

Teacher Education

Bachelor's Degree:

- Elementary Education
- Middle Grades Education
- Secondary Education English
- Secondary Education History
- Secondary Education Mathematics

Minor:

- Secondary Education

Additional options offered through TEP:
Prairie Area Teaching Initiative

www.uis.edu/teachereducation/

Email: TEPadvising@uis.edu

Office Phone: (217) 206-6682

Office Location: BRK 330

Departmental Goals and Objectives

Persons interested in becoming teachers may prepare for Illinois licensure at the elementary, middle, or secondary level through the University of Illinois 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 may complete the Secondary Education degree program or 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, middle, or secondary licensure). 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, they are referred to as a "candidate" (for licensure).

Information and policies that govern and direct a candidate's progress through their Teacher Education program are provided at the point of initial advising, through orientation, during individual advising, on the TEP Students Canvas, and on the Teacher Education website. Candidates are expected to work closely with their TEP advisor and their academic content advisor (if candidates are seeking a Teacher Education minor) as well as utilizing other venues such as the TEP Handbook, TEP Portal, University email, and the TEP website in addition to this catalog statement in order to track their progress accurately.

Advising

Students interested in being admitted to a program in the Department of Teacher Education first meet with the TEP Program Advisor. Students who are completing baccalaureate degrees also work with program advisors and faculty mentors assigned to them by their academic content major departments.

Grading Policy

Admission to the TEP program requires a minimum 2.5 GPA to remain in good standing. Students must maintain a grade point average of 3.0 in TEP course work, a grade point average of 2.75 in their content area, and 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 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.

Field Experiences and Student Teaching

Methods courses required in all teacher licensure programs require field experiences to be completed in schools designated by the Department of Teacher Education. Each elementary methods course requires 30 hours of field experience and each secondary methods course requires 40 hours of field experience. At least one of the 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 field experience are assigned by the Department.

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 student teaching within a prescribed timeframe no later than 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 appropriate Illinois Licensure Testing System content exam must be passed or the candidate must be registered for the exams at the time of application to student teaching. In order to receive a school placement for the student teaching semester, candidates must have passed the appropriate content area exam, 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 student teaching; university personnel and school-based cooperating teachers supervise student teachers throughout the semester. The Illinois State Board of Education requires that candidates pass a performance assessment in order to be recommended for teacher licensure. The performance assessment will be completed during student teaching.

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 the appropriate Illinois Licensure Testing System content exam, a performance assessment, and satisfaction of any additional requirements outlined by the Illinois State Board of Education, which has sole authority for awarding or denying teacher licensure.

Subsequent Licenses/Endorsements and Professional Development

Illinois licensed teachers may complete course work toward subsequent licenses and 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
- Middle Grades Education
- Secondary Education English
- Secondary Education History
- Secondary Education Mathematics
- Middle Grades Education

Online Teacher Education

The Department of Teacher Education offers online sections for all middle grade, secondary, 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 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.

Please note that Elementary Education is not an online program.

Secondary Education Minor

The Secondary Education minor leads to recommendation for grades 9-12 Illinois licensure 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 Board of Educator. 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 number of hours required for graduation.

Secondary Education Minor Requirements

Post-Baccalaureate Teacher Licensure

Licensure 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, Middle Grades Major, or the Secondary Minor are required to complete. Having a baccalaureate degree (or higher) does not exempt candidates from taking the required course work. Candidates can expect to spend a minimum of four semesters completing licensure requirements.

- Elementary Teacher Licensure
- Middle Grades Teacher Licensure
- Secondary Teacher Licensure

Prairie Area Teaching Initiative

The Prairie Area Teaching Initiative (PATI) is a TEP Departmental initiative designed to recruit students from Illinois. Graduates must make a serious commitment to teaching, for a minimum of two years, in a district in Illinois. Applications for admission to PATI 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 PATI 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 PATI course; conduct a minimum of 10 hours per semester of community service; and abide by all policies and procedures of PATI. 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 PATI website, or call 217- 206-7008.

Courses

TEP 189. Athletics and the American University. 3 Hours.

Students will read, research, and discuss the intersection between athletics and education in the American University. Topics included: the development of American colleges and universities, educational theory emphasizing the importance of motivation as well as trends in experiential collaborative learning, the NCAA and its regulation of intercollegiate athletics, the impact of integration and Title IX on athletics and education. Attention will be given to the student-athlete experience, transitions, and other issues facing college athletes. Course Information: Restricted to Freshman. This course fulfills a general education requirement at UIS in the area of Freshman Seminar or in the area of Humanities.

TEP 202. Introduction to Teaching as Service. 2 Hours.

Required course for participation in PATI. Designed to provide incoming participants an opportunity to explore teaching as a human service. Participants are expected to design a 10-hour service project. Course Information: Permission of instructor. Restricted to students in PATI. Teacher Licensure course.

TEP 207. Foundations of American Education. 3 Hours.

Introduction to U.S. public and private K-12 schools. Exploration of the history and philosophy of education and current issues. Examines school law, professional organizations, the advocacy groups, external agencies, and characteristics of effective teachers and schools. Course Information: This course fulfills a general education requirement at UIS in the area of Social and Behavioral Sciences. Licensure course.

TEP 211. Wellness for Elementary Teachers. 1 Hour.

Focuses on general topics related to health, safety, physical movement, and well-being for teachers of children in grades 1-6. Course Information: Prerequisites: Admission to Elementary Ed Program.

TEP 222. Child Development for Teachers. 3 Hours.

Introductory course investigating infancy through early adolescent growth and development, and how this development impacts classroom teaching and learning. Other topics also include learning theories, language acquisition, social and emotional learning and human growth and development. Course Information: Elementary Ed. Requires satisfactory completion of 20 hour field experience.

TEP 223. Adolescent Development for Teachers. 3 Hours.

Introductory course of early to late adolescence and development, with emphasis on physical traits, emotional growth, personality development, socio-cultural issues, and learning perspectives. Course Information: Middle & Secondary Ed. Requires satisfactory completion of 20 hour field experience.

TEP 224. Exceptional Child for Teachers. 3 Hours.

Addresses exceptionalities identified by the Individuals with Disabilities Education Act (IDEA). Includes classroom strategies for learning differences including emotional and behavioral disorders and giftedness. Course Information: Requires satisfactory completion of 20 hour field experience in Special Ed Setting. Licensure course.

TEP 227. Educational Psychology for Teachers. 3 Hours.

Introductory course on the psychological issues relevant to teaching and learning, with an emphasis on classroom instruction, human development, learning theory and practice, motivation, classroom management, planning, teaching, and evaluation. Course Information: Licensure course.

TEP 261. Introduction to Music Education. 3 Hours.

Introduces students to theories and practices fundamental to the discipline of music education with special attention to philosophical and practical approaches to music teaching and learning. Primary course outcomes include developing basic music skills and learning to incorporate music into diverse curricula. Course Information: Same as MUS 261. This course fulfills a general education requirement at UIS in the area of Visual, Creative, and Performing Arts.

TEP 305. Technology For Teaching. 3 Hours.

Course gives educators the skills and knowledge needed to fulfill technology expectations of K-12 teachers. Course Information: Prerequisites: Admission to a Teacher Education Program and Departmental Approval. Licensure course.

TEP 315. Managing the Diverse Classroom. 3 Hours.

This course will provide K-12 teacher candidates information on the core principles and practices of classroom management. Topics include; trauma-informed teaching, social-emotional learning, civil rights of students and issues of diversity. Course Information: Prerequisites: Admission to a Teacher Education Program and completion of TEP 318 with a C or higher. Licensure course.

TEP 318. Curriculum, Planning, and Assessment. 3 Hours.

Focuses on major elements of school standards, curricula, planning, and instruction with emphasis on variations, characteristics, and issues of assessment. Performance Assessment required for licensure introduced. Course Information: Prerequisites: Admission to Teacher Education Program. Departmental Approval Required. Licensure course.

TEP 335. Teaching Middle Grades Geography and Interdisciplinary Social Studies. 3 Hours.

This course will provide students with a deeper understanding of teaching justice-oriented geography and interdisciplinary social studies in the middle grades. This includes the integration of literacy plus current events and social issues. Students will explore geography beyond the map through three critical lenses: the physical world, the human world, and the integration of these two in middle grades curriculum. Department Approval Required.

TEP 405. Teaching in the Middle School. 3 Hours.

A survey of the latest research and practice in middle school pedagogy and practice, including adolescent development, curricular structure, social/emotional development, trauma informed care, restorative justice, and planning for instruction. Requires a 40-hour field experience. Candidates may register for two methods courses per semester. Course Information: Prerequisites: Full admission to Teacher Education. Teacher Licensure course.

TEP 415. Teaching in Secondary Schools. 3 Hours.

A survey of the latest research and practice in high school pedagogy and practice, including curricular structure, social/emotional development, trauma informed care, restorative justice, and planning for instruction. Course requires a 40-hour Field Experience provided at a clinical site selected by the TEP department. (This course may be offered in a face-to-face or an online/blended format.)

TEP 419. Content Area Literacy Methods. 3 Hours.

Introduction to literacy instruction and practice in all content areas. Topics include: curriculum mapping, academic language and unit planning. Course Information: Requires successful completion of 40 hour field experience. Prerequisites: Admission to Teacher Education Program and earned grade of C or higher in TEP 305 and TEP 318. Department Approval Required. Licensure course.

TEP 423. Methods of Elementary Reading and Language Arts. 3 Hours.

Surveys major methods of teaching reading and language arts in grades 1-6. Course Information: Requires successful completion of 30 hour field experience. Prerequisites: Admission to Elementary Education Program and earned grade of C or higher in TEP 305 and TEP 318. Department Approval Required. Licensure course.

TEP 424. Methods of Elementary Mathematics. 3 Hours.

Surveys major methods and strategies of teaching mathematics in grades 1-6. Course Information: Requires successful completion of 30 hour field experience. Prerequisites: Admission to Elementary Education Program and earned grade of C or higher in TEP 305 and TEP 318. Department Approval Required. Licensure course.

TEP 425. Methods of Elementary Social Studies and Humanities. 3 Hours.

Surveys methods of teaching social science and the arts in grades 1-6. Topics: geography, civics, econ, drama, dance, music and integration across content areas. Course Information: Requires successful completion of 30 hour field experience. Prerequisites: Admission to Elementary Education and earned grade of C or higher in TEP 305 and TEP 318. Department Approval Required. Licensure course.

TEP 426. Methods of Elementary Science. 3 Hours.

Surveys major methods of teaching physical, life, and earth/space science in grades 1-6. Course Information: Requires successful completion of 30 hour field experience. Prerequisites: Admission to Elementary Education Program and earned grade of C or higher in TEP 305 and TEP 318. Department Approval Required. Licensure course.

TEP 435. English Methods for Middle and Secondary Grades. 3 Hours.

Examines the methods of teaching language arts, literature, composition, and grammar in middle and high schools. Course Information: Requires successful completion of 40 hour field experience; Fall semester only. Prerequisites: Admission to Teacher Education Program and earned grade of C or higher in TEP 305 and TEP 318. Department Approval Required. Licensure course.

TEP 436. Mathematics Methods for Middle and Secondary Grades. 3 Hours.

Examines the methods of teaching mathematics in middle and high schools. Course Information: Requires successful completion of 40 hour field experience; Fall semester only. Prerequisites: Admission to Teacher Education Program and earned grade of C or higher in TEP 305 and TEP 318. Department Approval Required. Licensure course.

TEP 437. Science Methods for Middle and Secondary Grades. 3 Hours.

Examines the methods of teaching physical, life, and earth/space science in middle and high schools. Course Information: Requires successful completion of 40 hour field experience; Fall semester only. Prerequisites: Admission to Teacher Education Program and earned grade of C or higher in TEP 305 and TEP 318. Department Approval Required. Licensure course.

TEP 438. Social Studies Methods for Middle and Secondary Grades. 3 Hours.

Examines the methods of teaching social sciences in middle and high schools. Course Information: Requires successful completion of 40 hour field experience; Fall semester only. Prerequisites: Admission to Teacher Education Program and earned grade of C or higher in TEP 305 and TEP 318. Department Approval Required. Licensure course.

TEP 448. Elementary and Middle Grades Student Teaching Seminar. 3 Hours.

Seminar taken concurrently with student teaching (TEP 450). Topics relevant to student teaching experience. Course Information: On campus and online meetings are required throughout the semester. Prerequisites: Admission to Teacher Education Program, completion of all TEP, general education, and content/major requirements with an earned grade of C or higher. Department Approval Required. Licensure course.

TEP 449. Middle Grade and High School Student Teaching Seminar. 3 Hours.

Seminar taken concurrently with student teaching (TEP 451). Topics relevant to student teaching experience. Course Information: On campus and online meetings are required throughout the semester. Prerequisites: Admission to Teacher Education Program, completion of all TEP, general education, and content/major requirements with an earned grade of C or higher. Department Approval Required. Licensure course.

TEP 450. ECCE: Student Teaching - Elementary and Middle Grade. 9 Hours.

Internship in the classroom under the supervision of UIS faculty and classroom cooperating teacher. Course Information: Prerequisites: Concurrent enrollment in Student Teaching Seminar (TEP 448) required. This course fulfills an Engaged Citizenship Common Experience requirement at UIS in the area of Engagement Experience. Department Approval Required. Licensure course.

TEP 451. ECCE: Student Teaching - Middle Grade and High School. 9 Hours.

Internship in the classroom under the supervision of UIS faculty and classroom cooperating teacher. Course Information: Prerequisites: Concurrent enrollment in Student Teaching Seminar (TEP 449) required. This course fulfills an Engaged Citizenship Common Experience requirement at UIS in the area of Engagement Experience. Department Approval Required. Licensure course.

TEP 481. Perspectives on Child Maltreatment and Advocacy. 3,4 Hours.

Covers the history, comparative perspectives, legal framework, responses to child maltreatment, the skills necessary to do the work, and other pertinent issues pertaining to child maltreatment and child advocacy. The approach of the course will be from a variety of diverse, professional perspectives. The course is designed for students majoring in public administration, criminal justice, psychology, social work, sociology, legal studies or other areas where knowledge of child maltreatment and advocating for children might be necessary or beneficial. Course Information: Same as CCJ 481, PAD 481, PSY 481, and SWK 481.

TEP 482. Global Child Advocacy Studies. 3,4 Hours.

The purpose of this course is to prepare students to recognize child advocacy issues around the world. The course is designed for students majoring in public administration, criminal justice, education, social work, nursing, psychology, legal studies, or other areas where knowledge of child maltreatment and advocating for children will be necessary. Multidisciplinary approaches to advocacy in different countries throughout the world will be presented and discussed. Course Information: Same as PAD 482.

TEP 483. The System's Response to Child Maltreatment. 3,4 Hours.

This course focuses on the responses of professionals to allegations of child maltreatment. The purpose of this course is to expand the student's knowledge and skills in the prevention, identification, investigation and criminal justice response to child maltreatment. The course is designed for students who are likely to pursue a profession in which they will be a mandated reporter and knowledge of child maltreatment and advocacy is critical. Course Information: Same as PAD 483.

TEP 499. Independent Study. 1-12 Hours.

Independent Study. Students interested in an independent study must secure the consent of the faculty member concerned before registration and submit any required documentation to them. Course Information: Department Approval Required.

TEP 501. Overview of Online Instruction. 2 Hours.

Examines topics such as defining online learning, the role of online students and instructors, and adapting curriculum to the online environment. It provides brief overviews of copyright, accessibility considerations, and best practices for online learning. Course Information: Restricted to graduate students; contact ion@uis.edu to enroll.

TEP 502. Technology Tools for Online Learning. 2 Hours.

Course explores some of the technology tools used to build and deliver online courses. Students will explore and discuss the economical, technological, and pedagogical pros and cons of different technologies. Course Information: Restricted to graduate students; contact ion@uis.edu to enroll.

TEP 503. Instructional Design for Online Course Development. 2 Hours.

This course introduces instructional design principles for the development of online courses. Course Information: Restricted to graduate students; contact ion@uis.edu to enroll.

TEP 504. Universal Design Principles for Online Learning. 2 Hours.

Discover how principles of Universal Design can help you create course content that can be accessed and used by anyone, including people with disabilities. Topics covered include: universal design principles for online learning, potential accessibility/usability issues to consider in course development, and creating more accessible/usable course content. Course Information: Restricted to graduate students; contact ion@uis.edu to enroll.

TEP 505. Student Assessment in Online Courses. 2 Hours.

This course will introduce various assessment strategies, tools, and frameworks that can be used to evaluate students in the online environment. Participants will work individually and collaboratively to explore various means of assessing online learners. Course Information: Restricted to graduate students; contact ion@uis.edu to enroll.

TEP 506. Encouraging Communication in Online Courses. 2 Hours.

This course provides insight into and methods for structuring an online course to maximize the quality of interactions among students and between the instructor and students. Course Information: Restricted to graduate students; contact ion@uis.edu to enroll.

TEP 507. Blended Learning Instruction and Design. 2 Hours.

This course provides an overview of blended learning, courses or programs that combine online learning and face-to-face instruction. Students actively discuss topics related to blended learning and collaborate to research, analyze, and assess blended course design and technologies. Students will acquire the pedagogical and technical skills needed to successfully teach blended courses. Course Information: Restricted to graduate students; contact ion@uis.edu for permission to enroll.

TEP 508. Practicum. 4 Hours.

Provide students with an opportunity to develop and refine a design for an online course or course segment, as well as plan and facilitate a week's worth of discussion in a mentored setting. Course Information: Restricted to graduate students; contact ion@uis.edu to enroll.

TEP 514. Topics in Innovative Curriculum Development. 3 Hours.

Curriculum topics will be developed for each new session. This is a professional development course for the K-12 certified or awaiting certification teacher. Course Information: Restricted to graduate students. Department Approval Required.

TEP 516. Integrating Technology in the K-12 Classroom. 4 Hours.

Technology is a part of the classroom today in many ways and must be integrated into the curriculum for effective use. Technology can assist student-centered learning in an environment that includes thematic units and cooperative learning. Technology will be effective in the schools when teachers are presented with models of appropriate use in the restructured classroom and are able to integrate technology into the elementary curriculum. Course Information: Prerequisite: Certified teacher.

TEP 517. Student Centered Projects Using Technology. 4 Hours.

Provides teachers of grades 1-12 with hands-on experience using a variety of multimedia software which students may use to develop individual and group projects. Examples are Kidpix, Power Point, ClarisWorks Slide Show, Hyperstudio, and ClarisWorks Homepage. Project development will include the use of technology tools such as scanner, digital camera, CD-ROM and graphic conversion software. Course Information: Prerequisites: Certified teacher.

TEP 522. Sangamon River: Sense of Place. 3 Hours.

Based on the DVD documentary of the Sangamon River, this course will teach in-service teachers how to use the documentary with their grade level (K-12), how to relate the documentary to the Illinois Learning Standards, and how to mentor other teachers to use the documentary. Course Information: Department Approval Required.

TEP 599. Independent Study. 1-12 Hours.

Independent Study. Students interested in an independent study must secure the consent of the faculty member concerned before registration and submit any required documentation to him or her. Course Information: Restricted to graduate students. Department Approval Required.