

CONTEXTUAL INFORMATION

Mission:

Governors State University's mission is

I. to offer a demonstrably excellent education that meets the demands of our region and state for engaged, knowledgeable citizens and highly skilled professionals, and that is accessible to all including those traditionally underserved by higher education;

II. to cultivate and enlarge a diverse and intellectually stimulating community of learners guided by a culture that embodies:

- openness of communication;
- diversity of backgrounds, experiences and perspectives;
- mutual respect and cooperation;
- critical inquiry, constant questioning and continuing assessment; and
- on-going research and scholarship; and

III. to strengthen and enhance the educational, cultural, social and economic development of the region through partnerships with governmental, business, educational, civic and other organizations.

Teacher Preparation Programs:

GSU offers teacher preparation programs at both the undergraduate and graduate levels.

These include degree programs in secondary (English, chemistry, and biology), elementary, early childhood, and special education, as well as a post-baccalaureate non-degree alternative route elementary certification program.

Student Characteristics:

5,652 candidates were enrolled university-wide in Fall 2004. Undergraduates totaled 2,752 (48.7%), of whom 1,940 (70.4%) were women, 1,182 (43%) were minorities, and 844 (30.1%) were full-time students. Of 2,900 (51.3%) graduate students, 2,094 (72.2%) were women, 1,182 (40.8%) were minority, and 496 (17.1%) were enrolled full-time.

Undergraduates averaged 34.8 years of age, while graduate students' average age was 36.6 years. Over 95% of enrolled students were Illinois residents.

Admissions Requirements:

Admission to Teacher Education Program: GSU is an upper division and graduate institution. Undergrads are to present 60 credits with a 2.00 or 2.50 cumulative grade point average, depending upon program. Grad candidates must hold a bachelor's degree with a 2.75 or 3.00 undergraduate cumulative grade point average, depending upon program.

Admission to Student Teaching: The following requirements must be met in order to be admitted to student teaching:

36-72 hours of general education completed with a GPA of 2.75 or higher in courses taken at GSU;

- Professional education requirements completed, except student teaching, including at least 100 clock-hours of field experiences with a G.P.A. of 3.0 or higher;
- No more than nine general education hours yet to be completed;
- Must present evidence of having passed the Illinois Certification Testing System Basic Skills and content examinations;
- Must have met any/all Illinois State Board of Education requirements applicable to the subject matter area(s) in which the student will student teach; and
- Must have received a positive recommendation from program faculty.

Accreditation:

The Illinois State Board of Education has approved all of Governors State University's teacher preparation programs. The university professional education unit is accredited by the National Council for Accreditation of Teacher Education (NCATE). All unit programs have earned recognition from their national specialty professional associations. Governors State University is fully accredited by the North Central Association of Colleges and Schools.

Teacher Education Vision:

Consistent with the University's mission, the professional education unit is committed to preparing individuals to successfully enter the profession of teaching. The unit seeks to offer the highest quality academic programs, balancing innovation and best practice, to meet the needs of adult life-long learners. The faculty, staff, and administration are committed to employing sound performance assessment processes to enhance unit programs, including integration of appropriate technologies, and fostering an understanding and appreciation of the significance of human diversity (ethnic, socio-economic, age, gender, sexual orientation, ability, learning style, etc.) in order to help all children learn.

Best Practices:

- All teacher preparation programs – and virtually all professional courses – include fieldwork components, designed in collaboration with public school partners that provide carefully sequenced opportunities for candidates to interact with diverse students and school personnel in a variety of instructional settings. Undergraduates spend at least two trimesters in public school classrooms studying and applying teaching methodologies in advance of their student teaching experience.
- Student Progress Committees in each program monitor the performance of the unit's candidates on a continuous basis, and especially at designated assessment gateways established by each program's faculty.
- The unit's programs are designed to prepare personnel who have an easy working familiarity with all pertinent Illinois professional and content standards and who are skilled in designing instruction that successfully responds to and aligns with those standards.

Notable Features and Accomplishments:

- The GSU College of Education was pleased to announce the institution of the Metropolitan Institute for Leadership in Education during the academic year.
- GSU offers an alternative route to elementary teacher certification program in collaboration with a number of school districts in its surrounding south metropolitan Chicago region. This program is in its fifth year of operation and offers to individuals with professional backgrounds in other fields an opportunity to shift into a teaching career. (www.altcert.net)
- GSU has added an undergraduate mathematics program to its array of majors, and is in the process of designing a related secondary mathematics teacher certification program. Pending state approval, this program will be accepting applications in the near future. (www.govst.edu/cas)

Program Information for Governors 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	383
S.2 Number of candidates in supervised student teaching in academic year 2004-2005	119
S.3 Number of faculty members who supervised student teachers:	
➤ S.3A Full-time faculty in professional education	8
➤ S.3B Part-time faculty in professional education but full-time in the institution	1
➤ S.3C Part-time faculty in professional education, not otherwise employed by the institution	17
S.4 Total faculty student teaching supervisors	26
S.5 Student teacher/faculty ratio (Divide total given in S.2 by the number given in S.4)	4.6:1
S.6A The average number of student teaching hours per week	40
S.6B The total number of weeks of supervised student teaching required	15
S.7 Average total number of hours required	600