

CONTEXTUAL INFORMATION

Mission:

The University of Illinois at Springfield provides an intellectually rich, collaborative, and intimate learning environment for students, faculty, and staff, while serving local, regional, state, national, and international communities.

Teacher Preparation Programs:

The University of Illinois at Springfield offers, at present, certification in Elementary Education and Secondary English, Math, Science: Biology, Science: Chemistry, Social Science: History, Social Science: Political Science, and Social Science: Sociology/Anthropology. Students either enter with, or earn, a degree in the liberal arts at the same time they are working on certification.

Student Characteristics:

The average undergraduate age is 28, and average graduate age is 33. Forty-six percent of UIS students attend part-time and 53.7% full-time. Fifty-nine percent of the student body is undergraduate, 40% are master's students, and <1% are doctoral students. Of the total student body, 56.1% are female, 24.1% are minorities, and 4.2% are international.

Admissions Requirements:

Admission to Teacher Education Program: Candidates must formally apply to the program with a 2.5 GPA and passing scores on the Illinois Basic Skills exam. In addition, candidates must satisfy a set of prerequisite requirements before being admitted.

Admission to Student Teaching: Students must have completed at least 120 clock hours of approved pre-student-teaching clinical experiences, have passed the content area certification exam, have a 2.5 GPA overall, a 2.75 GPA in their major, and a GPA of 3.0 in their professional education courses. Department approval is required.

Accreditation:

The University of Illinois at Springfield is accredited by the North Central Association of Colleges and Schools. The Illinois State Board of Education has accredited the University of Illinois at Springfield's teacher preparation programs.

Teacher Education Vision:

Teacher education at the University of Illinois at Springfield prepares reflective practitioners who are proficient in academic content and professional skills. Candidates understand the nature of development and learning, are professionally responsive to issues of diversity and civic responsibility, and are active decision makers and critical thinkers. Candidates in teacher education are prepared to function in the future technological school/educational setting.

Best Practices:

- Standards-based curricula with continuous assessment of student performance.
- Instructional technologies integrated across all teacher preparation programs.
- Experienced faculty who are teacher-scholars and who model effective teaching.
- Students seeking initial certification complete a major in an arts or science discipline.
- Attention to diversity is a key component of curriculum in teacher education.
- Students entering the program are required to engage in service learning activities consistent with the University's public affairs focus.
- Online TaskStream Portfolio created as part of the capstone experience

Notable Features and Accomplishments:

- In the program, the majority of classes are taught by diverse, full-time faculty with doctorates or other terminal degrees. Faculty in the program are active participants in National, Regional, and Local professional organizations.
- All full-time faculty hold tenure or are on the tenure-track. All faculty have significant experience in public and/or private school settings.
- The program has consistent, fair, and high standards for admission, retention, and graduation
- UIS offers an online, blended program leading to certification in Mathematics.
- Project Mid-state Student Support for Teaching is in its eighteenth year of providing support to teacher education candidates through collaboration with area schools and community colleges.
- The program offers a seventeen-hour sequence of courses in the basics of American Sign Language (ASL) taught by native speakers.

**Program Information for the
University of Illinois at Springfield
2006-2007**

Illinois Certification Testing System

Annual Institution Report

Program Year: 2006-2007

Process date: **02-18-08 10:22:46**

Institution: **043 - University of Illinois at Spring-**

Number of Program Completers: **50**

Test Field/Category	Institution			Statewide
	Number Tested	Number Passed	Pass Rate	Pass Rate
Basic Skills				
Basic Skills Test	46	46	100%	100%
Aggregate	46	46	100%	100%
Professional Knowledge/Pedagogy				
102 APT: Grades K-9	16	16	100%	100%
103 APT: Grades 6-12	12	12	100%	100%
Aggregate	28	28	100%	99%
Academic Content Areas				
110 Elementary/Middle Grades	26	26	100%	100%
111 English Language Art	3	--	--	100%
114 Social Science: History	7	--	--	100%
115 Mathematics	14	14	100%	100%
Aggregate	50	50	100%	100%
Summary Totals and Pass Rate	50	50	100%	99%

S.1 Total number of students admitted into teacher preparation, all specializations, in academic year 2006-2007	249
S.2 Number of candidates in supervised student teaching in academic year 2006-2007	51
S.3 Number of faculty members who supervised student teachers:	
∅ S.3A Full-time faculty in professional education	3
∅ S.3B Part-time faculty in professional education but full-time in the institution	0
∅ S.3C Part-time faculty in professional education, not otherwise employed by the institution	6
S.4 Total faculty student teaching supervisors	9
S.5 Student teacher/faculty ratio (Divide total given in S.2 by the number given in S.4)	6:1
S.6A The average number of student teaching hours per week	40
S.6B The total number of weeks of supervised student teaching required	12
S.7 Average total number of hours required	480