>Natural Sciences and Technology</td>
<td>Life science</td>
<td>3-4</td>
</tr>
<tr>
<td></td>
<td>Physical science (mathematics not acceptable)</td>
<td>3-4</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>CI 415</td>
<td>Language Varieties, Cultures and Learning</td>
<td>3</td>
</tr>
<tr>
<td>CI 405</td>
<td>Introduction to Teaching Elementary Age Children</td>
<td>3</td>
</tr>
<tr>
<td>CI 407</td>
<td>Theory Practice in Elementary School Teaching II</td>
<td>3</td>
</tr>
<tr>
<td>CI 406</td>
<td>Theory Practice in Elementary School Teaching I</td>
<td>3</td>
</tr>
<tr>
<td>CI 430</td>
<td>Teaching Children Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>CI 432</td>
<td>Invest Approach Elem Math Inst</td>
<td>3</td>
</tr>
<tr>
<td>CI 448</td>
<td>Tchg Elem Social Studies</td>
<td>3</td>
</tr>
<tr>
<td>CI 450</td>
<td>Teaching Elementary Science I</td>
<td>3</td>
</tr>
<tr>
<td>CI 451</td>
<td>Teaching Elementary Science II</td>
<td>3</td>
</tr>
<tr>
<td>CI 467</td>
<td>Princ Tchg Lit to Child Youth</td>
<td>3</td>
</tr>
<tr>
<td>CI 475</td>
<td>Teaching Elementary Reading and Language Arts I</td>
<td>3</td>
</tr>
<tr>
<td>CI 476</td>
<td>Teaching Elementary and Middle Grade Language Arts</td>
<td>3</td>
</tr>
<tr>
<td>FAA 202</td>
<td>Artsful Teaching through Integ</td>
<td>3</td>
</tr>
<tr>
<td>CI 452</td>
<td>Soc Stu as Action and Inquiry</td>
<td>3</td>
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</table>

Total Hours: 120

TOTAL minimum hours include general education and professional education credits.
Six hours of ROTC upper level courses (300 level or above) can count toward the degree as free electives.

Exclusions apply including, but not limited to: Horticulture, Dance and Urban Planning. Must be a science rubric. Consult with advisers for further information.

Across these gen-ed categories, students will need to take courses that include at least four different rubrics from the following: ANTH, ECON, GEOG, GLBL, HIST, PS, PSYC, SOC to meet the ISBE Social Science requirement.

ISBE standards require demonstration of proficiency in algebra and statistics. Consult with adviser for further information.

The total hours required for the degree may be higher for students who have not already completed the language other than English requirement and/or the ISBE algebra requirement.

PYSC 100 is a prerequisite for EPSY 201.

Students will register for EDPR 250 during their spring term of the year one professional education sequence year for zero credit hours and register for EDPR 250 again their fall term of the year two professional education sequence for four credit hours.

EDUC Class Schedule (https://courses.illinois.edu/schedule/DEFAULT/DEFAULT/EDUC)

Courses

EDUC 101  Education Orientation Seminar  credit: 1 Hour. (https://courses.illinois.edu/schedule/terms/EDUC/101)
Informational orientation seminar for Education majors to enhance their understanding of college life and the field of education as a profession.

EDUC 102  Freshman Honors Seminar  credit: 1 Hour. (https://courses.illinois.edu/schedule/terms/EDUC/102)
Provides an introduction to critical issues in education with focus on selected contemporary issues in the field; emphasis is on critical analysis and reflection on relationships between teachers, schools, and society.

EDUC 201  Identity and Difference in Education  credit: 3 Hours. (https://courses.illinois.edu/schedule/terms/EDUC/201)
Focuses on the role of identity in schooling and the way in which identity is socially constructed. Examine how power and privilege impact equity and opportunities based on socially constructed identities such as race, social class, gender, sexual identity, language, (dis)ability, and nationalism. Explore asset-based frameworks that are identity affirming and counter deficit-based perspectives. This course is designed for students interested in reflecting on their own experiences as learners by critically examining their socially constructed identities and "ways of knowing" and the societal implications of these experiences. It is also for those considering careers in teaching, and anyone interested in reflecting on how issues of inclusion, exclusion, power, and privilege play out in education.
This course satisfies the General Education Criteria for:
Cultural Studies - US Minority

EDUC 202  Social Justice, School & Society  credit: 3 Hours. (https://courses.illinois.edu/schedule/terms/EDUC/202)
Examines the nature of justice and the dynamics of a pluralistic society to derive a conception of social justice. Working with this conception, it asks how schools function to perpetuate and/or remediate social injustice. The course will consider the history and nature of schooling, issues of access and tracking, and notions of the public and the common. The course is designed for students interested in reflecting on their own educational histories, for those considering careers in teaching, and for all future parents and citizens needing to be able to reflect critically on justice, school, and society.
This course satisfies the General Education Criteria for:
Advanced Composition
Humanities - Hist Phil

EDUC 299  Education Study Abroad  credit: 0 to 18 Hours. (https://courses.illinois.edu/schedule/terms/EDUC/299)
Provides credit toward the undergraduate degree for study at approved, accredited foreign institutions or approved overseas programs. Final determination of credit is made upon the student's completion of the work. College of Education students studying abroad on a Campus or College of Education program should enroll in 299 as a placeholder course for a semester length study abroad and in 499 for short term study abroad programs. Approved for Letter and S/U grading. May be repeated to a maximum of 36 term hours per academic year or to a total of 44 term hours, all of which must be earned in a calendar year. Prerequisite: One year of residence at UIUC, good academic standing, and a prior approval of the College of Education. (Summer session, 0 to 8 hours).

EDUC 499  Education Abroad  credit: 0 to 4 Hours. (https://courses.illinois.edu/schedule/terms/EDUC/499)
This course will serve as a foundation for your education abroad experience. The class will center on the experience of travel as it relates to education - your own education, the education systems and policies you encounter, as well as your prospective role as a future educator. This course will introduce comparative education inquiry and provide space to consider the cultural, political, and ethical implications of engaging in education travel and research in cross-cultural, global contexts. 0 to 3 undergraduate hours. 0 to 4 graduate hours. Approved for Letter and S/U grading. May be repeated if topics vary.