

CONTEXTUAL INFORMATION

Mission:

Founded in 1895 with the express purpose of preparing teachers to serve in the schools of Illinois, Eastern Illinois University offers superior yet accessible undergraduate and graduate education. The University community strives to create an educational and cultural environment in which students refine their abilities to reason and to communicate clearly so as to become responsible citizens in a diverse world.

Teacher Preparation Programs:

Eastern Illinois University offers 18 fully accredited, state approved, baccalaureate degree programs leading to state teacher certification. These programs can also be completed by individuals who already hold a baccalaureate degree and desire teacher certification. The University also offers an approved alternative certification program in the fields of Science, Math, Foreign Language, Business Education, Family & Consumer Sciences and Technology Education for qualifying professionals. In addition to its initial baccalaureate level certification programs, the University offers graduate-level certification programs in Educational Administration, School Counseling, School Psychology, Communication Disorders, and Special Education.

Student Characteristics:

Eastern Illinois University serves over 11,000 students from throughout Illinois and the world on a compact, safe campus. Undergraduate students are primarily full-time, residential and of traditional college age with an average ACT score of 22. Ten percent of all students are minorities. Thirty-five percent of undergraduates enter Eastern as transfer students.

Admissions Requirements:

Admission to Teacher Education Program: This is a multi-stage, selective process. Selection for the program is based on a student's academic qualifications (including passage of the Illinois Basic Skills Test) after completing at least 29 semester hours. Students must maintain a minimum of a 2.65 GPA; complete general education classes in written communication, oral communication, and mathematics with a grade of "C" or better; and demonstrate in practical field experiences the knowledge, skills, and dispositions of one preparing to enter the teaching profession.

Admission to Student Teaching: To be eligible to student teach, students must demonstrate content, professional, and pedagogical competency, and pass the appropriate Illinois Certification content area test.

Accreditation:

Eastern Illinois University's teacher preparation program has been continuously accredited by the National Council for the Accreditation of Teacher Education since 1957 and has full approval by the Illinois State Board of Education. Eastern Illinois University is accredited by the North Central Association of Colleges and Schools.

Teacher Education Vision:

A shared vision for teacher preparation ensures coherence of curriculum, instruction, field-based experiences, and assessment across a future teacher's university program. All educators must have the knowledge bases to be able to plan effectively and manage educational environments that maximize learning by all students. Knowledge of how individuals learn, subject area competence, pedagogical knowledge, and an understanding of the communities and societies in which schools function are essential. Practice-based programs are vital to success. Clinical experiences are designed to ensure that future teachers progress from observation to small and large group instruction and culminate in a full semester of student teaching.

Best Practices:

- Emphasis on partnerships between future teachers, the University, and the public schools.
- Sequenced, supervised, and evaluated field experiences.
- Experienced faculty who are teacher-scholars and who model effective teaching.
- Standards-based curricula with continuous assessment of student performance.
- Instructional technologies integrated across all teacher preparation programs.

Notable Features and Accomplishments:

- One of the largest producers of teachers, school administrators, and counselors in Illinois.
- Small classes taught by diverse, full-time faculty with doctorates or other terminal degrees.
- Consistent, fair, and high standards for admission, retention, and graduation.
- Off-campus, non-traditional professional preparation programs in high demand fields and under-served areas.
- Education Scholars program for academically talented high school students and community college transfer students.
- Minority Teacher Identification and Enrichment Program/Minority Teacher Education Association

Single-Assessment Pass-Rate Data: Regular Teacher Preparation Program

Academic Year: 2005-2006

Number of Program Completers: 625

Type of Assessment	Assessment Code Number	# Taking Assessment	# Passing Assessment	Institution Pass Rate	Statewide Pass Rate
Basic Skills	96	621	621	100%	100%
Professional Knowledge/Pedagogy					
APT-Birth to Grade 3	101	29	29	100%	99%
APT-Grades K-9	102	305	301	99%	99%
APT-Grades 6-12	103	159	156	98%	99%
APT-Grades K-12	104	129	121	94%	99%
Aggregate		620	605	98%	99%
Academic Content Areas					
Elementary	03	11	10	91%	100%
Social Science	24	3	---	---	100%
English	25	1	---	---	100%
Spanish	26	1	---	---	100%
Biological Science	35	1	---	---	100%
Mathematics	36	1	---	---	100%
Health	42	1	---	---	100%
Music K-12	49	1	---	---	100%
Physical Education K-12	50	2	---	---	100%
Physical Education 6-12	53	1	---	---	100%
Science-Biology	105	16	16	100%	100%
Science-Chemistry	106	1	---	---	100%
Early Childhood Education	107	29	29	100%	100%
Elementary/Middle Grades	110	315	315	100%	100%
English Language Arts	111	30	30	100%	100%
Social Science: History	114	26	26	100%	98%
Mathematics	115	15	15	100%	100%
Science: Physics	116	1	---	---	100%
Social Science: Political Science	117	1	---	---	100%
Social Science: Sociology/Anthropology	121	4	---	---	100%
Foreign Language: French	127	1	---	---	100%
Foreign Language: German	128	1	---	---	100%
Foreign Language: Spanish	135	8	---	---	100%
Music	143	3	---	---	100%
Physical Education	144	62	62	100%	100%
Visual Arts	145	13	13	100%	100%
Aggregate		549	548	100%	100%
Other Content Areas					
Family and Consumer Sciences	44	1	---	---	100%
Business/Marketing/Management	47	1	---	---	100%
Health Education	142	5	---	---	100%
Business, Marketing, and Computer Educ	171	8	---	---	100%
Family and Consumer Science	172	6	---	---	100%
Technology Education	174	6	---	---	100%
Aggregate		27	27	100%	100%
Teaching Special Populations					
Learning Behavior Specialist I	155	65	65	100%	100%
Aggregate		65	65	100%	100%
Summary of Individual Assessments		624	608	97%	99%

S.1 Total number of students admitted into teacher preparation, all specializations, in academic year 2005-2006	1679
S.2 Number of candidates in supervised student teaching in academic year 2005-2006	619
S.3 Number of faculty members who supervised student teachers:	
➤ S.3A Full-time faculty in professional education	19
➤ 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	3
S.4 Total faculty student teaching supervisors	22
S.5 Student teacher/faculty ratio (Divide total given in S.2 by the number given in S.4)	14:1
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	340