

**ASSOCIATE OF ARTS IN TEACHING:
GENERAL PRINCIPLES AND MATHEMATICS MODEL**

Submitted for: Action

Summary: In September 2002, in cooperation with the Illinois Board of Higher Education (IBHE), the Illinois Community College Board (ICCB), and the Illinois State Board of Education (ISBE), the University of Illinois formed a steering committee to develop Associate of Arts in Teaching degree models. Representatives of public universities, community colleges, and the three state education agencies (IBHE, ICCB, and ISBE) came together to undertake this task. This collaboration has resulted in the development of Associate of Arts in Teaching degree models in high need teaching disciplines. Since September 2002, a steering committee has worked with hundreds of faculty, administrators, and agency representatives to develop models in three high need areas: Secondary Science, Secondary Mathematics, and Special Education. The steering committee's report, which is presented in this item, includes General Principles for AAT degree models, and a model AAT in Mathematics. Both the General Principles and the model AAT in Mathematics were accepted and endorsed by the Illinois Community College Board at its October 17, 2003 meeting.

Action Requested: That the Illinois Board of Higher Education accept and endorse the General Principles for AAT degree models and the model AAT in Mathematics.

STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

**ASSOCIATE OF ARTS IN TEACHING:
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***REPORT OF THE ILLINOIS P-16 EDUCATION INITIATIVE:
COMMUNITY COLLEGE/UNIVERSITY PARTNERSHIPS ASSOCIATE OF ARTS
IN TEACHING STEERING COMMITTEE***

October 2003

BACKGROUND: In September 2002, in cooperation with the Illinois Board of Higher Education (IBHE), the Illinois Community College Board (ICCB), and the Illinois State Board of Education (ISBE), the University of Illinois formed a steering committee to develop Associate of Arts in Teaching degree models. Representatives of public universities, community colleges, and the three state education agencies (IBHE, ICCB, and ISBE) came together to undertake this task. The primary focus of the steering committee's work has been to:

Develop Associate of Arts in Teaching (AAT) degree models that will attract students into high need teaching disciplines and facilitate the transfer of lower-division students desiring to become teachers in those disciplines into upper-division teacher education programs. Students obtaining an AAT degree in the identified shortage areas should have equal status with university native students at the beginning of the junior year.

The steering committee identified three high need areas on which to focus its initial efforts - secondary math, secondary science, and special education. Subcommittees were formed to address recommended curricula for each of the three discipline areas. A fourth committee addressed general education and the selection of appropriate lower-division professional education courses. After initial work by the Special Education Subcommittee was completed, the steering committee decided to postpone further work in that area until changing requirements at the state and federal levels have been clarified. A list of steering committee members is included in Attachment A.

In late June, workgroups comprised of approximately 100 community college and university faculty met at the University of Illinois in Springfield to link professional teaching standards to the models, identify appropriate artifacts demonstrating mastery of the standards, and develop sample course syllabi for the selected education courses. Detailed matrices that identify standards, indicators, and artifacts for general education and the professional education courses in the AAT degree models, as well as sample syllabi, were produced by the workgroups. The matrices and sample syllabi are available on the ICCB website at <http://www.iccb.org/HTML/what/aat/html>, and a list of the co-chairs of the workgroups is included in Attachment B. These materials, along with a draft report of the steering committee, were widely disseminated to faculty and administrators at all the public community colleges and

universities for review and comment. The decisions and recommendations included in this report incorporate revisions based on comments that were received by the steering committee.

RECOMMENDATIONS:

General Principles

Based on the work of the steering committee, its subcommittees, and the faculty workgroups, the steering committee developed a set of general principles regarding the development of AAT degree models and recommendations for specific degree models in the areas of secondary mathematics and secondary science.

The following principles should guide the development of AAT degree models:

1. A degree model provides a general framework within which community colleges may develop specific degrees in accordance with institutional policies and priorities.
2. For most teaching specialties, the IAI General Education Common Core with one additional mathematics course will be appropriate. For some teaching specialties, it may be necessary to identify specific courses within the general education core, or the core may need to be modified.
3. Core language arts standards and standards related to global diversity and multiculturalism should be met through the general education component of the degree. Core technology standards may be met with an educational technology course, or may be infused throughout the general education component. Every college will be responsible for addressing the core technology standards, whether through a specific course or infusion in the curriculum.
4. Passing the Enhanced Test of Basic Skills will be a requirement for program completion. It is recommended that the test be administered no later than the point at which students have accumulated 45 semester hours and that remediation be provided for students who are not successful in their first attempt to pass the test.
5. Alignment of Illinois State Board of Education and National Council for the Accreditation of Teacher Education standards with AAT degree models will be done by groups of community college and university faculty.
6. Early field experiences need to begin in the first two years of a future teacher's preparation, regardless of whether a student begins at a community college or a university.
7. Community colleges should adopt a process for admission to AAT programs for purposes of advising and career development.
8. It will be critical that close communication is maintained between community college and university teacher education programs in order to provide smooth articulation and address problems as they arise. Each institution should formally identify a contact person to ensure that there is a clear pathway for this communication to occur.

Associate of Arts in Teaching Secondary Mathematics Degree Model

The following model is recommended for the AAT in Secondary Mathematics:

General Education Component* (40 - 45 semester credits)

Communication – 9 semester credits (two-course writing sequence and one course in oral communications)

Mathematics – 6 - 9 semester credits

Physical and Life Sciences – 7 - 8 semester credits (one course from the life sciences and one course from the physical sciences, and at least one laboratory course)

Humanities & Fine Arts – 9 semester credits (at least one course selected from humanities and at least one course from the fine arts)

Social and Behavioral Sciences – 9 semester credits (courses selected from at least two disciplines)

A college may require a greater number of general education hours than the model suggests, but consideration should be given to the total number of hours in the degree and the possibility that additional hours may not be accepted in transfer.

Professional Education Component (3 - 9 semester credits)

Required:

Introduction to Education (with a clinical component)

One or two additional courses may be selected from the following:

Educational Technology

Educational Psychology

Development (Colleges may use existing courses such as Child Development, Life Span Development, or Child or Adolescent Psychology, so long as the course includes the standards identified in the AAT Super Matrix and the model syllabus.)

Students with Disabilities in School

Major Area Sequence* (9 - 15 semester credits)

Calculus I

Calculus II

Calculus III

Linear Algebra (only if Calculus I is used to fulfill General Education requirements)

Total for the degree: 60 - 64 semester credits

* All courses included in this component reflect IAI titles and course descriptions.

Associate of Arts in Teaching Secondary Science Degree Model

Secondary science encompasses a number of fields and presents a challenge in the development of a model that addresses issues of depth, breadth, and sequencing within the total hours provided in an associate degree. Based on the scope of comment from the field, the steering committee decided there is a need to reconvene the secondary science committee to consider the comments and determine if revisions to the model for the AAT in Teaching Secondary Science Degree are needed.

NEXT STEPS:

A. Short-Term

1. The steering committee will present its report and recommendations on the General Principles for AAT degree models and the Secondary Math model to the Illinois Community College Board (ICCB), the Illinois Board of Higher Education (IBHE) and the Illinois State Board of Education (ISBE) for consideration. The goal is to present the recommendations to the ICCB at its October 17, 2003 meeting, to the IBHE at its December 9, 2003 meeting, and to ISBE at either its October 22-23, 2003 or November 20, 2003 meeting. Upon endorsement of the degree model by the boards, community colleges may develop degree programs that meet the model and submit them to ICCB and IBHE for approval to implement.
2. The secondary science committee will reconvene to finalize the model for the Associate of Arts in Teaching Secondary Science degree model. Upon completion of this work, the model will be presented to the ICCB, IBHE, and ISBE for consideration.
3. The steering committee will address strategic implementation issues that include (1) working with the major vendors of electronic student portfolio software on issues of compatibility among their products, and (2) working with the National Evaluation Systems (the developer of the Illinois Basic Skills Test) on issues of flexibility and access for students and the need for more detailed feedback to colleges and universities for purposes of program improvement.

B. Long-Term

The members of the steering committee and the leadership of the Illinois P-16 Education Initiative have affirmed their intention to continue the work that has occurred over the past year and to expand the number of college and university participants. In keeping with the steering committee's initial decision to develop AAT degree models primarily in teacher shortage areas, the committee has identified areas to be addressed over the next year. These are bilingual education, career and technical education, and completion of the special education model.

As work proceeds on AAT degree models in these areas, the steering committee will continue to follow the general principles identified in this report to develop additional degree models that will attract students into high need teaching disciplines and facilitate their transfer into upper-division teacher education programs.

Staff Recommendation

The staff recommends adoption of the following resolution:

The Illinois Board of Higher Education hereby accepts and endorses the General Principles for AAT degree models and the model AAT in Mathematics.

Attachment A

Members of the Associate of Arts in Teaching Steering Committee

Gary Alexander
Illinois Board of Higher Education

Mary Kay Kickels
Moraine Valley Community
College

Diane Ashby
Illinois State University

Carol Lanning
Illinois Community College
Board

Douglas Bower
Eastern Illinois University

Nancy Long
Illinois State Board of
Education

Marguerite Boyd
Harry S Truman College

John McIntyre
Southern Illinois University -
Carbondale

Larry Choate
Shawnee Community College

Virginia McMillan
Illinois Community College
Board

Vicki Chou
University of Illinois - Chicago

Robert Mees
John A. Logan College

Joseph J. Cipfl
Illinois Community College Board

Rebecca Miller
Illinois Community College
Board

Harriet Custer
Illinois Valley Community College

Gretchen Naff
College of Lake County

Charles V. Evans
University of Illinois

David Pierce
University of Illinois

Susan Fowler
University of Illinois - Urbana/Champaign

Charles Rohn
Eastern Illinois University

Chet Gardner
University of Illinois

Larry Stonecipher
University of Illinois - Spfld

Nan Giblin
Northeastern Illinois University

Jerry Weber
Kankakee Community College

Midge Grosch
University of Illinois

Sandra Westbrooks
Chicago State University

Stanley Ikenberry
University of Illinois

Attachment B

Co-Chairs of Associate of Arts in Teaching Workgroups

Introduction to Education

Jeannine Lombardi
William Rainey Harper College

Tom Haynes
Illinois State University

Educational Technology

Jill Wold
Waubensee Community College

Cheri Toledo
Illinois State University

Educational Psychology

Jill Urban-Bollis
Illinois Valley Community College

Jean Pierce
Northern Illinois University

Human Growth and Development

Shannon Shephard
Lewis & Clark Community College

Marilyn Moore
Illinois State University

Education of Exceptional Children

Julia Schroeder
John A. Logan College

Adele Renzaglia
University of Illinois - Chicago

Mathematics

Tracey Hoy
College of Lake County

Doug Bower
Eastern Illinois University

Science

Larry Choate
Shawnee Community College

Nancy Grimm
Chicago State University

General Education (Core Language Arts and Technology Standards)

Margaret Lehner
Moraine Valley Community College