

Standard 6: Unit Governance and Resources

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

The professional education unit at Illinois State University is the combined total of all programs, both initial and advanced, which prepare candidates for professional roles in P-12 settings. There are 34 professional education programs offered in five colleges: College of Education (COE), College of Arts and Sciences (CAS), College of Applied Science and Technology (CAST), College of Business (COB), and College of Fine Arts (CFA). In addition, a Media Specialist/School Library program is in development through a collaborative effort between Milner Library and the College of Education, and a School Nurse program is in development in the Mennonite School of Nursing.

The unit interacts with central administrators and other units in the institution through its Council for Teacher Education (CTE), which includes Dean's or Dean's Representatives from all six colleges and Milner Library and a representative from the Office of the Provost. In addition, Academic Senate also has a representative on CTE.

The Council for Teacher Education (CTE) has the leadership and authority to operate the unit. The Dean of the College of Education serves as Chair of the Council for Teacher Education, appointed by the Provost. Academic Senate and its Academic Affairs Committee work with the Office of the Provost to appoint faculty to CTE; Academic Senate and the Student Government Association work with CTE in appointing student representatives, both undergraduate and graduate.

The Council Chairperson is appointed by the Provost in consultation with the college deans and confirmed by the Academic Senate. If the chairperson comes from within the Council, he/she continues to represent the unit from which he or she came. If a college dean serves as chair, he/she cannot have a designee. The Dean of the College of Education has always served as Council Chair; in the past 10 years, the Associate Dean of the College of Arts and Sciences has served as Council Vice-Chair; the secretary represents one of the other colleges in order to provide a university-wide perspective on the CTE Executive Committee.

Thirteen faculty members shall serve on the Council. The Provost in consultation with the college deans appoints twelve faculty members. These twelve appointments shall be confirmed by the Academic Senate and are currently distributed as follows: four from the College of Education; three from the College of Arts and Sciences; one each from the Colleges of Applied Science and Technology, Business, and Fine Arts, Nursing and Milner Library. At least one of the faculty members shall be a classroom teacher currently teaching in the University Laboratory Schools. The Faculty Caucus of Academic Senate elects the thirteenth faculty member to Council for Teacher Education.

The seven college deans (the director of Milner Library is the seventh dean), the Chairperson of the University Curriculum Committee, the university accreditation officer for Teacher Education, the Director of Clinical Experiences and Certification Processes, or their respective representatives, and a representative of the Provost's Office serve as *ex officio* members. The Chairperson of the Graduate Curriculum Committee shall serve on an *ad hoc* basis.

The Student Government Association appoints five teacher education student members. At least one of the five student members must be from a graduate program.

Faculty, appointed to CTE, serve as the ultimate decision-making body in the unit; CTE is comprised of faculty representation proportional to program size: COE has four faculty representatives; CAS has three; CAST has two; COB and CFA each have one – in addition to Dean's Representatives to the Council, often faculty appointees. See (www.coe.cte/bylaws) for full information on the functions and responsibilities, membership, and organizational structure of CTE.

Table 33: Council for Teacher Education

Council for Teacher Education					
Authority from: Academic Senate					
Membership					
Academic Affairs Subcommittee- Provost appoint:			Student Govt. Assoc. appoints:		
12 faculty members/1 Senate representative (1 each: COB, CFA, CAST, CON, Milner; 3 CAS; 4 COE – 1 of whom represents Laboratory Schools)			Five students (1 of whom must be a graduate student)		
Deans (7) of Colleges CAS CAST CFA COB COE* (Chair) CON Milner	UCC	GCC	Provost	CECP	Accreditation
Subcommittees					
Curriculum	Student Concerns	University Liaison/ Faculty Concerns		Assessment (<i>ad hoc</i>)	
Official Responsibilities of Council for Teacher Education					
Leadership	Liaison/Advocacy	Planning		Regulation	
Develop/enforce standards	Inform the University community	New programs Elimination of programs		Monitor external requirements	
Review state/national issues/recommend changes	Inform ISBE Involve P-12 community	Seek cooperation for common educational goals		Request program approval Approve curriculum Ensure due process Assessment policy Admission/retention of candidates	

The primary responsibilities of the Curriculum Committee are recommending, monitoring, and when appropriate, acting on teacher education curricula that lead to certification. All *pro forma* decisions are reported to the full Council as information items. All substantive decisions are reported to the full Council for action.

The primary responsibilities of the Student Concerns Committee are to assure that procedures exist to facilitate student access to due process, represent student interest regarding teacher education processes, monitor the follow-up studies of graduates, and plan/promote/and judge the annual academic competition.

The primary responsibilities of the University Liaison and Faculty Concerns Committee include: working with the Academic Affairs Committee and the Academic Senate in seeking approval of changes in the CTE Bylaws; working with the professional community to review and revise the conceptual framework, "Realizing the Democratic Ideal"; working with the Associate Provost and the Chairperson of the Academic Senate to establish and maintain an arrangement whereby the Council participates on a continuing basis in university-wide planning; keeping the University community informed about Council proceedings; addressing issues, as appropriate, concerning faculty workload, faculty evaluation, and professional stature of teacher education and its faculty.

Element 1: Unit Leadership and Authority

The Unit, through Council for Teacher Education, exercises official responsibility in four arenas: leadership, liaison/advocacy, planning/development, and regulation.

Leadership: to develop and enforce academic standards that help to meet the Illinois State University goal of providing "undergraduate and graduate education which is of the highest quality in the State of Illinois" as pertains to undergraduate and graduate teacher education programs; and, to review state and national issues and trends in teacher education, making appropriate recommendations to the University, colleges, and departments and serving as a forum for University-wide discussion of reform issues.

Liaison/Advocacy: to inform systematically the University community about major issues, concerns, and developments in teacher education at the local, state, and national level; to inform the Illinois State Board of Education, accreditation bodies, appropriate learned societies and other organizations at local, state, and national levels of issues and concerns related to teacher education in general and to programs at Illinois State University in specific; and to develop methods for involving public school personnel in Council for Teacher Education activities.

Planning/Development: to work with the Provost and the Academic Planning Committee, helping to specify the role of teacher education within this multi-purpose institution, and participating in University academic planning as it relates to teacher education. This planning role includes: anticipating needs for

new programs or new initiatives, keeping the Provost and the University's academic planners aware of these anticipated needs, working with the Provost's office in seeking ways to request and to obtain funds to implement new initiatives, working with the Provost and the University's academic planners in identifying the nature of the ongoing changing role of teacher education in the mission of the University, and advising the Provost and University academic planners regarding teacher education programs which have been designated for consolidation or elimination; and to seek cooperation among departments and colleges to work for common educational goals.

Regulation: to monitor program requirements as mandated by the State or by accrediting bodies in teacher education and to assure their timely implementation; to request entitlement program approval from the Illinois State Board of Education; to establish and monitor policies related to teacher education curricula within the University; to serve as a curriculum committee within the University curricular process, reviewing and approving teacher education curriculum proposals prior to their submission to the University Curriculum Committee and the Graduate Council; to assure that students have the opportunity for due process in resolving problems related to teacher education; to develop or assure the development of assessment plans related to teacher education as mandated by the University, State, and National Council for the Accreditation of Teacher Education or as advocated by the Council, and to monitor the implementation of these assessment plans. This includes designing, conducting, analyzing (or at least taking responsibility for seeing that this is done), and reporting the results of these follow-up studies of teacher education graduates to appropriate parties; and, to formulate, monitor, and revise policies for the admission and retention of pre-service teachers and other education professionals.

The professional community participates in program design, implementation, and evaluation in multiple and varied ways. Faculty (tenure-track and non-tenure track, full-time and part-time) participate in program development and refinement. Substantive program and course changes relative to professional education go through a thorough review at the departmental, college, Council for Teacher Education, and University levels, for both undergraduate and graduate curricula (<http://www.undergrad-studies.ilstu.edu/ucc.htm> and <http://www.grad.ilstu.edu/faculty/Curriculum.shtml>).

Supervisors and cooperating teachers have opportunities throughout the semester to interact with program personnel and candidates to offer input on program needs. Our P-12 school partners are also involved in program design, implementation and evaluation. Partners from PDS settings are involved on a day-to-day basis; in other situations programs use the advice and expertise of Advisory Committees. A number of programs have their own external advisory committees: History Education, Education Administration (also alumni groups which advise), Technology Education (at the graduate level), Health Sciences Education (*ad hoc* advisory for both school and community health issues, as needed); School Psychology, Biology Education, Physical

Education, and Agriculture Education. In addition, Council for Teacher Education has an External Advisory Committee which addresses unit-wide issues.

Candidates have a formal role in program design, implementation and evaluation through their representatives on Council for Teacher Education; in addition, candidates evaluate every course at the end of every semester, and these evaluations and comments lead to course revisions and instruction delivery adjustments in future semesters.

Publications are an important mechanism for the unit and programs within the unit to provide leadership to the profession. Among the programs which house publications are: Education Administration and Foundations - *Grapevine, Planning and Changing, Illinois School Law Quarterly*, and *The MacArthur/Spencer Special Series on Educational Finance* (see <http://www.coe.ilstu.edu/eafdept/pubs.htm>.) and Curriculum and Instruction - *The Sophist's Bane* and *Journal of Reading Education*. (See exhibits for examples of these and other publications.)

One formal mechanism for the unit to provide leadership to local schools and to the state is through the work of the professional associations and centers housed at Illinois State University:

- Association for the Study of Higher Education (ASHE),
- Bloomington-Normal Education Alliance (BNEA),
- Center for Adult Learning Leadership,
- Center for Mathematics, Science and Technology (CeMAST),
- Center for the Study of Educational Policy,
- Council for the Study of Community Colleges,
- Illinois Association of School Administration (IASA),
- Illinois Association for Supervision and Curriculum Development (IASCD),
- Illinois Assoc. for Teachers of Eng. to Speakers of Other Languages/ITBE
- Illinois Center for Specialized Professional Support,
- Illinois Education Policy Fellowship Program,
- Illinois Geographic Alliance,
- Illinois National Board for Professional Teaching Standards (Illinois NBPTS),
- Illinois Principals Association (IPA),
- NBPTS Resource Center (one of only five national resource centers),
- Reading Recovery Training Site,
- Resource Center for Reading and Literacy,
- Special Education Assistive Technology Center (SEAT),
- University Council for Education Administration (UCEA).

(See <http://www.coe.ilstu.edu/organizationsandgrants/organizations/index.shtml> for links to each and for explanations of the leadership which each provides.)

The Illinois Association of Teachers of English (IATE) is housed in the Department of English. In addition the acquisitions of major grants are additional

examples of the unit involvement with/leadership in local and state schools, particularly those in high needs areas:

[Illinois Professional Learners' Partnership \(IPLP\)](#);
[Illinois Technology in Leadership Consortium \(Gates Grant\)](#);
[Partners in Pre-service/ In-service Teacher Ed for Teachers of Eng Lang Learners; Teachers for All Children](#).

The unit provides leadership within the institution in its early involvement in performance based assessment and early involvement in the use of electronic portfolios, two initiatives that will now be implemented campus-wide. In addition, because educator preparation affects 26% of the undergraduate population, 37% of the master's level population, and 50% of the doctoral population, initiatives in the unit are typically pervasive campus-wide. *U.S. News and World Report* collegiate rankings, America's Best Graduate Schools 2004, ranked Illinois State University (for the first time) in the upper third (62nd) of the 188 schools granting doctoral degrees in education. This kind of national recognition in turn provides the unit a leadership role within the institution.

Element 2: Unit Budget

The unit budget is sufficient to prepare candidates to meet standards. The total College of Education budget and equitable percentages of budgets of all other colleges which house professional education programs support the 34 programs that prepare candidates to meet standards. The following websites show COE FY04 budget requests and Council for Teacher Education Budget Requests. Specifics of FY04 budget are not available for this document, but will be available in exhibits.

<http://coe.ilstu.edu/coedocs/fy04budget/index.shtml>
http://coe.ilstu.edu/coedocs/FY04TEBudgetRequest/index_files/frame.htm

The FY04 budget requests from other colleges are linked from the website of the office of the Provost: <http://www.provost.ilstu.edu/budget/>

The unit governance budget which applies to university-wide teacher education is devoted to operating Council for Teacher Education, the performance-based assessment system, the technology passport system, and to unit-wide accreditation (including national recognition and state approval for all programs). The college deans have agreed to a formula to support CTE and university-wide teacher education; if the Academic Affairs cannot cover these expenses in FY04, each college will contribute its percentage to unit costs (COE: 68%, CAS: 29%, CAST: 5%, CFA: 4%, COB: 1%).

FY03 dollar amounts set aside by all colleges to support CTE and university-wide teacher education on campus were:

Table 34: CTE Budget FY03: Distribution by Colleges

college	programs	% candidates	Reviews (\$800)	PBA (\$96,000)	Dues (\$3095)	Ad for 3 rd party	total
COE	9	69%	238	66,240	2136	1035	69,649
CAS	12	14%	323	13,440	433	210	14,406
CAST	5	11%	130	10,560	341	165	11,196
CFA	4	4%	90	3,840	124	60	4,114
COB	1	2%	23	1,920	62	30	2,035

In addition, the revenue generated from professional education related contract courses in Fall 02, Spring 03, and Summer 03 totaled \$300,955. These courses are administered through the Illinois State Extended University. Federally earmarked funds for FY04 include \$200,000 for the Chicago Pipeline (see Standard 5) and \$100,000 for a Special Education initiative with Peoria District 150. External Grant awards for July 2002-March 2003 total \$6,929,884 for teacher education/education-relevant projects. (Full FY03 awards will be available in exhibits.)

In FY00, Institutional Research generated data that \$14,370,991 was spent for Unit Personnel and \$164,347 were spent on faculty professional development. Those figures include the entire personnel and professional development dollars for the College of Education, and proportionate dollars from every other department that includes a professional education program. (For example, at that time in Agriculture there were 17 teacher education majors among a total of 307 majors, representing a 0.06 ratio. Total Agriculture Department personnel dollars (\$1,039,386) were then multiplied by .06 to attain a figure of \$57,556. Figures were thus derived for all other departments.) Professional development figures were derived using the same formula.

Element 3: Personnel

Institutional policy regarding faculty loads stipulates that full-time faculty workloads are a maximum of 12 hours of teaching; in most cases, faculty with only undergraduate courses teach 9 hours each semester, with remaining time devoted to research and/or service and/or clinical supervision. Faculty with only graduate assignments typically teach 6 hours each semester, with remaining time devoted to thesis and dissertation advisement and to research and/or service and/or internship supervision. Most programs/departments have a departmental advisor (generally classified as administrative personnel), but, on occasion (in those departments in which teacher preparation is a relatively small program), advisement is part of faculty load. Each program also handles supervision with either a portion of full-time faculty load or with part-time supervisors whose expertise is in the discipline and who have extensive teaching experience. Large programs, such as that in elementary education, also have a limited number of full-time supervisors. Actual faculty loads comply with the institutional policy. Faculty with undergraduate teaching assignments typically teach 9 hours and have reassigned time for the other 3 hours. In general, faculty members working with graduate programs, particularly doctoral programs, teach six hours, advise theses and dissertations and have

time for research – all within a 12 credit hour load. If faculty occasionally teach more than a 12 hr load, they are compensated.

Maximum faculty teaching assignment during the regular academic semester involves 12 credit hours. Adjustments are made to accommodate for research projects, advising, (e.g., theses or dissertations), administration, service or other responsibilities. Such adjustments must be justified and approved by department chairs. (University Library faculty assignments are defined by the Library administration and include librarianship, scholarship and service.) <http://www.policy.ilstu.edu/policydocs/additional.htm>

Faculty assignments are integral to the mission of a department and thus of the University. Each faculty assignment represents the part that the faculty member will play during the coming academic year in carrying out that mission. Faculty assignments shall embody the principles of consistency and flexibility. Because the University expects from all faculty consistent high-quality performance in the mutually supportive areas of teaching, scholarly and creative productivity, and service, faculty assignments shall be designed not to inhibit faculty members from contributing in all three areas over their term of employment. Appropriate effort shall be made to achieve flexibility in faculty assignments so that the changing needs of the University are recognized and so that, by giving faculty members the latitude to explore academic and professional opportunities as they arise, faculty contributions to the University can be maximized. Faculty assignments may differ from person to person in a given year, and an individual faculty member may complete several types of assignments during the course of several years.

University policy is explicit in requirements for promotion and tenure. Full-time tenure line faculty are expected to provide evidence of excellence in teaching, in scholarly productivity, and in service. <http://www.policy.ilstu.edu/policydocs/tenure.htm>

Faculty devote research time/reassigned time to develop assessments and on-line courses as needed. In addition, grant funds are often used to “buy” out faculty time for developing new and innovative curriculum, instructional delivery, and/or assessment instruments.

Masters level graduate assistants are used as aides to faculty conducting research and as support for instruction; doctoral level graduate assistants are assigned to teach undergraduate courses on occasion.

All faculty, including graduate assistants and those with temporary teaching assignments, are eligible to participate in activities sponsored by the Center for the Advancement of Teaching. Of particular interest is the new faculty orientation that CAT sponsors at the beginning of each year as well as workshops and symposia throughout the year as noted on their website (<http://www.cat.ilstu.edu/>).

Table 35: IBHE 2001-2002 (June 2003) Program Major Cost Study for Illinois Public Universities – TOTAL PROGRAM – Dollars (rounded) per Credit Hr.

CIPS	Name	Lower Division (freshman/sophomore)			Upper Division (junior/senior)			Graduate I (candidates have BA)			Graduate II (candidates have MA)		
		ISU	mean	range	ISU	mean	range	ISU	mean	range	ISU	mean	range
13.0301	C&I							344	369	337-421	563	598	335-780
13.0401	Ed.Admin/Gen							359	294	217-525	445	459	316-954
13.0501	InTech/Design							356	245	211-356			
13.1001	SED/Gen.	163	173	138-308	276	246	177-303	457	353	227-636	993	1073	128-1168
13.1201	EL ED	166	186	152-277	232	255	220-308						
13.1203	MLE	164	181	164-218	229	233	229-253						
13.1204	ECE	171	198	158-284	233	264	233-338						
13.1303	Bus. Ed.	176	197	176-293	244	271	244-317						
13.1307	Health Ed.	159	196	159-228	224	241	223-257	290	335	290-397			
13.1309	Tech. Ed./IT	251	n/a	n/a	296	n/a	n/a						
13.1311	Math. Ed.										412	n/a	
13.1312	Music Ed.	289	276	261-390	326	307	290-451	519	646	519-709			
13.1314	PE	165	180	139-324	222	229	150-366	300	301	200-417			
13.1315	Reading							307	372	284-434			
13.1318	Soc. Studies	158	n/a	n/a	209	n/a	n/a						
51.1601	Nursing (RN)	172	248	172-498	409	494	284-805						
52.0301	Accounting	179	169	130-310	292	283	232-343	406	417	375-601			
52.1401	Marketing	179	180	131-306	266	242	210-297						

This chart, published in June 2003, is the most recent (2001-2002) Illinois Board of Higher Education (IBHE) Program Major Cost Study for Illinois Public Universities: University of Illinois (Chicago, Champaign-Urbana, Springfield), Northern Illinois University, Northeastern Illinois University, Chicago State University, Governors State University, Eastern Illinois University, Southern Illinois University-Carbondale, Southern Illinois University-Edwardsville, Western Illinois University, and Illinois State University. Each university reports costs by CIPS code divided according to lower division courses, upper division courses, masters level courses, and beyond-masters level courses.

For example, in the preparation of Special Education teachers: Illinois State spent \$163 per credit hour on freshmen/sophomore level courses, the mean expenditure among state universities on comparable classes was \$173, and the range of expenditures was from \$138 to \$308 per credit hour. In general, expenditures by Illinois State University for program costs reported tends to be neither the highest nor the lowest cost. The top portion of the chart reports teacher education programs; for comparison to other professional programs, nursing, accounting, and marketing are included. Note that nursing in the upper division range tends to be more expensive than the typical teacher education program in the same upper division range. Business programs tend to be comparable.

Each department chair and each program liaison orients part-time faculty to the program, in individual conferences, through faculty and program meetings, through faculty newsletters and/or listservs, and other college/departmental/program communiqués. The Office of Clinical Experiences and Certification Processes orients program supervisors in the beginning of each semester with an on-campus workshop, and in addition, publishes its own electronic messages to supervisors.

Support staff members in the unit include departmental clerical staff, technology support staff, grant funded clerical staff who contribute to on-going program requirements: preparing agenda and minutes for meetings, correspondence, supplies, and other “office” needs. Numbers of staff are adequate at this time, but budget cuts and hiring freezes across the state and in higher education will probably affect numbers negatively.

Two librarians are officially assigned as liaisons to professional education; both have two masters degrees and both have P-12 library experience. Each has served as a faculty member of Council for Teacher Education, along with the Dean’s Representative, either the University Librarian herself or the Associate University Librarian. The University Librarian was formerly a member of the Library Education faculty and has P-12 experience. These associations are invaluable to the unit, not only in instructional material selection but also in delivery of library instruction to classes and to individuals, for undergraduate through doctoral studies.

Element 4: Unit Facilities

Unit facilities on campus are well-suited for classroom instruction; the university has a long-range plan for campus infrastructure, as well as provisions for short-term maintenance. Faculty offices accommodate faculty need for privacy and space to design, implement, and evaluate course work as well as to confer with candidates. Milner Library offers an outstanding setting for faculty and students for individual and group research. Equipment budgets include not only technology needs but also furniture for classrooms and offices.

Unit facilities on campus and with partner school support candidates in meeting standards, including use of technology for instructional purposes. As of July 1, 2003, most university classrooms (133 of 154 total = 86%) have technology capacity (many with Gateway Tower systems; others “smart classrooms” with built-in capacity), all faculty offices are equipped with computers (typically each tenure track faculty has an individual computer; adjunct and part-time faculty have access to a shared computer) and access to printers, the library is well-equipped with technology and resources, and both the university and the unit provide technology laboratories with appropriate hardware and software for candidates to use in planning, delivering, and evaluating instruction.

Our P-12 partners also provide their own students as well as teacher preparation candidates with outstanding facilities and access to technology. Both Metcalf Laboratory School and University High School are well-equipped, attractive settings for P-12 students and candidates; University High School is one of two lead high schools in the

state (the other is the Illinois Math and Science Academy) in developing and implementing the Illinois Virtual High School (<http://www.ivhs.org/index.learn?bhcp=1>). Professional Development seminars for IVHS instructors occur once each semester at University High School, in addition to a one-week summer workshop. Our Pekin PDS is recognized statewide as a leader in technological innovation in the classroom, and our other partnerships are well-equipped for classroom learning.

Element 5: Unit Resources including Technology

Resource allocation allows candidates to meet standards in all programs. Our most important resource is faculty; fiscal challenges in the state have meant that for the past two years, faculty members have gone without salary increases. Although the state, like most other states, continues to experience financial challenges since 2000, Illinois State University has committed to providing an average 2.7% raise for faculty and staff in 2004. That commitment ensures that the University retains excellent faculty and that candidates can meet standards. The University has a long-range plan for infrastructure and capital projects, three of which have been funded by the state for FY2004 (renovations in Schroeder, Turner, and Stevenson). All classrooms are adequate and equipped with/accessible to technology resources. The budget process is college by college driven; public budget presentations are made each March by college deans. In the case of the dean of the College of Education, she makes two budget presentations: one on behalf of operations in the College of Education, and one on behalf of Council for Teacher Education which governs all professional education across campus. That CTE budget presentation outlines unit needs for: costs of operating CTE, costs of accreditation of the unit and program approval, expenditures for the performance-based assessment system, expenses associated with the technology passport, and expenses incurred through membership in the National Network for Educational Renewal.

FY 02 expenditures in the College of Education included \$9,877,285 instruction, \$842,296 in Academic Support, and \$91,905 on Research, according to data reported in the AACTE 2002 Annual Report. In addition, expenditures on preparing educators in the other colleges are commensurate with program demands.

External resources are increasingly important to the development of quality programs for quality graduates. The Office of Research and Sponsored Programs provides global information on grants received, by college:

http://www.rsp.ilstu.edu/reports/annual_rept/college_sub&awards.shtml (FY 02) and http://www.rsp.ilstu.edu/reports/qtr_reports/first_qtr.shtml (FY 03 first quarter). These show that in FY02, the College of Education received \$7,801,064 of \$20,268,807 (the total grant income to the university); in the first quarter of FY03, the College of Education received \$4,476,351 of \$9,468,164 (total grant income to the university in the first quarter). Major COE grants include two bilingual education grants, an assistive technology grant, the Gates Grant to prepare administrators to use technology, and the USDE TQE Grant, Illinois Professional Learners Partnership, written collaboratively with the College of Arts and Sciences, school partners (particularly Chicago Public Schools), and other institutions of higher education. In addition, other than in Mennonite

College of Nursing, grants pertinent to teacher and/or support personnel preparation were a part of college awards. From July 2002 through March 2003, grants awarded to the university for projects in professional education totaled \$6,929,884 (see RSP monthly bulletins).

In addition, each college works closely with The Office of Foundations to cultivate friends and funds for the on-going work of preparing educators, particularly for the funding of scholarships. Each college has a liaison from Foundations whose work contributes to contacts with alumni and special donations.

The University provides extensive technology resources to support faculty and all enrollees. The following websites illustrate the kinds of campus-wide support available to faculty and staff and to students:

<http://www.ilstu.edu/home/technology/>
http://www.ilstu.edu/home/technology/fac_staff.phtml
<http://www.ftss.ilstu.edu/training/index.shtml>
<http://www.ilstu.edu/home/technology/students.phtml>
<http://www.stss.ilstu.edu/>
http://www.stss.ilstu.edu/new_student/techguide2002.pdf
<http://coe.ilstu.edu/TechnologyWorkshops/index.shtml>

In addition, programs in the unit utilize college and departmental technology resources where both hardware and software are purposefully more discipline specific than those for general university use. For example, in DeGarmo Hall, where many professional and pedagogical courses are offered, three technology labs are available on third floor: one for general use, one for course use, one for instructional purposes (as needed). In addition, the College of Education shares a technology classroom with the Department of Psychology/College of Arts and Sciences, located on the garden level of DeGarmo Hall.

All classrooms are equipped with technology resources; some have been designated “smart classrooms,” equipped and maintained by the university, often with LCD projection and other amenities. Others have only Internet access, audio and video equipment, typically provided by the college or a department. Some departments select use of mobile carts equipped for classroom technology use. All tenure track faculty have individual computers and access to a printer; all other faculty have shared computers and access to a printer. Departmental offices provide photocopy equipment and other clerical/technology –driven resources.

All candidates preparing for initial certification are expected to meet Illinois Technology Standards for All Teachers; to that end campus technology resources, including technology capacity in the library, dormitories, and university open spaces (cafeterias, the student center) allow candidates opportunities outside of classroom instruction to use technology to meet standards and to satisfy requirements. In addition, we are fortunate to have an Assistive Technology Laboratory, located in Fairchild Hall; this laboratory affords candidates the opportunity to meet our Instructional Technology Passport System (ITPS) Standard #10. The ITPS website details all standards and how candidates must demonstrate proficiency (<http://www.itps.ilstu.edu/>)

Evidence of candidate and faculty use of technology includes increasing requirements that assignments be submitted electronically, particularly with the implementation of the Electronic portfolio e-portfolio. Increasingly instructors and candidates use electronic communication for between or out of class communication. Faculty listservs are increasingly prevalent. Many departments now disseminate information bulletins or weekly/monthly updates electronically. Campus and college/departmental laboratories are rarely empty. The University has established a TechZone technology “store” for students and their parents to explore the possibilities of a computer for personal use; to that end, TechZone surveys colleges, departments, and programs to recommend a particular kind of computer with specific capacity for a student whose major might be, for example, teacher education.

Milner Library is an active partner in the teaching, learning, research, and service activities of Illinois State University. Milner librarians provide research assistance and library instruction customized to meet the needs of students and faculty. Reference collections include general, as well as subject-specific, print research tools including indexes, handbooks, dictionaries, bibliographies, and directories. Electronic research tools include the Online Catalog (ILLINET Online), bibliographic and full-text databases, and reference databases. ILLINET Online is a service of ILSCO – a statewide consortium which allows our faculty, staff, and students to “borrow” library materials from all constituent members: both public and private institutions of higher education throughout Illinois. These members all share the same database; library privileges accrue both electronically and in personal use of the library, by showing a current/valid university identification card.

The library’s collections include 1.5 million books, 5,000 current magazine and journal subscriptions, more than 7,000 electronic journals, and 25,000 multimedia items. Milner’s Web site (www.mlb.ilstu.edu) serves as an electronic guide to library resources, services, facilities, and staff. Through participation in a variety of consortia, Milner provides interlibrary loan access to materials in library collection through the United States and the world. In addition, Milner’s Document Delivery Service provides 24-48 hour fax delivery of some journal articles. An interlibrary loan system brings materials from other libraries to campus daily. <http://www.mlb.ilstu.edu/service/ill/home.htm> Candidates who are commuters or are in off-site graduate cohorts also have access to library materials and services. The “distance” website gives details <http://www.mlb.ilstu.edu/resserv/distance.htm>.

In addition, Milner Library offers library instruction, both general and subject-specific, as detailed at the “learn” website (<http://www.mlb.ilstu.edu/learn/home.htm>). Milner plays a major part in the General Education program, and Milner librarians work with classes, students, and faculty in discipline-oriented research. Milner’s ‘Ask a Librarian’ service provides access to live reference assistance. A librarian-liaison is assigned to each campus department (listed at www.mlb.ilstu.edu/about/subdirfa.htm).

Milner houses sufficient and current resources in-house. In addition, Milner provides the most complete Teacher Materials Center (TMC)

<http://www.mlb.ilstu.edu/about/depts/tmc/home.htm> in the state, with a unique collection of materials to support teacher education at Illinois State University. The TMC provides education candidates with resources to enhance their educational experience and to prepare them for their careers as teachers. Included in the TMC collection are curriculum guides, elementary and high school textbooks and supporting materials in all subject areas, media of all types, and a model school library collection.

Electronic accessibility is excellent – (<http://www.mlb.ilstu.edu/online/home.htm>)- offering the Milner Library On-Line Catalog and access to 45 academic libraries in Illinois, members of ILSCO (Illinois Library Systems Computer Organization), through ILLINET; World CAT with 36 million titles worldwide; Bloomington and Normal Public Libraries; and Virtual Illinois Catalog (VIC) with access to 600 Illinois public libraries. Teacher resources (<http://www.mlb.ilstu.edu/ressubj/subject/educate.htm>) and education resources (<http://www.mlb.ilstu.edu/ressubj/subject/educat/home.htm>) offer candidates entry into resources; in addition, subject specific resources are available through the same electronic access.

Milner Library has the following indexes to support education and subject area research: <http://www.mlb.ilstu.edu/articles/home.htm> <http://www.mlb.ilstu.edu/articles/jake/home.htm> (JAKE - Jointly Administered Knowledge Environment with 108 e-indexes).

In addition, Milner has these indexing and abstracting services specific to education: ERIC 1965-Present (accessible through IBIS/OVID or First Search); E*Subscribe; Education Abstracts; Exceptional Child Educational Resources; Higher Education Resources; Novelist; Children's Literature Comprehensive Database; and Education Full Text.

In conclusion, the unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

Appendix A				
Conceptual Framework	<i>Educating Illinois</i>	INTASC/IPTS/NBPTS Principles and Standards	Illinois Learning Standards	NCATE Standards for the Unit
The moral virtues are:				
1. Sensitivity toward the varieties of individual and cultural diversity.	Individualized Attention: Providing the supportive environment of a small college through an innovative General Education program, strong student-faculty connections, superior student services, and a focus on each student as an individual with unique educational needs and potential. Illinois State is a campus dedicated to <i>placing the learner at the center of teaching and research</i> .	#3 INTASC and #3 IPTS: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. #8 INTASC and #8 IPTS: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual and social development of the learner. NBPTS: Teachers are responsible for managing and monitoring student learning.	Working on teams— learning is an intensely individual activity, but students also need to know how to contribute as members of teams or work groups. This aspect of learning is essential to adult life.	Standard 4: The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.
2. Disposition and ability to collaborate ethically and effectively with others.	(Implied)		Working on teams— learning is an intensely individual activity, but students also need to know how to contribute as members of teams or work groups. This aspect of learning is essential to adult life.	
3. Reverence for learning and seriousness of personal, professional, and public purpose.	Public opportunity: Assuring students access to the opportunities of a large university, including a wide range of high-quality programs, faculty mentors who are scholars and creative artists of repute in their disciplines, and the support of outstanding facilities and technology.	#9 INTASC and #10 IPTS: 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 opportunities to grow professionally. # 11 IPTS: The teacher understands education as a profession, maintains standards of professional conduct, and provides leadership to improve student learning and well-being. NBPTS: Teachers think systematically about their practice and learn from experience.	Using technology— particularly telecommunications and computer technology—to put a wealth of information and expertise at students’ fingertips. Uses technology skills to create a gateway to relevant, up-to-date information well beyond the walls of the classroom.	Standard 5: Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty and facilitates professional development.

Conceptual Framework	<i>Educating Illinois</i>	INTASC/IPTS/NBPTS Principles and Standards	Illinois Learning Standards	NCATE Standards for the Unit
4. Respect for learners of all ages, with special regard for children and adolescents.	Creative response to change: Facilitating personal growth of students, faculty, and staff through innovative applications in undergraduate and graduate study, pedagogy, research, creative activities, and public service.	#2 INTASC and # 2 IPTS: The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development. #5 INTASC and # 5 IPTS: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.		Standard 3: The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.
5. Wide general knowledge and deep knowledge of the content to be taught.	Active pursuit of learning: Educating the complete student inside and outside of the classroom, so that students come to appreciate learning as an active and lifelong process.	#1 INTASC and #1 IPTS: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students. #7 INTASC and #4 IPTS: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals. NBPTS: Teachers know the subjects they teach and how to teach those subjects to students.	Making academic connections—every subject is related in some fashion to others. Students must learn to place information within a larger setting—to see the connections among lessons, subjects and everyday life.	Standard 1: Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

Conceptual Framework	<i>Educating Illinois</i>	INTASC/IPTS/NBPTS Principles and Standards	Illinois Learning Standards	NCATE Standards for the Unit
6. Knowledge and appreciation of the diversity among learners.	Diversity: Encouraging community and an informed respect for all differences among students, faculty, and staff by fostering an inclusive environment that prepares students to be engaged participants in a global society.	#3 INTASC and #3 IPTS: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. #5 INTASC and #5 IPTS: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self motivation. NBPTS: Teachers are committed to students and their learning. NBPTS: Teachers are responsible for managing and monitoring student learning.		Standard 4: The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.
7. Understanding what affects learning and appropriate teaching strategies.	Active pursuit of learning; Educating the complete student inside and outside of the classroom, so that students come to appreciate learning as an active and lifelong process.	#2 INTASC and #2 IPTS: The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development. #4 INTASC and #6 IPTS: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills. #7 INTASC and #4 IPTS: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals. #8 INTASC and #8 IPTS: The teacher understands various formal/in- formal assessment strategies/uses them to support the continuous development of all students.		Standard 3: The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

Conceptual Framework	<i>Educating Illinois</i>	INTASC/IPTS/NBPTS Principles and Standards	Illinois Learning Standards	NCATE Standards for the Unit
8. Interest in and ability to seek out informational and collegial resources.	Public opportunity: Assuring student access to the opportunities of a large university, including a wide range of high-quality programs, faculty mentor who are scholars and creative artists of repute in their disciplines, and the support of outstanding facilities and technology.	#6 INTASC and #7 IPTS: The teacher uses knowledge of effective verbal, nonverbal, and (visual) media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. # 10 INTASC and #9 IPTS: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being. NBPTS: Teachers are members of learning communities.	Communicating— understanding lessons is only the beginning of education. Students also must be able to express and receive information and ideas accurately and clearly in oral and written forms. Working on teams— learning is an intensely individual activity, but students also need to know how to contribute as members of teams or work groups. This aspect of learning is essential to adult life.	Standard 2: The unit has an assessment system that collects and analyzes data on applicant qualification, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs. Standard 6: The unit has leadership, authority, budget, personnel, facilities, and resources including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.
9. Contagious intellectual enthusiasm and courage enough to be creative.	Creative response to change: Facilitating personal growth of students, faculty, and staff through innovative applications in undergraduate and graduate study, pedagogy, research, creative activities, and public service.	# 6 INTASC and #7 IPTS: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.	Communicating— understanding lessons is only the beginning of education. Students also must be able to express and receive information and ideas accurately and in clear oral/written form.	