

TEACHER EDUCATION PROGRAM HANDBOOK

August 2024 Edition

*Teacher Scholars for
Social Justice*



Study this handbook carefully, but remember that the School of Educational Studies and Music Education Department reserve the right to implement program changes not included in this edition of the handbook in response to changes implemented by the Illinois State Board of Education (ISBE). It is your responsibility to be aware of all requirements, procedures and policies pertaining to the Teacher Education Program (TEP) and your disciplinary major. Any questions can be directed to your major advisor and/or the Chair of the School of Educational Studies, Director of Teacher Education or Head of Music Education.

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STUDENT ORGANIZATIONS

Kappa Delta Pi

[Kappa Delta Pi \(KDP\)](#) is the national honorary society for sophomores, juniors, and seniors in School of Educational Studies & Music Education who have taken or currently taking 2 EDUC courses and by invitation only. One goal of the organization is to offer professional development opportunities for all teacher candidates. Members elected to the chapter exhibit promise in the teaching profession and have achieved distinction by maintaining a cumulative grade point average of 3.60 or higher. Members of the society are eligible to participate in workshops, scholarship and award programs and also receive publications updating members on Education-related issues. Benjamin Wells bwells@iwu.edu is the IWU KDP faculty advisor.

Aspiring Educators

The Aspiring Educators is the professional Education organization affiliated with the Illinois (IEA) and National Education Associations (NEA). It offers opportunities for students interested in education to become involved in local service activities. See the [IEA](#) and [NEA](#) web sites for additional information. <https://ieanea.org/members/aspiring-educators/>

Golden Apple Scholars

The [Golden Apple Scholars Program](#) is “designed to address the urgent need for resilient and creative teachers serving Illinois students in economically and educationally disadvantaged schools.”¹ Particular recruitment goals include minority and bilingual teachers and teachers in shortage areas such as mathematics and science. Scholarships and advanced professional Education through summer institutes are offered to promising future teachers. Apply [here](#). Professor Leah Nillas is the department Golden Apple Scholars advisor.

National Association for Music Education Collegiate Chapter

The IWU chapter of [National Association for Music Education](#) (NAfME) Collegiate Chapter has been active for over twenty years. Chapter membership is open to IWU Music Education students, who then have the opportunity to participate in professional activities and attend district, regional, and state conventions at which they can network with other current and future music Educators. In addition, regular meetings, workshops, and presentations are held on campus. The IWU NAfME Collegiate Chapter has received numerous awards over the past ten years.

¹ <http://www.goldenappleillinois.org/>

TEACHER EDUCATION COMMITTEE

The Teacher Education Committee (TEC) consults with the School of Educational Studies regarding Teacher Education Program policies, requirements, procedures, curriculum, student admission and petitions, and program assessment. The TEC is comprised of faculty representatives from the departments of English, Hispanic Studies, Modern and Classical Languages, History, Mathematics, Biology, Chemistry, Physics, and School of Educational Studies. In addition, two students representing the elementary and secondary programs serve as representatives on the TEC.

Teacher Education Committee Members, 2024-25

School of Educational Studies

Leah Nillas

Student Representatives (tbd)

Maggie Evans

Benjamin Wells

Secondary Programs

Loni Walker, Biology

Narendra Jaggi, Physics

Zahia Drici, Mathematics

April Schultz, History

Michael Theune, English

Jessie Dixon-Montgomery, World

Languages, Literatures, and Cultures

MUSIC TEACHER ADVISORY COMMITTEE

The Music Teacher Advisory Committee is comprised of Music Education faculty. The duties of the committee are to interview and evaluate sophomore Music Education majors before entering into upper division classes.

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TEACHER EDUCATION MISSION AND VISION

Teacher Scholars for Social Justice

At Illinois Wesleyan University, teacher education is grounded in the liberal arts and social justice mission of the university. Studies in the liberal arts, sciences, and humanities bring historical, philosophical, social and cultural context to the educational endeavor. The teacher's challenge requires the same spirit of inquiry, creativity of thought, skillful communication, and strength of character expressed in the university mission. As we educate future teachers, we aim to enable them to think critically and creatively about the processes and prospects of education, and the role of education and the teacher in a diverse and democratic society.

In particular, our mission is to educate teachers who are committed to social justice in their classrooms and schools so that the democratic ideals of equity and opportunity are realized for all students. This mission, in turn, necessitates that the university's commitment to diversity be embraced by teacher educators and future teachers alike. Given that the student population is becoming increasingly diverse while teachers remain overwhelmingly white, female, and middle class, teachers are challenged to work with students from a wide range of cultural, ethnic, and linguistic origins, abilities, and socio-economic backgrounds.

Thus, we strive to prepare teachers who understand, appreciate, and are responsive to students from diverse backgrounds, and who have the knowledge, skills and dispositions to foster learning among all children regardless of culture, race, ethnicity, language, class, gender and/or ability. We hold to a vision of teachers committed to making a meaningful difference in the lives of all students, teachers who will inspire among their students a passion for learning and acting in the world, and in so doing, will transform the Educational landscape. This is our vision of teacher scholars committed to social justice.

Dispositions of Teacher Scholars for Social Justice

(All IWU teacher candidates are expected to develop and demonstrate these dispositions.)

Reflection

Scholarly reflection involves asking questions, rethinking what one knows, posing problems, and generating possible solutions and self-knowledge. Collaborative reflection engages candidates in inquiry communities with their peers, their mentors, and their students. We expect candidates to re-examine their assumptions about learning and teaching, to be open to new ideas, to take seriously the tasks of self-assessment in considering how one can best help all students learn, and to engage in relational thinking so that one can understand and appreciate the experiences of students different from oneself. Teaching for social justice necessarily requires reflection about the educational implications of students' culture, ethnicity, class, language, and ability. Teacher scholars reflect upon their disciplinary knowledge and how to bring that knowledge to life for the students they teach. They examine their own practices as well as institutional practices with respect to creating inclusive, democratic classrooms.

Resourcefulness

Inquiring about the needs of and examining the nature of one's students, one's discipline, one's teaching practices, and various institutional practices, while addressing the imperatives of social justice, requires initiative, artistry, and creativity. Resourcefulness requires a commitment to ongoing learning, the ability to draw from theory, research, and disciplinary knowledge when developing curriculum and pedagogy that are responsive to culture, ethnicity, class, language and ability. Resourcefulness involves searching for and modifying meaningful curricular materials, engaging teaching technologies, and collaborating with specialists, colleagues, families and community members to meet the learning needs of students.

Responsiveness

If one is to adopt a commitment to teaching for social justice, inquiring into and reflecting upon the problems and prospects of schooling is not sufficient. One must engage in praxis. The concept of praxis comes to life in myriad ways as candidates respond to the lived realities of students in their classrooms. Responsiveness is required to develop authentic, reciprocal, and empowering relationships with students and their families and to develop multicultural, inclusive and democratic pedagogies. In turn, responsiveness requires an emotional capacity to enter into learning and teaching relationships, to appreciate and respect student and family diversity, and to willingly engage in collaboration with colleagues and students' families to meet students' needs. Responsiveness demands genuine care and concern for all students' well-being and academic success. It includes taking time to know one's students and to thoughtfully create supportive learning environments. Responsiveness involves establishing caring, inclusive, inspiring and safe learning communities in which all students feel they belong. All of this in turn requires candidates to be reflective and resourceful; thus these three themes are integrally intertwined.

IWU TEACHER LICENSURE PROGRAMS

Illinois Wesleyan University is accredited by the Illinois State Board of Education (ISBE) for the undergraduate preparation of teachers in the following programs:

Elementary Education (grades 1-6)

Secondary Education (grades 9-12)

- English
- Mathematics
- Science
 - Biology
 - Physics
- Social Science
 - History

Special Teaching (grades PK-12)

- World Languages, Literatures, and Cultures:
 - Spanish
- Music Education

STATE OF ILLINOIS REQUIREMENTS

Standards for All Teachers

Teacher licensure in Illinois is governed by the requirements of the Illinois State Board of Education (ISBE). This includes requirements for state licensure tests and the knowledge and performance standards required of all teacher licensure candidates. Every Illinois Wesleyan University candidate must provide evidence of meeting the [Illinois Professional Educator Standards](#) (IPES). You will have the opportunity to do so throughout your professional Education and major coursework.

In addition to the IPES, candidates must meet the [National Preparation Program Standards](#) for their specific teaching field and adhere to/be guided by the [Culturally Responsive Teaching and Leading Standards](#) (CRTL).

Illinois Educator Code of Ethics

The [Code of Ethics](#) (section 22.20, Illinois Administrative Code) specifies the core principles, values and responsibilities that apply to all Illinois Educators, including candidates enrolled in pre-service Education preparation programs.

Clinical Experiences

ISBE requires candidates preparing for licensure to acquire practical experience along with theoretical knowledge prior to licensure. These practical and structured experiences include pre-student teaching field experiences and student teaching.²

- (1) Field Experiences include a variety of early and ongoing field-based opportunities in which candidates may observe, assist, tutor, instruct and/or conduct research. At IWU, field experiences take place in area school districts.
- (2) Student Teaching is carried out under the supervision of college and local school personnel. During student teaching candidates shall demonstrate mastery of skills and techniques including, but not limited to, planning, organization, evaluation, parent relations, and competence in subject matter areas.

² 23 IL. Admin. Code 25, Section 25.610 Definitions

Criminal Background Check (CBC) Information for Field Experiences and Student Teaching

Field Experiences (Name Check CBC)

Prior to the first day of beginning one's field experience, participating students must complete a district required [name-based criminal background check](#) (CBC) and [mandated reporting training](#). Districts will not allow a student to begin a field experience until the CBC requirement has been met. Students are responsible for all CBC costs. CBC's are not transferable between districts; a new CBC is required for each district in which field experience occurs. Name-based CBC's are valid for one year.

Student Teaching (CHRI Check)

Prior to the first day of student teaching, student teachers are required to authorize a fingerprint-based criminal history records information (CHRI) check to the school district in which they are assigned. The check will consist of a fingerprint-based CHRI check through the Illinois State Police (ISP) and the FBI, a check of the Illinois Sex Offender Registry, and a check of the Murderer and Violent Offender Against Youth Registry. Student teachers must pay for the costs of the check to the school district. The student teacher must pay each school district if assigned to more than one.

To receive a copy of the CHRI check, student teachers should provide the district office with a self-addressed stamped envelope and ask that a copy of the CHRI report be sent to them when it is received by the district.

The student teacher's background check is confidential and can only be shared with the Superintendent of the school district or the student's designee, the State Superintendent of the School, the State Educator Preparation and Licensure Board (SEPLB), and/or the Illinois State Police. Results are not shared across districts and are valid for one academic year.

Many districts have additional requirements, such as a statement of good health and/or a student teaching packet. If student teaching in a district other than Unit 5 or District 87, check with the district office for specific requirements. IWU will provide information about Unit 5 and District 87 requirements and host a Reading Day Spring semester fingerprint clinic.

Requirements are subject to change at any time. Candidates must meet current University, district, and state requirements prior to clinical placement or student teaching. The Assistant Director for Teacher Licensure will communicate requirements as they affect individual candidates.

ISBE Minimum Grade Requirement

State law specifies a grade of C- or higher for any course required for licensure and endorsement, including major courses. Grades below a C-, while considered passing by IWU standards, will not meet Illinois licensure requirements. If you receive a grade lower than a C- in a required course, consult with your School of Educational Studies or major advisor about repeating the course or completing an equivalent course prior to student teaching. No School of Educational Studies course may be taken more than twice. Consult with the chair of the major department or the Head of Music Education regarding policies for repeating courses in those programs. Retaking a course in which you received a grade lower than a C- requires submitting a petition to the Registrar's office. Your original course grade is recorded on your transcript; however, only the grade and credit recorded the last time the course was taken may be used in the calculation of the GPA and credits earned. Consult with the Financial Aid office regarding any aid implications of repeating a course.

Educator Licensure Information System (ELIS) Accounts

The ISBE logs test score reports and licensure information in unique Educator Licensure Information System (ELIS) accounts. [Create an ELIS account](#) when you apply to the TEP spring of sophomore year (typically by March 1st of sophomore year). For transfer students time may vary and could be either the March 1st or November 1st timeline.

ISBE Test Requirements

The Illinois State Board of Education (ISBE) requires all teacher licensure candidates to pass a:

1. Content Area Test – before being licensed

Testing Registration and Website for Content Exams

The [Illinois Licensure Testing System](#) (ILTS) website posts registration information, test dates, study guides, and test frameworks. All tests are available as computer based. Strong recommendation is to take the ILTS content exam prior to student teaching. Candidates must register for the exam in December/January of senior year in order to take the exam by April 15th of senior year and have it posted on the ELIS account around graduation timeframe. List Illinois Wesleyan University as a score recipient. *Make sure to enter your social security number and name correctly and exactly how you did for ELIS account setup* when you sign up for a test. Review test registration and score report deadlines carefully in order to meet program deadlines for admission, student teaching, and licensure.

Preparation: All students should review the [study guides](#) and test frameworks on the ILTS website before taking any tests. IWU will typically host an ILTS Content Test Info Session on Reading Day in the Fall semester typically around mid-December. The IWU content exam study supports are only available while the candidate is enrolled. ILTS Content Exam Reviews and Practice Tests are available on campus through the Ames Library - [Mometrix](#) eLibrary.

Summary of State Test Requirements

Create an ELIS account - sophomore year	
Test	When/What
Content Test (choose one) Elementary Ed. Gr. 1-6 (305) Biology (239) Mathematics (208) Physics (243) English Language Arts (207) Social Science: History (246) Foreign Language: Spanish (260) Music (212)	<ul style="list-style-type: none"> - Passing score posted in ELIS by April 30th, senior year; which typically means taking the content test prior to April 15th.
Tests for additional teaching endorsements See ILTS website for content tests in additional endorsement areas	<ul style="list-style-type: none"> - Tests for additional endorsements that are passed before graduation and on ELIS account will be added to the initial PEL. - Tests passed after graduation student will need contact the local ROE or via their ELIS account and cost more money.

- Content tests can be retaken two weeks after receiving a failing score.
- Content tests score report is only available online for 2 years, therefore, please download and save report to your computer/drive or thumb drive for future job applications and verifications.

Teacher Licensure Expenses/Fees (fees at time of publication)

District required criminal background check for field work	8.00 - 18.00
District required criminal background check for student teaching	52.00 – 58.00
District required physical and/or TB test	Fee varies
Content Tests	122.00
Oral Proficiency Interview (World Lang, Literatures, and Cultures candidates only)	136.00
Target Language Proficiency Exam (for the bilingual Educator endorsement)	86.00
Professional Educator License	100.00
Registration of license (valid for 5 years-10.00 per year)	50.00

* fees as of May 2024; subject to change; late registration fees are assessed

IWU TEACHER EDUCATION PROGRAM

Phases and Requirements

1. Indication of Intent to Pursue Licensure

Candidates should notify the Director of Teacher Education, Leah Nillas (lnillas@iwu.edu) of interest in the teacher Education program. Your name will be added to the department email list and you will be provided with advising materials and announcements.

2. Enrollment in Professional Education Courses

Prior to program application, elementary and secondary candidates enroll in *Education and Social Justice* (EDUC 225), followed by *Child Study and Assessment* (EDUC 255). Music Education candidates enroll in *Foundations and Principles of Teaching Music* (Mus 132) and techniques courses. (EDUC 257 may be taken prior to Program application if pre-requisite courses are completed.)

3. Field Placement/Clinical Experiences

Many courses require placement in area schools.

- **Students are responsible for transportation to all field sites.**

4. Criminal History Record Information Checks

Professional Education courses have a concurrent field placement in local schools and require completion of the [online training course for mandated reporters](#) and a name based [criminal background check](#). At time of student teaching, hosting district will require completion of a fingerprint criminal background check.

- **Students are responsible for criminal background check fees.**

5. Declaration of Major

Once you decide that you will be applying to the Teacher Education Program (TEP), submit a declaration of major form to the Registrar's office, regardless of program acceptance status.

- Elementary Education candidates declare a major in Elementary Education.
- Secondary Education candidates are double majors: declare a major in Secondary Education and a major in your content area or discipline (e.g., Mathematics).
- Music Education candidates declare a major in Music Education.

6. Application and Admission to the Teacher Education Program (TEP)

In most circumstances, admission to the TEP is a prerequisite for enrollment in upper level professional Education curriculum courses (EDUC 320, 330, 340/345, 341, or 360, 361, 362, or 363; or Music: 332, 333a, 333b). Plan to submit program application materials spring semester sophomore year after completing EDUC 225 and enrolling in EDUC 255 or after completing Music 132, and technique courses for Music Education students. Elementary and secondary candidates are required to set up an ELIS account, complete an application, student teaching agreement form, resume, & TEP essay. Consult with your advisor if you need to defer application until fall semester of the junior year. You will be notified of the application exact deadline in advance of the due date but typically around the **March 1st** timeline for spring semester of sophomore year and either March 1st or November 1st for transfer students.

TEP Application Materials

Instructions and application materials are posted to Teaching Titans Canvas.

The following materials must be submitted:

- TEP Application Form, including your IEIN number (ELIS account) and signature indicating you have read and understood the *Teacher Education Handbook*
- Student Teaching Agreement Form
- TEP Essay
- Resume for school placement

TEP Admission Requirements

- Satisfactory TEP application essay.
- Minimum cumulative grade point average of 2.75.
- Minimum professional Education (EDUC 225 and 255 or Music 132/techniques) grade point average of 2.85.
- Completion of four courses in the content area major with a minimum major grade point average of 2.75 (secondary and music programs).
- All grades must be C- or higher in any professional Education, major or other courses intended to meet licensure requirements, regardless of GPA.
- Mandated reporter certificate of completion and acknowledgment of status (two forms) submitted to the Administrative Assistant during the first week of enrollment in EDUC 225, Music 132 or first techniques course.
- Satisfactory field performance and documented field hours (field logs) in EDUC 225 and 255, or Music 132 and techniques courses.
- Demonstrated dispositions of reflection, resourcefulness, and responsiveness.
- Demonstrated adherence to the Illinois Educator Code of Ethics (page 6).
- Sound physical, psychological and emotional health.
- No felony convictions. Illinois law does not allow a school board to employ anyone who has been convicted of committing or attempting to commit certain felonies, which include drug and sex-related matters.
- Students on academic probation will not be admitted and may not enroll in upper level professional Education courses.
- Elementary and Secondary candidates must also participate in and pass an admissions interview.
- Music Education candidates must pass all portions of the Upper Division Assessment. Note that passing the Upper Division Assessment is necessary but not sufficient for acceptance.
- Creation of an Educator Licensure Information System (ELIS) account.

Upper Level Field Placement and Student Teaching

Local school districts require requests for junior year and student teaching placements well in advance. Field placement arrangements are conditional upon application and admission to the Teacher Education Program. Information submitted for the TEP application will be used to procure upper level field placement and student teaching assignments.

Student Status Review

TEP applications are reviewed at the end of the term, and candidates are notified in writing of the status of their application to the Program. The School of Educational Studies or the Music Education department reserve the option to call for an interview should reasons of concern arise in grades, field placements, professionalism, or any other of the requirements listed above call for review. A Teacher Education Committee (TEC) or Music Teacher Advisory Committee (MTAC) review is required in the case of application petitions. In those cases, your petition will be reviewed by a subcommittee of the TEC or MTAC who will make a recommendation to the Director of Teacher Education or the Head of Music Education.

Student Status

You will be notified in writing of your program status. Your TEP program application and student teaching review will result in one of four outcomes:

- o *Program Acceptance*
You have met all requirements for program admission. You may enroll in the next sequence of upper level teacher Education coursework. Your status will continue to be assessed each semester.
- o *Conditional Status*
Conditional Teacher Education Program admission status may be granted when any one requirement for admission is not met, including dispositional, field performance, testing, and essay requirements. Candidates should consult with an School of Educational Studies or Music faculty advisor, (Director of

Academic Advising), and/or Counseling Services as needed. Candidates should also review all available study materials prior to re-testing (page 8).

Conditional status is granted pending a successful rewrite of the TEP application essay. It may also be granted when the candidate submits a [successful petition](#) which makes a compelling case explaining past performance, develops a plan for remediation in consultation with faculty, and/or shows promise for improved performance. No conditional status applies to student teaching acceptance. Candidates notified of conditional status must meet the conditions specified for admission to the TEP within one semester in order to proceed with upper level professional Education coursework. Conditional status allows you to continue enrollment in professional Education courses.

o *Deferred Status*

A decision regarding admission to the TEP or student teaching may be deferred when a candidate fails to meet one or more requirements. Deferral provides the candidate time to remediate any deficiencies in program requirements and reapply to the program. Deferred status prohibits candidates from enrolling in upper level professional Education coursework, and may result in a ninth semester to complete the program. Applicants who reapply and are subsequently denied admission will be referred to their academic advisors to plan an alternative academic program.

o *Probation (Music Education Candidates only)*

If a music candidate is deficient on any portion of the Upper Division Assessment, a remedial plan will be devised (by the MTAC in consultation with the Director of the School of Music) and one semester of probation (fall, junior year) may be granted (see page 41). Students may enroll in Music 232 and Music 333A during the probationary semester. If significant progress has not occurred at the end of the probationary semester, which will be determined by a second (and final) examination and interview, the candidate will not be permitted to enroll in Music 333b, 497a, or 427, and a change of major will be recommended.

o *Program Denial*

Applicants are denied admission when one or more program requirements is not met. Denial prohibits enrollment in the next sequence of upper level professional Education coursework. Consult with your advisor to plan an alternative academic program. You may reapply to the program when evidence of having met all acceptance criteria is presented. The Teacher Education Committee (TEC) or Music Teacher Advisory Committee (MTAC) reviews [student petitions](#) submitted in the case of denial.

Reapplication to the Teacher Education Program or Student Teaching

Students who are deferred or denied application to the Teacher Education Program or student teaching may reapply no sooner than one semester after the original application date; program requirements must be met at that time. You must submit a reapplication form. Only one reapplication will be considered. (See Teaching Titans Canvas).

Ongoing Status Review

A candidate may be suspended or directed to withdraw from the Teacher Education Program without qualification, under the following circumstances:

- Grade point average(s) dropping below the required levels during any phase of the program.
- Failure to demonstrate expected professional behavior and dispositions in the field.
- A criminal or felony conviction.
- Violation of the [Illinois Educator Code of Ethics](#).
- Evidence of problematic physical, psychological, or emotional health which interferes with one's ability to meet program and professional expectations, and which cannot be alleviated through reasonable accommodations under the Americans with Disability Act (ADA).
- Other circumstances which make a candidate ineligible for licensure.

The School of Educational Studies or the Teacher Education Committee (TEC) also may decide, upon review of your case, to grant conditional status with the development of a specific remedial plan.

Student Appeal Procedures

Candidates wishing to appeal decisions regarding admission, retention, and licensure, or who have other grievances relating to the Teacher Education Program should first meet with the Chair of the School of Educational Studies or the Head of Music Education to discuss the appeal or grievance.

You may submit a written [petition](#) appealing any admission, retention, or licensure decision to a subcommittee of the Teacher Education Committee (TEC) (via the Director of Teacher Education or the School of Educational Studies Chair) or to the Music Teacher Advisory Committee (MTAC) (via the Head of Music Education). It is your responsibility to outline the reasons for the appeal and to make a compelling case. The subcommittee may ask you to respond to questions before the committee. The subcommittee's determination is communicated in a letter from the School of Educational Studies Chair or Head of Music Education. Please note: *Appeals are not reviewed over the summer*. Candidates planning to appeal should plan on an alternate course of study while the case is under appeal.

To act for the Teacher Education Committee under extenuating circumstances, a subcommittee consisting of a School of Educational Studies faculty member, major department representative, and Director of Teacher Education will be called to review student petitions and student status.

Students have the right to appeal any TEC or MTAC decision affecting their programmatic status to the Academic Appeals Board, which hears student appeals of faculty decisions affecting grades and charges of academic dishonesty. The criteria and procedures the Board uses when evaluating its cases can be found at: <https://www.iwu.edu/associateprovost/aaboardprocedures.pdf>.

7. Student Teaching

Elementary and secondary candidates' student teach during the fall semester senior year. Music Education students may student teach during the fall or spring semester senior year. A ninth semester option is available to all candidates. The status of all candidates is reviewed at the end of the semester prior to student teaching to determine acceptance into student teaching. Successful completion of required coursework prior to student teaching does not in itself permit one to student teach. Unless subject to exceptional circumstances, students planning to student teach must meet **all** of the requirements specified below:

- Minimum of 100 hours of documented, supervised and satisfactory field experience.
- Successful completion of required upper level professional Education courses.
- Demonstrated dispositions of reflection, resourcefulness, and responsiveness.
- Demonstrated adherence to the Illinois Educator Code of Ethics.
- Demonstrate understanding and guided by the [Illinois Professional Educator Standards \(IPES\)](#) and [Culturally Responsive Teaching and Leading Standards \(CRTL\)](#)
- Sound physical, psychological and emotional health.
- All grades must be C- or higher in any professional Education, major or other courses intended to meet licensure requirements, regardless of GPA.
- Minimum Cumulative grade point average of 3.00.
- Minimum Professional Education grade point average of 3.00.
- Minimum Major grade point average of 3.00 (secondary and music candidates' programs). All major courses required for licensure are included.
- Six courses in the content major (secondary programs).
- Completion of criminal history information checks and student teaching paperwork per district policy.
- Major advisor/department recommendation.
- No incomplete grades (except 9th semester graduates who may have an incomplete in EDUC 498).

Candidates for student teaching will be notified in May of their status regarding student teaching the following fall, or December for spring semester music student teachers.

8. Recommendation for Teacher Licensure

Recommendation for teacher licensure is based upon the following criteria and will take place in May or December, following the final semester of senior year.

- Completion of student teaching with a minimum average score of 2.81 on the final evaluation, and no category scores of "1" regardless of summative score.
- Completion of student teaching with a minimum grade of B.
- Completion of EDUC 498, *Educational Inquiry*, with a minimum grade of C- (elementary/secondary candidates).
- Final Cumulative, Major and Professional Education grade point average of 3.00.
- All grades are C- or higher in any course intended to meet licensure requirements, regardless of GPA.
- School of Educational Studies or Music Education Department recommendation.
- Passing score on the ILTS content exam for the PEL/initial endorsement/major program at IWU.
- Passing scores on all subsequent endorsement exams by April 15th of Senior Year or by November 15th if 9th semester student if applicable.
- Completion of ISBE and IWU graduation requirements. **Note: if degree requirements for licensure are not completed by the last day of May Term, processing of your license will not be guaranteed. If processed by the School of Educational Studies office, the submission of paperwork may be delayed.**

FIELD EXPERIENCE

Many courses in the Teacher Education Program incorporate opportunities for you to apply knowledge and theory to practice. Field experiences are planned to provide a gradual and sequential introduction to the full range of teaching possibilities you will encounter. They are integrated within the goals of professional education coursework and supervised by University faculty and school personnel.

Field experiences enable you to develop understandings of the school as a social system, and of the relationship of the school to the larger community. Field experiences enhance your awareness of student and school diversity. They provide a more comprehensive view of the demands of the teaching profession. Field experiences also help you recognize the dilemmas and opportunities inherent in teaching. These opportunities help you assess whether teaching is a good fit for you. Sometimes, as a result of early field experiences, students elect to withdraw from the Teacher Education Program and to prepare for an alternative career. This is not a negative outcome but can be a symptom of personal growth. Evaluations of your field performance enable you and your faculty mentors to identify areas of professional development requiring particular attention.

Fieldwork occurs primarily in elementary, middle, and secondary schools, but may also include involvement with child care programs and in other community settings that serve children and families. *You may not be placed in your home school or with a relative during any of your school experiences.* In the field you will:

- Learn the language, practices and expectations of your chosen profession.
- Observe the skills of experienced professionals.
- Develop competence in the classroom and in your interactions with children.
- Discover and reflect upon your individual teaching abilities.
- Demonstrate your resourcefulness and responsiveness as you perform your professional responsibilities.
- Learn to work cooperatively and collaboratively with teachers, principals and other professionals working in school settings (for example, social workers, school psychologist, speech therapists, and special Education personnel).
- Develop skills in communicating and interacting effectively with parents, with whom you work in partnership on the children's behalf.

Finally, it is in the field that you begin the journey of becoming a teacher-scholar for social justice.

K-12 schools are not required to offer field placements. Field placements are a result of the hard work and dedication of local school faculty and administrative staff working in partnership with School of Educational Studies and Music Education faculty. Placements are planned so that you may gain the most out of the experience. Cooperating teachers working with you in pre-student teaching placements receive no compensation for this arrangement. *Therefore, please show your appreciation to them for creating this opportunity for you.* Remember that the school's willingness to invite you into the classroom is influenced by positive experiences teachers have had with IWU students in the past. Please work to continue the professional relationships IWU has with these schools.

Note: You are encouraged to gain experience with children and in schools outside of the developed professional Education curriculum, but these hours may NOT count toward the field experience requirement.

Candidates are not to contact school personnel to arrange placements under any circumstances.

Field Requirements

It is understandable that you might feel some trepidation when encountering a new experience – and in particular becoming a guest member of a school and/or classroom community. While you have been in schools before, you most likely have not taken on a professional role when you have been there. Each course has specific field requirements and protocols outlined in syllabi and course materials that you will need to observe. The following requirements are meant to further help you make the transition from college student to school professional. Faculty understand there is a lot to be learned while you are in the field. ***We want you to have a successful experience, so whenever you are uncertain about what to do in a situation, ask!*** As a prospective teacher you must learn to be comfortable speaking with your mentors, colleagues, and students.

Required Field Hours

A minimum of 100 hours of *documented* field experience is required for all licensure candidates prior to student teaching except under exceptional circumstances. Each designated course has a specified minimum number of hours required over the term. The required hours for any such course must be completed by the last week of classes or made up during finals week.

Maintain a record of your hours and activities using the Field Placement Log Template posted to CANVAS or to the School of Educational Studies website on the Handbooks and Forms page (download and save with the label [your last name & course#]). Submit the completed and signed Field Placement Log to CANVAS on Reading Day of each semester. Absences should be rare and must be recorded on the log. Ask your cooperating teacher to sign the log on the last day you are at the site, at the end of the semester. No course grades will be assigned until the signed log is submitted. Maintain an electronic or hard copy of each log for your records.

Scheduling Field Hours

All students must make time in their schedules (generally between 7:30am – 3:00pm) for field hours when registering for courses with concurrent field placements. You will be advised as to what procedures to follow regarding scheduling and placement at the start of the term. Once your placement site days and times are arranged, changes are rarely made. Consult with your professor and/or the Director of Field placement regarding any issues.

As an academic commitment, field hours take priority over all extracurricular activities and employment. The only reason for changing your placement day and time is another academic class commitment or the request of your cooperating teacher. If your course schedule changes during the first week of the semester, you must immediately inform both your instructor and the Director of Field Placement or the Head of Music Education.

Attendance

Field placements require you to assume a professional role and demeanor, which includes being prompt and regular in attendance. Attend your field placement site through the last week of IWU classes, ***regardless of the number of hours accumulated.*** Cooperating teachers are counting on you to participate for the entire semester.

Punctuality

When rare circumstances make it impossible to be punctual, call the school *and* email your cooperating teacher and course professor. *Be sure your message is communicated clearly to your cooperating teacher.*

Absences

Limit *absences to illness, family emergency, or a death in the immediate family.* We all have days when we may not feel our best, but unless you are completely incapacitated or contagious, you are expected to make the best of it and keep your commitment to your students. Absences are not permitted for athletic, work study, sorority or fraternity activities, theater or music performances, or any other extra-curricular activities. Absences must ALWAYS be communicated to your cooperating teacher, professor and school personnel as soon as possible. In the event of any absence take the following steps in the order presented below:

- Immediately call the school office and leave a message specifically for your cooperating teacher. In addition, email your cooperating teacher and professor explaining the reason for your absence. If you will miss scheduled classroom responsibilities, provide the cooperating teacher with your plans.
- If you are unable to take the above steps due to serious illness or family emergency, ask someone to do so for you.
- In the case of illness, go to Arnold Health Services.
- If there is a family emergency requiring you to leave campus, call the Dean of Students (556-3111) and email your course instructor.
- Let your instructor know the day you return to school.
- Record your absence on your field log by noting the date and zero hours.

Teacher Strike or Work Stoppage

If teachers go on strike, do not report to the assigned school. Instead, contact your IWU instructor or the Director of Teacher Education for further instructions. Let your cooperating teacher know you are following University procedures in these circumstances.

- During a strike or work stoppage, no IWU pre/student teacher may act as a substitute teacher.
- While you may have your opinions of the issues under contention, do not get involved in the dispute.
- Do not cross any picket line or resume your placement until the strike is settled.
- If your cooperating teacher invites you to attend union meetings, you may do so as a learning experience. You must, however, remain silent at any such meetings.
- Consult with your IWU instructor regarding how to meet field-based assignments during any strike.

Transportation and Parking

You are responsible for your own transportation and any related expenses. If you drive your own car, note that school parking resources are usually limited. Ask school personnel where to park and then only use designated parking spaces and get a parking pass/sticker when necessary. Failure to do so interferes with transportation for students and teachers and compromises access to the school by emergency vehicles. Your car may be towed at your expense if you do not park in designated areas.

When in your car, DO NOT pass the school buses as they load and unload. When the buses are loading and the stop arm is out, it is illegal, and extremely dangerous to pass – even in a parking lot. Bus drivers will report drivers who violate the law to the police. Additionally, you may be ticketed for using your cell phone while driving, particularly when in proximity to a school.

When children are in the crosswalk, DO NOT drive through the crosswalk until the crossing guard has stepped onto the curb/sidewalk. Do not proceed if everyone is “almost” across the street. You may (and most likely will) be ticketed for any violation.

Security Protocol

Learn the procedures for entrance to the school building, including whether or not you need to sign in and out of the building each day. Do NOT sign out at the same time you sign in. There are often circumstances when school personnel need to know if you are in the building, and failing to follow this protocol can be very problematic. Never sign in or out for another person.

Always wear your IWU lanyard and ID sleeve with your IWU identification card, or an ID provided to you by the school. If you are not wearing your ID, you may not be admitted to the school or be asked to leave the school.

Professional Behavior

The cooperating teacher’s first responsibility is to their students. Demonstrate to your cooperating teacher that you are an asset and not a burden in the classroom.

Dress

A good rule of thumb is to dress as if every day in the field is a job interview. Wear clothes that are comfortable, but professional in appearance. Ask your cooperating teacher if and when wearing blue jeans is permitted. Follow your cooperating teacher's lead for "casual days." Professional and unprofessional dress and appearance include, but are not limited to, the examples listed below. *School personnel may require you to adhere to more specific dress codes.* Your professionalism will be judged in part by your appearance and demeanor.

Professional	Unprofessional
Business casual	College casual
Dress shoes or dress sandals	Rubber flip flops, old tennis shoes, high heels (more than 2")
Khaki pants, dress or trouser jeans	Athletic pants, sweatpants
Clean-shaven or neatly trimmed beards	Rugged or scraggly facial hair
Limited jewelry	Excessive jewelry that is distracting to students
Clean hands and nails	Chipped nail polish or dirt underneath fingernails
Shirts with collars	T-shirts (inappropriate language or graphics is unacceptable)
Clean, neat, and well-fitting clothing suitable for the active life of teaching	Torn, tight, sheer, or ill-fitting clothes that do not appropriately cover your body; visible undergarments
Clean personal hygiene	Not showering or bathing
	Wearing sports caps or sunglasses inside the building

Cell Phones

Silence and put away your cell phone when you enter the school. Never use your cell phone while observing in a classroom. Unapproved use of one's cell phone on a school site may be grounds for one's removal from one's placement.

Food

Follow classroom policy regarding eating, drinking, and chewing gum. If you are diabetic or have other health concerns, please let your cooperating teacher know for your well-being.

Communicating with Teachers

Ask your teacher how they would like to be addressed and offer to address your cooperating teacher as Teacher [last name], unless asked by them to do otherwise.

At the start of the semester, take the time to talk with your cooperating teacher about the field expectations specifically outlined by your professor. Cooperating teachers are told you will spend the first few days observing, taking notes and learning the routines and culture of the classroom. After that, your responsibilities will vary depending on courses you are currently taking and the specific field expectations that apply.

Take initiative. Do not wait to be told what to do in every situation; think like a teacher and try to see what needs to be done. If you overstep your bounds, the teacher will let you know.

Clarify any questions about your classroom roles or responsibilities with your cooperating teacher on an ongoing basis. Teachers want to be supportive, but they can't help you unless you communicate with them. Talk with them before and after classes, during lunch, or before and after school. You may need to schedule a time that both of you are available even if it is in addition to your scheduled field hours. Use email to communicate with teachers,

but do not expect them to respond during non-school hours. The email addresses for most teachers may be found on the school website.

Never publicly contradict or challenge school personnel

Although you may be working at and contributing to the school, you are a guest and a representative of IWU and are expected to conduct yourself accordingly. *This is your opportunity to demonstrate your emerging professionalism.* If you have concerns about your participation, discuss them with your professor, the Director of Field Placement, the Director of Teacher Education, Professor Leah Nillas, or Head of Music Education. Students engaging in unprofessional behavior jeopardize their status in the Teacher Education Program and field placements for all IWU students.

Interacting with Students

Ask your cooperating teacher to introduce you or give you an opportunity to introduce yourself to the students. Students should not refer to you by your first name but rather by a professional title. Explain to students that you are there to learn from them as well as to help them learn. Learn your students' names as early as possible. In the classroom, be conscious of the tone of your language as well as your choice of words, that is, adopt a formal demeanor and language. Learn the school's policy regarding touching students. If you are inappropriate in your interactions, school personnel will let us know. Maintain a professional rapport and you will have a successful placement.

Treat your students with respect but demonstrate *appropriate distance* from them. Do not divulge information of a personal nature and do not socialize with students outside of school. (You may, however, attend student sporting events and school performances as a way to show your support.) Do not provide students with your personal email address and do not communicate with students through social media sites (Facebook, Twitter, Instagram, Snapchat, etc). *Be aware that students may find a way to access your Facebook, Twitter, Instagram, Snapchat etc. without your approval; therefore, be extremely selective when sharing information and thoughts, as well as posting pictures.* Should a student phone, email, or attempt to "friend" you, inform your supervising teacher so they may talk with the student about appropriate boundaries.

You are never to be assigned sole responsibility for supervision of children. School personnel must always be with you when children are present. You may not act as a substitute teacher or receive remuneration for field work.

Be advised that having any kind of sexual or intimate relationship with a minor (under age 18) may constitute unlawful sex with a minor or sexual assault in the eyes of the law. Candidates engaged in any such behavior may be dismissed from the Teacher Education Program with no possibility of re-admission. A conviction for sex with minors under the age of consent would eliminate all possibility for teacher licensure. *All students engaged in field work, especially those working in high school settings, should take care to avoid any appearance of impropriety regarding their relationships with students and should, under no circumstances, be in a dating relationship with a minor.*

Under no circumstances are you to administer corporal punishment. Consult with your cooperating teacher and IWU instructor for advice on how to manage challenging student behavior.

Confidentiality

Maintain confidentiality about individual students, families, and teachers connected with the school. Refrain from casual discussion about students in their presence, or the presence of other adults, including teachers and school personnel, when not warranted. Never discuss students with anyone not associated with your field placement. You must sign a [Confidentiality Agreement](#) prior to starting your field hours.

Public Health Protocols

Follow all public school regulations and policies regarding the practicing of safe distancing, the wearing of face masks, and the practice of preventative hygiene, including the use of soap and hand sanitizer when appropriate, at all times.

Reporting Child Abuse or Neglect

The exception to confidentiality is if you believe that a student is in danger of harming themselves or someone else, or if you suspect abuse, neglect, a drug problem or signs of suicidal intentions. In such circumstances, you are obliged to report the information to appropriate school officials immediately. If a student shares information with you indicating they may be at risk, inform the student that you cannot maintain confidentiality under these circumstances.

Remember, it is not your role to determine if there is *actual* danger or abuse. When in doubt as to what to do, contact a school official or your IWU professor or the Director of Field Placement. Review the Illinois [mandated reporter training course](#) or refer to the Illinois Department of Children and Families [Manual for Mandated Reporters](#). You must follow school protocols for reporting concerns about a student. Failure to do so will affect the assessment of your professional conduct in the Teacher Education Program.

Incident Reporting Protocol. In the event you perceive that a student is likely to do harm to self or others, an immediate report must be made to school personnel. When there is some question as to what constitutes a critical incident, err on the side of caution. Do not leave the school building before you report concerns about a student to a counselor, your cooperating teacher, or another person in authority. Contact and inform your professor of your concerns and actions within 24 hours of an incident to debrief, that is, share (1) what you saw/heard; (2) what the student did; and (3) to whom you reported. Please ask School of Educational Studies faculty for assistance in processing critical events. Complete an [Incident Report Form](#) and turn it in to your professor, who will forward it to the Director of Teacher Education or the Department Chair within the 24 hr. period. These confidential records are kept until deemed no longer necessary.

Withdrawal from Field Placement

Failure to adhere to these field placement requirements may result in removal from the field placement and the Teacher Education Program, and/or a programmatic denial when you apply to the TEP or student teaching.

Lapses in professional conduct, failure to demonstrate expected dispositions, or any problematic conduct reported by cooperating teachers, principals, or IWU faculty may result in a Student Concern Report and/or removal from the field (without remediation). In such circumstances, a new placement is never guaranteed and may not be arranged. Such conduct includes but is not limited to:

- Unexcused or excessive absences.
- Repeatedly arriving to the school late or leaving early.
- Unprofessional conduct, including failure to adhere to confidentiality protocols, DCFS reporting requirements, and/or the [Illinois Educator Code of Ethics](#).
- Non-responsiveness to faculty or cooperating teacher feedback and suggestions for professional development.
- Demonstrated uncooperative or disrespectful attitude or immaturity.
- Ongoing emotional or personal problems that interfere with one's ability to meet professional and academic expectations.
- Demonstrated inability to work professionally with children, youth, or adults.
- Any form of corporal punishment.
- Inappropriate physical contact.
- Inappropriate oral or written communication to a student.

The submission of a Student Concern Report and/or removal from the field placement may result in expulsion from the licensure program. Any re-enrollment in professional Education courses with concurrent field placements requires the submission of a petition. When reviewing the petition, faculty will consider the severity of the concerns reported, the candidate's recognition of and responsibility for errors in judgment and behavior, the candidate's proposal for remediation, and the candidate's readiness to take on the responsibilities involved in field placement.

Education Courses with attached clinical experiences

COURSE #	COURSE TITLE	MINIMUM HOURS
EDUC 225 w/concurrent lab EDUC 125 Eled & Secondary	Education and Social Justice Education and Social Justice Field Work	20 hours
EDUC 255 w/ concurrent lab ELED 126 Eled & Secondary	Child Study and Assessment Teaching to the World of the Child	20 hours
EDUC 320 Eled = required Sec= may take in lieu of EDUC 365	Foundations of Literacy, Reading, Writing and Oral Communication *Required for Reading Endorsement	25 hours
EDUC 330 Eled	Mathematics, Science, and Technology Curriculum and Pedagogy in the Elementary Curriculum	
EDUC 335 Eled	Exploring Inquiry and Creativity in the Elementary Curriculum	40 hours
EDUC 340 Eled	Instructional Planning, Assessment , and Safe Learning Environments	
EDUC 345 Secondary	Instructional Planning, Assessment , and Safe Learning Environments	
EDUC 360-363 Secondary Lab	LAB 0.5 Curriculum and Pedagogy for SEC Content area	Hours as needed to complete 100 clinical hours
EDUC 365 Music Secondary (or 320)	Reading, Writing, and Communication in Content Areas *Reading Endorsement	

Music courses with attached clinical experiences

COURSE #	COURSE TITLE	HOURS
MUS 132	Foundations & Principles of Music Education (Spring)	10
MUS 221	String Techniques	10
MUS 222A	Woodwind Techniques (Fall)	5
MUS 222B	Woodwind Techniques (Spring)	5
MUS 223	Brass Techniques	10

MUS 224	Percussion Techniques	10
MUS 225	Vocal Techniques	10
MUS 232	Elementary General Music Methods	15
MUS 333A	Instrumental Music Methods (Fall)	15
MUS 333B	Choral Music Methods (Spring)	15
EDUC 365 (or EDUC 320)	Reading, Writing, and Communication in Content Areas *Reading Endorsement	Hours as needed to complete 100 clinical hours

STUDENT TEACHING

Student teaching takes place during the fall term of the senior year or spring term for some Music Education candidates. Fall semester student teaching provides the equivalent of a year-long field placement, since your placement and cooperating teacher typically continues from the previous spring semester of your junior year. Fall semester student teaching also allows candidates to participate in the opening of a new school year and to prepare your credentials prior to applying and interviewing for teaching positions in the spring.

The student teaching experience is a significant phase of your professional development. Prior to student teaching you will receive a handbook outlining the policies, procedures, and responsibilities for everyone involved in the student teaching experience. For more information visit the School of Education [Student Teaching Webpage](#). General information about student teaching is provided below.

Placement

While student teachers are often placed within the local Bloomington-Normal community please note, that you may be placed in any district within a 60-mile radius. **You are responsible for your own transportation and any concurrent expenses that may arise.** You must notify the Director of Field Placement well in advance if your ability to secure transportation has changed. However, even if such changes occur, the responsibility for securing transportation to and from your field sites remains yours alone.

Candidates are not placed in a previously attended elementary or secondary school, or in a school where a relative is currently employed. Site selection is made in part to facilitate supervision by IWU faculty. All placements are subject to approval by representatives of the school district. ***Never initiate contact with a school administrator or teacher to arrange or cancel a placement.***

Teaching in Chicago

The [Chicago Semester](#) provides an off-campus option for student teaching. Students who are accepted into the program teach in a Chicago public school while living in Chicago with student teachers from other colleges in a residential facility. IWU students who participate in the Chicago Semester will pay room and board directly to the Chicago Semester Program.

Interested students complete the Chicago Semester application process during the junior year, in addition to submitting the IWU student teaching materials. After acceptance, students must also complete the Chicago Public School application and essay requirements. *Chicago Public Schools require a criminal history record information check at your own expense.*

Representatives from the Chicago Semester visit the IWU campus each year and are available for walk-in appointments.

Note: The 9th semester tuition reduction does not apply to students participating in the Chicago Semester Urban Education program.

Student Teaching Seminar

The student teaching seminar meets once a week after school hours. For elementary and secondary students, the seminar is worth one unit of credit (student teaching is three units). The seminar provides an opportunity to address challenges encountered during the student teaching experience and have support while you work on your Teacher Performance Assessment (see below) and conduct your self-study (elementary and secondary). Seminar topics reflect the instructors' assessment of your needs as student teachers. The seminar is an opportunity to step back from the classroom and reflect on your performance. It is an essential and required part of your student teaching experience. Reference the *Student Teaching Handbook* for details of seminar requirements.

Extra-Curricular Activities While Student Teaching

Student teaching requires your extensive time, commitment, and involvement. It is expected that your full and undivided attention will be given to student teaching and the student teaching seminar. Pursuit of extra-curricular (e.g., athletics, theater, music, sorority or fraternity) activities during student teaching places you at risk with respect to your professional performance. Limit your employment to no more than ten hours a week. While you are not prohibited from engaging in employment or extra-curricular activities, *under no circumstances may these activities prevent you from attending school consistently or participating in any late afternoon or evening school activities required of teachers*. Of primary concern to the IWU supervisor and the cooperating teacher is your demonstrated commitment to, and performance of, teaching and those professional activities related to teaching.

Music Education student teachers are not permitted to participate in any IWU ensemble during the semester of student teaching, regardless of “x” credit.

Students who participate on an IWU athletic team that competes during any part of the fall semester are encouraged to meet with their School of Educational Studies Advisor early in their college career to discuss the possibility of a 9th semester student teaching experience. Ninth semester student teaching allows the athlete to participate fully with their team for all four years of eligibility without the added pressure and responsibility of student teaching. If the student-athlete chooses to student teach while simultaneously participating on an athletic team that competes during the fall semester, the student-athlete will need to submit a Student Teacher-Fall Athlete Contract Proposal. This form is located on the School of Educational Studies Website - [Handbooks and Forms](#) page. Detailed information about the Student Teacher-Fall Athlete Contract Proposal can be found in the Student Teaching Handbook.

Ninth Semester Student Teaching

Students who successfully complete graduation and licensure course requirements with the exception of student teaching, within eight full time semesters (or equivalent), are considered 9th semester students.

Ninth semester students are eligible to receive tuition remission for a ninth semester. Tuition equivalent to the cost of one unit of course credit (rather than four) may be approved under the following conditions:

- Completion of all IWU graduation and licensure requirements except for student teaching and the student teaching seminar.
- All admission requirements for student teaching met.
- No previous enrollment in student teaching.
- Completed application for ninth semester tuition reduction submitted no later than April 15, senior year. You will receive notification from the School of Educational Studies office in early May regarding the status of your tuition reduction request.

Tuition reduction does not apply to students who complete student teaching through the Chicago Semester program. Candidates who do not meet the above requirements, including those who require coursework after student teaching, may be considered for the ninth semester student teaching tuition reduction upon submission of an [application](#) and supporting documentation.

Students who study abroad during the fall of their senior year must complete a 9th semester of student teaching.

If you are planning a ninth semester, inform your faculty advisor and the Assistant Director for Teacher Licensure before spring term junior year, and ***defer your 300 level curriculum courses to the senior year***, prior to student teaching.

If you are receiving financial aid, contact the Financial Aid office early in your senior year to determine your eligibility for financial aid during a ninth semester.

**GENERAL EDUCATION
All Teacher Licensure Programs**

The following IWU general Education requirements are met with professional Education and major courses.

Arts (AR)

- **Elementary Education candidates:** ENGL 101 (creative writing) does not address the state content requirement in fine arts, but does address language arts content. *Film courses do not count towards state content area requirements in fine arts. Plan on taking at least one additional course in the fine arts if you take ENGL 101 or a film course to meet the IWU Arts General Education requirement.*

Contemporary Social Institutions (CSI): EDUC 225 (required for all elementary and secondary candidates).

Cultural and Historical change (CHC)

- **History and World Languages, Literatures, and Cultures** candidates meet the CHC requirement through the major.
- **Elementary Education candidates** are recommended to complete coursework that addresses at least **four areas of the social sciences:** history, international studies, political science, sociology, anthropology, psychology and/or economics. Content addressing Illinois, the United States, and the world must be addressed in your course selection. Consider any CHC course in history, international studies, political science, or anthropology or sociology with a global or U.S. diversity flag.
- **Music Education candidates:** Music 201 and 202 Survey of Music History I & II.

Formal Reasoning (FR)

- **Elementary Education candidates** are recommended to complete Math 106 (105 is prerequisite) or declare a minor in mathematics and enroll in the Applied Analysis sequence (Math 176). *Reference recommended mathematics courses.*
- **Secondary Education mathematics** majors meet the FR requirement through the content area major.
- **Secondary Education candidates** may take PHIL 102 or MATH 110 or any other FR designated course.

Life and Physical Sciences

- **Elementary Education candidates** are recommended to complete coursework that addresses at least **three areas of the natural sciences:** physical, life, earth and space. Environmental Studies may meet one of these requirements pending School of Educational Studies faculty approval. *Psychology does NOT meet this requirement.*
- **Secondary Science candidates** meet the IWU General Education requirement through courses in the major and those outside the major required for licensure.

Literature (LIT)

- **English and World Languages, Literatures, and Cultures candidates** meet the LIT requirement through the major.
- REA 272 meets the LIT requirement for any candidate.

Natural Science (LSI/L, PSI/L)

- **Elementary candidates:** Reference standards
- **Biology, Chemistry, and Physics** majors meet the IWU General Education requirement through the major and additional courses in life or physical science as required for licensure .
- **History candidates** meet the LSI requirement through PSYC 100.

Global Diversity (G)

- **World Languages, Literatures, and Cultures and History candidates** meet the global flag requirements through the major.
- **Elementary candidates:** reference the above explanation of state recommendations

Writing Intensive (WI)

- EDUC 255 and 498 (required).
- **Secondary:** additional WI in the major.
- **Music Education:** music history and literature courses selected from MUS 353, 354, 355, 356, 357, and 358.

U.S. Diversity (U.S.)

- **Elementary and Secondary:** EDUC 257 (required).
- **Elementary candidates:** reference the above explanation of state recommendations
- **Music Education candidates:** EDUC 257.

No more than two General Education courses may come from a single department or school, with the exception of Gateway and Writing Intensive.

AP and transfer courses that are approved for IWU general education credit may also count toward state licensure requirements with the approval of the School of Educational Studies advisor and the Director of Teacher Education.

ELEMENTARY EDUCATION
Course Requirements

Completion of the Elementary Education major and passing all state tests results in the issuing of an Elementary Education (Self Contained General Education – SCGE) Professional Educator’s License (PEL) for grades 1-6.

Professional/Major Sequence in Elementary Education (13.5 units)

Take the courses below in the sequence listed. Refer to the *IWU catalog* for course prerequisites and restrictions on concurrent enrollment. The professional Education courses listed below are used to compute your professional Education grade point average for TEP and student teaching acceptance. Courses are 1 unit unless noted.

Freshman Year: Fall/Spring

EDUC 225: Education and Social Justice (CSI)	
EDUC 125: Education and Social Justice In most cases, concurrent with 225 (.25 units)	20-25 hours field experience
EDUC 255: Child Study and Assessment (W)	
EDUC 126: Teaching to the World of the Child In most cases, concurrent with 255 (.25 units)	20-25 hours field experience
MATH 105: Mathematical Concepts for Elementary Teachers I	
MATH 106: Mathematical Concepts for Elementary Teachers II (FR)	

Sophomore Year: Fall/Spring

EDUC 255: Child Study and Assessment (W) if not taken freshman year	
EDUC 126: Teaching to the World of the Child In most cases, concurrent with 255 (.25 units)	20-25 hours field experience
EDUC 257: Disability Rights (AV,U)	
MATH 105: Mathematical Concepts for Elementary Teachers I (if not taken freshman year)	
MATH 106: Mathematical Concepts for Elementary Teachers II (FR) (if not taken freshman year)	

Junior Year: Fall

EDUC 320: Foundations of Literacy: Reading, Writing, and Oral Communication (1.5 units)	25 hours field experience
EDUC 330: Mathematics, Science, and Technology Curriculum and Pedagogy in Elementary Curriculum**	

Junior Year: Spring

EDUC 335: Exploring Inquiry and Creativity in the Elementary Curriculum	35 hours field experience
EDUC 340: Instructional Planning, Assessment and Safe Learning Environments	

Senior Year: Fall

EDUC 490: Student Teaching Seminar	15 week full time immersion in the field (continues last spring placement)
EDUC 496: Student Teaching (3 units)	

Senior Year: Spring

EDUC 498: Educational Inquiry (W)

*If planning to travel abroad, do so prior to the junior year, or during any May Term, and plan your enrollment in EDUC 225, 255, and 257 accordingly. EDUC 257 can be taken concurrently with 300 level courses the junior year. Ninth semester graduates take required 300 level courses and EDUC 498 spring semester of the senior year prior to student teaching.

** The equivalent of college algebra is required for success in EDUC 330. Equivalence may be demonstrated through one of the following means:

- C- or higher grade in a high school or IWU calculus course
- a score of 4 or 5 on the AP calculus test;
- a C- or higher grade in a college algebra course approved by the School of Educational Studies

IWU General Education

Elementary Education majors *recommend general education coursework in content areas* (Language Arts, Fine Arts, Mathematics, Natural Science, and Social Science). In addition to a two-semester sequence in mathematics, *elementary candidates are recommended to complete coursework that addresses the following **four areas of the social sciences***: history, geography, civics and government, and economics of Illinois, the United States, and the world. Some of this coursework may also meet general education requirements in CHC, IT, AV, or CSI and US and GL.

General Education courses in mathematics, social science and science are not used to compute your major grade point average for TEP and student teaching acceptance; however, you must earn a grade of C- or higher in the required coursework within these areas. Plan to complete this coursework by the end of your junior year. Your content knowledge across these disciplines will be tested by ISBE as a prerequisite to student teaching.

The IWU following General Education category requirements are met with required major or licensure courses.

- **Contemporary Social Institutions (CSI)**: EDUC 225 and PSCI 101.
- **Cultural and Historical Change (CHC)**: Select from the following social sciences: history, international studies, political science, sociology, anthropology and/or economics. Content addressing Illinois, the United States (U.S. diversity flag), and the world (global diversity flag) must be addressed in your course selection.
- **Formal Reasoning (FR)**: Math 106 (Math 105 is prerequisite). Elementary candidates with a math minor may substitute the analysis sequence. A minimum grade of C- is required.
- **Natural Science (LSI/L and PSI/L)**: Select courses across these three areas of the natural sciences: physical, life, earth and space, environmental studies (pending Educational Studies faculty approval). *Psychology does NOT meet this requirement. You may need up to three courses.*
- **U.S. Diversity (US) flag**: EDUC 257 (*required*) and an additional course in the social sciences (e.g., sociology, political science, or history).
- **Global Diversity (G) flag**: Any designated course in the social sciences.
- **Writing Intensive (W)**: EDUC 255 and 498 (*required*).

**ENGLISH LANGUAGE ARTS
Course Requirements**

Completion of the IWU and state requirements in Secondary Education and English Literature or Writing results in a Professional Educator's License (PEL) which allows one to teach English/Language Arts to grades 9 -12.

Professional/Major Sequence in Secondary Education (11 or 11.5 units)

Take the courses below in the sequence listed. Refer to the *IWU catalog* for course prerequisites and restrictions on concurrent enrollment. The professional Education courses listed below are used to compute your professional Education grade point average for TEP and student teaching acceptance. Courses are 1 unit unless otherwise noted.

Freshman Year: Fall/Spring

EDUC 225: Education and Social Justice (CSI)	
EDUC 125: Education and Social Justice in most cases, concurrent with 225 (.25 units)	20-25 hours field experience
OR	
EDUC 255: Child Study and Assessment (W)	
EDUC 126: Teaching to the World of the Child In most cases, concurrent with 255 (.25 units)	20-25 hours field experience

Sophomore Year: Fall/Spring

EDUC 255: Child Study and Assessment (W) if not taken freshman year	
EDUC 126: Teaching to the World of the Child In most cases, concurrent with 255 (.25 units)	20-25 hours field experience
OR	
EDUC 257: Disability Rights (AV,U)	

Junior Year: Fall/Spring

EDUC 257: Disability Rights (AV,U) if still needed	
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Junior Year: Fall/Spring

EDUC 320: Foundations of Literacy: Reading, Writing, and Oral Communication (1.5 units)	25 hours field experience
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Junior Year: Fall/Spring

EDUC 365: Reading, Writing and Communication in the Content Areas	field hours as needed
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Junior Year: Spring

EDUC 345: Instructional Planning, Assessment and Safe Learning Environments	40 – 45 hours field experience
EDUC 360: Curriculum and Pedagogy Seminar in English and World Language (.5 units)	

Senior Year: Fall

EDUC 490: Student Teaching Seminar	15 week full time immersion in the field (continued from previous spring placement)
EDUC 491: Student Teaching in English (3 units)	

Senior Year: Spring

EDUC 498: Educational Inquiry (W)	
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If planning to travel abroad, do so prior to spring term of junior year, and plan enrollment in 225, 255, and 257 accordingly.

Ninth semester graduates delay required 300 level professional Education coursework to the senior year, and take EDUC 498 prior to student teaching spring semester senior year.

IWU General Education

English Secondary candidates meet IWU General Education requirements with the following courses:

- Contemporary Social Institutions (CSI): EDUC 225 (*required*).
- Analysis of Values (AV): PHIL 214, Philosophy of Education (*recommended, not frequently offered*).
- Formal Reasoning (FR): PHIL 102 or MATH 110 are recommended but not required.
- Literature (LIT): Required upper division English literature course
- U.S. Diversity flag (US): EDUC 257 (*required*).
- Writing Intensive (W): EDUC 255 and 498 (*required*). You are likely to have additional WI requirements in the English major.

**No more than two General Education courses may come from a single department or school, with the exception of a second language, Gateway, and Writing Intensive.*

Major Sequence in English Literature (10 Courses)

The requirements listed below reflect the most recent information from the English Department. You are advised to consult the *IWU catalog* and your English advisor regarding current requirements for your graduating class. English majors seeking licensure in teaching are strongly advised to take at least one 300-level Shakespeare course. The required English courses listed below are used to compute your major grade point average for TEP and student teaching acceptance.

1. English 280: Understanding Literature (W)
2. Two or three lower division literature courses: a) one course must be from 220-257; b) one or two additional courses from 109-170, or 220-257 (only one unit of 100-level English courses may be counted towards the major).
3. Five or six additional courses in literature at the 300/400 level. At least one must be pre-1830 literature (341-345; 393-394).
4. English 480 : Senior Seminar (W)
5. Students may substitute either one unit of writing taken at the 100/200 level for 2b above, OR one unit of writing at the 300/400 level for one course from 3 above, excluding the pre-1830 requirement.

Major Sequence in English Writing (12 Courses)

1. English 280: Understanding Literature (W)
2. One lower division literature course from 220-257
3. Three courses in literature at the 300/400 level. At least one must be pre-1830 literature (341-345, 393-394).
4. One course in literature at the 100/200/300 level.
5. Two lower division writing courses from 201, 202, 206, 272-writing. JOUR 211, JOUR 212, and JOUR 213 may also fill this requirement.
6. Two upper division writing courses from 301 (may be repeated for credit with different subject matter), 302-314, 335, JOUR 315, JOUR 325, and JOUR 397.
7. One additional course in writing from 101, 201-206, 301-314, 335, and 485-writing, THEA 341, THEA 342, JOUR 315, JOUR 325, and JOUR 397 may also fulfill this requirement.
8. English 401

Consult with your English faculty advisor or the *IWU catalog* for course prerequisites and allowed substitutions.

Subsequent Endorsement: A Middle Grade Language Arts endorsement allowing one to teach Language Arts in grades 5-8 may be added to your Professional Educator License endorsed in English Language Arts grades 9-12 by

passing the Middle Grades Language Art content test. Reading Teacher may be added with appropriate coursework and content test.

MATHEMATICS Course Requirements

Completion of the IWU and state requirements in Secondary Education and Mathematics results in a Professional Educator's License (PEL) which allows one to teach Mathematics to grades 9 -12.

Professional/Major Sequence in Secondary Education (11 or 11.5 units)

Take the courses below in the sequence listed. Refer to the *IWU catalog* for course prerequisites and restrictions on concurrent enrollment. The professional Education courses listed below are used to compute your professional Education grade point average for TEP and student teaching acceptance. Courses are 1 unit unless otherwise noted.

Freshman Year: Fall/Spring

EDUC 225: Education and Social Justice (CSI)	
EDUC 125: Education and Social Justice in most cases, concurrent with 225 (.25 units)	20-25 hours field experience
OR	
EDUC 255: Child Study and Assessment (W)	
EDUC 126: Teaching to the World of the Child In most cases, concurrent with 255 (.25 units)	20-25 hours field experience

Sophomore Year: Fall/Spring

EDUC 255: Child Study and Assessment (W) if not taken freshman year	
EDUC 126: Teaching to the World of the Child In most cases, concurrent with 255 (.25 units)	20-25 hours field experience
OR	
EDUC 257: Disability Rights (AV,U)	

Junior Year: Fall/Spring/May Term

EDUC 257: Disability Rights (AV,U) if still needed	
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Fall

EDUC 320: Foundations of Literacy: Reading, Writing, and Oral Communication (1.5 units)	25 hours field experience
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May Term

OR

EDUC 365: Reading, Writing and Communication in the Content Areas	field hours as needed
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Spring

EDUC 345: Instructional Planning, Assessment and Safe Learning Environments	40 – 45 hours field experience
EDUC 362: Curriculum and Pedagogy in Middle Grades and Secondary Mathematics (.5 units)	

Senior Year: Fall

EDUC 490: Student Teaching Seminar	15 week full time immersion in the field (continued from previous spring placement)
EDUC 494: Student Teaching in Mathematics (3 units)	

Senior Year: Spring

EDUC 498: Educational Inquiry (W)

If planning to travel abroad, do so prior to spring term of junior year, and plan enrollment in 225, 255, and 257 accordingly. Ninth semester graduates delay required 300 level professional Education coursework to the senior year, and take EDUC 498 prior to student teaching spring semester senior year.

IWU General Education

The IWU General Education category requirements listed below are met with required major or licensure courses.

- Analysis of Values (AV): PHIL 214, Philosophy of Education (*recommended but not required*).
- Contemporary Social Institutions (CSI): EDUC 225 (*required*).
- Formal Reasoning (FR): Applied Analysis (*required*).
- Writing Intensive (W): EDUC 255 and 498 (*required*). Additional WI requirements are in the major.
- U.S. Diversity flag (US): EDUC 257 (*required*).

**No more than two General Education courses may come from a single department or school, with the exception of a second language, Gateway, and Writing Intensive.*

Major Sequence in Mathematics (minimum 12 course units)

Consult with your faculty advisors in Mathematics and School of Educational Studies to tailor a program which will enable you to meet ISBE content area standards in mathematics. The required Math courses listed below are used to compute your major grade point average for TEP and student teaching acceptance.

1. MATH 176 (FR), 177, 278
2. MATH 120X (0), 220, 320, 420: Math Immersion Sequence. Note: Math 321 Math Immersion III B is intended specifically for transfer students who declare their math major during their junior year.
3. MATH 200 (W) and Math 215 (FR). Both courses should be completed by the end of the second year. Students should consult with a mathematics advisor in order to determine the best time for them to take these courses.
And a minimum of six course units that satisfy the following requirements:
4. Two courses selected from MATH 360, 362, 364, 366, 368, or approved 470. Students must take at least one of the two courses in their junior year. Students are allowed to take more than two courses from 360, 362, 364, 366 and 368.
5. MATH 397, 495, or 499 for the completion of a capstone experience during the senior year.
6. Three additional electives selected from MATH 310, 324, 325, 340, 360, 362, 364, 366, 368, 400, 403, 407, 412, 430, 437, 451, or approved 370/470.
Note: MATH 105, 106, 110, 135, 136, 140, 141, 143, 145 will not count towards the Mathematics major.

Subsequent Endorsement:

A Middle Grade Mathematics endorsement allowing one to teach Mathematics in grades 5-8 may be added to your Professional Educator License endorsed in Mathematics grades 9-12 by passing the Middle Grade Mathematics content test.

NATURAL SCIENCE
Course Requirements
Biology or Physics

Completion of the IWU and state requirements in Secondary Education and Biology or Physics results in a Professional Educator's License (PEL) which allows one to teach either Biology or Physics to grades 9-12. All Science candidates *are required* to complete 6 hours additional coursework beyond the endorsement major in other areas of science. Coursework in Physical Sciences and Life Sciences. At IWU, this includes Physics, Chemistry, and Environmental Sciences.

Professional/Major Sequence in Secondary Education (11 or 11.5 units)

Take the courses below in the sequence listed. Refer to the *IWU catalog* for course prerequisites and restrictions on concurrent enrollment. The professional Education courses listed below are used to compute your professional Education grade point average for TEP and student teaching acceptance. Courses are 1 unit unless otherwise noted.

Freshman Year: Fall/Spring

EDUC 225: Education and Social Justice (CSI)	
EDUC 125: Education and Social Justice in most cases, concurrent with 225 (.25 units)	20-25 hours field experience
OR	
EDUC 255: Child Study and Assessment (W)	
EDUC 126: Teaching to the World of the Child In most cases, concurrent with 255 (.25 units)	20-25 hours field experience

Sophomore Year: Fall/Spring

EDUC 255: Child Study and Assessment (W) if not taken freshman year	
EDUC 126: Teaching to the World of the Child In most cases, concurrent with 255 (.25 units)	20-25 hours field experience
OR	
EDUC 257: Disability Rights (AV,U)	

Junior Year: Fall/Spring/May Term

EDUC 257: Disability Rights (AV,U) (if still needed)	
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Fall

EDUC 320: Foundations of Literacy: Reading, Writing, and Oral Communication (1.5 units)	25 hours field experience
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May Term

EDUC 365: Reading, Writing and Communication in the Content Areas	field hours as needed
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Spring

EDUC 345: Instructional Planning, Assessment and Safe Learning Environments	40 – 45 hours field experience
EDUC 363: Curriculum and Pedagogy Seminar in the Natural Sciences (.5 units)	

Senior Year: Fall

EDUC 490: Student Teaching Seminar	15 week full time immersion in the field (continued from previous spring placement)
EDUC 495: Student Teaching in Secondary Science (3 units)	

Senior Year: Spring

EDUC 498: Educational Inquiry (W)

If planning to travel abroad, do so prior to spring term of junior year, and plan enrollment in 225, 255, and 257 accordingly. Ninth semester graduates delay required 300 level professional Education coursework to the senior year, and take EDUC 498 prior to student teaching spring semester senior year.

IWU General Education

The IWU General Education category requirements listed below are met with required major or licensure courses.

- Analysis of Values (AV): PHIL 214, Philosophy of Education (*recommended but not required*).
- Contemporary Social Institutions (CSI): EDUC 225 (*required*).
- Formal Reasoning (FR): Consult with your science major advisor regarding recommended mathematics courses for the major.
- Life and Physical Science Issues and Lab: Major and licensure requirements.
- Writing Intensive (W): EDUC 255 and 498 courses (*required*). Additional WI requirements are in the major.
- U.S. Diversity flag (US): EDUC 257 (*required*).

**No more than two General Education courses may come from a single department or school, with the exception of a second language, Gateway, and Writing Intensive.*

The requirements listed below reflect the most recent information from the Biology and Chemistry Departments. You are advised to consult the *IWU catalog* and your major advisor regarding current requirements for your graduating class.

Major Sequence in Biology (9 units)

1. BIOL 101 and 102: General Biology (LSL)
2. BIOL 212: Introduction to Genetics (LSI)
3. BIOL 216: Foundations of Evolution (LSI)
4. One course in Ecology or Diversity selected from BIOL 306, 318, 319, 322, 324, 327, 328, or 350.
5. One course in Cellular or Molecular Biology selected from BIOL 314, 325, 330, 340, 407, 410, or 412.
6. One course in Organismal Biology selected from BIOL 307, 310, 311, 313, 315, or 319.
7. One additional course at the 300 or 400 level and selected from departmental offerings.
8. One of the 4 courses at the 300/400 level must have a significant emphasis on research and selected from the following: BIOL 307, 309, 311, 314, 324, 325, 327, 328, 340, 345, 411, or 412.
9. One unit of BIOL 390.

Additional Coursework is required in chemistry, physics, and earth & space science in order to meet the National Teaching Standards for Secondary Science. Coursework leads to subsequent science endorsements.

Suggested IWU coursework to meet requirement	
Chemistry	Chemistry 201 and 202
Physics	Physics 101 and 102 or 105 and 106
Earth & Space	Consult with Advisor

AP and transfer credit may meet the additional requirements, with the approval of your major advisor and the Director of Teacher Education.

Major Sequence in Physics (10 units)

1. Physics 105 and 106
2. Physics 207 and 304
3. Two from Physics 405, 406, 407, and 408; one of these must come from Physics 405, 406
4. Four additional courses and units in physics selected by the student with the consultation and approval of the major advisor/department chair to form a coherent program. Two of these four must be from

the upper level courses that have a lab component. These include Physics 301, 305, 306, 307, 308, 339, 370, and 399.	
5. The following Physics courses will not count toward the major: Physics 101, 102, 110, 120, 239, 397.	
Additional Coursework is required in other areas of science. Coursework leads to subsequent science endorsements.	
<i><u>Suggested IWU coursework to meet requirement</u></i>	
biology	Bio 101 and 102
chemistry	Chem 201 and 202
earth & space	Consult with Advisor/ Possibly Physics
environmental science	Consult with Advisor

AP and transfer credit may meet the additional requirements, with the approval of your major advisor and the Director of Teacher Education.

Science courses outside of the major are not used to compute your major grade point average for TEP and student teaching acceptance; however, you must earn a grade of C- or higher, per state licensure requirements.

Optional Content Specific Endorsements in Science

A content specific endorsement qualifies one to teach AP or Honors level courses in a specific science. The following science endorsements can be added to a Professional Educator License/major/ initial endorsement:

Senior High (9-12): Biology, Chemistry, Physics, Environmental, and/or Earth and Space Science endorsements can be added to a Professional Educator License endorsed in an initial science by:

- Passing the applicable ISBE Content Area test
- OR**
- Completing 12 hours of coursework in the desired science content area

A Middle Grade General Science endorsement allowing one to teach general science in grades 5-8 may be added to a Professional Educator License endorsed in an initial science for grades 9-12 by passing the Middle Grade General Science content test. Middle Grades require content in all three areas of physical sciences, life sciences, and earth and space sciences.

Additional endorsement information: [\(subsequent endorsements\)](#)

SOCIAL SCIENCE: HISTORY
Course Requirements

Completion of the IWU and state requirements in Secondary Education and History results in a Professional Educator's License (PEL) which allows one to teach History to grades 9-12. History candidates *are required* to complete 6 hours of additional coursework beyond the major in other areas of social science: economics, geography, civics&government/political science, sociology & anthropology, psychology.

Professional/Major Sequence in Secondary Education (11 or 11.5 units)

Take the courses below in the sequence listed. Refer to the *IWU catalog* for course prerequisites and restrictions on concurrent enrollment. The professional Education courses listed below are used to compute your professional Education grade point average for TEP and student teaching acceptance. Courses are 1 unit unless otherwise noted.

Freshman Year: Fall/Spring

EDUC 225: Education and Social Justice (CSI)	
EDUC 125: Education and Social Justice in most cases, concurrent with 225 (.25 units)	20-25 hours field experience
OR	
EDUC 255: Child Study and Assessment (W)	
EDUC 126: Teaching to the World of the Child In most cases, concurrent with 255 (.25 units)	20-25 hours field experience

Sophomore Year: Fall/Spring

EDUC 255: Child Study and Assessment (W) if not taken freshman year	
EDUC 126: Teaching to the World of the Child In most cases, concurrent with 255 (.25 units)	20-25 hours field experience
OR	
EDUC 257: Disability Rights (AV,U)	

Junior Year: Fall/Spring/May Term

EDUC 257: Disability Rights (AV,U) if still needed	
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Fall

EDUC 320: Foundations of Literacy: Reading, Writing, and Oral Communication (1.5 units)	25 hours field experience
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May Term

OR	
EDUC 365: Reading, Writing and Communication in the Content Areas	field hours as needed

Spring

EDUC 345: Instructional Planning, Assessment and Safe Learning Environments	40 – 45 hours field experience
EDUC 361: Curriculum and Pedagogy Seminar in the Social Sciences (.5 units)	

Senior Year: Fall

EDUC 490: Student Teaching Seminar	15-week full time immersion in the field (continued from previous spring placement)
EDUC 492: Student Teaching in Secondary Social Science (3 units)	

Senior Year: Spring

EDUC 498: Educational Inquiry (W)	
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If planning to travel abroad, do so prior to spring term of junior year, and plan enrollment in 225, 255, and 257 accordingly. Ninth semester graduates delay required 300 level professional Education coursework to the senior year, and take EDUC 498 prior to student teaching spring semester senior year.

IWU General Education

The IWU General Education category requirements listed below are met with required major or licensure courses.

- Analysis of Values (AV): PHIL 214, Philosophy of Education (*recommended but not required*).
- Contemporary Social Institutions (CSI): EDUC 225 (*required*).
- Cultural and Historical Change: Major courses.
- Formal Reasoning (FR): PHIL 102 or MATH 110 (*recommended but not required; offered occasionally*).
- Life Science Issues (LSI): PSYC 100
- Writing Intensive (W): EDUC 255 and 498 (*required*). Additional WI requirements are required for the major.
- U.S. Diversity flag (US): EDUC 257 (*required*).
- Global Diversity (G): Major courses.

**No more than two General Education courses may come from a single department or school, with the exception of a second language, Gateway, and Writing Intensive.*

Major Sequence in History (11 units)

The requirements listed below reflect the most recent information from the History Department. You are advised to consult the *IWU catalog* and your major advisor regarding current requirements for your graduating class. The required History courses listed below are used to compute your major grade point average for TEP and student teaching acceptance.

A minimum of 10 courses in History to include:

1. HIST 290: Theory, Methods, Crafting of History (W)
2. HIST 490: Capstone Senior Seminar in History (W)
3. Minimum of three (3) electives in History at the 300-level*
4. One of the 10 courses must have a primary focus on history prior to 1800
5. No more than six courses may be focused on a single geographic region (e.g. US, Europe)
6. A non-credit bearing ARCHES ePortfolio that will be checked each semester during advising, and will be graded in History 290 and History 490.

*Only one unit of History 397 may count toward the major.

Additional Coursework is recommended in Political Science/Civics & Government, Economics, Geography, Psychology, Sociology & Anthropology in order to meet the National Teaching Standards for Secondary Social Science. Coursework in table leads to Middle Grades Social Science Subsequent Endorsement.

Political Science/Civics & Government	American National Government (PSCI 101)
Economics	Introduction to Economics (ECON 100)
Geography	ENST 200, 230, 231, or 300

AP and transfer credit may meet the additional requirements, with the approval of your major advisor and the Director of Teacher Education.

Additional required social science courses are not used to compute your major grade point average for TEP and student teaching acceptance; however, you must earn a grade of C- or higher, per state licensure requirements.

Optional Content Specific Endorsements in Social Science

A content specific endorsement qualifies one to teach AP or Honors level courses in a specific social science. The following content specific endorsements can be added to a Professional Educator License endorsed initially endorsed in a social science:

Senior High (9-12): Economics, Geography, Political Science, Psychology, Sociology and Anthropology endorsements can be added to a Professional Educator License by:

- Passing the applicable ISBE Content Area test

OR

- Completing 12 hours of coursework in the desired social science area

A Middle Grade Social Science endorsement allowing one to teach social science in grades 5-8 may be added to your Professional Educator License by passing the Middle Grade Social Science content test and coursework in Civics & Govt., Economics, Geography, and History along with a methods course.

Additional endorsement information: [\(subsequent endorsements\)](#)

HISPANIC STUDIES
Course Requirements

Completion of the IWU and state requirements in Secondary Education and Hispanic Studies results in a Professional Educator's License (PEL) which allows one to teach Spanish to grades PK-12.

Professional/Major Sequence in Secondary Education (11 or 11.5 units)

Take the courses below in the sequence listed. Refer to the *IWU catalog* for course prerequisites and restrictions on concurrent enrollment. The professional Education courses listed below are used to compute your professional Education grade point average for TEP and student teaching acceptance. Courses are 1 unit unless noted

Freshman Year: Fall/Spring

EDUC 225: Education and Social Justice (CSI)	
EDUC 125: Education and Social Justice in most cases, concurrent with 225 (.25 units)	20-25 hours field experience
OR	
EDUC 255: Child Study and Assessment (W)	
EDUC 126: Teaching to the World of the Child In most cases, concurrent with 255 (.25 units)	20-25 hours field experience

Sophomore Year: Fall/Spring

EDUC 255: Child Study and Assessment (W) if not taken freshman year	
EDUC 126: Teaching to the World of the Child In most cases, concurrent with 255 (.25 units)	20-25 hours field experience
OR	
EDUC 257: Disability Rights (AV,U)	

Junior Year: Fall/Spring/May Term

EDUC 257: Disability Rights (AV,U) (if still needed)	
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Fall

EDUC 320: Foundations of Literacy: Reading, Writing, and Oral Communication (1.5 units)	25 hours field experience
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May Term

OR

EDUC 365: Reading, Writing and Communication in the Content Areas	field hours as needed
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Spring

EDUC 345: Instructional Planning, Assessment and Safe Learning Environments	40 – 45 hours field experience
EDUC 360: Curriculum and Pedagogy Seminar in English and World Language (.5 units)	

Senior Year: Fall

EDUC 490: Student Teaching Seminar	15-week full time immersion in the field (continued from previous spring placement)
EDUC 493: Student Teaching in World Language (3 units)	

Senior Year: Spring

EDUC 498: Educational Inquiry (W)	
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*If planning to travel abroad, do so prior to spring term of junior year, and plan enrollment in 225, 255, and 257 accordingly. **Ninth semester graduates delay required 300 level professional Education coursework to the senior year, and take EDUC 498 prior to student teaching spring semester senior year.

IWU General Education

The IWU General Education category requirements listed below are met with required major or licensure courses.

- Arts: Hispanic Studies majors may meet this requirement through SPAN 360.
- Analysis of Values (AV): PHIL 214, Philosophy of Education is *recommended but not required (offered occasionally)*.
- Contemporary Social Institutions (CSI): EDUC 225 (*required*).
- Cultural and Historical Change: Major course.
- Formal Reasoning (FR): PHIL 102 or MATH 110 (recommended), Hispanic Studies majors meet FR requirement through the elective course SPAN 373 (Linguistics).
- Literature (LIT): Span 308 or 400 level Spanish literature course.
- Writing Intensive (W): EDUC 255 and 498 courses (required). Additional WI requirements are required for the major.
- U.S. Diversity flag (US): EDUC 257 (*required*).
- Global Diversity (G): Major course.

**No more than two General Education courses may come from a single department or school, Gateway, and Writing Intensive.*

Major Sequence in Hispanic Studies: (10 courses beyond the basic language sequence of SPAN 101,102,201)

The requirements below reflect the most recent information from the Hispanic Studies Department. You are advised to consult the *IWU catalog* and your major advisor regarding current requirements for your graduating class. The required Hispanic Studies courses listed below are used to compute your major grade point average for TEP and student teaching acceptance.

1. The three core curriculum courses:
<ul style="list-style-type: none"> • SPAN 303: Communicating Across Cultures in the Spanish-speaking World • SPAN 307: Reading and Writing Culture (W,G) • SPAN 308: Introduction to Literature (LIT, G)
2. At least two additional courses in Cultures and Identities taken from courses numbered SPAN 320-339
3. At least two additional courses in Texts and Con(texts) taken from courses numbered SPAN 340-369
4. Three additional Hispanic Studies elective courses above SPAN 201. One of these can a cross-listed SPAN/LC course

Additional Coursework Requirements to meet the [National Teaching Standards for Teachers of Spanish](#)

Suggested IWU course to meet this requirement:

Linguistics	SPAN 317
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AP and transfer credit may meet the additional requirements, with the approval of your major advisor and the Director of Teacher Education.

Other Notes:

- Although study abroad is not required for the Hispanic Studies major and minors, it is highly encouraged.

- SPAN 203 is meant as a bridge class between the basic sequence and the core curriculum; one SPAN 303 has been taken, students cannot enroll in SPAN 203.
- One class from requirements (2) and (3) must be focused on pre-1900 literature or culture. One LC class with a focus on Spain, Latin America, and/or Latinx in the US can count toward the major
- For advanced students, an independent research project is highly encouraged (SPAN 491). Please speak with Hispanic Studies faculty about this possibility.
- If you hold an Illinois State Seal of Biliteracy or a Global Seal of Biliteracy you may qualify to have the Target Language Proficiency Exam waived for licensure.
<https://www.isbe.net/pages/illinois-state-seal-of-biliteracy.aspx>

Additional Assessments

- OPI: Oral Proficiency Interview: The Illinois State Board of Education (ISBE) requires teacher candidates to earn a minimum score of *intermediate high* on the ACTFL Oral Proficiency telephonic interview prior to licensure (IWU majors are encouraged to attempt a minimum score of *advanced low*). Arrange to conduct the interview in February or March of the senior year
http://www.actfl.org/sites/default/files/pdfs/public/ACTFLProficiencyGuidelines2012_FINAL.pdf
The cost of the test is approximately \$150. 00. Application information can be found at
<http://www.languagetesting.com/academic-services>.
- Complete a satisfactory World Languages, Literatures, and Cultures Writing Portfolio (April senior year).

A second World Language endorsement can be added to an initial Professional Educator License endorsed in Spanish by passing an appropriate content test.

Additional endorsement information: [\(subsequent endorsements\)](#)

Music Education Course Requirements

Completion of the IWU and state requirements in Music Education results in a Professional Educator's License (PEL) which allows one to teach Music to grades PK-12.

The goal of the licensure program in Music Education is to develop a high degree of competence in basic musicianship as well as to promote professional qualities essential for teaching music. The 21st century music Educator connects musical understanding with performance through many styles of music, develops creative and engaging encounters with music, relates effectively to individuals and society, and adjusts to the changing demands in the field of music Education.

Professional Music Education (12.5 course units)

The professional Education courses listed below are used to compute your professional Education grade point average for TEP and student teaching acceptance. These courses are required for the Music Education major.

Freshman year, fall	Music 224 or 225	Techniques*: Percussion or Vocal Techniques
Freshman year, spring	Music 132 Music 221 or 223	Foundations and Principles of Music Education Techniques*: String or Brass
Sophomore year, fall	Music 224 or 225 EDUC 257 or Music 250	Techniques*: Percussion or Vocal Techniques Disability Rights (may be taken junior year concurrently with 232 or 333)
Sophomore year, spring	Music 221, 222a, 222b, 223 Music 232	Techniques*: String, Woodwind, Brass Elementary General Music Methods
Junior year, fall	Music 333A Music 222a, 222b, 224, 225	Instrumental Music Methods Techniques*: Woodwind, Percussion, or Vocal
Junior year, spring	Music 333B Music 221, 222a, 222b, or 223	Choral Music Methods Techniques*: String, Woodwind, or Brass
Junior year, May Term	EDUC 365**	Reading, Writing and Communication in the Content Areas
Senior year	Music 497A	Student Teaching in Music

*Prior to student teaching, candidates must complete five of the six required techniques (Music 221, 222a, 222b, 223, 224, 225) courses. First year students may not enroll in Music 222a or 222b and must seek instructor approval to enroll in Music 225.

** Mus 328 or MUS 329 and EDUC 257 and EDUC 365 must be completed prior to student teaching.

Music Education students are encouraged to enroll in MUS 261 (Jazz Improvisation), MUS 303 (Jazz Piano), MUS 111 (Introduction to Music Composition), and MUS 307 (Orchestration), and/or MUS 114 (Music Technology to prepare for the changing landscape of 21st century Music Education.

Music Education students are also invited to enroll in EDUC 225 (SI) *Education and Social Justice*; and EDUC 255 *Child Study and Assessment*. If one wishes to use the clinical experiences attached to these courses in fulfillment of their 100 hours of pre-student teaching requirement, they will have to also sign up for EDUC 125 and EDUC 126.

Upper Division Assessment

The Upper Division B.M.E. Assessment is given during the spring semester of the sophomore year. The Upper Division Assessment consists of five major areas—musical competencies, writing skills, professional qualities, personal qualities, and academic skills. Musical competencies include sight-singing in major and/or minor keys, solfeggio skills, and performance skills acceptable for upper division status. Professional Education competencies include planning lessons and interview skills that focus on current issues and practices in Music Education

Music Education candidates must successfully pass all portions of the assessment and the applied upper division jury for admission to the Teacher Education Program and to upper division status within the B.M.E. program. If you are deficient on any portion of the exam, a remedial plan will be devised by the MTAC. One semester of probation (fall, junior year) may be granted. See page 11.

Additional endorsement information: [\(subsequent endorsements\)](#)

PROFESSIONAL EDUCATOR LICENSE

[IWU graduates are eligible for a Professional Educator License](#) endorsed in the area and grade levels of the program completed. The Professional Educator License is valid for five years.

Candidates are recommended for licensure only when the requirements below have been met. Completion will be indicated on the official IWU transcript with the following statement: *Completed an ISBE approved teacher preparation program.*

- Completion of student teaching with a minimum average score of 2.81 on the final evaluation, and no category scores of "1" regardless of summative score.
- Completion of student teaching with a minimum grade of B.
- Completion of EDUC 498: *Educational Inquiry* with a minimum grade of C- (elementary/secondary candidates).
- Passing score on a Content Test in field of licensure
- Final cumulative, major, and professional Education grade point averages of 3.00.
- All grades must be C- or higher in any professional Education, major or other courses intended to meet licensure requirements, regardless of GPA.
- School of Educational Studies recommendation.
- Completion of ISBE and IWU graduation requirements. Note if degree requirements are not completed by the last day of May Term, processing of your license may be delayed until September 1.

Candidates [apply for and register the Professional Educator License through ELIS](#). It is very important for candidates to register the license after application. Not registering the license by January 1st after issuance date, may result in a lapsed license and candidates may be required to complete additional coursework or pay a penalty fee.

Information and instructions regarding licensure application is provided at a meeting held during the senior year. Direct any questions to the Assistant Director of Teacher Licensure Benjamin Wells - bwells@iwu.edu.

[Subsequent endorsements](#) added to the PEL can be found [here](#):

Reading Certificate - 3 REA courses at IWU. The Reading Certificate is printed on official IWU transcript and is a credential to be used on resume/LinkedIn and professional job applications. It doesn't license one to teach as a stand-alone Reading teacher endorsement does, however, it is tracking progress towards the endorsement and can possibly be earned simultaneously to the endorsement if all requirements are met. Must apply for using this form: <https://www.iwu.edu/registrar/declaration-of-major-minor-form.pdf>

JOB PLACEMENT

The [HART Career Center](#), located on the second floor of the Welcome Center, provides a range of services to help you prepare for your professional life following graduation. The center provides assistance with writing resumes, cover letters, securing and storing letters of recommendation, on-line application processes, and seeking employment. You are encouraged to take advantage of the services provided early in your college career.

The School of Educational Studies, in coordination with the Career Center, hosts a special session on the job search process each year. Several job fairs are available for teacher candidates during the senior year. You are encouraged to obtain letters of reference from your cooperating teacher, IWU supervisor, and/or other faculty and employers who can speak to your professional competencies. You are advised to make your requests for reference letters in person, and provide recommenders with a copy of your resume and a credentials form. Recommenders may also provide a letter on their own stationery or letterhead. It is most efficient if signed letters are submitted in electronic form for the on-line application process used by most school districts.

Glossary

ELIS: Educator Licensure Information System: System used by ISBE that allows Educators to apply for and maintain their credentials; districts to view information on Educators; and for licensure officers to entitle candidates for ISBE credentials. ELIS account creates an IEIN (Illinois Educator Identification Number) that employers use.

Endorsement: A credential listed on a Professional Educator License (PEL) or an Educator License with Stipulations that identifies the specific subject(s) and grade level(s) that the license holder is authorized to teach. A teaching endorsement follows the grade level and content/subject area of the completed program (i.e. Elementary grades 1-6, Secondary Math grades 9-12). Subsequent endorsements are added to an initial endorsement/PEL/major at IWU.

Entitlement: The process of recommending a candidate to the state board of Education for a particular endorsement or license. Illinois Wesleyan University, recognized and approved by the state of Illinois to offer teacher Education programs, facilitates the licensure process for all candidates. The Assistant Director of Teacher Education, as the licensure officer for the university, enters a notification of entitlement on your behalf, once all requirements have been met. By entering this notification, the institution is confirming you have completed all coursework and testing requirements required for the endorsement/license per current Illinois rules and regulations. The pending credential will be listed on your ELIS home page. You can apply for this credential on your ELIS home page. If, after graduation from IWU, you complete coursework at an Illinois university or college that qualified you for an endorsement or license, that institution may enter a notification for entitlement in your ELIS account.

Professional Educator License: The official recognition by a state governmental agency that an individual has met certain qualifications specified by the state and is, therefore, approved to practice in an occupation as a professional.

Program Completer: A person who has met all the requirements of a state-approved teacher preparation program.

Self-contained: A classroom of students where all subjects are taught. Students in a self-contained classroom generally do not move from classroom to classroom for different subjects.

State-approved Program: A state-approved program is a higher Education institution or not-for-profit organization's focused program for the preparation of Education personnel that leads to licensure in that state or country. To be considered an "approved program" in Illinois, an institution/organization must meet rigorous requirements and be recognized as such by the Illinois State Board of Education.

Common Acronyms

ACM	Associated Colleges of the Midwest		ISBE	Illinois State Board of Education
APT	Assessment of Professional Teaching		MTAC	Music Teacher Advisory Committee
CHRI	Criminal History Record Information		NCLB	No Child Left Behind
ELIS	Educator Licensure Information System		TEP	Teacher Education Program
IEIN	Illinois Educator Identification Number		CRTL	Culturally Responsive Teaching and Leading Standards
IPES	Illinois Professional Educator Standards			

ADVISING

Elementary and secondary candidates are assigned faculty advisors in the School of Educational Studies. Music Education candidates are assigned faculty advisors in the School of Music. In addition, an advising memo for each graduating class is distributed each semester and posted to the School of Educational Studies website during advising week. All candidates are responsible for meeting with their School of Educational Studies and major advisors to develop a tentative four year course plan in order to meet university, major, and ISBE requirements.

Worksheet for Four Year Course Plan

Fall Semester	Spring Semester	May Term / summer
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Freshman Year

Sophomore Year

Junior Year

Senior Year

Ninth semester student teaching (option)

CHECK SHEET

Teacher Education Program

All candidates are strongly advised to maintain a record of courses taken, department correspondence, field experience logs and evaluations, and other relevant materials. This typically means saving syllabi, course materials, assignments, IEIN, ILTS test scores, etc. on a personal hard drive or personal cloud account or thumb drive as you will lose access to university storage (Google drive, Microsoft, and/or Adobe) shortly after graduation. Additional information, including instructions and forms are available on the [Teaching Titans Canvas](#) and the School of Educational Studies website: www.iwu.edu/edstudies.

First Year

- ☐ Elementary candidates declare a major in Elementary Education.
- ☐ Secondary candidates declare a disciplinary major and a major in secondary Education.
- ☐ Music Education candidates declare a major in Music Education.
- ☐ Review requirements and procedures in TEP Handbook; note sequence of courses.
- ☐ Complete criminal background checks as required by state law and public school requirements.
- ☐ Attend department and information meetings.
- ☐ Complete the online training course for [Mandated Reporters](#) concurrent with enrollment in EDUC 225 or Music 132 or first techniques course (<https://www.dcfstraining.org/manrep/index.jsp>). Submit the certificate of completion and acknowledgement of status to the Teaching Titans Canvas.

Sophomore Year

- ☐ Elementary candidates declare a content area emphasis with your advisor.
- ☐ Meet with a School of Educational Studies faculty advisor each semester during the registration period.
- ☐ Set up an Educator account in the [Education Licensure Information System](#) (ELIS): This account will allow you to view and track your testing and licensure information. After graduation you will apply for your license through ELIS.
- ☐ Complete TEP application & student teaching agreement, student teaching resume (can seek assistance through the Hart Career Center for resume), and essay.
- ☐ Upper Division Assessment (Music Education).
- ☐ Complete the process for [Teacher Education Program](#). Typically, by March 1st.

Junior Year

- ☐ Attend Fall Reading Day Content Test Info Session if able (voluntary if wanting a head start)
- ☐ Attend the School of Educational Studies *Inquiries into Teaching and Learning Research Conference* in April, concurrent with John Wesley Powell Conference (elementary and secondary candidates).
- ☐ Complete criminal history record information check and fingerprinting along with all required paperwork prior to student teaching as required of all public schools by state law and the district to which you will be student teaching.
- ☐ Spring Reading Day Fingerprint Clinic

Senior Year

Attend Fall Reading Day Content Test Info Session (highly recommended)

- ☐ Present self-study at the annual *Inquiries into Teaching and Learning Research Conference* in April, concurrent with John Wesley Powell Conference (elementary and secondary candidates).
- ☐ Submit reduced tuition application by April 15 (9th semester student teachers).
- ☐ Posted [ISBE Content Area Test](#) on ELIS by April 30th which typically means taken prior to April 15th or 2 weeks before graduation if Fall graduate
- ☐ All subsequent endorsement content exams passed by April 15th.
- ☐ Complete senior exit survey upon graduation. An announcement will be sent to you with a web link/QR code/ or some manner for surveys
- ☐ Attend the meeting regarding procedures for obtaining your Illinois Professional Educator License (an announcement will be emailed as to when and where).

First Year Teaching: Please help us with program assessment by completing a post-graduate survey in January following graduation and every 4 years in November. You will be notified of the survey via email so please provide a non-IWU email in the senior exit survey. Your Professional Educator License will be valid once issued/applied/registered for 5 years.



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