Teacher Education

Major in Elementary Education
Minor in Secondary Education
Additional options offered through TEP:
Project Midstate Student Support for Teaching

www.uis.edu/teachereducation/
Email: tep@uis.edu
Office Phone: (217) 206-6682
Office Location: BRK 330

Departmental Goals and Objectives

Persons interested in becoming teachers may prepare for licensure at the elementary or secondary level through the University of Illinois at Springfield (UIS) Department of Teacher Education (TEP). The Elementary Education major is completed while concurrently completing a second major in an appropriate academic content area. Students wishing to teach at the secondary level will complete a minor in Secondary Teacher Education while concurrently completing a major in an appropriate academic content area (biology, chemistry, English, history, mathematics, political science, or sociology/anthropology). Those who have already completed baccalaureate degrees in appropriate academic content areas may also complete the sequence of TEP course work (for either elementary or secondary licensure). Individuals wishing to pursue teaching at the middle school level should consult with the TEP Program Advisor at the point of initial advising. All TEP programs are developed and maintained under the auspices of the College of Education and Human Services’ Council on Professional Education (COPE) and the four themes of the Conceptual Framework: quality teaching and professional practice, public engagement, technology, and diversity. Once a student is accepted into a program in the Department of Teacher Education, (s)he is referred to as a “candidate” (for licensure).

Information and policies that govern and direct a candidate’s progress through his/her Teacher Education program are provided at the point of initial advising, through orientation, during initial advising, on the TEP Students Blackboard, and on the Teacher Education website. Candidates are expected to work closely with their TEP advisor and their academic content advisor as well as utilizing other venues such as University email and the TEP website in addition to this catalog statement in order to track their progress accurately.

Advising

Students interested in applying to a program in the Department of Teacher Education first meet with the TEP Program Advisor. Once a student has been accepted into a teacher education program, s/he is assigned to a TEP Faculty Advisor in the Department of Teacher Education. Students who are completing baccalaureate degrees also work with program and faculty advisors assigned to them by their academic content major departments.

Grading Policy

Once admitted to a TEP program, a student must maintain a grade point average of 3.0 in TEP course work, a grade point average of 2.75 in his/her major content area, and, for full admission, a grade point average of 2.75 for all college work. General education course work required by the TEP Department, professional course work that satisfies TEP requirements, or major course work that satisfies TEP requirements must be completed with a grade of C or higher. Required courses that are completed with a grade of C- or lower must be repeated.

Retention in TEP Programs

Teacher candidates must maintain the grade point average requirements outlined in the Grading Policy section above. Additionally, they must also successfully complete the pre-clinical field experiences required for each methods course. Candidate progress is evaluated throughout programs in the Department of Teacher Education according to GPA, professional teaching standards, dispositions, and other factors. Candidates not meeting these criteria may be removed from or counseled out of their program or may be required to complete remediation at the discretion of the Department.

Pre-clinical Field Experiences and Clinical Practice (Student Teaching)

Methods courses required in all teacher licensure programs require pre-clinical field experiences to be completed in schools designated by the Department of Teacher Education. Each elementary methods course requires 30 hours of pre-clinical field experience and each secondary methods course requires 40 hours of pre-clinical field experience. At least one of the pre-clinical field experiences will be completed in a school that is considered diverse in ethnicity, race, or socioeconomic status, or other placements deemed appropriate by the Department. Per Department policy, candidates are not permitted to enroll in more than two methods courses per semester. School placements for pre-clinical field experience are assigned by the Department.

Clinical practice (student teaching) occurs during the final semester after all other course work and requirements have been satisfied. Candidates are assigned by the Department of Teacher Education to a school setting for this semester-long experience. Candidates must apply for clinical practice during the first two weeks of the semester prior to the actual experience. At the time of application, candidates must meet the GPA requirements (3.0 in TEP course work; 2.75 GPA in major / area of concentration; 2.75 cumulative GPA - all courses counting as general education course work, academic content major course work, and professional TEP course work must be completed with a grade of C or higher regardless of GPA). Candidates must also have completed or be registered to complete all remaining course work. The required Illinois Licensure Testing System content exam must be passed or the candidate must be registered for the exam at the time of application to student teaching. In order to receive a school placement for the clinical practice semester, candidates must have passed the content area exam for the appropriate licensure, completed all course work, maintained all GPA requirements as outlined above, and passed a physical and TB test no earlier than 90 days prior to entering the school setting (submitting results to Campus Health Services). The Department determines appropriate school placements for clinical practice; university personnel and school based cooperating teachers supervise student teachers throughout the semester. The Illinois State Board of Education requires that candidates pass the edTPA performance assessment in order to be recommended for teacher licensure. The edTPA will be completed during clinical practice.
General Education Requirements for All Candidates

Candidates in teacher education are expected to possess general education knowledge, including knowledge related to the arts, communications, history, literature, mathematics, philosophy, sciences, and the social sciences, from multicultural and global perspectives. Candidates in the Department of Teacher Education at UIS are required to meet general education requirements beyond those of the University and should consult with the TEP Program Advisor in order to fulfill these requirements.

Licensure

The Department of Teacher Education recommends candidates to the Illinois State Educator Preparation and Licensure Board for a Professional Educator License upon completion of several criteria. These criteria include general education requirements set by the Department of Teacher Education, all other departmental requirements, passing scores on two tests administered by the Illinois Licensure Testing System (Basic Skills / Test of Academic Proficiency or accepted alternative and appropriate Content Area Exam), the edTPA performance assessment, and satisfaction of any additional requirements outlined by the Illinois State Educator Preparation and Licensure Board, which has sole authority for awarding or denying teacher licensure.

Subsequent Licenses/Endorsements and Professional Development

Illinois licensed teachers may complete course work toward additional/subsequent licenses/endorsements in a variety of content areas through the Department of Teacher Education. The Department also offers a variety of courses appropriate for professional development for in-service teachers and other school personnel.

Elementary Education B.A.

Course work for TEP Candidates falls into six categories: general education, introductory courses, core courses, methods courses, clinical practice (student teaching), and concurrent academic content major area.

Introductory Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>TEP 207</td>
<td>Foundations of American Education</td>
<td>3</td>
</tr>
<tr>
<td>TEP 222</td>
<td>Child Development for Teachers</td>
<td>3-4</td>
</tr>
<tr>
<td>or PSY 322</td>
<td>Child Development</td>
<td></td>
</tr>
<tr>
<td>TEP 224</td>
<td>Exceptional Child for Teachers</td>
<td>3-4</td>
</tr>
<tr>
<td>or PSY 324</td>
<td>Exceptional Child</td>
<td></td>
</tr>
<tr>
<td>TEP 227</td>
<td>Educational Psychology for Teachers</td>
<td>3-4</td>
</tr>
<tr>
<td>or PSY 327</td>
<td>Educational Psychology</td>
<td></td>
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</tbody>
</table>

Total Hours: 12-15

Candidates majoring in Psychology should consult with the TEP Program Advisor and the Psychology Advisor concerning appropriate Psychology course work.

Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEP 305</td>
<td>Technology For Teaching</td>
<td>3</td>
</tr>
<tr>
<td>TEP 315</td>
<td>Managing the Diverse Classroom</td>
<td>3</td>
</tr>
<tr>
<td>TEP 318</td>
<td>Curriculum, Planning, and Assessment</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours: 9

Methods Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEP 211</td>
<td>Wellness for Elementary Teachers</td>
<td>1</td>
</tr>
<tr>
<td>TEP 423</td>
<td>Methods of Elementary Reading and Language Arts</td>
<td>3</td>
</tr>
<tr>
<td>TEP 424</td>
<td>Methods of Elementary Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>TEP 425</td>
<td>Methods of Elementary Social Studies and Humanities</td>
<td>3</td>
</tr>
<tr>
<td>TEP 426</td>
<td>Methods of Elementary Science</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours: 13

Important Note: TEP 211 is a one credit hour Physical Education methods course which can be completed at any point in the program. This methods course does not require any pre-clinical hours.

Clinical Practice/Student Teaching

Elementary candidates who have completed all general education requirements; all introductory, core, and methods courses; and all course work for their concurrent academic content major (area of concentration for non-degree seeking licensure candidates), and all other requirements will be eligible to complete Clinical Practice. For elementary candidates, the Clinical Practice semester includes two courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEP 448</td>
<td>Elementary and Middle Level Clinical Practice Seminar</td>
<td>3</td>
</tr>
<tr>
<td>TEP 450</td>
<td>ECCE: Clinical Practice - Elementary and Middle Level</td>
<td>9</td>
</tr>
</tbody>
</table>

Total Hours: 12

This course fulfills the ECCE Engagement Experience requirement.

Candidates are required to apply for clinical practice (student teaching). Applications are to be completed with the TEP Faculty Advisor within the prescribed time frame. Candidates will also be required by the student teaching placement to complete a state and federal background check as directed by the host district prior to the start of student teaching.

IMPORTANT NOTE: All TEP candidates should consult with their concurrent academic content major advisors to confirm any additional ECCE requirements.

Online Teacher Education

The Department of Teacher Education offers online sections for all secondary courses and many introductory and core courses. TEP courses use a blended learning format; 300-400 level TEP online courses require participants to attend two to three mandatory weekend campus conferences each semester. The same departmental admission requirements apply to all online courses except for those participants earning credits for professional development. Candidates should consult with their TEP Program Advisor and the Psychology Advisor concerning appropriate Psychology course work.
in online courses should understand that these courses require a
significant time commitment of approximately 8-10 hours per week
in order to address the same learning objectives as courses that are
delivered on campus.

Secondary Education Minor

The Teacher Education minor leads to recommendation for Illinois
licensure at the secondary level when combined with an appropriate
academic major, fulfillment of UIS and TEP general education
requirements, other campus requirements, and requirements set
by the Illinois State Educator Preparation and Licensure Board.
Secondary Education candidates major in a program that leads to
recommendation for licensure in one of the following areas: English,
mathematics, science (biology or chemistry), or social science (history,
political science, or sociology/anthropology).

Candidates seeking a bachelor’s degree and teacher licensure should
expect that their total program of study may exceed the minimum
time number of hours required for graduation.

Post-Baccalaureate Teacher Licensure

License is also available to those who already hold a baccalaureate
degree (or higher) from an accredited college or university in
the United States and wish to enter the field of teaching. To be
recommended for a Professional Educator License, candidates
must meet all entrance requirements and fulfill the same sequence
of courses that candidates seeking the Elementary Major or the
Secondary Minor are required to complete. Post-Baccalaureate
candidates seeking secondary licensure will be required to complete
at least two upper-division content courses at UIS which will be
determined by a TEP advisor. Assuming that all prerequisites and
introductory courses are met, candidates can expect to spend a
minimum of four semesters completing licensure requirements.

- Elementary Teacher Licensure
- Secondary Teacher Licensure

Project Midstate Student Support for
Teachers (MSS)

Project MSS is a TEP Departmental initiative designed to recruit
teachers for the Springfield and Decatur school systems. Participants
must make a serious commitment to teaching in either of these
districts. Applications for admission to MSS are reviewed twice
per year - one month prior to the beginning of the fall and spring
semesters. Students are notified in writing of their acceptance. To
maintain good standing in Project MSS and to be eligible for a tuition
waiver, students must enroll in a minimum of 12 credit hours per
semester (including TEP course work); maintain a 3.0 grade point
average; enroll in the appropriate MSS course; conduct a minimum of
10 hours per semester of community service; and abide by all policies
and procedures of Project MSS. Students failing to maintain any one
of these requirements will be given one semester of probationary
status and will be withdrawn if said deficiencies are not remedied. For
more information, please visit the Project MSS website, or call 217-
206-7008.