



Teacher Preparation Handbook

2014-2015

PREFACE

The teaching profession continues to offer a bright future for people who possess the appropriate dispositions and academic proficiencies. We welcome all students who wish to become a part of this exciting and challenging career to apply for admission to the program by following guidelines outlined in this handbook.

Illinois College is accredited by the Illinois State Board of Education to offer programs in Teacher Education. Programs offered prepare candidates for teacher licensure at the elementary, secondary, and K-12 levels. The Education Department website is designed to share information about these programs that stress both academic and professional excellence, as delineated by college, state, and national standards. Our focus is represented by our touchstone statement:

The Illinois College Teacher Preparation Program offers intellectual engagement in the profession of education through rigorous coursework and meaningful clinical experiences in area schools.

Our graduates become positive change agents in their classrooms and communities, embodying Illinois College's commitment to leadership and service.

If you have questions that are not addressed in these pages, please contact Dr. Todd Oberg, Director of Teacher Preparation, at toberg@mail.ic.edu for additional information.

TABLE OF CONTENTS

PART I PROCEDURES

Introduction	2
Admission to the Program	3
Application Procedures.....	4
Program Admission for Transfer Students and Non-Degree Seeking Candidates	9
Maintaining Teacher Candidate Status.....	12
Admission to the Professional Semester	14
Application for Student Teaching	15
Student Teaching Agreement Form.....	16
Placement Information Form for Student Teaching.....	17
Student Teaching Personal Data Form	19
The Professional Semester	20
Licensure	23
Illinois Licensure Testing System	24
Licensure and Program Endorsements.....	25

PART II PROGRAMS

Art (K-12).....	29
Elementary (K-9)	30
English (9-12) with Literature Concentration	31
English (9-12) with Writing Concentration	32
Foreign Language: Spanish (K-12).....	33
Mathematics (9-12)	34
Music (K-12)	35
Physical Education (K-12).....	36
Science: Biology (9-12).....	37
Social Science: History (9-12).....	38

PART III APPENDICES

Appeals Procedure.....	40
Student Academic Grievance Policy	41
Illinois State Licensure Testing.....	42
Cost of Program Completion, Scholarships and Financial Assistance	44
Illinois College Policy for Distribution of ILTS Vouchers	45
Awards and Scholarships	46
Tutoring Hours Cumulative Report Form	48
Teacher Candidate Dispositions Assessment Rubric	49
Codes of Conduct.....	51

PART I
PROCEDURES

INTRODUCTION

Illinois College has been preparing quality teachers for more than 175 years, longer than any other institution in the state. We strive to both honor that fine tradition and to meet the demands of changing requirements, developing a strong content basis, and increase knowledge of the learning process. The processes and programs detailed in the following pages are designed to assure candidates completing the Illinois College Teacher Preparation Program the confidence of knowing they meet college, state, and national standards, and can demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

While the information in this handbook is offered to facilitate career planning, all students interested in teaching should contact the Education Department directly to receive individual advising and to determine the full range of options available. Illinois College offers a major in Education for those seeking licensure in Elementary Education (grades K through 9) and Physical Education (grades K through 12). Secondary (grades 9 through 12) licensure is available with the following majors: Biology, English, History, and Mathematics. In addition, Special (grades K through 12) licenses are offered for students majoring in Art, Music, or Foreign Language - Spanish. It should be noted that, in addition to completing the requirements for their chosen major, each candidate for licensure must complete specified courses in Education (including student teaching), along with designated general education courses in order to be eligible for licensure.

The Illinois College Teacher Preparation Programs are open to all students who meet the standards that have been established by the Illinois State Board of Education (ISBE) and Illinois College's Teacher Preparation Committee (TPC). These organizations have the responsibility to insure that only persons who have achieved a high level of personal integrity, academic ability, and interpersonal skills are encouraged to accept the challenge of educating the next generation of citizens.

In order to meet the needs of public and private schools, it is vital that programs remain flexible and innovative. On the other hand, prospective teachers must be assured that the requirements will remain stable during their period of enrollment, provided they complete the program in a timely manner. In keeping with college policy, students applying for admission to the Teacher Preparation Program will be governed by the regulations outlined in this handbook, regardless of changes instituted in subsequent years, unless: (1) the state imposes licensure requirements that were not anticipated when this handbook was prepared; (2) it is advantageous to the student to enter a new program introduced later; or (3) the student fails to complete the program within four years. When any of these conditions is in effect, **all** the requirements for the new program must be met.

To complete the program in a timely manner, any student who has been admitted to the college and wishes to earn a license and become a teacher must adhere to the sequence outlined on the following pages.

Transition I
ADMISSION TO THE PROGRAM

Illinois College students interested in pursuing a career in teaching must complete the application process for admission to the Teacher Preparation Program. Interested students should follow the steps below in order to gain admission:

1. Students interested in pursuing Education licensure should work with their current advisor to ensure they are enrolled in ED 101 – Introduction to Teaching during their first semester freshman year, or as soon as possible thereafter. Other courses they are encouraged to enroll in during freshman or sophomore year are ED 203 – Multicultural Issues in Education, and ED 237 – Integrating Technology Across the Content Areas (ED 237 is only required for those beginning coursework at Illinois College prior to May 2014).
2. Meet with the TPC representative for the licensure program will be completed. See the table below for the licensure programs offered by Illinois College, the major departments, and the current department representative.

Licensure Program	Major Department	Department TPC Representative
Elementary (Grade K-9)	Education	Prof. Joan McQuillan
English (Grade 9-12)	English	Dr. Cindy Cochran
Mathematics (Grade 9-12)	Mathematics	Dr. Todd Oberg
Science - Biology (Grade 9-12)	Biology	Dr. Larry Zettler
Social Science - History (Grade 9-12)	History	Dr. Bob Kunath
Visual Arts (Grade K-12)	Art	Prof. Jeff Garland
Physical Education (Grade K-12)	Education	Dr. Amy Wilson
Music (Grade K-12)	Music	Dr. Abby Musgrove
Spanish (Grade K-12)	Modern Languages	Dr. Jose Arce

3. Once the student has declared a major, an advisor in that major will be assigned. Students are encouraged to meet with that advisor as soon as possible. They will explain the requirements and process for applying to the Teacher Preparation Program.

Before enrolling in upper level Education courses, prospective teacher candidates must complete their application for admission to the Teacher Preparation Program. ED 335 – Reading in the Content Area and ED 355 – Best Practices in Middle School Education are exceptions to this rule, and may be taken prior to application to the program.

To complete admission requirements and become a teacher candidate, prospective candidates must follow the procedures outlined on the following pages. Please note that it may not be possible to obtain a license within the normal four year sequence if application to the Education Department has not been completed by the end of the first semester of the junior year.

Transition I
TEACHER PREPARATION PROGRAM APPLICATION

SELECTION OF CANDIDATES: Acceptance into the Teacher Preparation Program is selective. Applicants are accepted upon the recommendation of their academic advisor, successful completion of the application process, and approval by the Teacher Preparation Committee. Candidates seeking admission to the program are required to meet the admission and retention requirements in effect at the time of their acceptance into the program. Candidates are advised that licensure requirements may change as a result of subsequent action by the Illinois State Board of Education.

PLEASE READ CAREFULLY THE FOLLOWING INFORMATION ABOUT THE APPLICATION PROCEDURE:

ESSENTIAL QUALIFICATIONS FOR ADMISSION:

- **Application due dates will be established in ED 132 and ED 133. Prospective candidates should enroll in ED 132 spring semester of the sophomore year and ED 133 fall semester of the junior year.**
- You must have declared a major with the Illinois College Registrar's Office.
- You must have completed a minimum of 41 credits to apply to the Teacher Preparation Program; and you must have completed 56 credits before you may begin 300 level ED coursework (ED 335 – Reading in the Content Area and ED 355 – Best Practices in Middle School Education are exceptions to this rule, and may be taken prior to application to the program).
- You must have a 2.750 GPA overall *and* a 2.750 GPA in your major (effective beginning with those admitted to Illinois College for Fall 2013 and later).
- You must have earned a "C" or better in all Education classes required for licensure and designated Content Area classes for your program (see program advisement forms for specific course requirements). A grade of "C" in these requirements should be interpreted to mean the equivalent of 2.0. A grade of C- **does not** meet the requirement.
- You must have a passing score on the ILTS Test of Academic Proficiency (TAP) or have satisfied this requirement with a qualifying ACT plus writing or SAT score.
- You must have completed or be currently enrolled in ED 101, Introduction to Teaching, ED 203, Multicultural Issues in Education, and ED 237, Integrating Technology Across the Content Areas.
- You must have successfully completed the required background check(s) for field placements and be prepared to complete others as required.
- You must submit a portfolio and achieve a passing score that demonstrates the required dispositions and appropriate skills for making a positive impact on student learning.
- You must submit a minimum of one signed letter of recommendation.

NOTICE:

Please make careful note of submission deadlines for the application and portfolio established in ED 132 and ED 133. Failure to meet these deadlines will be taken into consideration when assessing your dispositions on the admission rubric.

APPLICATION PROCEDURE OVERVIEW: (A detailed description of each component follows this list)

1. Signed cover letter
2. A current resume
3. A minimum of one signed letter of recommendation
4. Current Four-Year-Plan
5. Evidence and verification of between 40-100 hours tutoring children or youth age 18 or younger
6. Confirmation that you have taken and passed the ILTS Test of Academic Proficiency (TAP) or have satisfied this requirement with a qualifying ACT plus writing or SAT score
7. The Transition I Portfolio (submitted via LiveText)
8. Admission to the Program interview (conducted by program advisor)

DESCRIPTION OF EACH COMPONENT:

1. Signed Cover Letter:

A signed letter between one to two type-written pages (single-spaced) addressed to:

Dr. Todd Oberg
Director of Teacher Preparation
Illinois College
1101 West College Ave.
Jacksonville, IL 62650

This letter should be professional in nature, signed by you, and describe the reasons that you consider yourself a good candidate for the Teacher Preparation Program and why you want to be a teacher. The letter should not be longer than two pages and should be edited carefully to avoid spelling and punctuation errors.

2. Resume:

This is not expected to be a complete or extensive resume, but must, at a minimum, contain the items outlined below. Once you are admitted to the Teacher Preparation Program you will continue to expand this into a more complete, professional resume.

Required items for resume:

- a. Name, local address and phone numbers (including cell phone #), permanent address and phone number, IC email address
- b. Education: current major, any minor, licensure program at IC, endorsements on license, listing of other universities or colleges that you have attended and programs of study at these institutions; any other education or training relevant to a career in teaching
- c. Professional experience: include name of agency/school/organization for which you have performed your work with pre-college age students; listing of any other volunteer work or employment related to education
- d. Honors: list any applicable awards or honors that you have received

- e. List of references: one reference is required; you may list up to three, include name and contact information for each reference

3. Signed Letter(s) of Recommendation:

You must have at least one signed letter of recommendation. Request your recommendation from someone who can speak to your level of responsibility, your ability to complete tasks, and your ability to work with children or youth. This preferably would be a supervisor who has observed you working with children or youth. Other letters may come from employers, professors, and other people who know you in another context but must be able to address such areas as your character, attitudes, and work ethic.

4. Current Four-Year-Plan:

You must submit a signed four-year-plan that includes all courses you have taken and plan to take, including student teaching. It is your responsibility to make sure that the four-year-plan is up-to-date and in agreement with one of Illinois College's approved programs found in the Teacher Preparation Handbook. Completion of the four-year-plan with your academic advisor is a crucial step for timely program completion. If you do not have a current copy of your 4-year plan, you should contact your advisor.

5. Working with Children and/or Youth:

You must provide evidence and verification of between 40-100 hours tutoring children or youth age 18 or younger by completing the Completion of IC Tutoring Hours Cumulative Report (found in the appendices of this handbook). Candidates for admission should consult with their academic advisor regarding the distribution and diversity of experiences.

You must be able to verify a minimum of 40 clock hours of working with pre-college age children or youth (age 18 or younger). This should include, but is not limited to, hours you have completed for Education courses. There are a number of tutoring sites where this requirement may be met during each semester. Alternative tutoring sites may be negotiated with the approval of your academic advisor. For all tutoring hours completed outside of an IC course or sponsored program, you must submit a signed letter from your supervisor listing the number of hours spent and the nature of tutoring conducted. Include all such hours on your IC Tutoring Hours Cumulative Report.

Examples of Tutoring Opportunities

IC Tutoring Opportunities

Tomorrow's Teachers Tutoring in Crispin Hall

Tutoring at JHS

Tutoring at Alternative School

Tutoring at the Boys & Girls Club

Tutoring at after school programs

Tutoring Hours from Coursework

Coaching

Tutoring at Home

Special Activities

Sports Camps

Special Olympics

Best Buddies

Big Brothers/Big Sisters

Sunday School Teaching

School Festivals

Additional Department Approved Programs

Professional Development Activities (5 hrs. maximum)

6. Confirmation that you have taken and passed the ILTS Test of Academic Proficiency (TAP):

When you register for the TAP, please indicate on the registration form that you want your scores sent to Illinois College. If we do not receive your scores, you must include a copy of your TAP scores with this application. Do not include the original which you should keep for your personal file. Your test scores will be recorded on this form.

You may also satisfy the TAP requirement by submitting a qualifying ACT plus writing score (currently 22 or better composite *and* 19 or better in writing) or SAT score (currently 1030 or better composite *and* 450 or better in writing). If you would like to submit your ACT or SAT score in lieu to taking the TAP, please contact Jenny Chandler in the Education Department Office for more information.

7. The Transition I Portfolio:

The Transition I portfolio must be submitted via LiveText and will be examined and scored by your academic advisor after your Admission to Teacher Preparation interview.

All artifacts for this portfolio must be linked to one or more of the five Teacher Preparation Program Objectives, known in the program as “Dispositions” (see Appendix for scoring rubric). The artifacts should be chosen because they represent the knowledge, skills and behaviors that you have developed in your pursuit for admission into the Teacher Preparation Program and for becoming a “positive change agent in your classroom and community, embodying Illinois College's commitment to leadership and service.” You are also required to write a “rationale” for each artifact you submit. The rationale should explain explicitly why you chose the artifact for each of the Illinois College Program Objectives and how the artifact demonstrates your meeting the criteria of the objective.

8. Admission to the Program Interview:

This interview is conducted by the candidate's academic advisor in concordance with their assessment of your Transition I portfolio. You must obtain a passing score on the portfolio scoring rubric in order to be recommended to the Teacher Preparation Committee for admission. A passing score is considered to be at least 50% on the rubric and no “Unacceptable” ratings.

No application for admission to the Teacher Preparation Program is complete until the Education Department has on file written evidence of satisfactory completion of the above requirements.

Admission Procedure

Once admission interviews have been conducted and portfolios scored, the list of potential teacher candidates will be sent to the Teacher Preparation Committee for approval. TPC will elect to grant each candidate either Full or Provisional Admission to the Program, or they may choose not to approve admission to the program at that time. Students admitted to the Teacher Preparation Program become “Teacher Candidates”.

Full Admission to the Program:

Successfully satisfying the Test of Academic Proficiency (TAP) requirement, either by passing the TAP or submitting a qualifying ACT plus writing or SAT score, is a prerequisite to being fully admitted to the Teacher Preparation Program and is a prerequisite to enrollment in any Junior Block courses, ED 385 – Classroom Management, and courses numbered higher than 400. This requirement is designed to help candidates avoid unnecessary delays in defining their and accomplishing their educational goals.

Provisional Admission to the Program:

If a student has completed all requirements for full admission to the Teacher Preparation Program with the exception of satisfying the TAP requirement, that student may be considered for provisional admission to the Program, provided the following conditions are met:

1. the student has taken the TAP test and has passed at least two of the four subtests of reading comprehension, language arts, mathematics, and writing; and
2. the student, in conjunction with their academic advisor, have developed a remediation plan to assist the student in passing the remaining subtest(s) and identified campus supports to help in preparation for passing the remaining subtest(s); and
3. the student submits an appeal letter, which includes an outline of the items in number 2., to the Teacher Preparation Committee requesting provisional admission to the Program and is approved; and
4. the student is fully admitted to the Program at least one semester before he or she is scheduled to begin student teaching.

Students not approved for admission to the Teacher Preparation Program may reapply when they have met the previously stated criteria for admission. While we encourage students denied program admission to persevere, we also strongly encourage these students to meet with their academic advisor to discuss potential career goals outside of teaching that will allow them to complete a degree in a satisfying and timely fashion.

Any student who has failed to gain admission to the Teacher Preparation Program and feels his/her case warrants special consideration is encouraged to appeal to the Teacher Preparation Committee (speak with your advisor or the Director of the Teacher preparation program for more information).

ADMISSION TO THE PROGRAM FOR TRANSFER STUDENTS AND NON-DEGREE-SEEKING TEACHER CANDIDATES

Prospective candidates to the Teacher Preparation Program who are transfer students from another institution or non-degree-seeking candidates for either an initial license or a subsequent license endorsement need to be aware that all program requirements must be met (including the Essential Qualifications for Admission listed on page 4 of this handbook). However, the exact details, sequencing and rate for completing a program will be unique to each individual. In order to develop a plan of study, the Registrar and Director of Teacher Preparation will evaluate transcripts along with results from state tests completed prior to coming to Illinois College to determine which program requirements have and have not been met. The prospective candidate will be notified of his/her status regarding program completion. The prospective candidate will meet with the Director of Teacher Preparation to formulate a plan of study and schedule for admission to the Teacher Preparation Program. Note that all references to GPA in this handbook refer to your Illinois College GPA; your GPA from previous institutions does not count for meeting the GPA requirements in the Teacher Preparation Program.

Transfer Students

Transfer students should be aware that, whenever possible, they will be placed on an expedited schedule for admission to the Teacher Preparation Program in order to complete a program in a timely manner. However, depending on how their previous coursework transfers and their ability to meet the requirements for admission to the program, it may require additional time for them to complete a program. Transfer students are encouraged to provide evidence of satisfying the ILTS Test of Academic Proficiency (TAP) Requirement as soon as they arrive on campus, or to plan on meeting this requirement as soon as possible once starting at Illinois College.

Transfer students will need to complete the entire application process for admission to the Teacher Preparation Program as outlined in the previous section. They are strongly encouraged to work closely with the Education Faculty and their advisor to complete the application process in a timely fashion. This will be particularly true if they are working on an expedited admission schedule.

Non-Degree-Seeking Candidates

For purposes of this handbook, non-degree-seeking candidates are those potential students who have previously earned a bachelor's degree and are coming to the Illinois College Teacher Preparation Program seeking a teaching license or subsequent license endorsement but not a degree. Based on transcript analyses, an individualized plan of study will be formulated that allows each candidate to complete a focused licensure program in a timely manner. The plan of study will also include a proposed timeline for completing the chosen program. Non-degree-seeking candidates will need to apply for admission to Illinois College and to be accepted by the College prior to enrolling in any classes for their program of study.

Non-degree-seeking candidates pursuing licensure may be required to provide evidence of satisfying the ILTS Test of Academic Proficiency (TAP) requirement and/or passing the state

Content Area Test required for their chosen licensure endorsement prior to enrolling in 300-level courses with an ED prefix. In all cases the TAP requirement must be satisfied prior to being admitted to the Teacher Preparation Program.

Initial License:

All candidates for initial licensure are required to earn at least 28 semester hours of academic credit at Illinois College. This includes student teaching and at least 4 semester hours in your chosen content areas for licensure and/or endorsement. Licensure requires approval by the Teacher Preparation Committee.

Non-degree-seeking candidates for initial licensure will need to complete the entire application process for admission to the Teacher Preparation Program as outlined in the previous section. You are strongly encouraged to work closely with the Education Faculty and your advisor to complete the application process in a timely fashion.

Subsequent Teaching Licensure Endorsement:

All candidates for a subsequent teaching license endorsement are required to earn at least 16 semester hours of academic credit at Illinois College. Of those 16 semester hours, candidates must complete at least four semester hours in one of the content areas for licensure and/or endorsement. Candidates may be required to complete student teaching in the new licensure endorsement area. Additionally, all subsequent license endorsement candidates must successfully complete the edTPA in a grade level and subject area in which they are seeking licensure endorsement. Licensure requires approval by the Teacher Preparation Committee.

Program Admission for Subsequent License Endorsement Candidates:

Non-degree-seeking candidates pursuing a subsequent teaching license endorsement will need to be admitted to the Teacher Preparation Program. The application requirements differ from those previously listed for degree-seeking candidates. The application requirements are described below:

1. Signed Cover Letter:

A signed letter between one and two typewritten pages (single spaced) describing the reasons that you consider yourself a good candidate for the Teacher Preparation Program and why you want to earn a subsequent teaching license endorsement. This letter should be edited carefully to avoid spelling and punctuation errors. This letter should be addressed to:

Dr. Todd Oberg
Director of Teacher Preparation
Illinois College
1101 West College Avenue
Jacksonville, IL 62650

2. Resume:

Your resume should be professionally written and such that it could be used to apply for a teaching position in a school district.

3. Current Signed Plan of Study:

You must include a plan of study that includes all courses you plan to take to complete your subsequent license endorsement. It is your responsibility to make sure that the plan is up-to-date and in agreement with one of the Illinois College's approved programs found in the Teacher Preparation Handbook.

4. Confirmation that you have taken and passed the ILTS Test of Academic Proficiency (TAP):

If you already passed the TAP or the previous Basic Skills test when completing your initial licensure program, you are not required to pass the test again.

If this test was not required for your initial licensure program, you will need to pass the TAP before being admitted to the Illinois College Teacher Preparation Program. When you register for the TAP, please indicate on the registration form that you want your scores sent to Illinois College. If we do not receive your scores, you must include a copy of your TAP scores with this application. Do not include the original which you should keep for your personal file. Your test scores will be recorded on this form.

You may also satisfy the TAP requirement by submitting a qualifying ACT plus writing score (currently 22 or better composite and 19 or better in writing) or SAT score (currently 1030 or better composite and 450 or better in writing) that is no more than 10 years old. If you would like to submit your ACT or SAT score in lieu to taking the TAP, please contact Jenny Chandler in the Education Department Office for more information.

5. Signed Letter of Recommendation:

You must submit a signed letter of recommendation from a teaching colleague or supervisor who can speak to your level or responsibility, your ability to complete tasks, your ability to work with children or youth, your character and attitudes and your work ethic.

6. Assessment of Disposition for Teaching:

You will be asked to have a supervisor complete an assessment aligned to the five Illinois College Teacher Preparation Program Objectives, known in the program as "Dispositions." This will be used to assess your potential to develop into a "positive change agent in your classroom and community, embodying Illinois College's commitment to leadership and service."

7. Acceptable Background Check:

You will need to provide evidence of having recently completed a background check and successfully passed it. This can be met either by having your current district submit a letter stating you have met this requirement or, if you will be completing your placement(s) in a different school/district, you will need to complete a background check in accordance with each placement school's internal rules and regulations. Your course instructors will provide you with further information.

MAINTAINING TEACHER CANDIDATE STATUS

Gaining admission to the TPP is an important step which should be completed in the sophomore/junior year in order to allow time to take the main body of courses leading to licensure. This section outlines the rules, regulations, and useful information that pertain to the period of time that elapses between acceptance into the program and admission to student teaching, i.e., the junior and part of the senior years.

- Candidates are preparing to enter a profession, and professional behavior is necessary. Candidates are expected to exhibit the core dispositions discussed in the Conceptual Framework and to demonstrate a professional commitment by being at their assigned placements on time, being properly attired, and being well-prepared. Consult individual course syllabi for specific requirements.
- All candidates for licensure in Illinois must complete work that contributes to their understanding of and appreciation for people of other cultures. Specific activities that meet this requirement will be assigned and/or recommended by the Education faculty. Candidates are strongly encouraged to take additional courses in this area if time permits and are further encouraged to take advantage of the many cultural programs that are included in Illinois College's convocation series.
- Most of the course work outlined in the Approved Programs is very specific. **Substitution of other courses or waiving courses is not permitted without explicit approval of the Teacher Preparation Committee.** Candidates are expected to strive for academic excellence during this interim period and are reminded that they must maintain an IC GPA of 2.750 throughout the duration of the Teacher Preparation Program, and must earn a "C" or better in all Education classes required for licensure and designated Content Area classes for their program (see program advisement forms for specific course requirements). A grade of "C" should be interpreted to mean the equivalent of 2.0. A grade of C- **does not** meet the requirement.
- The Education Department provides a variety of opportunities for candidates to get first-hand experience in elementary, middle grade and secondary classrooms while they are taking education courses. In these field experiences, candidates work cooperatively with practicing classroom teachers and are given opportunities to react to different classroom situations. They have opportunities to apply techniques learned in methods courses and to practice a variety of skills necessary for confident teaching.

With the exception of ED 335, all 300 and 400 level Education courses are field-based intensive experiences. While most of the experiences take place in classrooms in the immediate area and include opportunities such as tutoring students or aiding the teacher, some include other activities. Field trips, micro teaching, peer teaching, shadow studies, and a variety of vicarious experiences all meet the state requirements for field experiences.

Teacher candidates are expected to complete field experiences commensurate with their expected level of licensure. *Elementary* field experiences will be in grades K through 8, *secondary* field experiences will be in grades 9 through 12 (or 6 through 12 if completing a middle school endorsement) and *special* field experiences will include grades K through 12.

All candidates for a middle school endorsement (grades 6-8 in a specific content area) must complete ED 335, ED 355, PS 312, and field experiences at the middle school level whether they receive an elementary or a secondary license. The middle school endorsement is highly recommended as a supplement to both licenses.

All field experiences are evaluated in a systematic manner. The candidate is expected to keep a log of attendance at all activities and submit it to the instructor at the close of the course. Field experiences require verification and evaluation by the classroom teacher under whom the work is performed. The cooperating teacher is asked to evaluate the candidate by checking one of three possibilities: "Recommend," "Recommend with Reservations," or "Do not Recommend." If any candidate is rated "Recommend with Reservations," or "Do not Recommend" the Department reserves the right to require the candidate to complete another field experience or other remediation as appropriate.

All candidates, including those who transfer, should be aware that college convocation requirements are difficult to complete during the Professional Semester. It is important to plan ahead and complete as many of the convocation requirements as possible prior to the Professional Semester. Complete guidelines for convocation requirements are in the Illinois College catalog.

Several awards recognizing academic excellence and exceptional professional potential are available to teacher candidates (see Appendices).

Transition II
ADMISSION TO THE PROFESSIONAL SEMESTER

Candidates for the Professional Semester must apply to the Education Department by Reading Day of spring semester if planning to student teach the following year – in either the fall or spring semester. Admission to the Professional Semester is contingent upon:

- Previous admission to the Teacher Preparation Program.
- Maintaining an IC GPA of 2.750 or better prior to the last semester before the Professional Semester and earning at least a 2.750 GPA during that semester and earning a grade of “C” or better in all Education classes required for licensure and designated Content Area classes for your program (see program advisement forms for specific course requirements). A grade of “C” should be interpreted to mean the equivalent of 2.0. A grade of C- **does not** meet the requirement.
- Completion of all field experiences with acceptable recommendations from the cooperating teachers.
- Satisfactory completion of all major, area of concentration, professional education, and general education requirements.
- Passing the appropriate state content area exam. The deadline for taking and passing the content area test is one month prior to the start of the professional semester. Teacher candidates may not pre-register for the student teaching semester until the passing score for the content area test has been received by the Department of Education. Any departure from this rule requires approval from the TPC.
- Completion of any correspondence or online course. All correspondence/online lessons must be completed at least one month before the Professional Semester. Any departure from this rule requires approval from the Teacher Preparation Committee.
- Submission of a completed application packet (show on pages 15-19 of this handbook).

The following guidelines should be noted:

- Applications should be submitted to Jenny Chandler in Crispin 215. Candidates should meet with their academic advisor if they need assistance with the application process or do not meet one or more of the requirements.
- Any candidate who is not admitted to the Professional Semester and feels his/her case warrants special consideration is encouraged to appeal to the Teacher Preparation Committee. Regulations governing candidate appeals are listed in the Appendices.

Transition II

Application for Student Teaching

(The deadline for submitting the Application to Student Teach is Reading Day of spring semester for all teacher candidates planning to student teach during the fall or spring semester of the following year.)

SELECTION OF CANDIDATES: Acceptance into student teaching is selective. Students must meet all the application requirements to be eligible to be registered for the ED 431, 432, 433, and 434 courses. Applications must be signed by the candidate's academic advisor verifying that the applicant has successfully completed all requirements as listed in the application process. This packet includes information and application materials for all Illinois College teacher licensure programs.

PLEASE READ CAREFULLY THE FOLLOWING INFORMATION ABOUT THE APPLICATION PROCEDURE:

ESSENTIAL QUALIFICATIONS FOR ADMISSION:

- Applications should be submitted in person to Jenny Chandler in Crispin 215. **Students are not allowed to enroll in 400-level Education courses until the Application for Admission to Student Teaching has been approved by the Teacher Preparation Committee.**
- You must have been admitted into the Teacher Preparation Program.
- You must have a 2.750 IC GPA overall *and* a 2.750 GPA in your major (effective beginning with those admitted to Illinois College for Fall 2013 and later).
- You must have a passing score on the ICTS Content Area Test for your discipline.
- You must have completed or be currently enrolled in all major and professional education courses.
- You must have successfully completed the Junior Block field experience and received a positive recommendation from your supervising teacher.
- You must submit the signed *Illinois College Student Teaching Agreement Form* with the application packet.
- You must submit the *Illinois College Placement Information Form for Student Teaching*.
- You must submit the *Illinois College Student Teaching Personal Data Form* with a copy of your **resume** and **autobiography** attached.

Illinois College Student Teaching Agreement Form

The following statements reflect the responsibilities that each student teaching candidate must agree to and abide by prior to the first day of student teaching in order for him/her to be eligible to receive a student teaching placement. Failure to abide by any one of these agreements prior to the first day of student teaching will render a student teacher ineligible and the student teaching placement will be retracted. **Please write your initials in the blanks provided to show your understanding of each statement.**

1. ____ I understand that I must provide documentation that I completed a minimum of 100 clinical hours prior to being allowed to student teach.
2. ____ I understand that my student teaching and pre-student teaching placements will be appropriate to my approved program and that specific requests may not be accommodated.
3. ____ I understand that some school districts have requirements that candidates must meet in addition to the requirements at Illinois College.
4. ____ I understand that I must provide a passing score on the State of Illinois Content Area Exam to the Education Department before beginning the student teaching semester.
5. ____ I understand that I am responsible for transportation to and from my student teaching and pre-student teaching placements.
6. ____ I understand that I cannot be assigned a placement in a school building where my relatives or close friends work. Nor will I be placed in a High School that I attended.
7. ____ I understand that neither I, nor friends or family members, can be involved in making my own student teaching or pre-student teaching placements.
8. ____ I understand that I must maintain the cumulative and major 2.750 GPA required to be eligible to student teach (effective beginning with those admitted to Illinois College for Fall 2013 and later).
9. ____ I understand the importance of checking with my academic advisor prior to student teaching to confirm that all coursework and other requirements have been completed prior to student teaching.
10. ____ I understand that it is my responsibility to inform my academic advisor and/or Student Teaching Placement Coordinator and/or Education Department chair if there are any issues or concerns that might affect any clinical placements.
11. ____ I give my permission to the Education Department to share academic progress reports and official transcripts with prospective placement schools.
12. ____ I understand that my student teaching placement will not be pursued until my complete application packet has been received by the Education Department.
13. ____ I understand that I must receive approval from my college supervisor and cooperating teacher in order to work on weekdays or for more than 15 hours per week.
14. ____ I understand that student teaching is to be considered my full-time responsibility and that I must be engaged in professional development activities during the student teaching semester.
15. ____ I understand that before I may student teach I must provide proof of a TB test taken within 3 months of my start date and complete a fingerprint-based background check with the Sherriff's Office for the county in which I am student teaching.
16. ____ I understand I am responsible for several extra expenses throughout this semester including the fingerprint-based background check (currently \$51.50), APT registration (currently \$135.00), scoring of the edTPA (\$300.00, assessed as a course fee) and TB testing (variable)

Printed Name: _____

Signature: _____

Date: _____

Major: _____

This form will be placed in your advising file. Please make a copy for your own reference.

Illinois College Placement Information Form for Student Teaching

NAME _____ TODAY'S DATE: _____

LOCAL ADDRESS _____ CITY _____ ZIP _____

CELL PHONE _____ CAMPUS PHONE _____

CATALOG _____ ADVISOR _____ DATE OF BIRTH _____

I wish to student teach: **SPRING** _____ **FALL** _____
(Year) (Year)

STUDENT TEACHING LEVEL AND SUBJECT: (Check and circle all that apply)

_____ **Elementary License (K-9)** Circle

A. Preference: Primary (K-2) Intermediate (3-6) Middle (6-8)

B. Preferred Grade(s) K 1 2 3 4 5 6 7 8

C. If middle grades requested, in what subject(s) will you qualify for endorsements and, therefore, wish to teach?

_____ **Specialist License (K-12)** Circle

A. Art Music: Vocal or Instrumental Physical Education Spanish

B. Preferred Level:

1. All Middle School 2. All Elementary 3. All High School 4. Split: Part Elem-Part Secondary

_____ **Secondary License (9-12)** Circle

A. Major Teaching Subject: Science - Biology English/Language Arts

Social Science - History Mathematics

B. Additional secondary teaching subject (if any) _____

C. Level Preference: 1. High School 2. Middle School 3. Part Middle – Part High School

COMPLETE THE FOLLOWING INFORMATION TO AID ILLINOIS COLLEGE IN ARRANGING A STUDENT TEACHING ASSIGNMENT FOR YOU:

Student teaching assignments are normally made with the Jacksonville public schools and/or school districts within Cass, Morgan, Sangamon and Scott Counties.

1. Are there any restrictions or limitations that should be considered or may impact the placement process?
_____YES _____NO If yes, please explain below.

2. Will you have your own transportation to school during student teaching? ____YES _____No If no, what are your plans for transportation to your student teaching placement?

3. Student teaching placements will not be made in schools where you have a personal connection, such as a parent or relative employed by the school, children attending the school, or previous attendance at the school (applicable in the case of high school placements). Please identify area schools you attended and the years you attended.

4. Indicate below which of the following you would prefer for your student teaching placement. Please note that your preference will be taken into consideration but does not guarantee that you will be placed in the district or school of your choice. Placements will be made at the discretion of the Director of Clinical Experiences in conjunction with area school districts. Placements must be requested through the Education Department at Illinois College and **may not** be negotiated by a candidate with a preferred teacher. Illinois College may not place student teachers with teachers with fewer than five years of teaching experience. Many school districts have their own rules and procedures for the placement of student teachers.

_____ Jacksonville Public School District #117

_____ Regional School Districts (Cass, Greene, Morgan, Sangamon, Scott Counties) in a 30 mile radius

_____ Routt Catholic High School/Our Savior School

In what additional responsibilities or activities will you be engaged during the weeks of student teaching?

Signature: _____ Signature: _____
(Student Teaching Candidate) (Advisor)

Illinois College
Student Teaching Personal Data Form

Print or type your information below. Copies of this form will be sent to your cooperating teacher and college supervisor.

PERSONAL INFORMATION:

NAME _____

LOCAL ADDRESS _____

CAMPUS/CELL PHONE _____

HOME ADDRESS _____

HOME PHONE _____ EMAIL _____

STUDENT TEACHING SEMESTER AND YEAR: _____

HIGH SCHOOL _____ YEAR OF GRADUATION _____

COLLEGES ATTENDED _____
(indicate years)

TEACHER LICENSURE CONTENT AREA: _____

ADDITIONAL TEACHING ENDORSEMENTS: _____

LIST ANY OBLIGATIONS YOU EXPECT TO HAVE DURING THE WEEKS OF STUDENT TEACHING (work, family, home, athletics, organizations, etc.)

EXPERIENCES WORKING WITH CHILDREN AND YOUTH
(internships, field experiences, church school, camp counselor, coach, etc. – list dates, ages, location, hours)

ADDITIONAL INFORMATION (attach the following to this form)

1. Current Resume – one or two pages of highlights

2. Autobiography – to provide the cooperating teacher with additional information on your family background, life experiences, philosophy of teaching and other qualities that you believe will make you a good teacher. This should be typed and may be a revision of an autobiography submitted for a previous course, such as ED 203.

Transition III
THE PROFESSIONAL SEMESTER
(Satisfactory Completion of Student Teaching Semester)

The Professional Semester, which includes clinical practice (student teaching), is different from other course work at Illinois College and requires special preparation and consideration by the candidate. The following guidelines have been established in order to clearly outline the obligations, responsibilities, and rights of the candidate.

Upon enrollment in the Professional Semester, the candidate makes the following commitments:

- **Time:** The Professional Semester is a full-time job. Teacher candidates are expected to be at their assigned school every day school is in session from 8:00 a.m. until 4:00 p.m., or the equivalent as the situation dictates. Any exceptions must have the prior consent of both the cooperating teacher and the college supervisor.

Teacher candidates must supply the Education Department with information about their co-curricular activities and/or part-time employment. Outside commitments should be restricted to fifteen hours per week and must not conflict in any way with clinical practice and other requirements of the Professional Semester.

Teacher candidates must petition the Teacher Preparation Committee for permission to enroll in courses that are not a part of the Professional Semester.

- **Resources:** Teacher candidates pay the regular tuition charged other full-time students. In addition, they are responsible for the fees required for college textbooks/materials and for issuing their teaching licenses. All transportation expenses, as well as food and housing costs, are the sole responsibility of the candidate. Some costs may be incurred because of differences in the schedules of the college and the school districts. All candidates are expected to adhere to their school district's operating schedule when it differs from Illinois College's.
- **Dispositions and Commitment:** Moving from the role of college student to that of teacher requires a conscious effort on the part of the candidate. A thoroughly professional attitude is essential. Candidates are expected to adhere to guidelines within the Profession's Code of Ethics (see Appendices). Candidates are reminded of the importance of maintaining confidentiality in matters related to information in students' records, interpersonal relationships among faculty, and in other matters that relate to the private lives of individuals with whom they come in contact during the course of their work. Likewise, candidates are expected to attend professional meetings and take advantage of opportunities for professional growth.

The candidate can expect full support from both the college supervisor and the cooperating teacher in the following considerations:

- As a matter of policy, clinical practice assignments are not made in the student's home school district. Furthermore, candidates should not take it upon themselves to make any

arrangements for their student teaching placements.

Placements are made by the Director of Clinical Experiences for Education in consultation with Education Department faculty and administrators in area school districts. Whenever possible, placements are made in District #117 schools. Some placements are made in other school districts within reasonable driving distances of the Illinois College campus.

- **Assignment:** In all cases, the duration of the assignment must meet the minimum requirements of the State and the Illinois College Teacher Preparation Program. No candidate will be assigned to teach any class for which he/she is not qualified. Student teaching assignments are to last the entire semester, and all candidates are required to follow the calendar of the district in which they are student teaching.
- **Absences:** Candidates are required to report all absences to their supervisors, their cooperating teacher and to the Education office (245-3392) early on the morning of the absence. All candidates are expected to make up any days they miss. Candidates who are members of athletic teams or other extracurricular groups, which may have special events or trips planned, are urged to plan ahead with their Cooperating Teacher and College Supervisor in order to minimize problems.
- **Seminars:** Seminars will be scheduled as part of the professional semester. Attendance is mandatory and takes precedence over any other activity.
- **Evaluation Procedures:** In addition to making regular visits and observations, the college supervisor will schedule formal conferences with the cooperating teacher and candidate. The college supervisor will carefully outline the expectations of the college and the responsibilities and obligations of the candidate and the cooperating teacher.

At least one formative (informal) evaluative conference between the college supervisor and candidate will be scheduled during the first half of the clinical experience. At this meeting the candidate will be provided specific information concerning his/her strengths, weaknesses, and potential as a teacher. Other informal observations and conferences may occur.

Following a formal observation, a midterm (3-way) conference will be conducted at approximately mid-semester. This conference will include the candidate, the cooperating teacher, and the college supervisor. The purpose of this conference is to discuss the candidate's strengths and weaknesses and to set goals for improvement.

Following a second formal observation, a final summative (3-way) evaluation will be conducted at the end of the clinical experience. The purpose of this conference is to bring closure to the clinical experience by reviewing the strengths and weaknesses of the candidate, to set long term goals for improvement and to listen to the cooperating teacher's suggestions regarding the final evaluation of the candidate. See the appropriate course syllabus for specifics on grading.

- **Teacher Performance Assessment (edTPA):** The edTPA is a subject-specific assessment process completed during the professional semester. The edTPA includes a review of each

candidate's teaching materials intended to define and assess his/her ability to teach core subject matter to all students effectively at the level of a beginning teacher.

The edTPA is evaluated both locally at Illinois College and externally through Pearson, via LiveText. Your edTPA score will not be reflected in your course grades; however, completion of the edTPA in a timely and professional manner will be reflected in the professionalism portion of your grade (ED 434). Achieving a passing score on the edTPA is required for Illinois College to entitle you for licensure. See the Student Teaching handbook for more details.

It is the desire of the Education Department to be fair and consistent in applying these regulations, and it is the responsibility of the Teacher Preparation Committee (TPC) to make sure that all concerns are addressed. Any candidate who feels that his/her circumstances merit special consideration is encouraged to petition the TPC.

Transition IV LICENSURE

As a matter of school policy, every candidate who successfully completes the Professional Semester is required to apply for an Illinois Teaching License. The appropriate forms and complete information will be provided for all candidates during the professional teaching semester. The following information concerning application for the license should be noted carefully.

Illinois law requires that all applicants for a license be "of good character, good health, a citizen of the United States, and at least 19 years of age." The following statements outline how the law is usually interpreted.

- **Good Character:** Any felony conviction of the applicant may be taken into consideration, but such a conviction shall not operate as a barrier to registration. (Note that candidates must complete the required background check(s) for all field placements.)
- **Good Health:** No person will be denied the right to be licensed because of a physical handicap provided that the person is able to carry out the duties of the position for which he/she applies. School boards are required by law to determine that all teachers are free of communicable diseases including tuberculosis.
- **Citizen of the United States:** Citizenship is not required if the individual has filed a declaration of intent to become a citizen. Any license issued to such a person will be canceled if six years elapse and the applicant still has not become a citizen.

Illinois College's Teacher Preparation Program requires each candidate to successfully complete a Professional Responsibilities Portfolio as part of his or her request for licensure.

Candidates must complete an edTPA portfolio and receive a score of XXXXXXXX to be licensed.

Candidates must also pass the APT (Assessment of Professional Teaching) test as a condition for licensure.

The Licensure Officer at Illinois College shall be responsible for assisting candidates in obtaining **initial** licensure.

ILLINOIS LICENSURE TESTING SYSTEM

Successful completion of Illinois College's Teacher Preparation Program requires the candidate to take and pass three specific tests administered by the Illinois Licensure Testing System (ILTS).

Successfully passing the Test of Academic Proficiency (TAP) or achieving a qualifying score on the ACT plus Writing or SAT is a prerequisite to admission to the program at Illinois College. This requirement is designed to help candidates avoid unnecessary delays in defining their educational goals.

A second test, on subject-matter knowledge, tests entry level skills and knowledge for new teachers. This test corresponds to the candidate's licensure program and must be passed before candidates can student teach.

All candidates must take and pass the Assessment of Professional Teaching (APT) prior to being entitled for licensure by the Illinois College Teacher Preparation Program.

Illinois State Licensure and Program Endorsements

Teacher candidates who complete one of the Illinois College Teacher Preparation Programs are eligible to receive state licensure. Depending upon the major area of study, licenses issued are as follows:

Type	Grade Level	Valid for
Standard Elementary	Grade K-9*	Self-contained general education or departmentalized classroom for the areas endorsed
Standard Secondary	Grades 9-12	All licensed or endorsed subjects: Mathematics, English Language Arts, Science – Biology, Social Science - History
Standard Special	Grades K-12	All licensed or endorsed subjects: Art, Music, Spanish, and Physical Education

*Elementary candidates **must** earn a content-specific middle school endorsement to teach in the middle grades and must complete a secondary endorsement along with the 9th grade endorsement to teach 9th grade. See www.isbe.net for more details.

Teacher candidates may earn additional endorsements that extend the range of teaching possibilities and may enhance the employability of candidates. As with licensure, all coursework required for additional endorsements must be passed with a grade of “C” or better. A grade of “C” should be interpreted to mean the equivalent of 2.0. A grade of C- **does not** meet the requirement.

Middle School Endorsements

All Special K-12 candidates **are required** to complete middle school endorsement coursework. We highly recommend that elementary and secondary majors complete a middle school endorsement as well. In order to teach at the middle school (grades 6-8) level, all elementary, secondary, and Special K-12 teacher education candidates must complete a one-semester hour course in middle school curriculum and instruction (ED 355), and a four semester hour course in adolescent psychology (PS 312). They must also complete the teaching methods course appropriate for their endorsement area. Listed below are the requirements for each endorsement.

All middle school endorsements for elementary and secondary candidates are content specific. At Illinois College, this includes the core areas of language arts, general science, mathematics, and social science.

Additionally, candidates pursuing licensure in K-12 Physical Education may add middle school and secondary endorsements in Health Education by completing 4 additional hours of qualified coursework and passing the ILTS Health content area test. Qualifying coursework includes the following: BH 210, 225, 240, 330, 461, 462, 463, 464, 465, 466 or SO 347.

All candidates seeking endorsements for teaching middle grade English, general science, mathematics, or social science are required to take course work as specified below along with the appropriate middle grades/secondary content area methods course. Courses taken for the endorsement area may be used to meet the various general education category requirements. Candidates are urged to meet with their academic advisor for assistance in developing a four-year-plan that optimizes utilization of courses to meet the endorsement requirements and the BLUEprint general education categories as well.

Elementary and secondary candidates wanting to teach art, music, physical education/health, or Spanish at the middle grades level are required to complete the entire program in that area. Candidates should work closely with their academic advisor to develop a plan for completing the two programs. In some cases it may be possible to complete both within four years; however, candidates should be aware that an additional semester or more may be required. Secondary candidates wishing to add an endorsement in one of these areas at the secondary level may do so following the guidelines outlined below.

Specific Middle School Subject Area Endorsement Requirements

Middle School Endorsement for Elementary and K-12 Education Candidates:

In addition to the subject area courses listed below, all Elementary Education students seeking Middle School endorsement must complete ED 355 and PS 312.

Middle School Language Arts Endorsement for Elementary and K-12 Candidates

In addition to EN 121, candidates wanting to teach language arts at the middle grades level (6-8) must complete the following list of courses:

1. ED 322 (may replace ED 352)
2. One 200-level writing course
3. Two 300-level writing courses; at least one must be expository [non-fiction] writing
4. One 100/200 level multi-cultural literature course (Suggested: EN 171, 172, 173, 176) *
5. One 300-level American literature course
6. One 300-level British Literature course

*If EN 131, 132, or 234 are taken, then the 300-level American literature course should be EN 356 or 373

Middle School Social Science Endorsement for Elementary and K-12 Candidates

Candidates wanting to teach social science at the middle grades level (6-8) must complete the following list of courses:

1. ED 325 (may replace ED 352)
2. HI 101 or 102
3. HI 111 or 112
4. HI 2__ or 3__
5. PO 101 or PO 202
6. EC 105
7. IN 160 or PO 150*

*A Geography course may be substituted for this requirement

Middle School Mathematics Endorsement for Elementary and K-12 Candidates

In addition to MA 127 & 128, candidates wanting to teach mathematics at the middle grades level (6-8) must complete the following list of courses:

1. ED 323 (may replace ED 362)
2. MA 213
3. MA 242
4. MA 201 or MA 207*
5. MA 123

*MA 207 would be the more appropriate choice for teaching in the elementary grades

Middle School General Science Endorsement for Elementary and K-12 Candidates

Candidates wanting to teach general science at the middle grades level (6-8) must complete the following list of courses:

1. ED 324 (may replace ED 362)
2. BI 110
3. CH 111
4. CH 112
5. EV 105, 111 or 112
6. Any Physics Course
7. Any other course in BI, CH, EV or PY

Middle School Endorsement for Secondary Education Candidates:

Secondary Candidates in English, Mathematics, History and Biology seeking middle school endorsement must complete ED 355 and PS 312. These candidates will meet the content area requirements for their respective middle school endorsements with their major coursework. However, History candidates are strongly encouraged to complete PO 150, IN 160, or an alternate Geography course; Biology candidates are strongly encouraged to complete EV 105, 111, or 112.

Secondary Endorsements

All teaching candidates applying for licensure may seek additional endorsements at the secondary level by completing the following:

Subsequent Secondary Endorsement	Requirements
English Language Arts, Music, Health, Physical Education, Visual Arts	<ol style="list-style-type: none"> 1) Complete 24 semester hours of coursework (12 in upper division courses) and 2) Pass the appropriate ILTS Content Area Test
Mathematics	<ol style="list-style-type: none"> 1) Complete 24 semester hours of coursework from the list below: All four of these courses: MA 213, MA 223, MA 242, MA 323 At least two of the following courses: MA 302, MA 310, MA 334, MA 343, MA 383, MA 484 2) Pass the Mathematics Content Area Test ED 323 is highly recommended by the Illinois College Math Department
Foreign Language	<ol style="list-style-type: none"> 1) Complete 24 semester hours in a specific language and 2) Pass the appropriate ILTS Content Area Test <p>Note: Subsequent languages may be added by passing the appropriate ILTS Content Area Test.</p> <p>Designations available: Chinese, French, German, Hebrew, Italian, Japanese, Korean, Latin, Russia, and Spanish</p>
Science or Social Science for those pursuing licensure in a different field (<i>Math, for example</i>)	<ol style="list-style-type: none"> 1) Complete 32 semester hours in Science or Social Science as applicable, with at least 12 of those 32 hours in the area of the desired designation. Some portion of the remaining coursework must address at least 2 other designated areas within that field and 2) Pass the appropriate ILTS Content Area Test <ul style="list-style-type: none"> • Social Science Designations include: Economics, Geography, History, Political Science, Sociology and Anthropology, and Psychology • Science Designations include: Biology, Chemistry, Earth and Space Science, Environmental Science or Physics
Science or Social Science within the same broad field <i>Applicable to Biology and History Teacher Candidates only</i>	<ol style="list-style-type: none"> 1) Complete a Major in the content area of the endorsement; <p>Or,</p> <ol style="list-style-type: none"> 1) Complete 12 semester hours of coursework in the content-area of the endorsement and 2) Pass the applicable ILTS Content Area Test <p>In this way:</p> <ul style="list-style-type: none"> • Candidates pursuing licensure in Biology may add endorsements in Chemistry, Earth and Space Science, Environmental Science or Physics • Candidates pursuing licensure in History may add endorsements in Economics, Geography, Political Science, Sociology and Anthropology, and Psychology.

Note that those pursuing subsequent secondary endorsement in Music, Physical Education, Foreign Language and Visual Arts will only be licensed to teach at the Secondary (9-12) level, not K-12 as they would when completing the full licensure program for that area.

The holder of a science or social science endorsement or designation may teach any subject in their same broad field, except when the subject is taught as an Advanced Placement or an “honors” class, as defined by the district. Teaching AP or honors courses requires a designation specific to that subject area.

PART II PROGRAMS

Program Advisement Forms

The following advisement forms are an outline of the current Illinois College Teacher Preparation Program. Illinois College teacher candidates must keep in close contact with their academic advisor for updated information.

Candidates completing the course requirements listed on these program-advising sheets meet the Illinois College requirements for graduation and the Illinois College Institutional Standards and Outcomes, which are explained in the Conceptual Framework. Because the Illinois College Institutional Outcomes are aligned with the Illinois Professional Teaching Standards and the courses in each program are aligned with the Illinois Content Standards, candidates completing these courses are eligible for the teaching license listed on each program advising form. Therefore, it may not be possible to substitute courses from other institutions for the courses listed on these program-advising pages. In addition, if the state imposes licensure requirements that were not anticipated when this handbook was prepared, those new requirements will supersede the requirements listed on any program advising sheet.

ART EDUCATION PROGRAM (K-12)

Name: _____

Advisor: _____

Art Major Coursework:

Course Number	Required Professional Education Courses	Sem. Hrs.	Grade Earned
AR 100	2-D Design Studio	4	
AR 123	3-D Design	4	
AR 131	Drawing 1	4	
AR 142	Painting 1	4	
AR 202	Survey of World Art II	4	
AR 204	Graphic Design	4	
AR 340	Color Theory	4	
AR 345	Nineteenth and Twentieth Century Art	4	
AR 346	Contemporary Art	4	
AR 402	Senior Seminar	4	
AR Elective	Upper Level Studio Course	4	

Professional Education Coursework:

Course Number	Required Professional Education Courses	Sem. Hrs.	Grade Earned
ED 101	Introduction to Teaching	2	
ED 132	Planning Admission to Teacher Preparation	0	
ED 133	Finalizing Admission to Teacher Preparation	0	
ED 203	Multicultural Issues in Education	4	
ED 237	Integrating Technology Across the Content Areas	4	
ED 301*	Curriculum, Instruction & Assessment	4	
ED 329*	K-12 Art Methods	4	
ED 335	Reading Skills & Strategies in the Content Areas	4	
ED 355	Best Practices in Middle School Education	1	
ED 385	Classroom Management	4	
ED 377	Literacy Methods for Young Adult Readers	1	
PS 309	Characteristics of Exceptional Children	4	
PS 312	Adolescent Psychology	4	

*Junior Block Courses

Professional Semester Coursework:

Course Number	Required Professional Ed Courses	Sem. Hrs.	Grade Earned
ED 431	Organizing Content for Learning	4	
ED 432	Managing the Classroom Environment	4	
ED 433	Teaching for Student Learning	4	
ED 434	Teacher Professionalism	4	

ELEMENTARY PROGRAM (K-9)

Name: _____

Advisor: _____

Middle School Endorsement: YES ____ NO ____

M. S. Subject Area: _____

Required Foundational Courses:

Category	Required Foundational Courses	Sem. Hrs.	Grade Earned
Life Science Lab	One course from the following: BI 107, 109, or 110	4	
Physical Science Lab	One course from the following: CH 101, EV 105, EV 111, PY 201, or 197*	4	
Math	MA 127	4	
Math	MA 128	4	
Statistical Literacy	MA 123	4	
Psychology	PS 101 (Not required, but strongly encouraged)	4	
FOLLOW THE BLUEPRINT FOR ALL OTHER GENERAL EDUCATION CATEGORIES			
Please refer to recommendations approved by TPC when completing the BLUEprint advising form.			

Education Major Courses:

Course Number	Required Professional Ed Courses	Sem. Hrs.	Grade Earned
ED 101	Introduction to Teaching	2	
ED 132	Planning Admission to Teacher Preparation	0	
ED 133	Finalizing Admission to Teacher Preparation	0	
ED 203	Multicultural Issues in Education	4	
ED 237	Integrating Technology Across the Content Areas	4	
ED 301	Curriculum, Instruction & Assessment	4	
ED 313	Teaching Reading & Writing in the Elem School	4	
ED 335	Reading Skills & Strategies in the Content Areas	4	
ED 352	Language Arts & Social Studies Methods	4	
ED 362	Math & Science Methods	4	
ED 385	Classroom Management	4	
PS 309	Characteristics of Exceptional Children	4	

Middle School Subject Area Endorsement (Optional for elementary candidates): 24 Credit hours in either English/Language Arts, Mathematics, Social Science or Science are required as outlined in the endorsement section of the Teacher Preparation Handbook.

Course Number	Education Courses Required Course for Middle School Endorsement	Sem. Hrs.	Grade Earned
ED 355	Best Practice in Middle School Education	1	
PS 312	Adolescent Psychology	4	
	Select the Appropriate Subject Area Methods Course: ED 322, 323, 324, OR 325	4	
Subject Area Courses Required for Middle School Endorsement			
		4	
		4	
		4	
		4	
		4	
		4	

Professional Semester:

Course Number	Required Professional Ed Courses	Sem. Hrs.	Grade Earned
ED 431	Organizing Content for Learning	4	
ED 432	Managing the Classroom Environment	4	
ED 433	Teaching for Student Learning	4	
ED 434	Teacher Professionalism	4	

ENGLISH LANGUAGE ARTS PROGRAM (9-12)

With Literature Concentration

Name: _____

Advisor: _____

Middle School Endorsement: YES ___ NO ___

English Language Arts Major Coursework:

Course Number	Required or Suggested Major Coursework	Course Taken	Sem. Hrs.	Grade Earned
EN 171 or 172	Multicultural Lit *		4	
EN 2___ or 3___	(Elective)		4	
EN 310, 311, 326, or 342	Early British Lit		4	
EN 321/322	Shakespeare		4	
EN 331, 351, 352, or 353	Later British Lit		4	
EN 354, 357, 368	American Lit		4	
EN 356	Native Am Lit *		4	
EN 373	African-Am Lit *		4	
EN 3___	(Elective)		4	
EN 430	Senior Seminar		4	

*Recommended Courses

Professional Education Coursework:

Course Number	Required Professional Education Courses	Sem. Hrs.	Grade Earned
ED 101	Introduction to Teaching	2	
ED 132	Planning Admission to Teacher Preparation	0	
ED 133	Finalizing Admission to Teacher Preparation	0	
ED 203	Multicultural Issues in Education	4	
ED 237	Integrating Technology Across the Content Areas	4	
ED 301**	Curriculum, Instruction & Assessment	4	
ED 322**	Secondary English Methods	4	
ED 335	Reading Skills & Strategies in the Content Areas	4	
ED 385	Classroom Management	4	
ED 377	Literacy Methods for Young Adult Readers	1	
PS 309	Characteristics of Exceptional Children	4	

**Junior Block Courses

Note: ED 313 (Teaching Reading & Writing in the Elementary School) is recommended for those in the English Language Arts Program

Middle School Endorsement Coursework: Required for Middle School Endorsement; Optional for English Language Arts Teacher Candidates

Course Number	Education Courses Required Course for Middle School Endorsement	Sem. Hrs.	Grade Earned
ED 355	Best Practice in Middle School Education	1	
PS 312	Adolescent Psychology	4	

Professional Semester Coursework:

Course Number	Required Professional Ed Courses	Sem. Hrs.	Grade Earned
ED 431	Organizing Content for Learning	4	
ED 432	Managing the Classroom Environment	4	
ED 433	Teaching for Student Learning	4	
ED 434	Teacher Professionalism	4	

ENGLISH LANGUAGE ARTS PROGRAM (9-12)

With Writing Concentration

Name: _____

Advisor: _____

Middle School Endorsement: YES ___ NO ___

English Language Arts Major Coursework:

Course Number	Required Major Coursework	Course Taken	Sem. Hrs.	Grade Earned
EN 171/172	Multicultural Lit *		4	
EN 205, 208 or 212	Intermediate Writing		4	
EN 307, 308, 309 or 316; <i>Select 3</i>	Advanced Writing		4	
	Advanced Writing		4	
	Advanced Writing		4	
EN ____	Advanced Writing Elective (<i>See catalog for course options</i>)		4	
EN 354, 357 or 368	American Lit		4	
EN 3 ____	English Lit		4	
EN 3 ____	Native American or African American Lit*		4	
EN 430	Senior Seminar		4	

*Recommended Courses

Professional Education Coursework:

Course Number	Required Professional Education Courses	Sem. Hrs.	Grade Earned
ED 101	Introduction to Teaching	2	
ED 132	Planning Admission to Teacher Preparation	0	
ED 133	Finalizing Admission to Teacher Preparation	0	
ED 203	Multicultural Issues in Education	4	
ED 237	Integrating Technology Across the Content Areas	4	
ED 301**	Curriculum, Instruction & Assessment	4	
ED 322**	Secondary English Methods	4	
ED 335	Reading Skills & Strategies in the Content Areas	4	
ED 385	Classroom Management	4	
ED 377	Literacy Methods for Young Adult Readers	1	
PS 309	Characteristics of Exceptional Children	4	

**Junior Block Courses

Note: ED 313 (Teaching Reading & Writing in the Elementary School) is recommended for those in the English Language Arts Program

Middle School Endorsement Coursework: Required for Middle School Endorsement; Optional for ELA Teacher Candidates

Course Number	Education Courses Required Course for Middle School Endorsement	Sem. Hrs.	Grade Earned
ED 355	Best Practice in Middle School Education	1	
PS 312	Adolescent Psychology	4	

Professional Semester Coursework:

Course Number	Required Professional Ed Courses	Sem. Hrs.	Grade Earned
ED 431	Organizing Content for Learning	4	
ED 432	Managing the Classroom Environment	4	
ED 433	Teaching for Student Learning	4	
ED 434	Teacher Professionalism	4	

FOREIGN LANGUAGE: SPANISH EDUCATION PROGRAM (K-12)

Name: _____

Advisor: _____

Spanish Major Coursework:

Required Coursework*	Required or Suggested Course Numbers	Course Taken	Sem. Hrs.	Grade Earned
Skills and Tools	Intermediate to advanced language and grammar courses such as SP 203, 301, 302, 319		4	
			4	
			4	
Literature & World Views	All upper-level literature and culture courses such as SP 311, 312, 313, 314, 451/452, 461/462		4	
			4	
			4	
Languages in the World	Courses involving applied language experiences such as SP 309, 310, 463/464, 465/466, 480		4	
			4	

Spanish Major Coursework*: Spanish Majors need to work closely with their academic advisor to design a program of courses that meets the requirements listed above. Courses specified above are examples rather than definitive requirements. See current catalog for more information.

Study Abroad: All Spanish majors are required to study abroad for a period of at least one semester in a Spanish-speaking country.

Professional Education Coursework:

Course Number	Required Professional Education Courses	Sem. Hrs.	Grade Earned
ED 101	Introduction to Teaching	2	
ED 132	Planning Admission to Teacher Preparation	0	
ED 133	Finalizing Admission to Teacher Preparation	0	
ED 203	Multicultural Issues in Education	4	
ED 237	Integrating Technology Across the Content Areas	4	
ED 301*	Curriculum, Instruction & Assessment	4	
ED 320*	K-12 Spanish Methods	4	
ED 335	Reading Skills & Strategies in the Content Areas	4	
ED 355	Best Practices in Middle School Education	1	
ED 385	Classroom Management	4	
ED 377	Literacy Methods for Young Adult Readers	1	
PS 309	Characteristics of Exceptional Children	4	
PS 312	Adolescent Psychology	4	

*Junior Block Courses

Professional Semester Coursework:

Course Number	Required Professional Ed Courses	Sem. Hrs.	Grade Earned
ED 431	Organizing Content for Learning	4	
ED 432	Managing the Classroom Environment	4	
ED 433	Teaching for Student Learning	4	
ED 434	Teacher Professionalism	4	

MATH PROGRAM (9-12)

Name: _____

Advisor: _____

Middle School Endorsement: YES ____ NO ____

Math Major Coursework:

Course Number	Required Major Coursework	Sem. Hrs.	Grade Earned
MA 201	Discrete Math	4	
MA 213	Calculus I	4	
MA 223	Calculus II	4	
MA 233	Calculus III	4	
MA 302	Survey of Geometry	4	
MA 310	History of Math	4	
MA 323	Intro to Linear Algebra	4	
MA 334	Modeling & Technology	4	
MA 343	Probability & Statistics	4	
MA 383	Abstract Algebra	4	
MA 484	Capstone for Secondary Education*	4	

*For the BLUEprint, Student Teaching serves as the Capstone Experience for Secondary Math Students

Professional Education Coursework:

Course Number	Required Professional Education Courses	Sem. Hrs.	Grade Earned
ED 101	Introduction to Teaching	2	
ED 132	Planning Admission to Teacher Preparation	0	
ED 133	Finalizing Admission to Teacher Preparation	0	
ED 203	Multicultural Issues in Education	4	
ED 237	Integrating Technology Across the Content Areas	4	
ED 301**	Curriculum, Instruction & Assessment	4	
ED 323**	Secondary Math Methods	4	
ED 335	Reading Skills & Strategies in the Content Areas	4	
ED 385	Classroom Management	4	
ED 377	Literacy Methods for Young Adult Readers	1	
PS 309	Characteristics of Exceptional Children	4	

**Junior Block Courses

Middle School Endorsement Coursework: Required for Middle School Endorsement; Optional for Math Teacher Candidates

Course Number	Education Courses Required Course for Middle School Endorsement	Sem. Hrs.	Grade Earned
ED 355	Best Practice in Middle School Education	1	
PS 312	Adolescent Psychology	4	

Professional Semester Coursework:

Course Number	Required Professional Ed Courses	Sem. Hrs.	Grade Earned
ED 431	Organizing Content for Learning	4	
ED 432	Managing the Classroom Environment	4	
ED 433	Teaching for Student Learning	4	
ED 434	Teacher Professionalism	4	

MUSIC EDUCATION PROGRAM (K-12)

Name: _____

Advisor: _____

Music Major Coursework:

Course Number	Required Professional Education Courses	Sem. Hrs.	Grade Earned
MU 111	Music Theory I	4	
MU 112	Music Theory II	4	
MU 211	Music Theory III	4	
MU 212	Music Theory IV	4	
MU 302	Basic Conducting	2	
MU 303	Music History I	4	
MU 304	Music History II	4	
MU 325 or 401	Orchestration or Forms and Analysis	4	
MU 402	Advanced Conducting	2	
MU 405	Recital / Capstone	2	
MU SR	Departmental Recital	0	
MU 1__	Music Ensemble	4	
MU ____	Applied Music, may incl. MU 109, last hour must be at 300 level	6	
MU Electives	Vocal Diction, Woodwind/Brass Methods are recommended	4	

Professional Education Coursework:

Course Number	Required Professional Education Courses	Sem. Hrs.	Grade Earned
ED 101	Introduction to Teaching	2	
ED 132	Planning Admission to Teacher Preparation	0	
ED 133	Finalizing Admission to Teacher Preparation	0	
ED 203	Multicultural Issues in Education	4	
ED 237	Integrating Technology Across the Content Areas	4	
ED 301	Curriculum, Instruction & Assessment	4	
MU 327 & 328	Elementary/Secondary Music Methods	2-4/2-4	/
ED 335	Reading Skills & Strategies in the Content Areas	4	
ED 355	Best Practices in Middle School Education	1	
ED 385	Classroom Management	4	
ED 377	Literacy Methods for Young Adult Readers	1	
PS 309	Characteristics of Exceptional Children	4	
PS 312	Adolescent Psychology	4	

Professional Semester Coursework:

Course Number	Required Professional Ed Courses	Sem. Hrs.	Grade Earned
ED 431	Organizing Content for Learning	4	
ED 432	Managing the Classroom Environment	4	
ED 433	Teaching for Student Learning	4	
ED 434	Teacher Professionalism	4	

PHYSICAL EDUCATION PROGRAM (K-12)

Name: _____

Advisor: _____

Health Endorsement: YES ___ NO ___

Physical Education Major Coursework:

Course Number	Required Major Coursework	Sem. Hrs.	Grade Earned
EP 208	Programs in School Health	4	
EP 211	Foundations	4	
EP 214	Indoor/Outdoor Recreation	4	
EP 305	Org & Administration of PE	4	
EP 308	Athletic Injury & First Aid	4	
EP 310	Adaptive PE	4	
EP 383	Tests & Measurements	4	
EP 405	Curriculum Development	4	
BI 107	Human Biology	4	
BH 335 or 340	Personal Wellness or Kinesiology & Physics of Exercise	4	
Capstone	Student Teaching Serves as the Capstone for Physical Education Students		

Health Endorsement Coursework: Required for Health Endorsement; Optional for Physical Education Candidates*

Course Number	Education Courses Required Course for Middle School and Secondary Health Education Endorsement	Sem. Hrs.	Grade Earned
BH 210, 225, 240, 330 or SO 347	Select 4 hours of coursework to complete Health Endorsement	4	

*Candidates required to pass the Health Content Area Test in addition to the Physical Education Content Area Test if they wish to be endorsed to teach Health at the secondary level.

Professional Education Coursework:

Course Number	Required Professional Education Courses	Sem. Hrs.	Grade Earned
ED 101	Introduction to Teaching	2	
ED 132	Planning Admission to Teacher Preparation	0	
ED 133	Finalizing Admission to Teacher Preparation	0	
ED 203	Multicultural Issues in Education	4	
ED 237	Integrating Technology Across the Content Areas	4	
ED 301**	Curriculum, Instruction & Assessment	4	
ED 326**	K-12 PE Methods	4	
ED 335	Reading Skills & Strategies in the Content Areas	4	
ED 355	Best Practices in Middle School Education	1	
ED 385	Classroom Management	4	
ED 377	Literacy Methods for Young Adult Readers	1	
PS 309	Characteristics of Exceptional Children	4	
PS 312	Adolescent Psychology	4	

**Junior Block Courses

Professional Semester Coursework:

Course Number	Required Professional Ed Courses	Sem. Hrs.	Grade Earned
ED 431	Organizing Content for Learning	4	
ED 432	Managing the Classroom Environment	4	
ED 433	Teaching for Student Learning	4	
ED 434	Teacher Professionalism	4	

SCIENCE: BIOLOGY PROGRAM (9-12)

Name: _____

Advisor: _____

Middle School Endorsement: YES ___ NO ___

Biology Major Coursework:

Course Number	Required or Suggested Major Coursework	Course Taken	Sem. Hrs.	Grade Earned
BI 110	Biological Investigation		4	
BI 207	Molecular Genetics		4	
BI 338	Popular Genetics, Ecology and Evolution		4	
BI 401 & 402	Senior Seminar I & II		4/4	/
Select 4 courses numbered 200 & above, including at least one course from each of the following categories:				
BI 201, 205, 206, 342, or 350	Organismal Biology		4	
BI 245, 307, 310, or 367	Cellular and Molecular Biology		4	
BI 208, 245, 315, 316, 321, 325, 326, or 332	Systems Biology		4	
BI 2__ or 3__	Any 200 or 300 level BI course		4	

Required Foundational Courses:

Course Number	Required Foundational Courses	Sem. Hrs.	Grade Earned
MA 133	Introduction to Functions	4	
CH 111	General Chemistry I	4	
CH 112	General Chemistry II	4	
CH 203	Organic Chemistry	4	
PY 181 & 182 OR	General Physics I & II	4/4	/
PY 201 & 202	College Physics I & II	4/4	
FOLLOW THE BLUEPRINT FOR ALL OTHER GENERAL EDUCATION COURSES			

Professional Education Coursework:

Course Number	Required Professional Education Courses	Sem. Hrs.	Grade Earned
ED 101	Introduction to Teaching	2	
ED 132	Planning Admission to Teacher Preparation	0	
ED 133	Finalizing Admission to Teacher Preparation	0	
ED 203	Multicultural Issues in Education	4	
ED 237	Integrating Technology Across the Content Areas	4	
ED 301**	Curriculum, Instruction & Assessment	4	
ED 324**	Secondary Science Methods	4	
ED 335	Reading Skills & Strategies in the Content Areas	4	
ED 385	Classroom Management	4	
ED 377	Literacy Methods for Young Adult Readers	1	
PS 309	Characteristics of Exceptional Children	4	

**Junior Block Courses

Middle School Endorsement Coursework: Required for Middle School Endorsement; Optional for Biology Teacher Candidates

Course Number	Education Courses Required Course for Middle School Endorsement	Sem. Hrs.	Grade Earned
ED 355	Best Practice in Middle School Education	1	
PS 312	Adolescent Psychology	4	

Professional Semester Coursework:

Course Number	Required Professional Ed Courses	Sem. Hrs.	Grade Earned
ED 431	Organizing Content for Learning	4	
ED 432	Managing the Classroom Environment	4	
ED 433	Teaching for Student Learning	4	
ED 434	Teacher Professionalism	4	

SOCIAL SCIENCE: HISTORY PROGRAM (9-12)

Name: _____

Advisor: _____

Middle School Endorsement: YES ___ NO ___

Required* Foundational Coursework:

Course Number	Required Foundational Courses	Sem. Hrs.	Grade Earned
EC 105	Principles of Economics	4	
PS 101	Introduction to Psychology	4	
SO 101	Introduction to Sociology	4	
PO 101	US Federal Government	4	
FOLLOW THE BLUEPRINT FOR ALL OTHER GENERAL EDUCATION COURSES			

*History candidates are required to take 3 of these courses; the 4th is strongly recommended.

History Major Coursework:

Course Number	Required Major Coursework	Sem. Hrs.	Grade Earned
HI 101/102	US History to/since 1877	4/4	
HI 111/112	World Civilization I/II	4/4	
Program students must take at least 3 courses from 101, 102, 111, and 112			
HI 300	Making History	4	
HI 2__ or 3 __	Elective	4	
HI 2__ or 3 __	Elective	4	
HI 3__	US History	4	
HI 3__	Non-US History	4	
HI 485	Capstone Research Essay	4	

Professional Education Coursework:

Course Number	Required Professional Education Courses	Sem. Hrs.	Grade Earned
ED 101	Introduction to Teaching	2	
ED 132	Planning Admission to Teacher Preparation	0	
ED 133	Finalizing Admission to Teacher Preparation	0	
ED 203	Multicultural Issues in Education	4	
ED 237	Integrating Technology Across the Content Areas	4	
ED 301*	Curriculum, Instruction & Assessment	4	
ED 325*	Secondary Social Studies Methods	4	
ED 335	Reading Skills & Strategies in the Content Areas	4	
ED 385	Classroom Management	4	
ED 377	Literacy Methods for Young Adult Readers	1	
PS 309	Characteristics of Exceptional Children	4	

*Junior Block Courses

Middle School Endorsement Coursework: Required for Middle School Endorsement; Optional for History Teacher

Candidates

Course Number	Education Courses Required Course for Middle School Endorsement	Sem. Hrs.	Grade Earned
ED 355	Best Practice in Middle School Education	1	
PS 312	Adolescent Psychology	4	

Professional Semester Coursework:

Course Number	Required Professional Ed Courses	Sem. Hrs.	Grade Earned
ED 431	Organizing Content for Learning	4	
ED 432	Managing the Classroom Environment	4	
ED 433	Teaching for Student Learning	4	
ED 434	Teacher Professionalism	4	

PART III
APPENDICES

APPEALS PROCEDURE

POLICY REGARDING PETITIONS TO THE TEACHER PREPARATION COMMITTEE

Candidates who fail to meet any of the standards set forth in this handbook will be notified in writing. Candidates who wish to continue in the program are encouraged to petition the Teacher Preparation Committee.

Any candidate wishing to petition for an immediate change in the established rules or policy is advised that the procedures outlined below govern the petition process:

- A written petition must be addressed to the Teacher Preparation Committee and delivered to the Chairperson no later than 48 hours immediately preceding the next regularly scheduled meeting. The petitioner may be present at the petition hearing unless otherwise instructed by the TPC Chair.
- In the event that the petitioning candidate intends to ask a person or persons directly involved in the petition request to provide testimony, i.e., a professor, cooperating teacher, legal advisor, etc., written notification of such intention must be made at the time the petition is submitted.
- At the petition hearing, any factual information pertinent to the petition will be presented by the Department and/or other persons it may select. The petitioner may be expected to answer questions concerning the information provided, if present.
- The petitioner will be allowed sufficient time to make his/her presentation and answer questions posed by individual committee members.
- The petitioner will be excused while the TPC considers the petition. Written notification of the committee's decision will be sent to the petitioner within two working days following the petition hearing.
- Any decision made by the TPC may be appealed to the Illinois College Faculty. Please contact the Dean of the College's office if you wish to pursue this option.

This appeals procedure applies only to teacher candidates and not to prospective candidates, with one exception: prospective candidates may appeal for provisional admission to the Teacher Preparation Program as outlined in the Transition I portion of this handbook.

STUDENT ACADEMIC GRIEVANCE POLICY

This policy sets out the principles on which the Education Department's Student Academic Grievance Policy is based and describes the procedural steps a student may take to seek remedies for grievances.

The fundamental criterion for initiating a grievance is that a student believes that a decision of a person in authority employed by Illinois College or the action of an Illinois College faculty member affecting some aspect of her/his college life has not been reasonable, just or fair.

Academic grievances allege errors in academic judgment.

The grievance process is divided into the following three stages, with each successive stage becoming increasingly formal.

1. An **informal inquiry** is the first stage and is initiated by a student going directly to the individual faculty member whose decision or action is being questioned. This communication may be either in writing or in person. This step must be taken before a review under formal procedures is sought; experience has shown informal communication to be an effective resolution mechanism.
2. A student who is not satisfied with the outcome of an informal inquiry may initiate a **formal review** by submitting a written request to the Department Chair, indicating the grounds on which the request is being made. (If the faculty member involved is the Department Chair, the written request should be submitted to the Dean of the Faculty.) The Department Chair/Dean will consult with both parties to work out an appropriate resolution and provide each with a written response regarding action agreed upon.
3. A student who is not satisfied with the outcome of a formal review may initiate an **appeal**, the third and final stage in the process, by submitting a written request to the Academic Dean, indicating the grounds on which the request is being made.

At each stage in the process, parties to a grievance are entitled to be accompanied by a colleague for advice and support.

Students are expected to file the grievance promptly and within the semester in which the grievance occurred. (Grievances which occur at the conclusion of a semester will adhere to the three stages listed above and be attended to in a timely manner.) The process for handling grievances which occur during the final week of a semester must be started during the first week of the next semester.

ILLINOIS STATE LICENSURE TESTING

The Illinois legislature, as a part of the Education Reform Act of 1985, has established the Illinois Licensure Testing System assessment program. The legislation stipulates that all candidates for teaching in Illinois will be required to pass 1) a Test of Academic Proficiency (TAP) in the areas of reading, writing, grammar, and mathematics (or submit a qualifying score on the ACT plus Writing or SAT); 2) one or more tests of content knowledge in the specific subject areas of licensure; and 3) the APT (Assessment of Professional Teaching)

The TAP is required for admission to the Teacher Preparation Program. At least one subject-matter knowledge test is required for admission to Student Teaching, and the APT is required for licensure. The tests are available at various locations around the state. For test registration, consult the ILTS website at www.il.nesinc.com.

These tests are criterion referenced and objective based. This means that they are designed to measure a candidate's knowledge and skills in relation to an established standard rather than in relation to the performance of other candidates and that there is a specific set of objectives that outline the questions. The explicit purpose of these tests is to help identify those candidates for licensure who have demonstrated the level of knowledge required to perform satisfactorily in their fields of specialization.

The tests should be taken at the recommended times. The tests are designed to assess basic skills and subject-matter knowledge required of entry-level teachers. The APT is designed to address knowledge and judgment gained during field and clinical experiences. Both the content of the tests and the passing scores are targeted at a level appropriate for entry into the teaching profession.

Candidates are advised to consider the following suggestions, guidelines and test-taking strategies before taking the tests.

- The best preparation for these tests is to have studied consistently in high school and college. Cramming immediately before the test has little value, but focusing on the content to be covered and developing an effective study plan can be helpful. Any studying done specifically for the test should be systematic rather than frantic.
- Becoming familiar with the test objectives is advisable because they define the content knowledge that may be measured by the test questions in addition to providing a useful outline of the material to be reviewed and studied. This information is included in the bulletins and study guides for the tests.
- Candidates should utilize study guides and practice tests in sufficient time for the information to be useful. Study guide information should be read carefully and particular attention should be paid to the sample questions and study hints.
- For Practice Tests, taking about 30 minutes to answer the 20 practice questions matches the pace required on the actual test. After taking and scoring the practice test

questions, candidates should be able to identify areas of strength and weakness.

- Study guides and practice tests are available through the ILTS website, Schewe Library, and the Illinois College Department of Education. Students may contact their advisor or Jenny Chandler in the Education Office for more information.
- Candidates who feel the need for additional help should contact Amy Schwiderski, Assistant Director of the Center for Academic Excellence at 245-3299.
- One component of the TAP requires the candidate to respond in a written composition. Sample topics, sample compositions, and the criteria that will be used in scoring the writing component are included in the study guides. Compositions are not graded on the basis of thoughts, sentiments, or opinions expressed, but rather on the organization, clarity, syntax, and overall effectiveness of the writing. Practicing organizational skills and time management techniques will be helpful.
- It is important that candidates face the tests with a positive attitude. All prospective teachers in the state must take the ILTS tests and acceptance of the tests as a stepping-stone to fulfilling the requirements for a demanding and rewarding career is a sign of professional maturity.

COST OF PROGRAM COMPLETION, SCHOLARSHIPS AND FINANCIAL ASSISTANCE

Completing a Teacher Preparation Program and becoming licensed to teach in the State of Illinois necessarily requires several expenses above and beyond the standard tuition and fees for undergraduates. Below is a list of many of the typical fees and at what point in the program they are generally incurred. The amount of each fee is accurate as of the creation of this document and subject to change at any time.

Cost	Purpose	Timeframe
\$125.00	TAP Registration	Freshman or Sophomore Year
\$75.00	Fingerprint based background check – Cost may vary	Sophomore or Junior Year
\$135.00	Content Area Test	Junior or Senior Year
\$135.00	APT	Senior Year
\$300.00	edTPA – Assessed as a course fee in the student teaching semester	Senior Year
\$156.00	Fees for License Application, License Registration and Transcript Request	At Program Completion

Please note the following:

- The TAP is a challenging test and many students do not pass it on their first attempt. Each time they retake the test they will incur this same registration fee.
- The TAP registration fee may be avoided with submission of a qualifying ACT plus writing or SAT score. If you did not achieve a qualifying ACT score previously (or did not take the writing portion of the test), you may elect to retake it instead of taking the TAP. The ACT registration fee is currently \$54.50.
- Some endorsements require passing an additional Content Area Test.
- The above does not include the cost of transportation. Teacher Candidates are responsible for providing their own transportation to all program placements, and lack of transportation WILL NOT excuse a candidate from completing the required placement hours for any course. The Teacher Preparation Program cannot guarantee placement in the Jacksonville School District. If you do not have access to reliable transportation, please speak with your advisor or instructor as soon as possible.
- If covering all of these expenses is a serious concern for you, please speak with your advisor as soon as possible to discuss these concerns. While we do not guarantee the availability of financial assistance for all teacher candidates, there is some help available in the form of testing fee vouchers, scholarships or student worker positions in the Education Department.

Illinois College Policy for Distribution of ILTS Vouchers

The Illinois State Board of Education grants each Teacher Preparation Institution a limited number of \$25.00 vouchers that students may use towards the registration fee for required tests through the Illinois Licensure Testing System (ILTS). Each institution is required to create its own policy for determining how these vouchers will be granted to students.

If a student is experiencing financial hardship, that student may apply for an ILTS voucher. Vouchers are granted as follows:

- Interested students should submit a brief letter to the Department Chair and Chair of the Teacher Preparation Committee clearly stating the need for funds and requesting they be considered to receive a voucher. Letters may be sent to the attention of Jenny Chandler in Crispin Hall, Room 215.

All letters of request should be submitted by each semester's established date so all requestors may be given equal consideration. Please inquire in the Education Office or with your advisor for more information.

- Each student's level of financial need will be verified by the Financial Aid office. (*As Financial Aid uses a four point scale to assess unmet financial need, vouchers will be reserved for those with a score of 3 or 4, with priority given to those with a 4 - the highest level of unmet financial need*).
- The need for the ILTS test requirement will be verified with the student's advisor and Chair of TPC (that is, a voucher will not be given to a student for use on the APT if that student has not yet been approved to student teach).
- An attempt will be made to cover all qualifying students. If the number of requests exceeds the number of vouchers, students who have not previously been given assistance by the department will be given precedence. If the number of vouchers available exceeds the number of qualifying students, vouchers will be granted to other students in a manner deemed fair and equitable by the Education Department.
- A record of this assistance will be filed in the department so that the use of these funds can be tracked. Students will not be given a voucher for more than one attempt at the same test (exceptions *may* be considered for the TAP).

It should be noted that the state is not *required* to grant vouchers every year - this program could be discontinued at any time. As such, the Illinois College Teacher Preparation Program makes no promises about the availability of these vouchers in the future.

All requests for and grants of vouchers will be kept strictly confidential.

AWARDS AND SCHOLARSHIPS FOR STUDENTS ENROLLED IN THE TEACHER PREPARATION PROGRAM

Each spring a number of prizes, certificates, and scholarships are distributed to outstanding teacher candidates. In most cases, the award is to be utilized during the year following its presentation. A brief description of each award and the selection criteria are provided below.

Sophomore Awards:

The Bernice Strubinger Memorial Scholarship

This scholarship is initially awarded during the recipient's sophomore year and will be continued for two years unless the awards committee decides otherwise. The candidate receiving the scholarship must plan to teach in the public schools and preference will be given to a prospective elementary teacher. The recipient is selected by the Education Department in consultation with the Director of Financial Aid. Selection criteria include financial need, professional promise, scholarship, personality, character, and seriousness of purpose.

Junior Awards:

The Roscoe G. Linder Education Scholarship

This scholarship is normally awarded during the recipient's junior year but may be awarded to a sophomore in exceptional cases. If the scholarship is awarded to a sophomore, it may be continued for a second year at the discretion of the Education Department faculty. The recipient must be a full time student and have a GPA of 3.3 or above.

Selection criteria include financial need, academic excellence, professional growth, dependability, leadership potential and service to the community.

The Norman J. Gore Memorial Education Prize

This monetary prize is presented to the most promising prospective early childhood, elementary, or secondary teacher candidate during his/her junior year. Selection is made by the Education Department faculty and preference is given to a candidate whose home is in the Decatur area. Financial need is not a selection factor.

Selection criteria include academic excellence evidenced by a GPA of at least 3.0, outstanding performance in all clinical experiences, and personality characteristics consistent with positive student-teacher interactions.

Senior/Student Teaching Award:

Dr. Thomas L. Smith Teacher Education Memorial Award

This award was established to provide support to Education majors to augment the costs involved with student teaching during the senior year. Education Department faculty selects the recipient based on the following criteria:

The recipient must be approved for admission to student teaching, must have a minimum cumulative GPA of 3.50, and must demonstrate involvement in the IC campus community and/or local community.

Tom Mussatto Award

This award was established to recognize teacher candidates who exhibit exceptional professionalism and reflection during the student teaching semester.

The recipient must be completing his/her student teaching semester at the time of award selection and must have a cumulative GPA of 3.3 or better.

Professional Conference Scholarship

Teacher candidates wanting to attend a professional conference within their licensure area may apply to the Education Department for funding up to one-half the registration fee but not to exceed \$50.00 per registrant.

**Illinois College Transition I
IC Tutoring Hours Cumulative Report**

Name: _____

Description of Tutoring Experience Course/Activity Name & Location, Nature of work with student, etc.	Number of Hours	Description of Student(s) Age/Grade, etc.	Date(s) or Semester of Tutoring Experience
Cumulative Number of Hours:			

Directions for completing this form:

1. Keep a log of all tutoring hours on separate "Tutoring Log" forms as required by your courses and have your supervisor initial each entry. Alternatively, you may have your supervisor write a letter stating the total hours worked and nature of your work with children and/or youth.
2. After completion of each tutoring experience, transfer your total hours, with appropriate descriptions, to this form.
3. Repeat this for each course or tutoring experience completed.
4. When you are ready for Transition I, total all of your hours on this form and submit it, along with scanned copies of your hour logs and or supervisor letters, in your Transition I portfolio.

Remember that evidence and verification of at least 40 hours of tutoring must be submitted for successful acceptance into the Teacher Preparation Program.

Teacher Candidate Dispositions Assessment Rubric

	Unacceptable	Beginning (1 pt)	Acceptable (2 pts)	Proficient (3 pts)	Target (4 pts)
Community Mindedness (20%)	The student demonstrates no evidence nor provides well written, convincing support for any of the criteria in the target level.	The student demonstrates strong evidence and provides well written, convincing support for one (1) or two (2) of the five (5) criteria in the target level.	The student demonstrates strong evidence and provides well written, convincing support for three (3) of the five (5) criteria in the target level.	The student demonstrates strong evidence and provides well written, convincing support for four (4) of the five (5) criteria in the target level.	The student demonstrates strong evidence and provides well written, convincing support for each of the following: 1) Taking ownership in collaboration and relationship building with parents, peers, outside organizations, cooperating teachers, professors, administrators, etc. 2) Understanding that the larger community is a resource available to them and to their students. 3) Participation in opportunities to work and serve within the community beyond those provided for them. 4) Awareness of students with different backgrounds and how different students can respond differently to the same situation. 5) Seeking and implementing ways to foster unity in classroom, school, and community.
Integrity (20%)	The student demonstrates no evidence nor provides well written, convincing support for any of the criteria in the target level.	The student demonstrates strong evidence and provides well written, convincing support for one (1) or two (2) of the seven (7) criteria in the target level.	The student demonstrates strong evidence and provides well written, convincing support for three (3) of the seven (7) criteria in the target level.	The student demonstrates strong evidence and provides well written, convincing support for four (4) or five (5) of the seven (7) criteria in the target level.	The student demonstrates strong evidence and provides well written, convincing support for six (6) or more of the following: 1) Follow through in honoring commitments, including attendance, in classes, field placements, extracurricular and other activities. 2) Respect of student confidentiality. 3) Following campus honor code. 4) Reflection that shows honest, thoughtful self-evaluation. 5) Understanding, practicing, and modeling ethical behavior. 6) Standing up and acting upon what is believed in, in all settings. 7) Thoroughly and thoughtfully creating own lessons/lesson plans.
Excellence (20%)	The student demonstrates, with well written, convincing support, less than two (2) of the criteria in the target level.	The student demonstrates strong evidence and provides well written, convincing support for two (2) or three (3) of the nine (9) criteria in the target level.	The student demonstrates strong evidence and provides well written, convincing support for four (4) of the nine (9) criteria in the target level.	The student demonstrates strong evidence and provides well written, convincing support for five (5) or six (6) of the nine (9) criteria in the target level.	The student demonstrates strong evidence and provides well written, convincing support for seven (7) or more of the following: 1) Volunteering to lead group activities in class, school, or college wide settings. 2) Modeling behavior that is conducive to enhancing learning environment. 3) Supporting class/department goals. 4) Electing open, clear, and effective communication. 5) Engagement/involvement in campus organizations. 6) Receiving positive reviews from cooperating teachers, tutoring leaders, or field placement supervisors. 7) Using feedback to improve performance. 8) Exhibiting strong evidence of higher order thinking through listening, speaking, writing, reading, etc. 9) Using research-based knowledge to effectively challenge ideas.

	Unacceptable	Beginning (1 pt)	Acceptable (2 pts)	Proficient (3 pts)	Target (4 pts)
Fairness and Respect (20%)	The student demonstrates, with well written, convincing support, less than two (2) of the criteria in the target level.	The student demonstrates strong evidence and provides well written, convincing support for two (2) or three (3) of the nine (9) criteria in the target level.	The student demonstrates strong evidence and provides well written, convincing support for four (4) or five (5) of the nine (9) criteria in the target level.	The student demonstrates strong evidence and provides well written, convincing support for six (6) or seven (7) of the nine (9) criteria in the target level.	The student demonstrates strong evidence and provides well written, convincing support for eight (8) or more of the following: 1) Fair and just treatment of others. 2) Differentiating instruction (or awareness of the importance of differentiation) in order to allow all students to have opportunity for success. 3) Knowing students as individuals and as learners. 4) An openness to new and different ideas and new and different methods; giving others a chance to offer an opinion. 5) Establishing and maintaining respectful relationships with students, peers, and professional educators. 6) Listening to others. 7) Working collaboratively in groups. 8) Understanding and appropriately celebrating diverse cultures. 9) Bridging cultural differences by respecting, accepting, understanding, acknowledging, and integrating cultural differences among individuals.
Professional Growth (20%)	The student demonstrates, with well written, convincing support for less than three (3) of the criteria in the target level.	The student demonstrates strong evidence and provides well written, convincing support for three (3) or four (4) of the ten (10) criteria in the target level.	The student demonstrates strong evidence and provides well written, convincing support for five (5) or six (6) of the ten (10) criteria in the target level.	The student demonstrates strong evidence and provides well written, convincing support for seven (7) or eight (8) of the ten (10) criteria in the target level.	The student demonstrates strong evidence and provides well written, convincing support for nine (9) or more of the following: 1) Defining and understanding professional growth. 2) Applying professional behavior, attitude, and communication in all situations. 3) Joining and actively participating in professional groups/organizations (i.e.: CEC, KDP, IAHPERD, Tomorrows Teachers, etc.) 4) Effectively using and utilizing human, field, and campus resources. 5) Engaging reflectively in self, peer, and departmental assessment. 6) Seeking out and participating in professional opportunities offered in the community. 7) Engaging independently in personal and professional goal setting. 8) Commitment to additional study and research to increase knowledge base of professional focus. 9) Thoughtful reflection about tutoring and other experiences with children/young people. 10) Exhibiting leadership in all classroom/school settings.

ILLINOIS COLLEGE CODES OF CONDUCT

Illinois College Teacher Preparation Program Policy for Honesty and Integrity

All students/teacher candidates seeking licensure through the Illinois College Teacher Preparation Program are expected to adhere to the highest standards of honesty and integrity and conduct themselves in accordance with the Illinois College Honor Code and Academic Integrity Code both in the classroom and during all field placements. Violations of these codes will be reported to the Academic Affairs Office as applicable. Violations committed during the completion of a field placement will be brought before the Teacher Preparation Committee and may result in remediation or dismissal from the Teacher Preparation Program.

The Illinois College Honor Code is stated as follows:

Illinois College is a community founded upon trust. It acknowledges its students' diligence and assumes a general adherence to honesty. Cheating and plagiarisms violate trust, honor, and integrity. To maintain the cohesion of the Illinois College community, all students shall adhere to an academic Integrity Code.

The Illinois College Academic Integrity Code is stated as follows:

Academic integrity is a fundamental component of the mission of Illinois College. Academic integrity is the completion of course tasks with one's own ideas and/or accurately acknowledging sources. Violations of academic integrity include plagiarism and other forms of cheating.

If a professor encounters a violation of the Code of Integrity, he or she will contact the Academic Affairs Office. The instructor will then enact an appropriate punishment. If the student(s) does not agree with a punishment the student(s) may make an appeal to the Academic Integrity Judicial Board.

Illinois College Teacher Candidate/Student Social Media Policy

To preserve the privacy and professionalism of our teacher candidates, Illinois College has adopted the following policy regarding social media:

The Illinois College Teacher Preparation Program requires that candidates refrain from personal interactions through social media (Facebook, Twitter, texting, etc.) with K-12 students encountered during their field placements until their teacher preparation training is complete.

Teacher candidates are welcome (in fact, encouraged) to connect with fellow candidates, teachers and administrators via LinkedIn or similar professional social networking sites.

Code of Ethics for Illinois Educators

(Adopted at 34 Ill. Reg. 17427, effective October 28, 2010; amended at 38 Ill. Reg. 6224, effective February 27, 2014)

All Illinois College Teacher Candidates are required to adhere to the Code of Ethics for Illinois Educators.

Responsibility to Students

The Illinois educator is committed to creating, promoting and implementing a learning environment that is accessible to each student, enables students to achieve the highest academic potential and maximizes their ability to succeed in academic and employment settings as a responsible member of society. Illinois educators:

- 1) Embody the Standards for the School Support Personnel Endorsements (23 Ill. Adm. Code 23), the Illinois Professional Teaching Standards (23 Ill. Adm. Code 24.130), and Standards for Administrative Endorsements (23 Ill. Adm. Code 29), as applicable to the educator, in the learning environment;
- 2) Respect the inherent dignity and worth of each student by assuring that the learning environment is characterized by respect and equal opportunity for each student, regardless of race, color, national origin, sex, sexual orientation, disability, religion, language or socio-economic status;
- 3) Maintain a professional relationship with students at all times;
- 4) Provide a curriculum based on high expectations for each student that addresses individual differences through the design, implementation and adaptation of effective instruction; and
- 5) Foster in each student the development of attributes that will enhance skills and knowledge necessary to be a contributing member of society.

Responsibility to Self

Illinois educators are committed to establishing high professional standards for their practice and striving to meet these standards through their performance. Illinois educators:

- 1) Assume responsibility and accountability for their performance and continually strive to demonstrate proficiency and understanding of current trends in both content knowledge and professional practice;
- 2) Develop and implement personal and professional goals with attention to professional standards through a process of self-assessment and professional development;
- 3) Represent their professional credentials and qualifications accurately; and
- 4) Demonstrate a high level of professional judgment.

Responsibility to Colleagues and the Profession

The Illinois educator is committed to collaborating with school and district colleagues and other professionals in the interest of student learning. Illinois educators:

- 1) Collaborate with colleagues in their respective schools and districts to meet

- local and State educational standards;
- 2) Work together to create a respectful, professional and supportive school climate that allows all educators to maintain their individual professional integrity;
 - 3) Seek out and engage in activities that contribute to the ongoing development of the profession;
 - 4) Promote participation in educational decision-making processes;
 - 5) Encourage promising candidates to enter the education profession; and
 - 6) Support the preparation, induction, mentoring and professional development of educators.

Responsibility to Parents, Families and Communities

The Illinois educator will collaborate, build trust and respect confidentiality with parents, families and communities to create effective instruction and learning environments for each student. Illinois educators:

- 1) Aspire to understand and respect the values and traditions of the diversity represented in the community and in their learning environments;
- 2) Encourage and advocate for fair and equal educational opportunities for each student;
- 3) Develop and maintain professional relationships with parents, families and communities;
- 4) Promote collaboration and support student learning through regular and meaningful communication with parents, families and communities; and
- 5) Cooperate with community agencies that provide resources and services to enhance the learning environment.

Responsibility to the Illinois State Board of Education

Illinois educators are committed to compliance with the School Code [105 ILCS 5] and its implementing regulations, and to State and federal laws and regulations relevant to their profession. Illinois educators:

- 1) Provide accurate communication to the Illinois State Board of Education concerning all educator licensure matters;
- 2) Maintain appropriate educator licensure for employment; and
- 3) Comply with State and federal laws and regulations.