

# BA in Urban Education

## Program Codes:

20FP5252BA

## Degree Requirements

In the first two years of study, students in the BA in Urban Education program will take the Urban Education Core Curriculum. This curriculum is characterized by the following:

- completion of the campus General Education course requirements which focus on a broad liberal arts education.
- requirements of the Grade 1-6 Professional Educator License (PEL) through the Illinois State Board of Education (ISBE) and completion of course requirements for the subsequent Early Childhood education (Birth to 2nd)
- completion of a set of foundational courses in professional education.

## Semester Hour Requirements

| Code                                     | Title | Hours      |
|--|-------|------------|
| <b>Summary of Requirements</b>           |       |            |
| Core Curriculum Requirements             |       | 60         |
| Elementary Education Course Requirements |       | 60         |
| <b>Total Hours</b>                       |       | <b>120</b> |

## Core Curriculum Requirements

| Code  | Title   | Hours |
|---|---|-------|
| <b>Required Courses</b>                             |   |       |
| ENGL 160  | Academic Writing I: Writing in Academic and Public Contexts                     | 3     |
| ENGL 161  | Academic Writing II: Writing for Inquiry and Research                           | 3     |
| Understanding the Creative Arts course <sup>a</sup> |   | 3     |
| GEOG 161  | Introduction to Economic Geography <sup>b,c</sup>                               | 3     |
| POLS 101  | Introduction to American Government and Politics <sup>b,d</sup>                 | 3     |
| Select one of the following:                        |   | 3     |
| HIST 103  | Early America: From Colonization to Civil War and Reconstruction <sup>d,e</sup> |       |
| HIST 104  | Modern America: From Industrialization to Globalization <sup>d,e</sup>          |       |
| Two Analyzing the Natural World courses:            |   | 8     |
| NATS 105  | Physical Systems in Earth and Space Science (required) <sup>f,g</sup>           |       |
| NATS 106  | Chemical and Biological Systems (required) <sup>f,g</sup>                       |       |
| MATH 140  | Arithmetic and Algebraic Structures <sup>h</sup>                                | 4     |
| MATH 141  | Algebraic and Geometric Structures <sup>h</sup>                                 | 4     |
| ED 100  | Introduction to Urban Education <sup>b,e</sup>                                  | 3     |
| ED 151  | College Connection I <sup>i</sup>   | 1     |
| ED 152  | College Connection II <sup>i</sup>  | 1     |
| ED 307  | Nature and Practices of Natural Sciences  | 3     |
| ED 205  | Introduction to Race, Ethnicity, and Education <sup>b,d</sup>                   | 3     |

|  |   |   |
|--|---|---|
| EPSY 255   | Child Development in Contemporary Society | 3 |
| EPSY 326   | Child Health, Safety, and Nutrition       | 3 |
| EPSY 382   | Child, Family, and Community              | 3 |
| Electives. Students may use the elective hours to obtain subsequent licensure endorsements, including: Middle Grades (Grades 5 – 8) in General Science, Language Arts, Mathematics, and Social Science; Learning Behavior Specialist I (ages 5 – 21); and English as a Second Language/ Bilingual Education. ISBE requires students interested in obtaining an additional endorsements to take specific courses and to meet state licensure exam requirements. Students must meet with a program advisor for a list of required courses for each endorsement. <sup>j</sup> |   | 8 |

**Total Hours** **60**

- a *Students should consult the [General Education](#) section of the catalog for a list of courses in this category.*
- b *This course is approved for the [Understanding the Individual and Society General Education](#) category.*
- c *This course is approved for the [Exploring World Cultures General Education](#) category.*
- d *This course is approved for the [Understanding U.S. Society General Education](#) category.*
- e *This course is approved for the [Understanding the Past General Education](#) category.*
- f *This course is approved for the [Analyzing the Natural World General Education](#) category.*
- g *6 hours of IAI (Illinois Articulation Initiative) science courses may be transferred in and be used to satisfy the Natural Science requirement.*
- h *6 hours of IAI (Illinois Articulation Initiative) science courses may be transferred in and be used to satisfy the Natural Science requirement.*
- i *ED 151 and ED 152 are required courses, but the hours do not count toward the total hours required for graduation.*
- j *Students may use the elective hours to obtain subsequent licensure endorsements, including: Middle Grades (Grade 5-8) in General Science, Language Arts, Mathematics, and Social Science; Learning Behavior Specialist I (ages 5-21); and English as a Second Language/ Bilingual Education. ISBE requires students interested in obtaining an additional endorsements to take specific courses and to meet state licensure exam requirements. Students must meet with a program advisor for a list of required courses for each department.*

## Elementary Education Concentration Requirements

| Code                    | Title   | Hours |
|-------------------------|---|-------|
| <b>Required Courses</b> |   |       |
| CI 401                  | Methods of Reading: Early Literacy in Urban Classrooms (an Classrooms)              | 3     |
| CI 402                  | Reading and Writing in the Content Areas: Intermediate Literacy in Urban Classrooms | 3     |
| CI 403                  | Literacy in the Disciplines: Adolescent Literacy in Urban Classrooms                | 3     |
| CI 404                  | Teaching and Learning Mathematics in the Urban Classroom                            | 3     |
| CI 405                  | Teaching and Learning Science in the Urban Classroom                                | 3     |

|                    |  |           |
|--------------------|--|-----------|
| CI 406             | Teaching and Learning Social Sciences in the Urban Classroom   | 3         |
| ED 316             | Teacher Development I: Curating Teacher Agency in Urban Education Contexts                           | 3         |
| ED 317             | Teacher Development II: Curating Teacher Identity in Urban Classrooms                                | 3         |
| ED 350             | Foundations of Professional Practice in Comparative Contexts: Fieldwork I                            | 3         |
| ED 351             | Foundations of Professional Practice in Urban Classrooms: Fieldwork II <sup>a</sup>                  | 3         |
| ED 416             | Practical Inquiry I: Teacher Competencies and Performance-Based Assessment                           | 3         |
| ED 417             | Practical Inquiry II: Teacher Competencies and Performance-Based Assessment                          | 3         |
| ED 450             | Pre-Student Teaching in the Urban Elementary Classroom, Fieldwork III: Arts, Health, and Physical Ed | 6         |
| ED 451             | Student Teaching in the Urban Elementary Classroom: Fieldwork IV                                     | 12        |
| SPED 416           | Methods of Instruction for Exceptional Learners  | 3         |
| CI 470             | Language, Culture, and Learning in Urban Classrooms  | 3         |
| <b>Total Hours</b> |  | <b>60</b> |

<sup>a</sup> Effective Fall 2025, students will earn 3 hours for this course.

**Note:** The number of semester hours required depends on the area of endorsement. ISBE requires students interested in obtaining additional endorsements to take specific endorsement courses. Students must meet with a program advisor for a list of required courses.

## Student Teaching Requirement

Student teaching is completed in a linked-placement structure across both semesters of the senior year, with official student teaching occurring in the spring semester of students' last year. Minimum requirements for student teaching include senior standing; 3.00/4.00 GPA in the professional coursework; a grade of C or higher in all coursework required for licensure (courses taken for a credit/no credit option are not applicable towards licensure); satisfactory completion of fieldwork as assessed by university field instructors with input from school mentor teachers. Furthermore, it is required that students meet the following additional criteria: approval of the program faculty through review of performance according to the GPA; commitment to the Council of Education (CTE) Conceptual Framework; development of their Teaching Portfolio; and the passing of any required state tests. Urban Education candidates should also consult the State Teacher Licensure section below.

Courses to be completed successfully prior to student teaching include the following:

| Code                    | Title                           | Hours |
|-------------------------|---------------------------------|-------|
| <b>Required Courses</b> |                                 |       |
|                         | University General Education    |       |
| ED 100                  | Introduction to Urban Education |       |

|          |   |
|----------|---|
| CI 401   | Methods of Reading: Early Literacy in Urban Classrooms                              |
| ED 307   | Nature and Practices of Natural Sciences  |
| CI 402   | Reading and Writing in the Content Areas: Intermediate Literacy in Urban Classrooms |
| CI 403   | Literacy in the Disciplines: Adolescent Literacy in Urban Classrooms                |
| CI 404   | Teaching and Learning Mathematics in the Urban Classroom                            |
| CI 405   | Teaching and Learning Science in the Urban Classroom                                |
| CI 406   | Teaching and Learning Social Sciences in the Urban Classroom                        |
| CI 470   | Language, Culture, and Learning in Urban Classrooms                                 |
| ED 316   | Teacher Development I: Curating Teacher Agency in Urban Education Contexts          |
| ED 317   | Teacher Development II: Curating Teacher Identity in Urban Classrooms               |
| ED 350   | Foundations of Professional Practice in Comparative Contexts: Fieldwork I           |
| ED 351   | Foundations of Professional Practice in Urban Classrooms: Fieldwork II              |
| EPSY 255 | Child Development in Contemporary Society   |
| EPSY 326 | Child Health, Safety, and Nutrition   |
| EPSY 382 | Child, Family, and Community  |
| SPED 416 | Methods of Instruction for Exceptional Learners                                     |

## State Teacher Licensure

The curricula for the preparation of elementary and secondary school teachers as listed in this catalog have been approved by the Illinois Board of Higher Education, the Higher Learning Commission, the Illinois State Board of Education, and the university.

## Council on Teacher Education

The Council on Teacher Education is responsible for supporting licensure students and coordinating teacher education programs throughout the University of Illinois Chicago, and for maintaining relationships with the Illinois State Board of Education.

Decisions about licensure are a joint effort of a candidate's program, the Council on Teacher Education (CTE), and the Illinois State Board of Education (ISBE). The program coordinator and program faculty have the main responsibility for ensuring that candidates are prepared to become teachers and are, thus, entitled to apply for licensure. They approve qualifications before the CTE begins its process of evaluation. The CTE's licensure officer entitles an individual to apply for a license at the state level. The CTE checks that candidates have met state requirements, such as passing the required state-level tests and completing the course, assessment, and grade requirements stipulated by the program as addressing state objectives. ISBE makes the final decision about whether or not a candidate receives licensure based upon the information it receives from the institution and a candidate's application.

## State Examinations

Prior to entitlement to licensure, the candidate must complete state examinations required by the Illinois State Board of Education.

Illinois Content Area Tests are state requirements for all endorsements, and are passed in progression to student teaching. These tests are administered and monitored by the State of Illinois. The candidate is responsible for meeting these requirements. See the ISBE information posted by the Council on Teacher Education regarding timelines for submitting passing scores.

## Program Pass Rates

In accordance with the public disclosure requirements of Title II of the Higher Education Act, the University of Illinois Chicago reports that teacher education program completers scored as required on these two assessments required by the state for teacher licensure. During the 2017–2018 academic year, UIC program completers had a 100% pass rate on licensure exam requirements, as the statewide pass rate on required assessments was 100%.

## Student Teaching

All teacher candidates (TCs) must submit applications for approval to student teach in and through the Chicago Public Schools. This approval process includes a background check (Illinois State Police and FBI). In order to student teach, TCs must submit student teaching application materials through both the CTE and the Chicago Public Schools. The CTE application process includes documentation of passed state requirements. In order to student teach within the Chicago Public Schools, TCs must subsequently complete a separate CPS registration packet, which includes additional vetting and criminal background checking. TCs are expected to bear the expense of all TB tests and criminal background checks. Students receive instructions for all fieldwork applications, and the ultimate student teaching applications from the CTE.

## Middle School Endorsements

The BA in Urban Education offers pathways to the following endorsements:

- Middle Grades: Middle Grades Endorsement is offered as an additional endorsement for teaching students in Grades 5-8.
- Early Childhood Education (birth - 2nd grade)
- Special Education (birth - 21)
- English as a Second Language/Bilingual Education Endorsement

Please consult program faculty and program advisors for additional information regarding a completion of additional endorsements. Subsequent endorsements will require additional semester hours and time to degree.

## Other Licensure Policies (or Requirements)

Per legislation signed in August 2011, the Illinois State Board of Education no longer requires Teacher Education candidates to prepare and sign form 73-91 (Notice of Intent to Become a United States Citizen) or, to verify their legal presence and eligibility for employment in the United States. All candidates will apply for their teaching credential online via the Educator Licensure System. Please note that, in some cases, the State of Illinois will not issue a teaching credential to an individual

who has been convicted of a criminal offense. A candidate who has been convicted of an offense should notify his/her advisor immediately.

## Sample Curriculum Plan for the BA in Urban Education

### Core Curriculum Guide

**Note:** Suggested sequencing guide for students seeking to complete the BA in Urban Education in four years. Below is the sequencing guide for the Core Curriculum as suggested for years one and two for BA in Urban Education students.

| Course   | Title  | Hours     |
|--|--|-----------|
| <b>Freshman Year</b>                                     |  |           |
| <b>First Semester</b>                                    |  |           |
| ENGL 160   | Academic Writing I: Writing in Academic and Public Contexts  | 3         |
| ED 100   | Introduction to Urban Education  | 3         |
| MATH 140   | Arithmetic and Algebraic Structures  | 4         |
| NATS 105   | Physical Systems in Earth and Space Science  | 4         |
| ED 151   | College Connection I <sup>a</sup>  | 1         |
| <b>Hours</b>   |  | <b>14</b> |
| <b>Second Semester</b>                                   |  |           |
| ENGL 161   | Academic Writing II: Writing for Inquiry and Research  | 3         |
| EPSY 255   | Child Development in Contemporary Society  | 3         |
| MATH 141   | Algebraic and Geometric Structures   | 4         |
| NATS 106   | Chemical and Biological Systems (required for Analyzing the Natural World General Education category)                          | 4         |
| ED 152   | College Connection II <sup>a</sup>   | 1         |
| <b>Hours</b>   |  | <b>14</b> |
| <b>Sophomore Year</b>                                    |  |           |
| <b>First Semester</b>                                    |  |           |
| ED 205   | Introduction to Race, Ethnicity, and Education   | 3         |
| POLS 101   | Introduction to American Government and Politics (required for Understanding U.S. Society General Education category)          | 3         |
| HIST 103<br>or HIST 104                                  | Early America: From Colonization to Civil War and Reconstruction<br>or Modern America: From Industrialization to Globalization | 3         |
| EPSY 326   | Child Health, Safety, and Nutrition  | 3         |
| Elective   |  | 4         |
| <b>Hours</b>   |  | <b>16</b> |
| <b>Second Semester</b>                                   |  |           |
| ED 307   | Nature and Practices of Natural Sciences   | 3         |
| GEOG 161   | Introduction to Economic Geography   | 3         |
| EPSY 382   | Child, Family, and Community   | 3         |
| Understanding the Creative Arts General Education course |  | 3         |
| Elective   |  | 4         |
| <b>Hours</b>   |  | <b>16</b> |
| <b>Junior Year</b>                                       |  |           |
| <b>First Semester</b>                                    |  |           |
| CI 401   | Methods of Reading: Early Literacy in Urban Classrooms   | 3         |
| CI 404   | Teaching and Learning Mathematics in the Urban Classroom   | 3         |
| CI 470   | Language, Culture, and Learning in Urban Classrooms  | 3         |
| ED 316   | Teacher Development I: Curating Teacher Agency in Comparative Contexts   | 3         |
| ED 350   | Foundations of Professional Practice in Comparative Contexts: Fieldwork I  | 3         |
| <b>Hours</b>   |  | <b>15</b> |

**Second Semester**

|              |  |           |
|--------------|--|-----------|
| CI 402       | Reading and Writing in the Content Areas:<br>Intermediate Literacy in Urban Classrooms | 3         |
| CI 405       | Teaching and Learning Science in the Urban<br>Classroom                                | 3         |
| CI 406       | Teaching and Learning Social Sciences in the Urban<br>Classroom                        | 3         |
| ED 317       | Teacher Development II: Curating Teacher Identity in<br>Urban Classrooms               | 3         |
| ED 351       | Foundations of Professional Practice in Urban<br>Classrooms: Fieldwork II              | 3         |
| <b>Hours</b> |  | <b>15</b> |

**Senior Year****First Semester**

|              |   |           |
|--------------|---|-----------|
| CI 403       | Literacy in the Disciplines: Adolescent Literacy in<br>Urban Classrooms                                 | 3         |
| ED 416       | Practical Inquiry I: Teacher Competencies and<br>Performance-Based Assessment                           | 3         |
| ED 450       | Pre-Student Teaching in the Urban Elementary<br>Classroom, Fieldwork III: Arts, Health, and Physical Ed | 6         |
| SPED 416     | Methods of Instruction for Exceptional Learners   | 3         |
| <b>Hours</b> |   | <b>15</b> |

**Second Semester**

|              |  |           |
|--------------|--|-----------|
| ED 417       | Practical Inquiry II: Teacher Competencies and<br>Performance-Based Assessment | 3         |
| ED 451       | Student Teaching in the Urban Elementary Classroom:<br>Fieldwork IV            | 12        |
| <b>Hours</b> |  | <b>15</b> |

|                    |            |
|--------------------|------------|
| <b>Total Hours</b> | <b>120</b> |
|--------------------|------------|

- a *ED 151 and ED 152 are required courses, but the hours do not count toward the total hours required for graduation.*
- b *Students who are interested in pursuing subsequent endorsement(s) are required to register for specific coursework that leads to those endorsements. Subsequent endorsements will require additional hours and time to complete the degree.*