



ILLINOIS

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Title II Report Card



Founded in 1867 as a state-supported, land-grant institution, the University of Illinois at Urbana-Champaign (UIUC) is a community of scholars who are committed to serving the state of Illinois and the nation through our research, teaching, and public service.

Our professional teacher preparation programs at the UIUC are designed to shape the knowledge, skills, and dispositions that our graduates need to serve children and adolescents in a diverse society.

COUNCIL ON TEACHER EDUCATION

130 EDUCATION BUILDING
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<http://www.ed.uiuc.edu/cte>

Reporting Year
July 2002 – June 2003

TEACHER EDUCATION VISION

- I** To prepare the very best teachers, educational leaders, and school service personnel who can knowledgeably and compassionately serve the needs of our increasingly diverse society.
- I** To develop innovative educator preparation models which emphasize strong academic content, including knowledge of emerging technologies.
- I** To guide the development of inquiring and reflective minds.
- I** To prepare teachers to participate in research and translate current research findings into effective practice.
- I** To work together as a community to develop and sustain a vision of education that embraces diversity and is founded on the premises of social justice and a passion for helping all children to learn.
- I** To cultivate professional development through a commitment to life-long learning.
- I** To foster a commitment to service that is directed to the citizens of Illinois, as well as to other states and the nation.

BEST PRACTICES

- I** Teacher education candidates have the opportunity to study with faculty who are internationally recognized scholars and practitioners.
- I** Teacher education candidates are prepared to collaborate while serving students with special needs in general education settings.
- I** Teacher education candidates are prepared to assess the educational needs of students with diverse learning abilities, obtain necessary resources and support, adapt instruction, and effectively implement each individual educational program.
- I** Teacher education candidates are prepared to apply their understanding of culturally and linguistically diverse students to effectively plan for instruction and assessment.
- I** Teacher education candidates are prepared to use and implement current and emerging technologies as effective educational tools.
- I** Secondary teacher education candidates complete academic majors.
- I** Elementary education majors participate in a culminating professional year that integrates theory and practice through course work and three clinical placements.

NOTABLE FEATURES AND ACCOMPLISHMENTS

- I** The University is ranked among the top 10 public national universities that grant doctoral degrees. The College of Education ranks 24th in the nation with many specialty areas participating in teacher education ranking in the top ten nationally (*US News and World Report*).
- I** The University houses the largest public university library in the world.
- I** The University is a world leader in supercomputing design and applications and is home to the National Center for Supercomputing Applications.
- I** The Novice Teacher Support Project, created by the University in conjunction with local regional offices of education, provides mentoring for beginning teachers in Illinois.
- I** The University has a long-term commitment to prepare excellent educators to teach in underserved school districts.

- I** The University of Illinois was the first major university to provide comprehensive access and programs for persons who are physically disabled, setting a standard for accessibility worldwide.

PROFESSIONAL EDUCATION PROGRAMS

The University of Illinois at Urbana-Champaign offers programs at the graduate and undergraduate levels leading to teacher, school leader, and school service personnel certification.

AGRICULTURAL EDUCATION, located in the College of Agricultural, Consumer, and Environmental Sciences, offers undergraduate and graduate level certification programs. Candidates are prepared to teach agriculture in grades 9-12. Additional course work is available to prepare candidates to teach in the middle grades.

ART EDUCATION, located in the College of Fine and Applied Arts, offers an undergraduate certification program. The curriculum prepares candidates for positions as teachers of art in the public schools, grades K-12. Graduate students may complete certification requirements while pursuing a master's degree.

EARLY CHILDHOOD EDUCATION, located in the College of Education, offers undergraduate and graduate level certification programs. Candidates are prepared to teach children from birth through third grade. Early childhood programs include coursework that prepares candidates to obtain an early childhood special education approval.

EDUCATIONAL ORGANIZATION AND LEADERSHIP, located in the College of Education, offers graduate level certification programs for school leadership. A year-long internship prepares graduates for positions as school principals or superintendents.

ELEMENTARY EDUCATION, located in the College of Education, offers undergraduate and graduate level certification programs. Candidates are prepared to teach in self-contained classrooms in grades K-9. Additional course work is available to prepare candidates to teach departmentalized subjects in the middle grades.

FOREIGN LANGUAGE offers undergraduate level certification programs in five departments. Undergraduates complete a major in the teaching of French, German, Latin, Russian, or Spanish in the College of Liberal Arts and Sciences and complete professional education courses in the Colleges of Liberal Arts and Sciences and Education. Candidates are prepared to teach foreign language in grades 9-12. Additional coursework is available to prepare candidates to teach in the middle grades. Graduate level certification programs are available in German and Spanish. Graduate students in French, Latin, and Russian may complete requirements of the undergraduate certification programs while pursuing a master's degree.

LIBRARY INFORMATION SPECIALIST, located in the Graduate School of Library and Information Science, offers a graduate level certification program that prepares candidates to serve as school library media specialists in grades K-12.

MUSIC EDUCATION, located in the College of Fine and Applied Arts, offers undergraduate and graduate level certification programs. Candidates are prepared to teach music in grades K-12.

PHYSICAL EDUCATION/KINESIOLOGY, located in the College of Applied Life Studies, offers an undergraduate certification program. Candidates are prepared to teach physical education in grades K-12. Graduate students may complete certification requirements while pursuing a master's degree.

SECONDARY EDUCATION offers undergraduate and graduate level certification programs. Undergraduate candidates complete a major (biology, chemistry, geology/earth science, English, history/social studies, mathematics, or physics) in the College of Liberal Arts and Sciences and complete professional education courses through the Teacher Education Minor in Secondary School Teaching in the College of Education. Graduate students who desire certification in these subjects complete a master's program in the Department of Curriculum & Instruction. Candidates are prepared to teach content areas in grades 6-12.

SCHOOL SOCIAL WORK, located in the School of Social Work, offers a graduate level certification program. A year-long internship prepares candidates to serve as social workers in public schools.

SPECIAL EDUCATION, located in the College of Education, offers undergraduate and graduate level certification programs leading to the Learning Behavior Specialist I certificate. Candidates are prepared to teach persons from kindergarten through age 21.

SPEECH & HEARING, located in the College of Applied Life Studies, offers a graduate level certification program. Candidates are prepared to serve as speech/language pathologists in school settings with individuals from birth through age 21.

For more specific information about teacher education programs, please see the Council on Teacher Education web site at: <http://www.ed.uiuc.edu/cte/>

STUDENT CHARACTERISTICS

During the reporting year, of the more than 28,243 undergraduate students, most are of traditional college age; 26% are minority students (7.0% African American, .2% American Indian/Alaskan Native, 13% Asian/Pacific Islander, and 6.0% Latino); 3% are international students; 47% are female; and 90% are Illinois residents. Eighty-seven percent of the Fall, 2002 freshmen were in the top 25% of their graduating class, and the average ACT score for all entering freshmen was 27.4.

Of the 460 students recommended for certification, most were of traditional college age; 14% were minority students (2% African American, 7% Asian/Pacific Islander, and 5% Latino); and 80% were female.

ADMISSION REQUIREMENTS 2002 - 2003

Admission to Teacher Education: For most programs, undergraduate candidates are admitted at the beginning of their junior year. Candidates must have a minimum UIUC and cumulative GPA of 2.5 (A=4.0), or higher if required by the program. In addition, candidates must pass the ICTS test of

Basic Skills and meet all other requirements as defined by the program. The majority of admitted undergraduate students have GPAs significantly above the minimum. Transfer candidates must meet the competitive requirements as defined by the program. Candidates enrolled in graduate-level certification programs must meet all requirements of the Graduate College as well as the desired teacher education program. Some graduate programs also require a passing score on the appropriate ICTS content test.

Admission to Student Teaching: Students must have met all requirements of the appropriate common assessment plan (CAP). The CAP is available at <http://www.ed.uiuc.edu/cte/cap>. For more specific information about teacher education programs, please see the Council on Teacher Education web site at <http://www.ed.uiuc.edu/cte>.

INFORMATION ABOUT CLINICAL EXPERIENCES

Total number of students in teacher preparation program, all specializations in academic year 2002-2003.	1204
Number of students in supervised student teaching in academic year 2002-2003.	577
Number of faculty members who supervised student teachers:	
➤ Full-time faculty in professional education	10
➤ Part-time faculty in professional education but full-time in the institution	23
➤ Part-time faculty in professional education, not otherwise employed by the institution	17
Total faculty student teaching supervisors	50
Student teacher/faculty ratio	11.5:1
The average number of student teaching hours per week required	36
The total number of weeks of supervised student teaching required	15
Average total number of hours required	540

The length of student teaching varies by program.

The commitment of the University of Illinois to the most fundamental principles of academic freedom, equality of opportunity, and human dignity requires that decisions involving students and employees be based on individual merit and be free from invidious discrimination in all its forms.

It is the policy of the University of Illinois not to engage in discrimination or harassment against any person because of race, color, religion, sex, national origin, ancestry, age, marital status, disability, sexual orientation, unfavorable discharge from the military, or status as a disabled veteran or veteran of the Vietnam era and to comply with all federal and state nondiscrimination, equal opportunity and affirmative action laws, orders, and regulations. This nondiscrimination policy applies to admissions, employment, access to and treatment in the University

programs and activities. Complaints of invidious discrimination prohibited by University policy are to be resolved within existing University procedures.

UIUC ILLINOIS CERTIFICATION TEST RESULTS

JULY 2002 – JUNE 2003

Number of program completers: 447

Test Field/Category	University of Illinois at Urbana-Champaign			Statewide
	Number Tested	Number Passed	Pass Rate	Pass Rate
Basic Skills				
Basic Skills Test	443	443	100%	100%
Aggregate	443	443	100%	100%
Academic Content Areas				
02 Early Childhood	30	30	100%	98%
03 Elementary	146	146	100%	99%
24 Social Science	34	34	100%	94%
25 English	48	48	100%	98%
26 Spanish	16	16	100%	97%
27 French	3	--	--	95%
35 Biological Science	12	12	100%	98%
36 Mathematics	21	21	100%	99%
37 Chemistry	12	12	100%	93%
41 Physics	1	--	--	100%
48 Art (K-12)	17	17	100%	99%
49 Music (K-12)	50	50	100%	94%
50 Physical Education (K-12)	14	14	100%	100%
Aggregate	404	404	100%	98%
Other Content Areas				
46 Agriculture	16	16	100%	100%
Aggregate	16	16	100%	98%
Teaching Special Populations				
04 Educable Mentally Handicapped	6	--	--	95%
05 Trainable Mentally Handicapped	13	13	100%	100%
06 Learning Disabilities	6	--	--	89%
07 Social/Emotional Disorders	6	--	--	99%
11 Physically Handicapped	1	--	--	100%
Aggregate	32	32	100%	94%
Summary Totals and Pass Rate	445	445	100%	98%

* Percentage pass rates are not calculated for programs with less than ten completers in 2002-2003.

If no students completed a program during this reporting year, the program is not included in the chart above. For 2002-2003, the programs with no graduates were Earth Science, German, Latin, Library Information Specialist, and Russian.

The University of Illinois at Urbana-Champaign is accredited by the North Central Association of Colleges and Schools. All of the University's teacher preparation programs are approved by the State Teacher Certification Board/Illinois State Board of Education.