

CONTEXTUAL INFORMATION

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.
- One-third of the candidates in initial certification programs are change-of-career post-baccalaureate students.

Admissions Requirements:

Admission to Teacher Education Program:

- 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 the 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 Illinois Subject Matter Certification Examination
- Successful field-based internship
- Successful completion of Subject Matter Certification Test

Accreditation:

- Accredited by the North Central Association (NCA) 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 (ISBE)
- One of only 21 Illinois institutions (57 total) accredited by NCATE
- Fourteen programs having NCATE approved guidelines are in full compliance with national professional association standards
- Ed.D. in Education Leadership approved in June 2004 by IBHE and in April 2005 by NCA.

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. It also incorporates professional commitment and dispositions, comprehensive assessments, 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, innovative practices and pedagogy 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, analytical journal writing, and electronic portfolio development.
- Secondary and K-12 education candidates complete a major in their area of specialization.
- Eight computer laboratories in the College provide hands-on experiences in the use of technology related to the candidates' field of education.
- National Board Certification (NBC) Resource Center established in the College to serve Chicago Public School (CPS) teachers living on the south side of Chicago and CSU teacher graduates teaching in the CPS to improve NBC Teacher minority recruitment.
- 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.
- Alternative pathway programs are offered, e.g., Teachers for ChicagoLand (TFCL).
- Faculty members have developed partnerships, including: 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 Information and Media Studies; Child Studies program for Head Start staff and other Early Childhood cohorts; Special Education cohorts in the south suburbs for certified teachers and initial certification students; 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 grade educators including content, web-based modules and assessments; planned Cougar Academy for Teachers targeted toward Junior and Senior high school students aspiring to become middle school teachers; Center for Urban Research in Education since 1997; Urban Visions Journal at urbanvisionsjournal.org since 2001; Cooperative Education Designation; CISCO Certified Network Administrator training; and General Administration cohorts.

Notable Features and Accomplishments:

- Over 46 graduates teaching in the CPS have been awarded National Board Certification since 1997.
- Over 28 CSU graduates have received the 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; 49 Distinguished Educator Awards have been presented to alums and faculty since 2003.
- 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 200 teachers have graduated from alternative pathways to certification programs.

Program Information for Chicago State University 2004-2005	
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S.1 Total number of students admitted into teacher preparation, all specializations, in academic year 2004-2005	815
S.2 Number of candidates in supervised student teaching in academic year 2004-2005	166
S.3 Number of faculty members who supervised student teachers:	
➤ S.3A Full-time faculty in professional education	26
➤ S.3B Part-time faculty in professional education but full-time in the institution	7
➤ S.3C Part-time faculty in professional education, not otherwise employed by the institution	11
S.4 Total faculty student teaching supervisors	44
S.5 Student teacher/faculty ratio (Divide total given in S.2 by the number given in S.4)	3.8:1
S.6A The average number of student teaching hours per week	32.5
S.6B The total number of weeks of supervised student teaching required	16
S.7 Average total number of hours required	520