

UNIVERSITY OF ILLINOIS AT URBANA- CHAMPAIGN (UIUC)

Urbana-Champaign, Illinois

2003-2004 Title II Report

Mission:

Founded in 1867 as a state-supported, land-grant institution, the University of Illinois at Urbana-Champaign (UIUC) is a community of scholars who are committed to serving the state of Illinois and the nation through our research, teaching, and public service.

Teacher Preparation Programs:

Six colleges and two schools of the University of Illinois at Urbana-Champaign offer 24 programs at the graduate and undergraduate levels leading to certification of teachers, educational leaders, and school service personnel.

Student Characteristics:

During the reporting year, of the 28,589 undergraduate students, most are of traditional college age; 26.8% are minority students (7.5% African American, .3% American Indian/Alaskan Native, 12.6% Asian/Pacific Islander, and 6.4% Latino/a); 3.6% are international students; 47% are female; and 90% are Illinois residents. Eighty-six percent of the Fall, 2003 freshmen were in the top 25% of their graduating class, and the average ACT score for all entering freshmen was 27.6. Of the 439 students recommended for certification, most were of traditional college age; 16.2% were minority students (3% African American, .2% American Indian/Alaskan Native, 8% Asian/Pacific Islander, and 5% Latino/a); and 79% were female.

Admission Requirements:

Admission to Teacher Education: For most programs, undergraduate candidates are admitted at the beginning of their junior year. Candidates must have a minimum UIUC and cumulative GPA of 2.5 (A=4.0), or higher if required by the program. In addition, candidates must pass the ICTS test of Basic Skills and meet all other requirements as defined by the program. The majority of admitted undergraduate students have GPAs significantly above the minimum. Transfer candidates must meet the competitive requirements as defined by the program. Candidates enrolled in graduate-level certification programs must meet all requirements of the Graduate College as well as the desired teacher education program. Some graduate programs also require a passing score on the appropriate ICTS content test.

Admission to Student Teaching: Students must have met all requirements of the appropriate common assessment plan (CAP). The CAP is available at <http://www.ed.uiuc.edu/cte/cap>. For more specific information about teacher education programs, please see the Council on Teacher Education web site at <http://www.ed.uiuc.edu/cte>.

Accreditation:

The University of Illinois at Urbana-Champaign is accredited by the North Central Association of Colleges and Schools. All of the University's teacher preparation programs are approved by the State Teacher Certification Board/Illinois State Board of Education.

CONTEXTUAL INFORMATION

Teacher Education Vision:

- To prepare the very best teachers, educational leaders, and school service personnel who can knowledgeable and compassionately serve the needs of our increasingly diverse society.
- To develop innovative models for the preparation of educators which emphasize strong academic content, including knowledge of emerging technologies.
- To guide the development of inquiring and reflective minds.
- To prepare teachers to participate in research and translate current research findings into effective practice.
- To work together as a community to develop and sustain a vision of education that embraces diversity and is founded on the premise of social justice and a passion for helping all children to learn.
- To cultivate professional development through a commitment to life-long learning.
- To foster a commitment to service that is directed to the citizens of Illinois, as well as to other states and the nation.

Best Practices:

- Teacher education candidates have the opportunity to study with faculty who are internationally recognized scholars and practitioners.
- Teacher education candidates are prepared to collaborate while serving students with special needs in general education settings.
- Teacher education candidates are prepared to assess the educational needs of students with diverse learning abilities, obtain necessary resources and support, adapt instruction, and effectively implement each individual educational program.
- Teacher education candidates are prepared to apply their understanding of culturally and linguistically diverse students to effectively plan for instruction and assessment.
- Teacher education candidates are prepared to use and implement current and emerging technologies as effective educational tools.
- Secondary teacher education candidates complete academic majors.
- Elementary education majors participate in a culminating professional year that integrates theory and practice through course work and three clinical placements.

Notable Features and Accomplishments:

- The University is ranked among the top 10 public national universities that grant doctoral degrees. (*US News and World Report*).
- The graduate program in the College of Education ranks 27th in the nation with Elementary Education and Special Education ranking 5th and other specialty areas participating in teacher education ranking in the top twelve nationally. (*US News and World Report*).
- The University houses the largest public university library in the world.
- The University is a world leader in supercomputing design and applications and is home to the National Center for Supercomputing Applications.
- The Novice Teacher Support Project created by the University and local regional offices of education provides mentoring for beginning teachers in Illinois.
- The University has a long-term commitment to prepare excellent educators to teach in underserved school districts.
- The University of Illinois was the first major university to provide comprehensive access and programs for persons who are physically disabled, setting a standard for accessibility worldwide.

**Program Information for University of Illinois at Urbana-Champaign
2003-2004**

S.1 Total number of students admitted into teacher preparation, all specializations, in academic year 2003-2004	1204
S.2 Number of students in supervised student teaching in academic year 2003-2004	434
S.3 Number of faculty members who supervised student teachers:	
➤ S.3A Full-time faculty in professional education	15
➤ S.3B Part-time faculty in professional education but full-time in the institution	28
➤ S.3C Part-time faculty in professional education, not otherwise employed by the institution	15
S.4 Total faculty student teaching supervisors	58
S.5 Student teacher/faculty ratio (Divide total given in S.2 by the number given in S.4)	7.5:1
S.6A The average number of student teaching hours per week	36
S.6B The total number of weeks of supervised student teaching required	15
S.7 Average total number of hours required	540