Student Handbook for MEd Programs

Updated 10/27/2011

Contents

College of Education Mission Statement

We are a community of scholars committed to educational equity as it contributes to the development of social, political and economic parity. We develop new knowledge about education that improves teaching, learning, and assessment; informs policy and practice; and is valued by the communities we serve. We direct our teaching, research, and public service to all learners, but particularly to those who are least well-served by the nation's educational institutions, particularly those in urban environments.

College of Education Vision

We aspire to be the recognized leader among the urban research colleges of education, known for fostering educational equity and excellence through our programs and our scholarship.

Nondiscrimination Statement

The commitment of the University of Illinois to the most fundamental principles of academic freedom, equality of opportunity, and human dignity requires that decisions involving students and employees be based on individual merit and be free from invidious discrimination in all its forms.

The University of Illinois will not engage in discrimination or harassment against any person because of race, color, sex, religion, national origin, ancestry, age, marital status, disability, sexual orientation including gender identity, unfavorable discharge from the military or status as a protected veteran and will comply with all federal and state nondiscrimination, equal opportunity and affirmative action laws, orders and regulations. This nondiscrimination policy applies to admissions, employment, access to and treatment in the University programs and activities.

University complaint and grievance procedures provide employees and students with the means for the resolution of complaints that allege a violation of this Statement. Members of the public should direct their inquiries or complaints to the appropriate equal opportunity office.

For information on what constitutes retaliation visit the OAE website: http://www.uic.edu/depts/oae/

For additional information or assistance with the equal opportunity, affirmative action, and harassment policies and procedures of the University of Illinois at Chicago, please contact:

Office of Access and Equity
717 Marshfiled Avenue Building
809 South Marshfield Avenue
Chicago, IL 60612-7207
312-996-8670

Grievance Procedures

Students have the right to grieve academic decisions that affect them. The University Student Grievance Procedures can be found by going to the main UIC web page at www.uic.edu and then to the search feature at the bottom. Enter "student grievance procedures" and you should be able to find a link to a PDF file for the procedures.

The Preparation of Professional Educators at UIC

Executive Summary of the Conceptual Framework

One of the most culturally diverse campuses in the United States, the University of Illinois at Chicago is a public research university that prepares educators to work successfully in urban communities. Graduates from UIC professional education programs - teachers, school administrators, school social workers, and school nurses - are committed, knowledgeable, and effective educators. UIC educators are committed to the democratic ideal of developing the full potential of all students. They develop their own professional knowledge through study and critical analysis. They demonstrate effective practices consistent with their professional knowledge and ideals.

UIC Educators are Committed.

UIC educators are committed to the democratic ideal of developing each student's full human potential. They dedicate themselves to the continuing development of their own abilities to educate all students in the face of social and educational inequalities rooted in race, class, language, gender, disability, and other social differences. They understand and value the cultural and linguistic wealth of each student's community; collaborate with other professionals and community members to support student success; and assess their own growth in achieving the highest goals of the profession.

UIC Educators are Knowledgeable.

Educators are knowledgeable about the content of their field, human growth and development, and the creation of rich learning environments. They understand as well how these elements intersect to support student learning. But knowledge alone is not sufficient. UIC educators also reflect critically on what they know, questioning common assumptions, taking into account competing perspectives, and remaining open to growth and change.

UIC Educators are Effective.

UIC educators are competent practitioners who demonstrate the complex skills of professionals in their fields. This competence is developed as candidates work collaboratively with more experienced mentors who help them reflect on and refine their practice in intensive, school-based experiences. As candidates assume increasingly greater responsibility in these practical settings, they come to understand that they are learning a craft that can never be mastered.

From these three elements (commitment, knowledge, and effectiveness) UIC derives the following disposition statements:

UIC Educators:

1. Commit to the democratic ideal of developing all students' potential.

   • Demonstrate dedication and personal investment in meeting students' needs.

2. Seek remedies to educational inequalities, take appropriate action, and motivate students to do the same.

   • Strive to meet the challenges of inequality brought about by race, social class, language, gender, disability, and other social categories.

3. Recognize and make use of the human and cultural resources of local communities.

   • Demonstrate cultural awareness and competence.

4. Create collaborative environments that foster mutual learning and growth.

5. Interact positively and energetically with students, families, colleagues, and community members to support common goals.

6. Critically reflect on all aspects of professional practice.

    •   Engage in self-assessment and pursues opportunities for further development as knowledgeable, skilled, and ethical professionals; accepts constructive criticism in a professional manner.

7. Continually seek and critically examine knowledge, understand and respect different and competing perspectives within and across knowledge domains, and question assumptions about what is known.

    •   Demonstrate the ability to understand, think critically, and exhibit open-mindedness about what is known.

8. Respect and adapt to the complexities of educational practice.

    •   Demonstrate adaptability, flexibility, initiative, resourcefulness, and risk-taking.

9. Display and model maturity through the qualities of compassion, justice, empathy, integrity, responsibility, and engagement, and demonstrate the emotional capacity to engage in the varying demands of the educator's job.

    •   Meet responsibilities on time, resolve difficulties skillfully and fairly, remain positive, treat others with kindness and understanding, and show an eagerness for educational practice.

Illinois Professional Teaching Standards

The Illinois Professional Teaching Standards (IPTS) further specify the commitments and goals of teacher education at this institution. These, along with our mission statements and the Council on Teacher Education's (CTE) Conceptual Framework are the criteria that guide our work as faculty in the program. We encourage you to begin to think about these criteria now and to strive to meet them by making use of every aspect of your program. Naturally, no individual at the start of a teaching career, much less at the start of our program, can be expected to have met fully all of these aims. Rather, the hope is to see significant growth toward them throughout your program of study - in your courses, your field experiences, in your student teaching, and as you engage in teaching.

Illinois Professional Teaching Standards

1. Content knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the disciplines and creates learning experiences that make the content meaningful to students.

2. Human development and learning: The teacher understands how individuals grow, develop, and learn and provides learning opportunities that support the intellectual, social, and personal development of all students.

3. Diversity: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

4. Planning for instruction: The teacher understands instructional planning and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals.

5. Learning environment: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that enhances positive social interaction, active engagement in learning, and self-motivation.

6. Instructional delivery: The teacher understands and uses a variety of in instructional strategies to encourage students' development of critical thinking, problem-solving, and performance skills.

7. Communication: The teacher uses knowledge of effective verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and interaction in the classroom.

8. Assessment: The teacher understands and uses formal and informal assessment strategies and uses them to support the continuous development of all students.

9. Collaborative relationships: The teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and the community to support student learning and well being.

10. Reflection and professional growth: The teacher is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks out opportunities to grow professionally.

11. Professional conduct: The teacher understands education as a profession, maintains standards of professional conduct, and provides leadership to improve student learning and well being.

College of Education Master's Programs Contact Sheet

College of Education Website: www.education.uic.edu
Council on Teacher Education Website: http://education.uic.edu/cte/

Administration

Victoria Chou, Dean, College of Education
Cynthia Shanahan, Associate Dean for Academic Affairs and Executive Director, Council on Teacher Education
Joy Eisen, Associate Dean for Student Affairs

Program Coordinators

Catherine Main, Coordinator Early Childhood Education, cmain@uic.edu
William Schubert, Coordinator Educational Studies, schubert@uic.edu
Victoria Trinder, Coordinator Graduate Elementary Education, vtrinder@uic.edu
William Teale, Coordinator Literacy, Language and Culture, wteale@uic.edu
Carole Mitchener, Coordinator Graduate Secondary Education, cmitchen@uic.edu
Kim Clark, Secondary Education Advisor, kdclark@uic.edu
Michelle Parker-Katz, Coordinator Special Education, mparker@uic.edu
Christopher Miller, Coordinator Policy Studies, clmiller@uic.edu
Stacey Horn, Coordinator Youth Development, sshorn@uic.edu
Everett Smith, Coordinator Measurement, Evaluation, Statistics, Assessment (MESA), evsmith@uic.edu

College of Education Office of Student Services (OSS)

Room 3145 EPASW, 312-996-4532
Ana Valenta, M.Ed. Programs Advisor, 312-355-0575, agarci5@uic.edu
Shatell Coleman, Admissions Processing, 312-996-5161, scolem1@uic.edu
Elise Wilson, Financial Aid Advisor 312-996-4594, ewilson@uic.edu
Mike Herkes, Coordinator Data Management and Records, 312-355-2437, mherkes@uic.edu

Council on Teacher Education (CTE)

Room 3015 EPASW, 312-355-0714, http://education.uic.edu/cte

Teacher Certification and Field Experience

Marietta Giovannelli, Coordinator of Certification and Assistant to the Director Council on Teacher Education, 312-355-0714, mgiova1@uic.edu

Campus Offices

Office of Admissions, 312-996-4350
http://www.uic.edu/depts/oar/prospective_students/index.html

Office of Financial Aid, 312-996-3126
http://www.uic.edu/depts/financialaid/

Office of Medical Immunization, 312-413-9711
http://www.uic.edu/depts/oar/student_records/medical_immunization.html

Office of International Services, 312-996-3121
http://www.ois.uic.edu/

Campus Housing Office, 312-355-6300
http://www.housing.uic.edu/

Photo ID Office, 312-413-5940
http://www.uic.edu/depts/idcenter/

Graduate College, 312-413-2550
http://grad.uic.edu/cms/

Library Circulation Desk, 312-996-2724
http://library.uic.edu/

Student Accounts, 312-996-8574
http://www.usfsco.uillinois.edu/

Biological Sciences Department, 312-996-2911

Chemistry Department, 312-996-3161

Physics Department, 312-996-3400

Master's Degree in Education Academin Regulations

You should familiarize yourself with the academic requirements of the Graduate College and the graduate program in which you are working. You are responsible for complying with these regulations and for fulfilling all the degree requirements. The Graduate Catalog does not give much information on specific academic program details, but provides ample information on policy such as transfer of credit, registration requirements, leaves of absence, academic ethics and regulations, and grievance procedures. All Graduate College academic policies can be found in the graduate catalog which can be obtained in the bookstore or online at: http://grad.uic.edu/cms/?pid=1000209

A Few Reminders

1. At least 9 hours of your degree program must be at the "500" level. Independent Study courses and 597 or 598 courses do not count towards the required nine hours of 500 level coursework.
2. The specific number of credit hours accepted for transfer is determined on an individual basis. Non-degree seeking students admitted into a degree program, may petition to transfer up to 12 hours of graduate-level coursework into a degree program. Students enrolled in continuing education courses may petition to transfer up to 12 hours of graduate-level credit into a degree program. No more than 8 hours of graduate-level credit may be transferred from another institution or another college at UIC. Furthermore, only those courses that are graduate level, and not used toward a previous degree can be transferred in to a M.Ed. Program.
3. Any course work you have taken before admission to your degree program in Education must be approved through a petition process. Please contact OSS for questions regarding this procedure.
4. All Masters Degree students in Education have five years from the first term of matriculation to complete their degree requirements. Any extensions to this limit must be approved by petition. Graduate Petitions are available in the Office of Student Services (3145 EPASW).
5. An incomplete grade may be given only if, for reasons beyond your control, required work has not been completed by the end of the term. An IN must be removed by the end of the next term in which you are registered (including summer), or within 12 months of the end of the term in which the IN was received, whichever occurs sooner. Course instructors may require an earlier deadline. An IN that is not removed by the deadline will remain on your record as an IN, with no credit earned (or may be replaced by a grade, at the instructor's discretion, before the Graduate College deadline to change an IN grade). A course in which an IN was received and not removed by the deadline may be repeated for credit only once.
6. If you are given a "deferred" grade in a course, the deferred grade will be replaced with a letter grade when the course sequence is completed (e.g.: thesis or seminar courses).

Please note that these policies are not inclusive. Please see the graduate catalog for a complete list of policies. If you have any questions about any of these policies, contact Ana Valenta in the Office of Student Services at 312-355-0575.

Graduation

In order to graduate you must take two important steps. First, you must put yourself on the Pending Degree List (PDL) for the term you intend to graduate, and second, you must schedule an appointment for a graduation review. The University has an automated process for graduating students and all students must submit a Pending Degree list form electronically by logging on to UIC Web for Student at: http://osssorawebprod2.admin.uillinois.edu/webforstudent/wfs3.asp and selecting the PDL option. The Pending Degree List form is only available during the registration period for the term through the 3rd week (2nd week summer), so timing is essential. Pending Degree List instructions may be found at: http://osssorawebprod2.admin.uillinois.edu/webforstudent/graduationpdl3.asp

To schedule your graduation review, contact the M.Ed. Programs Advisor, Ana Valenta. Optimally, you should schedule your review in the semester before you graduate, so you have your remaining semester to resolve any unexpected problems. You must come in for this review or you will not graduate. You may schedule an appointment at any time during your program for

advising and to check on your degree progress.

Please complete the UIC Alumni Association exit student survey online and receive a free diploma cover. Go to the Alumni Association website at www.uiaa.org/chicago/ and click on the exit survey link located next to the picture of the diploma cover.

The Importance of Advising

You will prepare your study in consultation with your assigned faculty advisor. Your advisor plays a vital role in your academic success and prosperity. Set up an appointment to talk with your advisor once a term to discuss your course selection and the goals that you have. If you do not know who your faculty advisor is, contact Ana Valenta, the M.Ed. Programs Advisor in the Office of Student Services (OSS).

While we attempt to match your interests with those of an advisor at the time you are admitted, you may change advisors at any time during your program, provided your current and prospective advisors agree. You may obtain a Change of Advisor form from OSS (3145 EPASW).
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Program Requirements

In the course of your studies, you will complete a core curriculum and appropriate course work in your area of specialization. We recommend that you complete the core curriculum first. Some programs have restricted core course choices. Therefore, you must consult the Advising Guideline for your program for specific courses. Advising Guide are available in Room 3145 EPASW or on the program pages of the College of Education website under your specific program.

Elementary Education:
http://education.uic.edu/programs/27-masters-degree-program/94-med-in-elementary-education

Secondary Education:
http://education.uic.edu/programs/27-masters-degree-program/96-med-in-instructional- leadership-secondary-education

Early Childhood Education:
http://education.uic.edu/programs/27-masters-degree-program/93-early-childhood-education

Special Education:
http://education.uic.edu/programs/27-masters-degree-program/98-med-in-special-education

Literacy, Language and Culture:
http://education.uic.edu/programs/27-masters-degree-program/95-med-in-language-literacy-and- culture

Educational Studies:
http://education.uic.edu/programs/27-masters-degree-program/97-med-in-educational-studies

Policy Studies:
http://education.uic.edu/programs/27-masters-degree-program/100-policy-studies-med

Youth Development:
http://education.uic.edu/programs/27-masters-degree-program/99-med-in-youth-development

Measurement, Evaluation, Statistics and Assessment:
http://education.uic.edu/programs/27-masters-degree-program/101-med-in-measurement- evaluation-statistics-and-assessment-mesa

Measurement, Evaluation, Statistics and Assessment online program:
http://education.uic.edu/programs/27-masters-degree-program/102-online-med-in-measurement- evaluation-statistics-and-assessment-mesa

Thesis Manual and Information for Youth Development and MESA Programs:
http://grad.uic.edu/cms/?pid=1000027

Please contact the thesis coordinator for additional information about the thesis process.
James Kollenbroich, PhD Thesis Coordinator
Room 613 University Hall, 312-996-3958, jkolle1@uic.edu

Changing or Adding a Second Program

You can find the instructions for changing an academic program or adding a second program at http://grad.uic.edu/cms/?pid=1000042.

Transfer of Credit Information

You may obtain the information and forms for transfer of credit form the Graduate College page. http://grad.uic.edu/cms/?pid=1000055. A course waiver form may be used to report a course substitution approved by the program faculty advisor. Course waiver forms may be picked up from the Office of Student Services.

Continuing Student Status

Graduate students must obtain a GPA of 3.0 or above in order to maintain good standing while enrolled in the program. Information about GPA requirements, probation and limited status can be found at http://grad.uic.edu/cms/?pid=1000106.

Leave of Absence

Graduate students who fail to register for two terms in a row (excluding summer) without taking an approved leave of absence forfeit their admission and must re-apply to Graduate College and be re-admitted to the program. Re-admission is not guaranteed, and re-admitted students may have to fulfill degree requirements currently in place, if they have changed. The information for a leave of absence is available at http://grad.uic.edu/pdfs/form_leave_of_absence.pdf.

Withdrawal

The university has regulations that govern the withdrawal from all classes or to enter military service. The information for withdrawing from all classes and for military service is listed at http://grad.uic.edu/cms/?pid=1000051. Current students may add or drop courses by the registration deadline, additional information is listed at http://grad.uic.edu/cms/?pid=1000033.

Cancellation of Registration

Students are eligible for a full tuition and fee refund if all courses are dropped via the Student Self-Service system before the first day of the term.

Auditing a Class

Please visit the Office of Registration and Record for more information about auditing a course.
http://www.uic.edu/depts/oar/registeration/audit.html

Credit/No Credit Option

Graduate students may take courses on a credit/no credit basis provided that: (1) The courses are not within their immediate area of specialization, (2) such courses account for no more than one sixth of the total number of course hours taken at the University of Illinois at Chicago and counted toward a degree, and (3) they declare their intention to take a course on this basis at the time of registration and have the approval of their advisor and director of graduate studies. Some programs do not allow any Credit/No Credit courses to be used toward degree requirements. Credit/No Credit grades cannot be changed to grades A-F at a later date.

Registration Holds

Students will be restricted from registration if they have a financial or other registration hold, e.g., if they owe the university money from the current or a previous term. Students will not be allowed to register until their account is paid, and requests to register after the registration deadline will not be approved if the student failed to clear a hold during the regular registration periods. Students may have a variety of holds, other than advising, which affect their ability to register. These include financial, immunization, incomplete debt counseling, transcript, etc. The office that placed the hold is the only office that can remove it. Students must contact those offices to resolve the problem. Students may view holds via Web For Student at any time, so it is to their advantage to remove any such holds before the registration process. A student could possibly have a hold from UIUC or UIS. If it is a financial hold from one of the other campuses within the U of I system, payment can be made at UIC. If it is another type of hold, the student must contact the relevant office at the other campus.

The Council on Teacher Education

Candidates will work with administrators and staff in the Council on Teacher Education (CTE) in addition to their advisors and the Office of Student Services. The CTE is responsible for the coordination of all professional education curricula and serves as a liaison between the University of Illinois at Chicago and the Illinois State Board of Education.

The CTE also:

- Provides general information and support to students who are interested in professional education programs
- Reviews transcripts before entitlement
- Conveys information about state-mandated tests
- Collects candidacy documentation and records student teaching placements
- Entitles candidates who have completed all requirements to apple for Illinois State Certification
- Collects and analyzes designated student and program assessment data

The support that is provided by the staff of the CTE is crucial to candidates/success. They work with deans, associate deans, and advisors to guide individuals through the phases of their program. Questions that deal with certification should be directed to the CTE. Their office is EPASW 3015, 312-355-0714.

Certification Requirements for the State of Illinois

Teacher candidates must submit their applications for entitlement to the Council on Teacher Education at the completion of their preparation programs. In addition to completing the degree requirements, the requirements listed below must be met in order to be eligible for State of Illinois elementary education certification. Please note that the Illinois State Board of Education may change the state certification requirements at any time and without prior notice. In some cases, teacher candidates will be bound by the requirements in place at the end of their program rather than the beginning of the program. That is, the state may specify that a new regulation is immediately applicable to all candidates with no provisions made for candidates who began their work toward certification under different regulations.

Passing the Illinois Content Test

In accordance with Illinois State mandate, teacher candidates must pass the Illinois Content Test prior to certification. All UIC teacher candidates are required to pass the content exam prior to beginning student teaching, even if student teaching in one's own classroom. To insure the CTE has time to confirm a candidate's passing score on the content exam, the candidateust take the content exam by the deadline date referenced, and have a passing score on the exam prior to student teaching.

State of Illinois Examinations Illinois State Testing System

Throughout the program, students take a series of state tests to ensure that they have the basic skills, content knowledge, and knowledge of teaching sufficient to enter the field. The tests are administered and monitored by the state, not the University. You are responsible for meeting this requirement.

All of the state tests are valid for a period of ten (10) years prior to applying for certification. Check with your advisor in the College of Education or in the Council on Teacher Education (EPASW room 3015) for information concerning these tests.

You can access the information and register for the tests via the web at www.icts.nesinc.com and/or www.isbe.net.teachers. You must designate UIC as the institution to receive your scores.

Citizenship

Non-citizens file a form with ISBE (73-91) Notice of Intent to Become a United States Citizen and must complete the Application for teaching Certificate (ISBE's 73-03c) as well as UIC's Application for Entitlement.

Illinois Law on Criminal Offense

Illinois law prohibits the certification and/or employment in schools of any person who has been convicted of any one or more of a number of criminal offenses. Articles 10-21.9 and 21-23a of the Illinois School Code enumerate certain offenses that can prohibit certification and employment in the public schools. At present, enumerated offenses include, but are not limited to, certain narcotics and sexual offenses. Applicants to any teacher education program at UIC who have a record of conviction should contact Elsa Camargo at ecamargo@uic.edu or (312) 355-0714. The University cannot guarantee the eventual receipt of state teaching certification for individuals with criminal convictions. A criminal background check is required prior to teaching in the State of Illinois. Please check in the Council on Teacher Education for updates to the policy regarding criminal background reporting.

Assessment

Assessment is an integral part of every student's life. You will take tests, write papers, complete surveys, make presentations, engage in projects, and so on. All of these activities in some way or another have a bearing on your progress towards teaching. In this section, we discuss (1) who is responsible for making decisions about your progress, (2) what kinds of assessments are gathered at the program and institution level, and (3) what your responsibilities and rights are. You should expect your program coordinator and faculty to review your work periodically so that they may better assist you in meeting your goal of becoming a teacher, and you should meet with your advisor, faculty, and/or coordinator any time you are experiencing difficulty or are unsure of where you stand. The program coordinator and your advisor will have access to your individual file, and they may choose to use this information as they monitor your progress in meeting the capacities outlined in the Safety and Technical Standards document.

Decisions

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

Ongoing Assessment of Professional Growth by Your Program

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

Electronic Professional Teaching Portfolio

Teacher candidates begin working on an electronic professional teaching portfolio during their first year in the Master's program. Early portfolio entries include multiple perspectives on learning environments in urban classrooms and investigations of personal and cultural teaching histories that students weave into explorations of their own beliefs about teaching, culture, and learning. Later in their program they become involved in assessment and analysis of K-8 students' learning, and complete course projects that involve developing and implementing thematic units and lesson plans in language arts, science, social studies, and math. These learning experiences in diverse field settings provide sources for portfolio documentation. The Illinois state certification standards for teachers are used as the organizing framework for students to develop their portfolios and demonstrate their growing knowledge of teaching. At the culmination of their program, during the student teaching course, they present their electronic portfolios to an audience of their peers and program faculty.

What kinds of assessments are gathered beyond program-based assessments?

In order to monitor program effectiveness and to provide programs with information that can be used to guide program reform, the Council on Teacher Education (CTE) collects assessment information from you as you prepare to be a teacher. Please keep up to date on CTE assessment requirements, as you may not be able to register for coursework if you fall behind.

TaskStream, an electronic folio system, will be the main avenue by which teaching majors and candidates will turn in assessments. Teacher candidates may go online (http://www.taskstream.com) to access the system. Faculty and CTE personnel will guide you through this process and orient you to the system in your first semester. TaskStream will register individuals into the system for a fee ($25.00 per semester; less if more than one semester is purchased). Once registered, candidates may use the system for a variety of purposes in addition to uploading assessments for the CTE. The system provides several menu-driven ways to create portfolios to use for coursework, assessment, and job search. It also provides lesson planning, rubric, web page, and discussion group frameworks. Some of your professors may use TaskStream to organize their courses, and your certification program will use it to help you develop your electronic portfolio and for other purposes.

In terms of the CTE assessments, once on the system, you will log onto the Certification Profile, complete the assessment activities as directed, and submit them for evaluation. The CTE will evaluate these activities, and you will have access to that evaluation. However, the CTE will not use the evaluations for purposes other than to provide an index of overall candidate performance to the state and to the various certification programs. That is, the CTE will not use the quality of your performance to decide whether or not you may move to the next step of the program. The CTE may, however, block candidates from proceeding to the next step in their course and fieldwork if they have not completed an assessment, and the Teaching and Assessment Event may be used in your program as a course project that is graded.

In summary, TaskStream is your tool for two major portfolio tasks:

1. It is where you will submit to the Council on Teacher Education the required tasks which will become your Certification Profile. These tasks are required of all UIC students pursuing a teaching certificate (including secondary, elementary, early childhood, special education, etc.). They include: 1) the Technology surveys 1 and 2; 2) the Philosophy of Teaching and Learning statement; 3) the Teaching and Assessment Event; 4) the Exit Survey, and 5) the Induction Survey. The purpose of collecting this information is not to assess individuals, but to assess the program collectively. Although your submissions will be scored as indicated, the data will be aggregated and reported as group data. Your names will not be attached to these data. To learn more about the CTE Certification Profile Requirements: In TaskStream, go to My Programs and click on Certification Profile Fall 2006.

2. The second use of TaskStream is for building a Standards-based Teaching Portfolio over the 15 months - 3 years you are in the program. This professional teaching portfolio is a program requirement, to be completed prior to and during the student teaching course, (due prior to the student teaching course if you are already a teacher) but continually worked on each semester of your program. Not all instructors use TaskStream for their courses. You are responsible for continuing the creation and submission of entries throughout your program. Entries can come from courses (such as an assignment or a project from your practicum experiences) or, if you already are a teacher, school/classroom based entries that you create as a regular part of your teaching duties. Standards may be used as your portfolio structure if you choose, or they may be integrated within entries. For every entry you might have one or more class assignments, units, lesson plans or case studies as examples. Each entry should contain a description, an analysis and a reflection. Your portfolio will be assessed during your student teaching semester.

Summary of CTE Assessments, Purpose, and Deadline for Submission

Technology Survey 1: To assess what students know about computer basics so that they can be directed to workshops and other avenues to build knowledge and skills. To be completed by the end of first semester. Students receive a list of technology education opportunities aimed at improving basic computer skills. Aggregated results (averages without names) are reported to the state and all programs. Individual results are shared with the program coordinator.

Philosophy of Teaching and Learning: To assess candidate's dispositions for teaching in relation to the goals of the conceptual framework. To be completed by the end of the last semester before full-time student teaching. Candidates receive evaluation feedback. Aggregated results are reported to the state and all programs. Individual results are shared with program coordinator.

The Teaching and Assessment Event: To assess candidate's effectiveness in the practice of teaching. To be completed by the end of the Student Teaching Semester. Candidates receive evaluation feedback. Aggregated results are reported to the state and all programs. Individual results are shared with program coordinator.

Exit Survey: To assess candidate's perception of knowledge and practice. To assess program effectiveness. Completed by the end of the Student Teaching Semester. Aggregated results are reported to the state and all programs, including representative comments (no names attached). Individual data is not shared.

Technology Survey 2: To assess candidate's knowledge of technology use in classroom and other educational settings. To be completed by the end of the Student Teaching Semester. Aggregated results are reported to the state and all programs. Individual results are shared with program coordinator.

Induction Survey: To assess beginning teachers' perceptions of their professional preparation. To be completed during the first year teaching. Aggregated results are reported to the state and all programs.

Please be aware that the program may require you to complete additional assignments not only within your classes but outside of them as well, and that the CTE may revise the assessment information it asks from you at any time during your program. Understand that the state demands evidence on individual candidates that they are fully prepared to teach, and know that the various certification programs and the CTE take very seriously the responsibility for entitlement.

Other assessments are gathered in the course of your program by the CTE. However, teaching candidates are not responsible for placing these onto the TaskStream system. These include:

Application Essay: To assess applicant's written communication skills. Completed with degree application. Essay used to help determine acceptance into program decision. Aggregated data shared with the state and programs.

Oral Interview (if required): To assess applicant's oral communication skills and thoughtful responses to questions about teaching and learning. Interview quality used to help make acceptance into program decisions. Aggregated results shared with the state and programs.

Student Teaching Evaluation: To assess candidate's effectiveness in the practice of teaching, based on the Illinois Professional Teaching Standards. Completed during the Student Teaching Semester (by university supervisor and cooperating teacher.) Aggregated results shared with state and all programs. Individual results shared with program coordinators.

Grades in Courses: To assess whether or not candidates have addressed standards. Takes place every semester. Individual results used to monitor student progress and to determine whether or not students are ready for subsequent coursework and experiences.

Basic Skills Test (ISBE): To assess students' basic communication and computation skills. Individual results used to help determine acceptance into program. Aggregated results shared with state and programs.

Content Area Test: To assess candidates' disciplinary knowledge. Completed prior to Student Teaching. Individual results used to help determine acceptance for student teaching. Aggregated results shared with state and programs. Individual results shared with program coordinator.

Assessment of Professional Teaching: To assess candidates' professional knowledge and skills. To be completed prior to certification. Individual results used by state only to help determine certification. Aggregated results shared with state and programs. Individual results shared with program coordinator.

Candidates' Action Plans

Sometimes candidates are identified by their instructors, advisors, program Coordinators, cooperating or supervising teachers as needing additional support. Individuals may be less successful in professional preparation programs due to inadequate physical capacity, intellectual reasoning skills, dispositions, or communication skills. These necessary skills and dispositions are discussed in the Safety and Technical Standards document students sign upon entering programs and are also explicated in the CTE's conceptual framework, in the Illinois Professional Teaching Standards, and in the documents of individual programs. Programs at UIC understand that not all individuals progress at the same rate, and that students are often capable of overcoming deficiencies with appropriate guidance. Thus, programs have agreed upon the creation of action plans.
If faculty members or other supervisors recognize that a candidate is struggling to meet course, field, or program expectations, they may initiate an action plan by filling out and sending a monitoring form to the program coordinator or advisor and to the CTE. The candidate may be asked to meet with the program advisor or program coordinator to develop an action plan. All of the affected individuals may be invited to the meeting. The plan is created through a joint effort of the meeting attendees and an implementation timeline is specified. Those attending the meeting, including the student or candidate, sign their agreement to the plan and a copy is sent to the CTE. The student or candidate is responsible for implementing the plan within the specified timeline and providing evidence to his or her advisor that the action plan has been successfully concluded. At that time, the advisor or coordinator documents the success and sends a copy of the documentation to the CTE. If a student or candidate has failed to meet the goals outlined in the plan, but has made significant progress, the timeline may be extended and the plan may be revised if agreed upon by meeting participants. Otherwise, the advisor or program coordinator will work with the student to develop career options other than teaching, and the student or candidate will be asked to leave the certification program.

Student Records and Rights and Responsibilities

You have the responsibility for monitoring your progress and being proactive about seeking help as soon as you need it. It is also your responsibility to make sure that the various assessments are completed in a timely manner and that you use them as opportunities for your own self- assessment and growth. The best teachers are those who constantly reflect on their own knowledge and practices and who are constantly striving to improve.

Records created and/or submitted in relation to assessment are maintained in accordance with the UIC Student Records Policy and all other applicable policies and laws. You have the right to due process. If you believe that you have been treated unfairly, you may contact the Office of Student Services in your college or the Office of Access and Equity in the university to initiate a formal appeals process.

Note: Persons employed after July 1, 1996 for a middle grade position will need a "middle school endorsement" listed on their elementary or secondary teaching certificate. A middle grade teacher is a teacher in grades 5-8 where fifty percent or more of the teaching assignment focuses on a single subject area of instruction. For further information, contact the certification officer, Lisa Jones in Room 3015 EPASW.

Field Requirements - Including Student Teaching

Most of the master's degree programs require a minimum of 100 clock hours of work in early childhood, elementary or secondary classrooms. These field experiences are connected to specific courses and are part of the course requirements. During the fieldwork, you will engage in a variety of activities, such as classroom observation, completion of a child study, tutoring, and small group instruction. These activities are completed under the guidance of an experienced teacher and the professor teaching the course.

In addition to the fieldwork, several programs require the completion of student teaching. Student teaching is a semester long, full-time experience during which you teach pre-school, elementary, or secondary age students (depending on the program) under the guidance of school- based and university-based mentors. A few reminders are important:

1. You must apply and be admitted to the student teaching component of your program. During the early weeks of the fall/ spring semester prior to the academic year in which you plan to student teach; pick up a student teaching application in the Council on Teacher Education office (room 3015 EPASW). After completing it, obtain your advisor's signature, and return the application to the Council on Teacher Education. After arrangements have been made with a school, you will be notified.

2. Student teaching occurs at the end of your program. You are required to complete all general education and master's degree courses before you student teach.

3. A grade of B or better must be earned in student teaching before UIC will entitle you to an initial teaching certificate.

4. The student teaching requirement is waived for those who have credit in student teaching, and who have successfully taught for one year.*

*Early Childhood Education majors must complete EPSY 521, a student teaching experience with pre-school age children. Student teaching in the elementary grades may be waived, if the candidate has successfully student taught in grades kindergarten through third.

Surviving and Prospering at UIC

The best ways to find out what's going on are:

- Check the College of Education website on the home page and Current Students section regularly. Lots of important information can be found.
- Check the bulletin board in the third floor Commons Area on the west wall by the small copy machine for announcements of colloquia, and other current news. Also check the Graduate Student Bulletin Board on the north wall next to the campus phone.
- Start an E-Mail network among a group of students with common interests; this need not be limited to colleagues in the College.
- Get to know the College faculty. Introduce yourself. Read their books and articles. The members of the faculty are really very approachable and can provide a great deal of support as you work through your program.
- Attend the colloquia and workshops given by faculty and visiting scholars.
- Check your UIC email account regularly. You are automatically on a listserv for your degree group. Important College of Education and UIC announcements will be sent via email from Mike Herkes. You are responsible to know the content of all messages sent via email because it is the official channel of communication from the College.
- Join the GSE. The Graduate Students in Education (GSE) group is a student-run organization that sponsors student-oriented events and is a valuable resource for graduate students. They sponsor orientation for doctoral and M.Ed. students who are not in certification programs, a student run conference in the spring, and brown bag lunches with talks on a variety of top-

ics throughout the academic year. They have their own web space in the Current Students section of the COE website.

- Ask questions of your advisor, other faculty, support staff, or fellow students or come to the Office of Student Services (OSS) located in 3145 EPASW.

Financial Aid

Various types of financial assistance are available each year to degree-seeking students. Contact Elise Wilson who is responsible for helping students find funding. The opportunities discussed below are those coordinated by the College of Education or by the University. You may also want to investigate independent fellowships, scholarships and grants administered by governmental agencies, foundations, industrial concerns and individuals. Contact Lisa Knepshield, 312-355-3456, in the Graduate College or the Reference Desk of the University Library for more information. Additionally, loan programs administered by the Office of Financial Aid, 1800 Student Services Building, are open to all students. You can also use the services of the Student Employment Office, 2200 Student Services Building that retains information about part-time employment, job-reference materials, job listings and referrals for employment to university departments and business firms in the Chicago area. Please visit the College of Education website under Funding Opportunities in the Current and Prospective Students sections for opportunities available to master's students.

Tuition and Selected Fee Waivers

Each semester, the College is allocated a limited number of tuition and selected fee waivers by the Graduate College. To be eligible, you must be a full time (registered for 12 or more credit hours) or part-time (registered for 8-11 credit hours) degree-seeking student, and not hold any other appointment that covers tuition. Please visit the COE website in the Current or Prospective Student sections under Funding Opportunities for more information and to download the application. To apply for this waiver, fill out all parts of the Application for Tuition and Selected Fee Waiver (available in 3145 EPASW or in Funding Opportunities on the COE website). The deadlines for submission of these forms are listed on the application.

Graduate Assistantships

A few teaching, research, or graduate assistantships are available each year through individual faculty members or offices that have available funds to hire students. Therefore, it is in your best interest to inform your faculty advisor of your interest in a position and keep your eyes and ears open. Chances of finding an assistantship are increased for people with teaching or similar experiences to work in our teacher preparation programs. Make it known to various faculty members that you are looking for a position, via an introductory letter and resume in faculty mailboxes.

Register Early

The University registration system is called Web for Student. Web for Student may be found at: http://osssorawebprod2.admin.uillinois.edu/webforstudent/cregistration3.asp. Web for Student may also be accessed via the UIC Homepage, www.uic.edu and then via Quick Links at the bottom of the page.

The Registration Office will send information on advance registration to your UIC email account. If you are currently enrolled, you will be eligible to register during advance registration. If you are a continuing student but not currently enrolled you will not be eligible to register until open registration.

If you need to take a respite from continuous study for a limited amount of time, please review the procedure for requesting a Leave of Absence which can be found in the Graduate Catalog.

NOTE: If you have not attended for two or more semesters in succession, excluding summer session, and do not have an approved leave of absence on file will make you ineligible to register and you will have to reapply to your program to be able to continue your studies.

Schedule of Classes

Check the Schedule of Classes for REGISTRATION PROCEDURES and follow them as indicated. The UIC schedule of classes is available on line via Web for Student or at the following link: https://ossswebcs.admin.uillinois.edu/webforstudent/UICScheduleofClasses.asp

For a listing of just the College of Education schedule of classes go to the COE website under Current Students.

Priority Registration is the best way to register for a future term. As a graduate student, you will be scheduled to register during the first week of registration and therefore, should have no trouble getting into the classes you want.

Billing

UIC does not mail billing statements. If you are currently enrolled, you will receive
e-mail notification early each month, at your UIC e-mail address, indicating when tuition and fee statements are available online. The online statement, called the E-Bill, allows you to see your charges in an easy to read, user friendly format.

How to Get Around

- If you are a full-time student you can take advantage of UIC's U-Pass benefit which allows you unlimited access to CTA and Pace routes. For more information visit the UIC website at: http://www.vcsa.uic.edu/MainSite/departments/Upass/home/How+to+get+around.htm
- By Bus: Use any of CTA bus lines: No. 60 Blue Island - 26th Street; No. 8, Halsted Street; No. 7, Harrison Street, No. 12, Roosevelt Road; or No. 38, Ogden/Taylor Street. To get a bus schedule visit the CTA website at: www.transitchicago.com
- By UIC Commuter Bus: During rush hour, UIC provides commuter bus service between the Ogilvie Transportation Center (formerly North Western Station), Chicago Union Station, and the UIC campus. Commuter bus tickets are sold in books of 25 by the cashiers in Student Center East, the Marshfield Building, and at the Campus Information Center in the Student Center West.
- By Elevated-Subway Train: The campus is served by what is known as the Halsted/University of Illinois stop on the Blue Line elevated-subway trains. You can take the Forest Park train to the university stop. If you need more information about Chicago Transit Authority trains or buses, call the Regional Transit Authority Travel Information Department at 836-7000 or visit the CTA website at: www.transitchicago.com
- By Commuter Train: Metra trains arrive at Union Station, which is one mile north and east of the University. For more information visit the Metra website at: www.metrarail.com
- North and Northwest line trains arrive at Ogilvie Station, three blocks north of Union station. Commuters to the campus from Ogilvie Station may board the No. 60 or 38 buses at Clinton and Adams Streets, and commuters from Union station may board the No. 60, 7, or 38 buses at Clinton and Jackson Streets. Some Illinois Central trains and all South Shore trains arrive at the Illinois Central Station at Randolph Street and Michigan Avenue. From that station, commuters may board the westbound Blue Line (Park Forest) trains at the LaSalle Street Station.
- Parking: Campus parking lots (cash, and controlled card-access) are conveniently located. If driving to campus more than twice a week, it is more economical to purchase a parking assignment that allows 24-hour access to an assigned lot. Lot 7 and Lot 10 provide cash/controlled card-access, and are located within walking distance of the Education, Performing Arts and Social Work Building. The campus Parking Office is located in Student Services Building in suite 2620. The phone number is 413-9020. http://www.uic.edu/depts/avcad/parking/

Hungry?

On campus, there is a cafeteria and vending area near the east entrance to the Behavioral Sciences Building (BSB), several eating areas at Student Center East (SCE), and the Rebecca Port Faculty Student Center on the main floor of University Hall. A selection of vending machines are located in the basement of University Hall, and in EPASW on the second floor (pop, juice, and snacks) and lower level (pop and juice only).

The surrounding neighborhood provides wonderful eating experiences, including several Greek restaurants north of the Eisenhower expressway on Halsted Street. Fontano's grocery is on Polk Street just a short walk south of EPASW, and they make exceptional submarine sandwiches. Across the street is Carm's for inexpensive hot dogs, burgers, and other short-order food. For Italian cuisine, there are several establishments along Taylor St., including Tuscany's, or Tufano's just southwest of BSB, and Giordano's on Van Buren and Halsted. Also on Taylor Street is Al's Beef right across the street from the Italian Ice place. Wishbone, north on Morgan and Washington (1001 W. Washington), offers a great Cajun menu. For Mexican food, there is Pepe's, located at 1074 W. Taylor, or an entire neighborhood of restaurants in the nearby 18th St. Pilsen area. For Asian food try Tatsu and Thai Bowl near Taylor at Carpenter Streets, or Sushi Loop on Jackson at Halsted.

Books and Supplies

The main University bookstore is in the lower level of Student Center East, 413-5500; hours: 8:30 a.m. - 5:00 p.m. For information regarding extended hours during the first week of class, phone the bookstore or check the current semester's schedule of classes.

Occasionally, faculty place book orders with Chicago Textbook Inc located at 1076 W. Taylor, 312-733-8398.
Check with the course instructor's secretary or departmental assistant regarding where the order was placed.

Health Care

Located in the Out Patient Care Center, 948 W. Taylor, 996-2901, the Department of Family Practice provides health care services for UIC students.

For UIC health insurance coverage visit Campus Care at:
http://www.uic.edu/hsc/campuscare/

Note that if you already have health insurance you must take steps to waive the health insurance fee or you will be charged for it whether you need it or not.

The Student Counseling Center, 2010 Student Services Building, 996-3490, provides personal counseling and various specialized services, including educational and vocational counseling for all students.

Get and Stay Connected

Your UIC netid is part of your UIC email address (netid@UIC.EDU) and is used to login to ACCC Unix servers, UIC-Wireless, and ACCC dial-in servers. For information about activating your netid, see http://www.uic.edu/depts/accc/accts/netids.html#students. Information about such things as the location and hours of UIC's computer labs, available software, and computer education opportunities is available at http://www.uic.edu/depts/accc/home/

Check your UIC email on a regular basis for official College and University announcements. You are responsible for the content for all official messages sent to your UIC account.

Join the College of Education's Graduate Student Listserv. This listserv is used by graduate students to communicate with one another. It is a great way to stay connected to the College. To subscribe, send an email to: listserv@listserv.uic.edu, with "SUBSCRIBE GS-FORUM [your name]" (without the quotation marks) in the body of the message. For example: SUBSCRIBE GS-FORUM Otis P. Driftwood. Thereafter, send mail to the listserv at: gs-forum@uic.edu. If you encounter problems, contact Christine Olson at: olsonac@uic.edu for assistance.

Join the Graduate College's Graduate Student listserv. This listserv is used by graduate students to communicate across disciplines. It is also used by the Graduate College to disseminate important information. The listserv is called GRADLIST@uic.edu. Students may subscribe by sending an e-mail to: listserv@listserv.uic.edu , with the following in the BODY of the e-mail: Subscribe gradlist First_name Last_name (replacing subscriber's first and last name for First_name Last_name).

Computing

The College of Education strives to provide an environment that encourages and enables faculty, students, and staff to explore, experiment with, and use advanced technologies. Many of the technology resources available to support doctoral student work may be found in the College's Educational Technology Laboratory (ETL). The ETL is located on the second floor of the

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EPASW Building in Room 2027. The lab has been renovated as a flexible learning environment. It continues to accommodate students who require hardware and software resources. It has been redesigned so that the facility can also be used for whole class instruction and collaborative group work.

The College of Education provides trained on-site support personnel in the ETL. Support personnel provide technical assistance for the technology used in the College. Because services, equipment, and software are continually being updated, the best way to become familiar with the ETL is to visit its website at http://www.ed.uic.edu/etl/ or to drop in and visit in person.

Additional Services

Escort Service: 6-2830 - This security service is provided to anyone who is on campus in the evenings. Simply call the number and tell them your name and location. A student escort or police person, equipped with a walkie-talkie, will either drive or walk you to your car. Please make use of this service - it's great!

Student Housing: For information contact the Campus Housing Office at 355-6300, (M/c 579), 818 S. Wolcott, Room 220 SRH

Notary Public: Student Legal Service, 2080 SSB, 996-9214

Day Care: UIC Children's Center, 413-5330

Academic Center for Excellence (ACE): 2900 Student Services Building, (312) 413-0031

African American Academic Network: 2800 Student Services Building, (312) 996-5040

Campus Advocacy Network: 802 University Hall, (312) 413-8206

Career Services Office: 3050 Student Services Building, (312) 996-2300

Counseling Center: 2010 Student Services Building, (312) 996-3490

Disability Resource Center: 1190 Student Services Building, (312) 413-2183 (Voice) or (312) 413-0123 (TTY only)

Office of Gay, Lesbian, Bisexual, and Transgender Concern: 1180 Behavioral Sciences Building, (312) 413-8619

Graduate Student Council: Student Center East, Room 380K, (312) 355-5102

Asian American Resource and Cultural Center: 101 Taft Hall, (312) 413-9569

Latin American Recruitment and Educational Services: 2640 Student Services Building (312) 996-6073 or (312) 996-3356

Native American Support Programs (NASP): 2700 Student Services Building (312) 996-4515

Parking Services Office:
East Campus: 2620 Student Services Building (312) 413-9020
West Campus: 217 Student Residence Hall Building (312) 413-5850

Emergency Information

This section offers information on the SMS emergency notification system as well as extreme weather policies.
http://www.uic.edu/index.html/emergency_preparedness.shtml