



The University of Georgia

University Council
Athens, Georgia 30602

April 17, 2009

UNIVERSITY CURRICULUM COMMITTEE – 2008-2009

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Graduate Student Representative – Ms. Amrita Veliyath

Dear Colleagues:

The attached proposal to increase the required hours for the major in English Education (B.S.Ed.) was tabled at the March UCC meeting. Additional justification has been provided and the proposal will be an agenda item for the April 24, 2009, Full University Curriculum Committee meeting.

Sincerely,

David E. Shipley, Chair
University Curriculum Committee

cc: Dr. Arnett C. Mace, Jr.
Professor Jere W. Morehead

TO: David Shipley, Chair
University Curriculum Committee

FROM: Mark Faust, Head
Department of Language and Literacy Education (LLE)

TOPIC: Increase in Requirement for the English Education Major to 126 Hours:
Additional Information

DATE: April 20, 2009

The Department of Language and Literacy Education is requesting that the requirement for the English Education undergraduate major be increased from 120 to 126 hours. The basis for the request stems from need to prepare students through a sequence of professional education courses, which includes the equivalent of one full academic year of field experiences and internships (student teaching) in the schools (a minimum of 900 hours). These requirements are needed to meet the *Regent's Principles for the Preparation of Teachers for the Schools*, but cannot be achieved within the 120-semester-hour limit and still ensure the quality of preparation needed to ensure the *Principles'* guarantee. The need to increase the hour requirement of the English Education major was acknowledged in 2005, when the Board of Regents approved a waiver of the 120-hour requirement for the B.S.Ed. majors in Early Childhood Education, Middle School Education, Special Education and Health and Physical Education, and permitting these majors to require up to 129 hours (see Attachment A - copy of BOR approval). Subsequently the Board of Regents approved a waiver of the 120-hour requirement for all teacher education programs. To date, the Board of Regents has approved 71 waivers for teacher education programs (art, music, early childhood, foreign language education, middle school education, special education, health and physical education and secondary teacher education programs in science, math, English, social studies) at all levels throughout the USG system institutions (see Attachment B – USG System approved waivers to degree length).

Currently, majors at UGA that have been approved by the Board of Regents to exceed the 120 hours are art education, early childhood education, middle school education, mathematics education, music education, science education, and social studies education. Dual majors in math/mathematics education and foreign language/Spanish education were also approved for this degree length waiver. In addition, a request for an increase for the Health and Physical Education major to 129 hours was supported by the University Curriculum Committee at its last meeting. Hence, the major in English Education is the last teacher education program to request an increase in the length of the major.

This proposal stems from current practice that entails providing year-long field placements for students in their senior year. After the Board of Regents stipulated that students enrolled in certification programs must complete a minimum of 900 hours of field experience as

part of their program, the English education program responded by making some field experience with learners a prerequisite for admission and also by increasing the supervised internship requirement from one to two semesters in the senior year in ELAN 4460 Supervised Field Experience and ELAN 5460 Student Teaching. During fall semester of their senior year UGA students seeking certification to teach English language arts in Georgia public schools engage in a variety of field experiences that include placement at the school where they are assigned to student teach during spring semester. This means that when students complete their supervised internship (student teaching) during spring semester they already will have spent substantial time at their school during fall semester preparing to assume responsibility for teaching full-time beginning in January. Currently in student teaching, students majoring in English education now are expected to teach full-time for the entire spring semester. Thus, we are proposing to increase the number of credit hours from 12 to 15 for this student teaching experience which more appropriately reflects the workload associated with the overall student teaching experience.

In addition, we are also proposing to increase the ELAN 4460 field experience course taken in the fall semester from 3 to 6 hours. The English Education program makes fall practicum placements in schools for approximately 12 hours a week. The semester-long field experience in fall is with the mentor teachers with whom the teacher candidates (TC) will be working during their spring semester student teaching practicum. The practicum placement allows TCs to become familiar with the school setting, their mentor teachers (MT's), and students, so that they will be ready to assume teaching responsibilities at the beginning of spring semester. During the fall placement, the TCs create and teach a 10-day unit of study, specifically designed to meet the needs of students they have observed and studied all semester. Initial student teaching plans for spring are also negotiated during this time.

Teacher candidates take university courses concurrent with the fall semester field experiences in teaching reading in secondary schools, adolescent literature, field research, and teaching planning in context. These courses draw heavily on teacher candidates' experiences in schools. Classes meet Tuesdays and Thursdays; thus teacher candidates have Monday, Wednesday, and Friday to schedule their field experiences with their mentor teachers. Teacher candidates work on lesson plans for their 10-day unit of study and for spring semester student teaching, basing those plans on their observations in the field and teacher inquiry projects tied to campus classes. They also draw on their field experiences as they study classroom management strategies and think about their students' literacy practices and how they can be improved.

Benefits for our teacher candidates are great. It is very difficult to teach courses about teaching without supplementing those lessons with field experiences and observations. Our teacher candidates need to have hands-on experiences and familiarity with schools as they learn how to teach.

These proposed credit hours changes will not impact the length of the program, but are being made to provide students with the appropriate number of credit hours to reflect the extensive number of contact hours in their extensive year-long field experiences.

Extensive field experiences such as the two identified above (ELAN 4460 & 5460) are required to satisfy program accreditation standards by both the GA Professional Standards Commission and National Council for the Accreditation of Teacher Education (NCATE). In addition these field experience courses with extensive hours in schools is required to satisfy the Board of Regents requirements for 900 field hours for teacher certification. All of the accreditation agencies (PSC, NCATE, and the National Council for Teaching English) expect English Education programs to have significant field experiences within teacher certification programs to better prepare high quality teachers.

Attachment A

Board of Regents of the University System of Georgia Office of P-16 Initiatives Educator Preparation

BOR Approval of 129-Hours for HPE Major (2/03/05)
(<http://www.usg.edu/p16/resources/educators/epaac.phtml>)

Waiver of the 120 Semester-Hour Rule for Bachelor of Science in Education Majors in Early Childhood Education, Middle Grades Education, Health and Physical Education, and Special Education and the Requirement of at Least Six Semester Hours in Science (Outside of Area D) in Early Childhood Education

Recommended: That the Board approve a waiver of the 120-semester hour rule for Bachelor of Science in Education majors in Early Childhood Education, Middle Grades Education, Health and Physical Education, and Special Education and the requirement of at least six semester hours in science (outside of Area D) in early childhood education, effective February 2, 2005.

Abstract: The Educator Preparation Academic Advisory Committee (EPAAC), at its December 3, 2004 meeting, approved two recommendations to take effect fall 2005: 1) that institutions be permitted to require up to 129 semester hours for majors offered under the Bachelor of Science in Education in Early Childhood Education, Middle Grades Education, Health and Physical Education, and Special Education and that a major in Early Childhood Education require at least six semester hours in science outside of Area D of the core curriculum.

Each of the majors listed in the recommendation must include sufficient coursework to prepare teachers in one or more content fields and a sequence of professional education courses, which include the equivalent of one-full academic year of field experiences and internships in the schools (a minimum of 900 hours). These requirements, while meeting the *Regents' Principles for the Preparation of Teachers for the Schools*, compromise an institution's ability to offer the Bachelor of Science in Education degree within the 120 semester hour limit and still ensure the quality necessary in the Principles' guarantee.

The *Regents' Principles* approved in 1998 include the requirement for early childhood teachers to complete at least 12 semester hours in reading and mathematics (outside of Areas A – E of the core curriculum) but only core curriculum courses in science. To comply with the Principles and the EPAAC recommendation, institutions would require the addition of at least six semester hours in science in the preparation of teachers for grades P-5. The recommendation to include at least six semester hours in science outside of Area D in Early Childhood Education enables the curriculum to be recognized in the credit hours accrued by students and in the workload of faculty. The additional hours will enable each university or college offering teacher preparation programs to ensure that teacher certification candidates will know all subjects included on the teaching certificate to sufficiently help students learn content standards required in schools.




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TO: Arthur Horne, Dean
COE Curriculum Committee
College of Education


FROM: Mark Faust, Head 
Department of Language and Literacy Education


TOPIC: Increase in hour requirement for the English Education and Foreign
Language majors

DATE: November 12, 2008

On February 3, 2005, the Board of Regents approved a waiver of the 120 semester hour rule for some BSED majors in the College of Education including English education and foreign language education to require up to 129 hours. The faculty in the Department of Language and Literacy Education have voted to change the number of hours required for the English education and foreign language education majors from 120 to 129. This change in hours reflects a strengthening of intensive field-based experiences necessary to prepare high quality teachers. Upon approval I will submit the change in hours within the CAPA system. Please do not hesitate to contact me with questions.

Approved:


Arthur Horne, Dean


Chair, COE Curriculum Committee