College of Education

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3004 Education, Performing Arts, and Social Work (EPASW)

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Introduction

The College of Education (COE) offers a program leading to the degree of Bachelor of Arts in Elementary Education designed to prepare teachers in grades K–9. Program curriculum, instruction, and fieldwork emphasize preparation for teaching in urban schools. All fieldwork and student teaching are conducted exclusively in Chicago Public Schools and especially in underserved sites. The program has a three-part commitment: building strong linkages with general education in the College of Liberal Arts and Sciences; providing continual opportunities to study multiculturalism, bilingualism, and cross-cultural issues, issues related to students with disabilities, fine arts, and technology; and working in multiple urban sites and communities for learning. Moreover, as the Conceptual Framework states clearly, graduates from the college's programs are committed, knowledgeable, and effective educators. The College of Education sets out to foster the importance of knowledge and skills in the content of their field, but also emphasize that they dedicate themselves to the continuing development of their own abilities to educate all students in the face of social and education inequities rooted in race, class, language, gender, disability, and other social differences.

The elementary education program consists of four specific kinds of experiences to create a strong foundation for students preparing to teach elementary school: General Education and Foundational Studies, Area of Concentration, Professional Education Courses, and Fieldwork. Each of these program components is described in detail below. Although students do not apply for admission to the professional education portion of the program until they have completed at least 60 semester hours of undergraduate work required by the College of Education, they should take special care to be fully aware of all requirements for the program from the start of their work at UIC.

Applicants who have already earned a bachelor's degree must apply to the graduate program. Nondegree students are not accepted. Students preparing to teach in secondary schools enter the appropriate college offering the area of specialization they wish to pursue. For example, students interested in teaching art in the high school enter the College of Architecture and the Arts. Majors in such areas as English, history, and foreign languages apply to the College of Liberal Arts and Sciences.

State Teacher Certification

The curricula for the preparation of elementary and secondary school teachers as listed in this catalog have been approved by the Illinois Board of Higher Education, the North Central Association of Colleges and Schools, the Illinois State Board of Education, and the University.

Council on Teacher Education

The Council on Teacher Education (CTE) is responsible for coordinating teacher education programs throughout the University of Illinois at Chicago and for maintaining relationships with the Illinois State Teacher Board of Education.

Decisions about certification are a joint effort of a candidate's program, the Council on Teacher Education (CTE), and the Illinois State Board of Education (ISBE). The program coordinator and faculty have the main responsibility for ensuring that candidates are prepared to become teachers and are, thus, entitled to apply for certification. They approve qualifications before the CTE begins its process of evaluation. The CTE's certification officer entitles an individual to apply for certification at the state level for the institution. The CTE checks that candidates have met state requirements, such as passing the required state-level tests and completing the course and grade requirements stipulated by the program as addressing state objectives. ISBE makes the final decision about whether or not a candidate receives certification based upon the information it receives from the institution and a candidate's application.

Taskstream Folio System

In order to monitor program effectiveness and to provide programs with information they can use to guide candidates' work and program reform, the Council on Teacher Education (CTE) also collects assessment information from students and candidates as they prepare to be teachers. Students should keep up to date on assessment requirements, as they may not be able to register for course work if they fall behind. This assessment information is discussed in program orientations and is available on the CTE Web site http:// education.uic.edu/cte/. TaskStream, an electronic folio system, is the main avenue by which teaching majors and candidates will turn in assessments. New majors and candidates may go online http://www.taskstream.com to register in the system. Once registered, candidates may use the system for a variety of purposes in addition to uploading assessments for the CTE. The system provides several menu-driven ways to create portfolios to use for course work, assessment, and job search. It also provides lesson planning, rubric, Web page, and discussion group frameworks. Some professors will use TaskStream to organize their courses; students' certification programs may use it for various purposes.

State Examinations

Prior to certification, the candidate must also pass a series of examinations required by the Illinois State Board of Education. The Illinois Basic Skills Test must be passed prior to applying for candidacy in the teacher education program. The Illinois Content Area Test must be passed before the candidate is allowed to student teach. The Assessment of Professional Teaching must be passed prior to certification. These tests are administered and monitored by the State of Illinois. The candidate is responsible for meeting this requirement. See the NES

Web site http://www.icts.nesinc.com for the available test dates, registration information, and study guides. Registration materials may also be picked up from the Council on Teacher Education. Students and candidates must take the tests in sufficient time for the results to accompany the appropriate application.

Program Pass Rates

In accordance with the public disclosure requirements of Title II of the Higher Education Act, the University of Illinois at Chicago reports that teacher education program completers scored as follows on the two assessments required by the state for teacher certification in effect for 2006–2007. During the academic year 2005–2006, UIC program completers had a 100% pass rate on the two required exams, Basic Skills Test and Content Area Test. During 2006–2007, UIC program completers had a 100% pass rate on the two required exams. For both years, the statewide pass rate on the required exam was 99%.

Student Teaching

All teacher candidates must apply to the CTE to student teach. This application includes documentation of a passed TB test. In addition, in order to student teach within the Chicago Public Schools, teacher candidates must complete a separate CPS application that includes a lesson plan, a resume, and essays, and, if these are approved, they must complete the registration process with CPS, which includes a criminal background check. Teacher candidates are expected to bear the expense of both the TB test and the criminal background check.

Other Certification Policies (or Requirements)

Teacher education candidates must be citizens of the United States to be eligible for an Illinois teaching certificate or become a citizen within ten years of receiving a teaching certificate. Please note that, in some cases, the State of Illinois will not issue a teaching certificate to an individual who has been convicted of a criminal offense. A candidate who has been convicted of an offense should notify his or her advisor immediately.

Admission to the Elementary Education Program

All students entering the University of Illinois at Chicago as freshmen who wish to pursue a degree in elementary education must first enroll in pre-elementary education studies in the College of Liberal Arts and Sciences. Enrollment in this program precedes admission to the Elementary Education program in the College of Education and ensures that students receive regular communications from the College of Education about program requirements and deadlines. Students must earn a minimum of 60 semester hours of specific course work required by the College of Education for elementary education program admission. Students may obtain applications for admission to the Elementary Education program in the semester during which they will complete the 60-semester-hour requirement. Because admission to the Elementary Education program is highly competitive and space is limited, the College of Education strongly recommends that students in the pre-elementary education curriculum meet with their advisors in the College of Education, Office of Student Services, on a regular basis.

The College of Education accepts applications for the Elementary Education program for the fall term only; applications are due in the spring semester. A separate application and supporting documents are required for admission to the Elementary Education program. An application packet may be obtained by contacting the Office of Student Services in the College of Education (MC 147), 1040 W. Harrison, 3145 EPASW, Chicago, Illinois 60607-7133. Formal course work in elementary education begins in the fall semester of the junior year. (However, there are two prerequisite courses to be taken before the junior year—See Phase II below.)

Admission requirements include:

1. A minimum cumulative GPA of 2.50/4.00 at time of application. Courses in which a student receives a grade lower than a C will not be applied to the requirements.
2. Completion of a minimum of 60 semester hours of course work required by the College of Education at time of application.
3. Completion of the College of Education Request for Admission Form.
4. 50 service learning hours completed by time of application. Acceptable service learning hours will include work with school-aged children (ages 5 to 14) in an urban educational setting.
5. Submission of two letters of recommendation, one of which must be from the supervisor of the service learning hours and one from an academic professional who has taught the student at the college level.
6. Writing samples and oral interview with College of Education faculty.
7. Passing score on the Illinois Basic Skills Test.

Admission to the College of Education is completed in phases. The phases listed below have been developed to align with the new teaching standards required by the State of Illinois for certification in Elementary Education.

Phase I—Admission to UIC

Freshmen enter into the pre-elementary education curriculum in the College of Liberal Arts and Sciences. Students must meet eligibility requirements set by the College of Liberal Arts and Sciences. Please refer to the *Admissions* section of the catalog.

Phase II—Admission to the College of Education

Junior Entry

Factors reviewed for admission to candidacy:

Academic performance

- Overall GPA: minimum 2.50/4.00
- Minimum 60 semester hours of LAS courses completed
- General Education courses completed

Supplementary materials to be sent to the College of Education

- Request for Admission Form to the College of Education
- Description of 50 service learning hours working with children in an urban educational setting
- Two letters of recommendation (one of which to be based on service learning hours)
- Writing sample
- Passing of the ICTS Basic Skills Test
- Impromptu writing sample
- Oral interview with COE faculty
- Successful completion of ED 257 and EPSY 255 (prior to admission)

Phase III—Admission to Student Teaching

Senior Entry

Factors reviewed for admission:

UIC academic performance
- Overall GPA: minimum 2.50/4.00
- COE GPA: minimum 3.00/4.00
- General Education courses completed

Fieldwork performance
- Minimum of 140 hours completed with satisfactory progress
- Reflective journals related to fieldwork completed with satisfactory progress
- Writing sample about fieldwork

Student interview that covers the following:
- Junior draft of Teaching Philosophy
- Review of two papers written in course work evaluated using state writing assessment criteria
- Teaching Portfolio containing evidence of Illinois Professional Teaching Standards and Teaching Philosophy statement

Passing grade on the Illinois Elementary Education Content Area Test prior to student teaching (ED 450).

Student Teaching Application to CTE, including pass on TB Test

Student Teaching Application to CPS

Registration with CPS, including Criminal Background Check

Phase IV—Recommendation to Entitlement to Certification

Completion of Program

Factors reviewed for entitlement to certification:
- Satisfactory completion of all course work and fieldwork
- Passing Illinois Basic Skills Test
- Passing Illinois Elementary Education Content Area Test
- Passing Assessment of Professional Teaching (APT) Test
- Satisfactory completion of all requirements of the Council on Teacher Education unit assessment plan (aligned with State of Illinois certification requirements)

BA in Elementary Education—Degree Requirements

To earn a Bachelor of Arts in Elementary Education degree from UIC, students need to complete the University and college degree requirements outlined below.

BA in Elementary Education Degree Requirements	Hours
General Education Course Requirements	43
Foundational Studies in Education Course Requirements	16
Professional Education Course Requirements	51
Area of Concentration Requirements	15–24
Total Hours—BA in Elementary Education	**125–134**

Semester Hour Requirement (see below)

General Education Course Requirements

Courses	Hours
University Writing Requirement	
ENGL 160—Academic Writing I: Writing for Academic and Public Contexts	3
ENGL 161—Academic Writing II: Writing for Inquiry and Research	3
Choose one course[a] from the following:	3
ENGL 101, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 117, 118, 119.	

Semester Hour Requirement

The Bachelor of Arts in Elementary Education requires a minimum of 125 semester hours, exclusive of military science courses. The semester hour requirement varies by concentration as outlined below.

Degree Program Concentration	Degree Conferred	Hours for Concentration	Total Hours
African American Studies	BA in Elementary Education	15	125
Bilingual	BA in Elementary Education	20	130
Bilingual and ESL	BA in Elementary Education	24	134
Cultural and Social Studies	BA in Elementary Education	15	125
English	BA in Elementary Education	15	125
English as a Second Language (ESL)	BA in Elementary Education	19	129
History and Social Studies	BA in Elementary Education	15	125
Study in One Discipline in the Humanities, Social Sciences, and Multicultural Studies	BA in Elementary Education	15	125
Latin American and Latino Studies	BA in Elementary Education	15	125
Mathematics	BA in Elementary Education	18	128
Natural Sciences	BA in Elementary Education	19	129
Special Education	BA in Elementary Education	15	125

Choose one course[b] from the following:	3
ANTH 100, 101, 214; GEOG 100, 101, 151; HIST 106, 109, 110, 141, 161, 177, 241, 242, 277, 278; LALS 101, 102, 105, 109; LING 170.	
PSCH 100—Introduction to Psychology[c]	4
POLS 101—Introduction to American Government and Politics[d]	3
Choose one course[e] from the following:	3
HIST 103—American Civilization to the Nineteenth Century (3)	
HIST 104—American Civilization since the Late Nineteenth Century (3)	
NATS 101—Physical World[f]	4
NATS 102—Chemical World[f]	4
NATS 103—Biological World[f]	4
NATS 104—Project-Based Seminar in Natural Science	1

Mathematics

MATH 140—Arithmetic and Algebraic Structures	4
MATH 141—Algebraic and Geometric Structures	4
Total Hours—General Education	**43**

[a] Each course on this list is approved for the Understanding the Creative Arts General Education category.

[b] Each course on this list is approved for the Exploring World Cultures General Education category.

[c] This course is approved for the Understanding the Individual and Society General Education category.

[d] This course is approved for the Understanding U.S. Society General Education category.

[e] Both of these courses are approved for the Understanding the Past General Education category.

[f] This course is approved for the Analyzing the Natural World General Education category.

General Education Core

General Education at UIC is designed to serve as a foundation for lifelong learning. Through the BA in Elementary Education Program General Education Course Requirements, College of Education students fulfill the University's General Education Core requirement of a minimum of 24 semester hours in the General Education Core with at least one course from each of the following categories:

I. Analyzing the Natural World
II. Understanding the Individual and Society
III. Understanding the Past
IV. Understanding the Creative Arts
V. Exploring World Cultures
VI. Understanding U.S. Society

For a description and a list of courses in each General Education Core category, students should consult the *General Education* section of the catalog.

General Education Proficiencies—University Writing Requirement

As noted in the General Education Course Requirements list, College of Education students meet the requirement by achieving a passing grade in English 160 and 161.

Foundational Studies in Education Course Requirements

Courses	Hours
ED 345—Multiculturalism, Bilingualism, and Diversity in Elementary Schools	4
ED 352—Technology Integration in Elementary School I	2
ED 353—Technology Integration in Elementary School II	2
EPSY 255—Child Development and Elementary Education	3
EPSY 360—Learning, Cognition, and Student Assessment	2
EDPS 361—Social Foundations in Education	3
Total Hours—Foundational Studies	**16**

Professional Education Course Requirements

Courses	Hours
ED 257—Foundations of Literacy Learning and Teaching	3
ED 340—Teaching Language and Literacy in Elementary Schools I	3
ED 341—Teaching Language and Literacy in Elementary Schools II	3
ED 342—Teaching and Learning Mathematics in the Elementary School	3
ED 343—Teaching and Learning Science in the Elementary School	3
ED 344—Teaching and Learning Social Studies and Art in Elementary School	3
ED 350—Orchestrating Teaching and Learning I	4
ED 351—Orchestrating Teaching and Learning II	4
ED 450—Composing a Teaching Life I—Student Teaching	15
ED 451—Composing a Teaching Life II—Senior Reflective Seminar	5
SPED 415—Characteristics of Exceptional Learners	3
SPED 416—Methods of Instruction for Exceptional Learners	2
Total Hours—Professional Education	**51**

Area of Concentration Requirements

1. Areas of concentration require specific courses; students must follow the guidelines of the area selected.
2. The concentration may not include a general studies course.
3. The concentration must be chosen from an approved list of concentrations (available in the College of Education Office of Student Services) during the freshmen or early sophomore year. Please consult the College of Education advisor.
4. Every student must seek approval of the chosen concentration and the intended course work from an academic advisor in the College Office of Student Services before completing more than 3 semester hours in the concentration.

English as a Second Language Approval (ESL)

Students enrolled in the Elementary Education program may choose ESL as the area of concentration to earn approval as a Bilingual and/or English as a Second Language teacher. Information about the ESL Approval may be obtained from the College of Education Office of Student Services, 3145 EPASW, (312) 996-4532. Please note that the State of Illinois is in the process of revising requirements for the ESL approvals and additional course work may be required. Be advised that changes may occur without notice and will be effective immediately.

Middle School Endorsement

As of July 1, 1997, the Illinois State Board of Education requires that those students interested in teaching in middle grades (5–8) must take additional course work. This applies even though the Standard Secondary Certificate (Type 03) states eligibility for teaching in grades kindergarten through nine. Please note that the State of Illinois is in the process of revising middle school endorsement requirements and additional course work may be required. Be advised that changes may occur without notice and will be effective immediately. Additional information may be obtained from the College of Education Office of Student Services, 3145 EPASW, (312) 996-4532.

Elementary School Student Teaching Requirement

Student teaching is completed in the first semester of the senior year. Minimum requirements for student teaching include senior standing; 3.00/4.00 GPA in the foundational education course work and the professional education course work; 2.50/4.00 GPA for all General Education course work; satisfactory completion of fieldwork as assessed by university field instructors and school mentor teachers; accumulation of at least 100 clock hours of satisfactory experiences; approval of the program faculty through review of performance according to the GPA; UIC Elementary Education Principles; development of the Teaching Portfolio; and the passing of the required state tests.

Courses to be completed successfully prior to student teaching include the following: LAS General Education, ED 345, EPSY 255, ED 257, ED 340, ED 350, ED 341, ED 342, SPED 415, ED 351, ED 343, EPSY 360, and ED 344. ED 352 is to be taken concurrently with student teaching. SPED 416 must be taken during the second semester of the senior year after the completion of student teaching.

Other Requirements

Students must complete the requirements of the University and college that are in effect at the time of initial registration. It is essential for each student to become familiar with graduation requirements and to keep up to date with any published changes.

If requirements are changed, continuing students and those whose attendance at UIC has been interrupted for no more than two years may complete the current graduation requirements or may continue to meet those requirements in effect at the time of initial registration. Students who return to UIC after an absence of more than two years are responsible for meeting the requirements of the University and college in effect at the time of the student's reenrollment. If courses originally required are no longer offered, the college has the prerogative of specifying substitutes. Students should be aware that changes occurring in state certification requirements may necessitate additional graduation requirements.

Course Level Requirement

During the junior and senior years, a student must earn at least 30 hours in advanced-level courses (300-level) at the University of Illinois at Chicago or any other accredited four-year college or university.

Course Work Limitations

Course work that duplicates previous credit does not count toward graduation. Credit is not given for a course in which a failing grade is received.

Full-Time Enrollment

The undergraduate Elementary Education program is a full-time program and students will be required to register for specific course work each semester while enrolled in the College of Education at UIC.

Grade Point Average (GPA) Requirement

To be eligible for graduation a student must have earned a cumulative grade point average of 2.50/4.00 in all General Education course work and a cumulative grade point average of 3.00/4.00 in the Education major.

Graduation Declaration/Filing to Graduate

Students declare their intent to graduate online using *Student Self-Service*. The deadline for submission to the Pending Degree List is the end of the third week (fall and spring) or second week (Summer Session 2) of the term in which graduation is sought. Failure to submit the request at this time may delay the awarding of the degree. A final review will be made following the close of the term. If a student has satisfactorily completed all the degree requirements, the student's name will be placed on the official degree list.

Enrollment Residence Requirement

Either the first 90 or the last 30 semester hours of degree work must be completed in continuous, uninterrupted enrollment residence at the University of Illinois at Chicago. Concurrent attendance at the University of Illinois at Chicago and another collegiate institution, or enrollment during the summer at another institution, when approved by the student's college, does not interrupt the UIC enrollment residence requirement for graduation. Work done at the Springfield or Urbana-Champaign campuses of the University of Illinois does not satisfy this requirement. Credit earned through proficiency examinations, including credit earned through the College Level Examination Program (CLEP), UIC extension courses, and Urbana-Champaign correspondence courses, does not apply toward the minimum 30 semester hour enrollment residence requirement.

Transfer Credit

Courses completed at other institutions may be applied in partial fulfillment of graduation requirements and as prerequisites for courses at UIC. The college determines the transfer hours that apply toward the degree. Courses listed for credit on a Student Profile, Academic Advising Document, Degree Audit Report, or transcripts are not necessarily accepted for the degree.

Transfer Credit for Continuing Students

The College of Education may permit concurrent registration at a transfer institution. Please consult an academic advisor in the Office of Student Services, 3145 EPASW.

College Policies

Academic Load

To be considered full time, a student must be enrolled in a minimum of 12 semester hours each semester. During the regular academic year, a course load exceeding 18 hours (12 hours in the summer) must be approved in the College of Education. Please consult an academic advisor in the Office of Students Services, 3145 EPASW.

In addition, some education courses require fieldwork, which means that students will spend a significant amount of time participating in other education settings (e.g., local schools). The nature and extent of the fieldwork varies from course to course.

Academic Probation and Dismissal Rules

Elementary education faculty evaluate each student's progress through semester reviews using the UIC Elementary Education Principles, evaluation of the student's UIC Teaching Portfolio, and through the State of Illinois Professional Teaching Standards.

Probation Rules

A student whose term grade point average or cumulative grade point average is less than 2.50/4.00 is placed on probation. The cumulative grade point average includes all transfer credit and work completed at UIC.

Dismissal Rules

1. A student whose grade point average in any term is below 1.00/4.00 will be dismissed.
2. A student who fails to meet the terms of probation or is on probation for two consecutive terms will be dismissed.
3. A student who is dismissed will not be considered for readmission to the College of Education until after a lapse of at least one term.

4. A student who fails to make progress toward a degree may be dismissed. Examples include failure to complete required courses, accumulation of an excessive number of incomplete grades, failure to earn credit in any semester, failure to maintain a 3.00/4.00 grade point average in the Education major, or inadequate professional performance as judged by elementary education faculty.

Any student who does not meet the requirements of the College of Education will be dismissed from the college and may be dismissed from the University.

Change of Course Schedule—Dropping Courses

Undergraduate students may drop courses using *Student Self-Service* through the end of the second week of classes for fall and spring semesters, the first Wednesday of Summer Session 1, or the first Friday of Summer Session 2. During weeks 3 through 10 of the fall and spring semesters (first Thursday through the second Wednesday of Summer Session 1 or weeks 2 through 5 of Summer Session 2) students may drop courses with the permission of their major college. If the drop occurs between 0 and 2 weeks in fall and spring, there will be no notation on the transcript. If the drop occurs during weeks 3 through 10 in fall and spring (first Thursday through the second Wednesday of Summer Session 1 or weeks 2 through 5 of Summer Session 2), a W is noted on the transcript. Undergraduate students may drop a maximum of 4 UIC individual courses that result in a W notation on their transcript during their entire undergraduate degree program.

Change of Major

On the undergraduate level, the College of Education offers only Elementary Education as a major. The area of concentration may not be changed once admitted to the college.

Class Attendance

The class attendance policy is generally stated on the course syllabus. The College of Education encourages students to contact the instructor of the course if class will not be attended on a specific date. Excessive absences from class and/or fieldwork and/or student teaching may result in dismissal from the program.

Closed Courses

Classes that are closed will not be overenrolled. Please consult the advisor in OSS, 3145 EPASW, for further information.

Course Prerequisites

Course prerequisites will not be waived. Please consult the advisor in OSS, 3145 EPASW, for further information.

Credit/No Credit Option

None of the required courses in the College of Education may be taken on the credit/no credit option.

Declaring a Major

The major will be declared upon admission into the College of Education.

Double Major, Double Degrees, and Second Bachelor's Degree

Double Major

The College of Education does not permit double majors. Please consult the advisor in OSS, 3145 EPASW, for further information.

Double Degrees

This option is not available in the College of Education.

Second Bachelor's Degree

Applicants who have already earned a bachelor's degree must apply to the graduate program.

Graduate-Level Course for Undergraduate Credit

Please consult the advisor in OSS, 3145 EPASW, for further information.

Independent Study

Enrollment in an independent study course is limited to students with junior or senior standing. A student may apply a maximum of 8 hours of independent study toward graduation requirements. Please consult the advisor in OSS, 3145 EPASW, for further information.

Ongoing Assessment of Professional Growth

In an effort to support professional growth, all candidates will be assessed in regard to the UIC Elementary Education Principles. These principles provide a guide for becoming an exemplary urban teacher via student self assessment, mentor teachers who guide fieldwork in Chicago Public School classrooms, field instructors from UIC who supervise fieldwork, and faculty who teach courses in the program. The meaning of the principles in practice, as well as how the program's system of assessments works, are explained at the program orientation and incorporated into all classes and fieldwork requirements.

All candidates will construct a UIC Teaching Portfolio across their work in the program. Details are presented at the program orientation and incorporated into all classes and fieldwork requirements.

The Assessment of Professional Growth plan is aligned with the State of Illinois Professional Teaching Standards.

Candidates should expect program coordinators and faculty to review their work periodically so that they may better assist them in meeting their goal of becoming teachers. Candidates should meet with their advisors, faculty, and/or coordinators any time they are experiencing difficulty or are unsure of where they stand. Program coordinators will have access to individual files, and they may choose to use this information as they monitor student progress in meeting the capacities outlined in the Safety and Technical Standards document. Candidates should also make sure that they will receive their degree and certification by becoming familiar with college and certification requirements. Questions specifically about certification should be directed to the CTE and/or ISBE. Questions specifically addressing degree completion should be directed to the college's Office of Student Services.

Assessments Gathered beyond Program-Based Assessments

In order to monitor program effectiveness and to provide programs with information they can use to guide candidates' work and program reform, the Council on Teacher Education (CTE) will also collect assessment information from candidates as they prepare to be teachers. Candidates should keep up to date on assessment requirements, as they may not be able to register for coursework if they fall behind. These assessments are described in the *Undergraduate Elementary Handbook* and on the CTE Web site http://www.uic.edu/educ/cte/.

Petition Procedure

Any rule, regulation, or action of the college may be appealed through the use of the student petition. These petitions are submitted to the associate dean for student

affairs. Petitions are available in the College of Education Office of Student Services, 3145 EPASW. Please consult the advisor in OSS, 3145 EPASW, for further information.

Proficiency Examinations

Please consult the advisor in OSS, 3145 EPASW, for further information.

Registration Approval

To be eligible to register or change of course schedule, a College of Education student must secure written approval from the College of Education academic advisor in the Office of Student Services, 3145 EPASW.

Repeat Policy for Standard Graded Courses

Students may repeat a course to increase their knowledge of the subject matter. There are circumstances under which repeating a course is advisable and to a student's advantage. There are also circumstances where repeating a course may disadvantage a student and narrow a student's options. Some colleges require students to discuss any plan to repeat a course with their academic advisor before they register to repeat the course.

Courses with A or B grades may not be repeated. Normally, courses with a C grade may not be repeated. Courses with D or F grades may be repeated once without written permission. In all cases, the original grade for the course and the grade for each repeat will appear on the transcript. The original grade will be calculated into the grade point average, unless the student initiates a request for *Repeating a Course with Grade Point Average Recalculation* as described below. Only one registration for the course counts toward the total number of credits required for graduation. A course cannot be repeated after receiving credit in a course for which the repeat course is a prerequisite.

To repeat a course more than once requires written permission from the student's college dean. Students who have been dismissed may not appeal on the grounds of intention to repeat courses. Certain courses may not be repeated; students should consult their college before repeating a course.

Repeating a Course with Grade Point Average Recalculation

Important Note: Grade point average recalculation for a repeated course **is not** automatic. The student must initiate a request in the college office as outlined below.

For the grade point average recalculation policy to apply, a student must declare to his or her college the intent to repeat a course for a change of grade before reenrolling in the course. The course must be repeated within three semesters of the receipt of the original grade, and it must be taken at UIC. Only one registration for the course counts toward the total number of credits required for graduation.

Undergraduate students are allowed grade point average recalculation in up to four repeated courses. Under the course repeat policy, all courses taken and their grades appear on the transcript in the semester in which they were taken. Under the grade point average recalculation policy, the grade earned the first time the course is taken will be dropped from the calculation of the cumulative GPA and the grade(s) earned when the course is repeated will be used in the calculation. This rule holds, even if the second grade is lower than the first. If a course is repeated more than once, the first grade is not counted in the GPA, but all other grades for that course are calculated in the cumulative GPA.

Transferring

Intercollege Transfer Students

See *Admission to the Elementary Education Program* earlier in this section.

Transfer Students from Other Colleges and Universities

Students wishing to transfer from another college must apply for admission. Consult the previous section Admission to the Elementary Education Program. Application information on applying may also be obtained from the Office of Student Services, 3145 EPASW.

Transferring out of the College

Students wishing to transfer from from the College of Education to another college should follow the procedures of the other college.

Minors

The College of Education does not acknowledge minors on a student's transcript.

Academic Advising

Advisors are located in the College of Education, Office of Student Services, 3145 EPASW, (312) 996-4532.

Advising Policy

During the first year of the program, students completing the pre-elementary education curriculum should consult advisors in the College of Education. Students admitted to the College of Education are assigned an advisor, are required to meet with their advisor each semester, and must have approval of their advisor to register for courses.

All students admitted to the College of Education are required to attend a mandatory program orientation to become familiar with expectations and student responsibilities. Students must attend the orientation to be eligible to register for first semester courses in the College of Education. Orientations are announced upon acceptance into the College of Education.

Academic Honors

College Honors

A student who has demonstrated outstanding academic excellence throughout the undergraduate program may be eligible for graduation with College Honors. College Honors will be awarded to no more than 15 percent of the total number of students graduating from the college each semester. Students will be considered for the distinction—graduation with College Honors—during the semester in which minimum graduation requirements are fulfilled. Those students who meet each of the following criteria will graduate with College Honors:

1. The student must earn a cumulative grade point average of 3.50/4.00. The cumulative grade point average includes all transfer credit and work completed at UIC.
2. The student must be on the Dean's List for two semesters prior to the semester of graduation.

Graduation with High Honors will be awarded to any student who meets each of the following criteria:

1. The student must be eligible for graduation with college honors.
2. The student must earn a cumulative grade point average of at least 3.75/4.00. The cumulative grade point average includes all transfer credit and work completed at UIC.

Dean's List

Outstanding academic achievement in the College of Education is recognized by inclusion on the Dean's List. Eligibility is based on a 3.50/4.00 term grade point average with a program of 12 semester hours of letter grades in a semester. If any additional course work is taken on a credit/no credit basis, a grade of CR must be earned. A cumulative grade point average of 2.50/4.00 for 60 hours and above as well as clear academic status must be maintained for Dean's List eligibility.

Special Programs and Opportunities

The College of Education offers an optional 5th Year Program in Special Education. Please consult the advisor in OSS, 3145 EPASW, for further information.

Student Organizations

The College of Education encourages all students to participate in the Future Teachers Club. Please consult The Council on Teacher Education (CTE), 3015 EPASW, for further information.

Sample 4-Year Curriculum Plan for Elementary Education Majors

Note: Students interested in a 5-Year Curriculum Plan should consult with their advisor in the College of Education.

Freshman Year

First Semester	Hours
ENGL 160—Academic Writing I: Writing for Academic and Public Contexts	3

One course from the following:

ENGL 101, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 117, 118, 119.	3
NATS 101—Physical World	4
ED 194—Special Topics in Education (UIC math placement test required)	4
General education concentration course	3
Total Hours	**17**

Second Semester	Hours
ENGL 161—Academic Writing II: Writing for Inquiry and Research	3
NATS 102—Chemical World	4
MATH 140—Arithmetic and Algebraic Structures	4
PSCH 100—Introduction to Psychology	4
General education concentration course	3
Total Hours	**18**

Sophomore Year

First Semester	Hours
EPSY 255—Child Development and Elementary Education	3

One course from the following:

ANTH 100, 101, 214; GEOG 100, 101, 151; HIST 106, 109, 110, 141, 161, 177, 241, 242, 277, 278; LALS 101, 102, 105, 109; LING 170.	3
MATH 141—Algebraic and Geometric Structures	4
NATS 103—Biological World	4
NATS 104—Project-Based Seminar in Natural Sciences	1
General education concentration course	3
Total Hours	**18**

Second Semester	Hours
ED 257—Foundations of Literacy Learning and Teaching	3

One of the following HIST courses: 3

HIST 103—American Civilization to the Nineteenth Century	
HIST 104—American Civilization since the Late Nineteenth Century	
General education concentration course	3
General education concentration course	3
POLS 101—Introduction to Government and Politics	3
Total Hours	**15**

Junior Year

First Semester	Hours
ED 350—Orchestrating Teaching and Learning I	4
ED 340—Teaching Language and Literacy in Elementary Schools I	3
ED 342—Teaching and Learning Mathematics in the Elementary School	3
ED 345—Multiculturalism, Bilingualism, and Diversity in Elementary Schools	3
SPED 415—Characteristics of Exceptional Learners	3
Total Hours	**17**

Second Semester	Hours
ED 351—Orchestrating Teaching and Learning II	4
ED 341—Teaching Language and Literacy in Elementary Schools II	3
ED 343—Teaching and Learning Science in the Elementary School	3
ED 344—Teaching and Learning Social Studies and Arts in Elementary School	3
EPSY 360—Learning, Cognition, and Student Assessment	2
Total Hours	**15**

Senior Year

First Semester	Hours
ED 450—Composing a Teaching Life I—Student Teaching	15
ED 352—Technology Integration in Elementary School I	2
Total Hours	**17**

Second Semester	Hours
ED 451—Composing a Teaching Life II—Elementary School II	5
ED 353—Technology Integration in Elementary School II	2
EDPS 361—Social Foundations in Education	3
SPED 416—Methods of Instruction for Exceptional Learners	2
Total Hours	**12**

Secondary Education Program

The University of Illinois at Chicago offers several secondary teacher education programs. Through the College of Liberal Arts and Sciences, the student can study the Teaching of Chemistry, Teaching of English, Teaching of French, Teaching of German, Teaching of History, Teaching of Mathematics, Teaching of Physics, and Teaching of Spanish. Through the College of Architecture and the Arts, the student can major in Art Education. Hence, the programs provide for the development of a major field of study with an emphasis on teaching.

After admission to the University, students who wish to teach at the secondary school level should complete the following phases.

Change of Teaching Major in Student's Home College

Students should see the academic advisor in their major department to fill out a Change of Major Form to declare their intention to major in teaching in their discipline.

This declaration allows students to enroll in ED 200 and ED 210, core education courses required for certification. Admission into the major in the "Teaching of ..." is required prior to enrollment in these courses.

Students must also pass the Illinois Basic Skills Test. Application forms and study guides may be obtained online at http://www.icts.nesinc.com or at http://www.isbe.net/teachers.

Admission to Candidacy for Teacher Certification

After students have completed 45–60 hours of college-level course work, including specific courses determined by the major department, students may apply for candidacy. Students may not take education course work beyond ED 200 and 210 if they are not accepted into candidacy. Requirements for admission are as follows:

- A cumulative GPA of 2.50/4.00 or greater and a major GPA of at least 2.50/4.00. Some programs have a higher minimum GPA requirement in the major.
- A recorded pass on the Illinois Basic Skills Test.
- A completed application to candidacy form obtained from the Council on Teacher Education.
- A signature of acknowledgement of the Safety and Technical Standards, the Citizenship requirement, and the criminal background policies.
- 2 letters of recommendation.
- A written essay.
- An interview.
- Additional materials may be required by individual programs.

Admission to Education Course Work

To be eligible for SPED 410 and CI 414 (if applicable), candidates must fill out a request in the CTE office. These courses are held for students who have been admitted to candidacy.

Admission to ED 330

To be eligible to take ED 330, candidates must fill out an application the semester before they plan to take it and must have met course and grade requirements. This class should be taken the semester prior to student teaching and be accompanied by the final discipline methods course. All other required course work except student teaching must be completed prior to or during the semester in which candidates take ED 330.

Admission to Student Teaching

To be eligible for student teaching, candidates must meet the following criteria:

1. Completed General Education course work; earned a minimum cumulative GPA of 2.50/4.00 in all course work, including transfer credits; completed professional education requirements with a minimum GPA of 3.00/4.00; and completed course work in their teaching field with a GPA as specified in their program.

2. Completed the minimum number of clock hours of fieldwork specified by the program and as part of the professional education course work.

3. Competed and submitted a Philosophy of Teaching and Learning to the TaskStream Certification Profile.

4. Passed the Illinois Content Area Test in the teaching field if student teaching will occur.

5. Submitted a student teaching application during the spring term of the academic year preceding the student teaching experience.

6. Submitted verification of a negative TB test.* This test must be taken early enough to submit the results with the application (it may take up to four weeks to get the results).

7. Completed the Chicago Public Schools Application and registration process. The application must be accompanied by essays, a resume, and a lesson plan. Once these are approved, candidates complete registration, which includes a criminal background check.*

8. Met any additional requirements as specified within each program.

Teacher candidates are responsible for bearing the expense of the TB test and the criminal background check.

Graduation

Candidates who have met requirements for graduation and certification must file a declaration of graduation in their college, according to the policy specified in their college section of the catalog.

To be eligible for graduation, candidates must have done the following:

- Completed student teaching with a grade of B or higher.
- Completed all course work in the teaching area, teaching methods, education methods, and General Education to meet requirements for University graduation and for state certification.
- Met requirements of the undergraduate college in which they are enrolled.

Certification

To become certified, candidates must have done the following:

1. Met all requirements for graduation in their home college.
2. Completed and filed a certification application and any related endorsement requests with the Council on Teacher Education.
3. Passed the Illinois Assessment of Professional Teaching.
4. Completed and submitted a "Philosophy of Teaching and Learning" essay to the TaskStream Certification Profile.
5. Completed and submitted a Teaching and Assessment Event to the TaskStream Certification Profile.
6. Completed and submitted an Exit Survey to the TaskStream Certification Profile.
7. Completed and submitted Technology Survey to the TaskStream Certification Profile.

Course Requirements for Secondary Education Programs

General Education Course Requirements

Students should pursue the General Education course work required for an undergraduate degree in their chosen program of study. For example, those who are pursuing teacher certification in a program within the College of Liberal Arts and Sciences must meet the General Education requirements for that college. When there is a choice of classes a student may take to meet a requirement in a given area, some programs may request that students take a particular class that is more applicable to the teaching profession. Students should work with their advisors to determine which classes they should take to meet the general education requirements.

Professional Education Course Requirements

Courses	Hours
ED 200—Education Policy Foundations	3
ED 210—The Educative Process	3
ED 330—Curriculum, Instruction and Evaluation in the Secondary School	4
CI 414—Foundations of Middle and Secondary School Literacy (or other literacy course as determined by the individual program)	3
SPED 410—Survey and Characteristics of Exceptional Children	3
Methods course in the major field of study[a]	3
Student teaching	16
Total—Professional Education Course Requirements	**35**

[a] Refer to major department section of the catalog to determine major requirements.

Course Requirements in the Major

Teacher candidates must also complete course work in their major field of study. Because secondary teacher education majors are working toward fulfilling requirements for both the bachelor's degree and the Illinois teaching certificate (grades 6 through 12), it is critical that the candidates seek advising from the academic advisor in the major field of study. Programs may require students who wish to teach in their major field to take particular major field courses that are more suited to teachers than other choices within the major.

Student Teaching Requirement

Note the eligibility requirements listed previously for student teaching in the *Admission to Student Teaching* section. In the semester prior to student teaching, candidates should enroll in ED 330—Curriculum, Instruction, and Evaluation in Secondary Schools and in a methods teaching course in the student's discipline. Candidates must apply for ED 330 the semester before they plan to take the course. Since ED 330 includes more than 60 hours of fieldwork, students are advised to take no more than 6 additional credit hours that semester. ED 330 fieldwork requires a minimum 3-hour block of time daily during the secondary school day. No additional courses or employment should be pursued while student teaching. All students should consult regularly with their advisors and should plan well in advance for these final two semesters in their program.

Application for secondary school student teaching must be made during the spring term of the academic year preceding the student teaching experience. For more information regarding application procedures, contact the Council on Teacher Education, 3015 EPASW. An orientation meeting is held early in the student teaching term by the Council on Teacher Education, program faculty, and staff. During the teaching term, the student attends a weekly seminar held on campus.

Middle School Endorsement

Teacher candidates wishing to teach in the middle grades (5 through 8) should take additional course work, even though the Standard Secondary Certificate (Type 09) states eligibility for teaching in grades 6 through 12. Please note that the State of Illinois is in the process of revising middle school endorsement requirements and additional course work may be required. Be advised that changes may occur without notice and will be effective immediately. Additional information may be obtained from the College of Education Office of Student Services, 3145 EPASW, (312) 996-4532.

Illinois Certification Test Requirements

The teaching certificate is not automatically awarded upon successful completion of certification and degree requirements. Before the certificate is issued, the candidate must also pass a series of examinations required by the Illinois State Board of Education. The Illinois Basic Skills Test must be passed prior to applying for candidacy with the Council on Teacher Education. The Illinois Content Area Test must be passed before the candidate is allowed to student teach. The Assessment of Professional Teaching must be passed prior to certification. For information on application procedures, contact the Council on Teacher Education located in 3015 EPASW.

Effective March 2003, Illinois "Approved Program Verification" forms and applications for Illinois teaching certificates will no longer be signed based solely on completion of a teacher education program if that program was completed more that three years prior to the verification request. The faculty in relevant colleges and departments will evaluate the records of program completers based on UIC's current program requirements and make recommendations regarding certification

The Illinois State Board of Education occasionally changes the requirements for certification. For current information, contact the academic advisor in the major field of study or the Council on Teacher Education.