

ILLINOIS WESLEYAN UNIVERSITY

Bloomington, Illinois

2003-2004 Title II Report

CONTEXTUAL INFORMATION

Mission:

Illinois Wesleyan University, an independent, residential, liberal arts university founded in 1850, strives to attain the ideal of a liberal education while providing unique opportunities with its distinctive curricula and programs. A liberal education at Illinois Wesleyan fosters creativity, critical thinking, effective communication, strength of character and a spirit of inquiry; it deepens the specialized knowledge of a discipline with a comprehensive world view. It affords the greatest possibilities for realizing individual potential while preparing students for democratic citizenship and life in a global society. As the University pursues this ideal for all its students, it helps students to follow a wide range of career and life paths, offering diverse curricula in liberal arts, fine arts and professional programs as well as opportunities for interdisciplinary study and off-campus learning. The University through its policies, programs and practices is committed to diversity, social justice and environmental sustainability. A tightly knit, supportive university community, together with a variety of opportunities for close interaction with excellent faculty, both challenges and supports students in their personal and intellectual development.

Teacher Preparation Programs:

The Educational Studies Department at Illinois Wesleyan University is the unit primarily responsible for the preparation of teachers, in coordination with the School of Music and the departments of History, English, Biology, Chemistry, Physics, Mathematics, and Modern and Classical Literatures and Languages. State approved undergraduate certification programs include elementary (grades K-9), secondary (grades 6-12), and music (K-12) education. Secondary certification candidates elect a teaching concentration (major) in one of the disciplines listed above. Elementary and secondary teacher certification candidates also may earn a middle school endorsement (grades 5-8).

Student Characteristics:

Student enrollment at IWU during the 2003-2004 academic year was 2099. Women (1198) slightly outnumbered men (909). Minority students included 63 African Americans, 46 Asian Americans, 48 Latino Americans and 3 American Indians. The majority of first year students came to IWU from Illinois (478 of 578). 52 percent of the entering class ranked in the top 10 percent of their high school class. The average composite SAT was 1277, and the average ACT composite was 28.5. 62 students were admitted into the Teacher Education Program: 21 in the Fall of 2003 and 41 in the Spring of 2004.

Admission Requirements:

Prospective Teacher Education candidates must be enrolled at IWU and considered in good standing, maintaining a GPA of 2.0 or higher. Students on academic probation are not admitted. Students must attend at least one Teacher Education Information meeting held at the start of registration advising week each semester. All candidates must demonstrate professional dispositions and sound physical, psychological and emotional health, and be free of specified felony convictions. Admission to upper level coursework in Teacher Education requires demonstrated professionalism in the field, a passing score on the ISBE Basic Skills Exam, a 2.75 cumulative, major, and Professional Education grade point average. Admission to Student Teaching requires grade point averages of 3.0 and a recommendation from one's major advisor.

Accreditation:

Each of the IWU teacher preparation programs has been approved by the Illinois State Board of Education (ISBE).

Teacher Education Mission and Vision:

The Liberally Educated Teacher: Scholar and Artist

At Illinois Wesleyan University, professional teacher education is grounded in the liberal arts mission of the University. Studies in the liberal arts, sciences, and humanities bring historical, philosophical, social and cultural context to the educative endeavor. As we educate future teachers, we aim to enable them to think critically and creatively about the processes and prospects of education, the place of education and the role of the teacher in a diverse and democratic society. The commitment to, and the practice of teaching emerge from this reflective engagement. Our mission is to graduate beginning teachers who pursue their calling not as technicians, but as reflectively, intellectually, creatively, and morally engaged individuals and educators.

Thus, in concert with our faculty colleagues across the university, we aim to inspire in students the habits of mind and heart conducive to human and responsible participation in our democratic and diverse society. We hold to a vision of future teachers who will make a meaningful difference in the lives of their students, inspire among them a passion for learning and acting in the world, and insodoing, who will transform the educational landscape. This is our vision of the teacher as scholar and artist.

The most inspiring art and scholarship have much in common: they provide encounters in which meaning happens; ways to understand each other, our world, and ourselves; opportunities for perspective and alternative ways of seeing and being in the world. They depend upon active inquiry, theory, discovery and imagination; require intellect, attention, skill, expertise, and knowledge; call for creativity, interpretation, reflection, judgment, self-awareness and awareness of one's audience. Both art and scholarship illuminate and reveal patterns and meaning, represent and shape experience; provoke controversy; speak to human emotion and values, and are capable of transforming the world. And so it is with learning and teaching. Following Eisner and Green, we believe that teaching is an intellectual and artistic act of or engaging the "enlightened eye" or "releasing the imagination."

Best Practices:

We adopt a critical inquiry-oriented model of teacher education. Grounded in the progressive philosophy of John Dewey, a central theme in inquiry-oriented teacher education is a concern for transformative social action, liberation, justice, democracy, and equality that problematizes existing assumptions about and patterns of schooling, and what constitutes knowledge. The development of technical skills in teaching and the mastery of content knowledge are always addressed within the broader framework of critical inquiry. The critical inquiry paradigm is distinguished by a particular set of connected beliefs and assumptions: all teaching and learning is an act of reflective inquiry, the relationships between teachers and their students are the essential foundation without which meaningful learning cannot occur, and that education is an enterprise embedded in economic, social, historical, political, cultural, personal and particular contexts.

Notable Features and Accomplishments:

- Portfolio assessment in all professional education courses
- Information technology tutorials supplement coursework
- 16 week fall semester student teaching
- Urban Education student teaching option
- Faculty supervision of student teachers
- Senior research seminar and portfolio

**Program Information for Illinois Wesleyan University
2003-2004**

S.1 Total number of students admitted into teacher preparation, all specializations, in academic year 2003-2004	62
S.2 Number of students in supervised student teaching in academic year 2003-2004	45
S.3 Number of faculty members who supervised student teachers:	
➤ S.3A Full-time faculty in professional education	3
➤ S.3B Part-time faculty in professional education but full-time in the institution	0
➤ S.3C Part-time faculty in professional education, not otherwise employed by the institution	6
S.4 Total faculty student teaching supervisors*	9
S.5 Student teacher/faculty ratio (Divide total given in S.2 by the number given in S.4)	5:1
S.6A The average number of student teaching hours per week	35
S.6B The total number of weeks of supervised student teaching required	16
S.7 Average total number of hours required	560
* some supervised by ACM	