

# CHICAGO STATE UNIVERSITY

Chicago, Illinois

2003-2004 Title II Report

## **Mission:**

Founded in 1867 as a teacher training school, CSU has evolved into a multipurpose university committed to meeting the needs of the urban community. Its mission is to (1) provide access to higher education for residents of the region, the state and beyond, with an emphasis on meeting the needs of promising graduates from outstanding secondary schools, as well as students whose academic and personal growth and promise may have been inhibited by lack of economic, social, or educational opportunity; and (2) produce graduates who are responsible, discerning, and informed global citizens with a commitment to lifelong learning and service. The mission has expanded to incorporate awareness for National Board Certification (NBC). The NBC standards and core propositions are evidenced in the redesign of existing program curricula.

## **Teacher Preparation Programs:**

Initial certification programs at the undergraduate, post baccalaureate, and master's levels include the following: Early Childhood; Elementary, Middle School, and Bilingual Elementary Education; Special Education (LBS1); Secondary Biology, Business Education, Chemistry, English, Geography, History, Industrial Technology, Mathematics, and Physics; and K-12 Art Education, Music Education, Physical Education, and Spanish.

## **Student Characteristics:**

- Most students are non-traditional or returning students who commute.
- A large percentage is first generation college attendees, married or single parents, who work and/or receive financial aid.
- Approximately 60% are part-time students.
- More than one-third are between the ages of 25 and 34.
- The student body is ethnically diverse with a majority of African-Americans.
- Minority students performed equal to or better than their counterparts in the rest of the state on Certification Tests over the last 10 years.
- Over one-third of the candidates in initial certification programs are change-of-career post-baccalaureate students.

## **Admission Requirements:**

### Admission to Teacher Education:

- Cumulative GPA of 2.5 in all coursework required in the education program
- Completion of all but 6-12 credit hours of coursework in general education
- Submission of one letter of recommendation from the department and/or 1-2 personal recommendations projecting student's success as a teacher
- Successful completion of the Illinois Certification Test of Basic Skills and (for undergraduate students) CSU qualifying examinations in English composition, mathematics, and reading

### Admission to Student Teaching:

- Admission to Teacher Education
- Minimum 2.5 GPA in all coursework satisfying program requirements and in each of the two areas of professional education and area of specialization or concentration
- Review course for the Subject Matter Certification Examination
- Successful field-based internship
- Successful completion of Subject Matter Certification Test

### Program Completion:

- Successful completion of Assessment of Professional Teaching Certification Test

## **Accreditation:**

- Accredited by the North Central Association of Colleges and Schools
- Accredited by National Council for the Accreditation of Teacher Education (NCATE) since 1954
- All programs approved for certification by the Illinois State Board of Education
- As of fall 2003, one of only 19 of Illinois' 57 institutions accredited by NCATE
- Fourteen programs having NCATE approved guidelines are in full compliance with national professional association standards.

# CONTEXTUAL INFORMATION

## **Teacher Education Vision:**

The College of Education's goals are to prepare educational personnel who are knowledgeable and competent practitioners, dedicated to serving the educational needs of students of widely varying abilities and backgrounds, and, responsible participants in the quest for improvement of the nation's schools and the teaching profession. The College of Education's undergraduate and graduate programs for teacher and school personnel preparation are built on a conceptual framework that is school-based and standards-based, incorporates comprehensive assessments and partnerships, and integrates technology in its curriculum and delivery of instruction.

The College continues to develop partnerships, alternative pathways, and creative schedules to make teacher preparation more accessible, affordable, and attractive to a diverse population of qualified candidates. The College is committed to providing a variety of academic support mechanisms to ensure candidates' success.

## **Best Practices:**

- School-based methods courses taught in Chicago and suburban schools give students the opportunity to apply theory in real school settings.
- Prior to student teaching, all candidates participate in an internship under the supervision of both school and university faculty. Internships and student teaching are usually done in the same school.
- Candidates enrolled in field-based internship programs teach lessons daily for two or more semesters and receive feedback from school and university supervisors.
- Candidates develop professionally through systemic reflection, journal writing, and portfolio development.
- Secondary and K-12 education candidates complete a major in their area of specialization.
- Eight computer labs in the College provide hands-on experiences in the use of technology related to candidates' field of education.
- Students participate in practice tests and review workshops for the Certification Tests of Basic Skills, Subject Matter Knowledge, and Assessment of Professional Teaching.
- Web enhanced curriculum development.
- Several alternative pathway programs are offered for change-of-career post-baccalaureate candidates; including Troops for Chicago and Teachers for ChicagoLand.
- Faculty members have developed partnerships with schools, agencies, and corporations in Chicago and the suburbs. Partnership programs include: Project CASES for bilingual teacher aides; Project Nueva Generacion, a site-based model program for training teachers in their own communities; general administration partnerships for elementary and high school teachers; reading specialist cohorts for elementary and high school teachers; distance learning program in library science/media; child studies program for Head Start staff and other early childhood cohorts; special education cohorts in the south and west suburbs for certified teachers; After School Matters Sports 37 program for elementary and high school students; Teacher Quality Enhancement project with community college partners for developing standards-based curricula for middle grades educators including content, web-based modules and assessments; Cooperative Education Certification; and CISCO Certified Network Administrator training.

## **Notable Features and Accomplishments:**

- More than 46 CSU graduates teaching in the Chicago Public Schools have been awarded National Board Certification since 2001.
- More than 28 CSU graduates have received the distinguished Golden Apple Award for Excellence in Teaching since 1987.
- CSU students have recently received the Kohl, Golden Apple Scholar, and the Illinois Student Laureate Awards.
- Ethnically diverse faculty are actively engaged in research, publishing, and presentations at local, national, and international conferences.
- The College has a nationally recognized professional development partnership with a dual-language school and three state recognized field-based programs, originally funded by the Joyce and MacArthur Foundations, and currently funded by the Illinois Board of Higher Education.
- The College of Education has published the Illinois Schools Journal since 1920.
- Over 180 teachers have graduated from the Teachers for Chicago, Teachers for ChicagoLand, and Troops to Teachers alternative pathways to certification programs.

**Program Information for Chicago State University  
2003-2004**

<b>S.1</b> Total number of admitted students in teacher preparation programs, all specializations, in academic year 2003-2004	865
<b>S.2</b> Number of students in supervised student teaching in academic year 2003-2004	192
<b>S.3</b> Number of faculty members who supervised student teachers:	
➤ <b>S.3A</b> Full-time faculty in professional education	20
➤ <b>S.3B</b> Part-time faculty in professional education but full-time in the institution	9
➤ <b>S.3C</b> Part-time faculty in professional education, not otherwise employed by the institution	11
<b>S.4</b> Total faculty student teaching supervisors	40
<b>S.5</b> Student teacher/faculty ratio (Divide total given in S.2 by the number given in S.4)	4.8:1
<b>S.6A</b> The average number of student teaching hours per week	32.5
<b>S.6B</b> The total number of weeks of supervised student teaching required	16
<b>S.7</b> Average total number of hours required	520