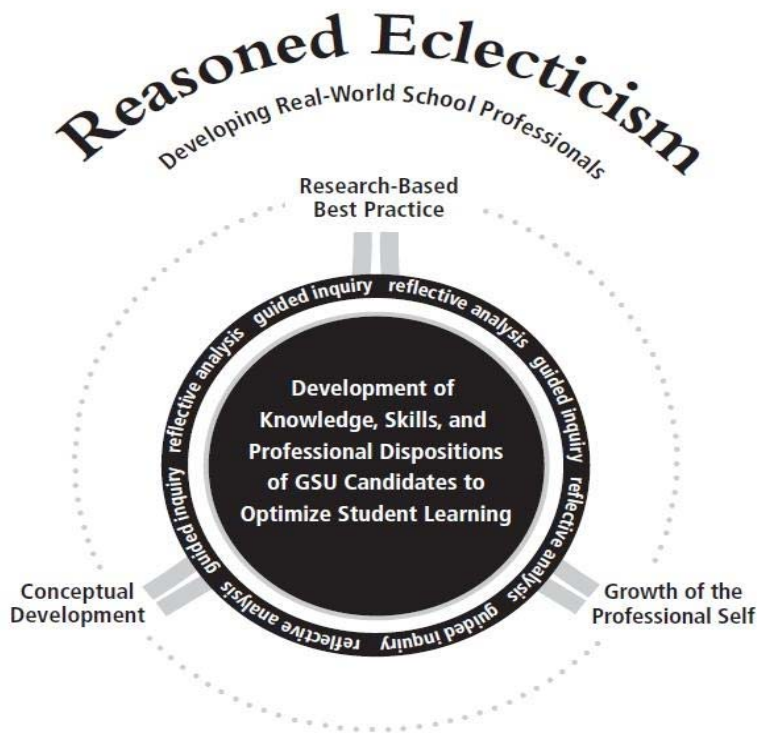


# Handbook for Secondary Education Students

## Governors State University



B. S. in Biology Teacher Education (BTE)

Biology Education Certificate (BEDC)

B. S. in Chemistry Teacher Education (CTE)

Chemistry Education Certificate (CEDC)

B. A. in English Teacher Education (ETE)

English Education Certificate (EEDC)

B. A. in Mathematics Teacher Education (MTC)

Mathematics Education Certificate (MEDC)

AY 2010-2011

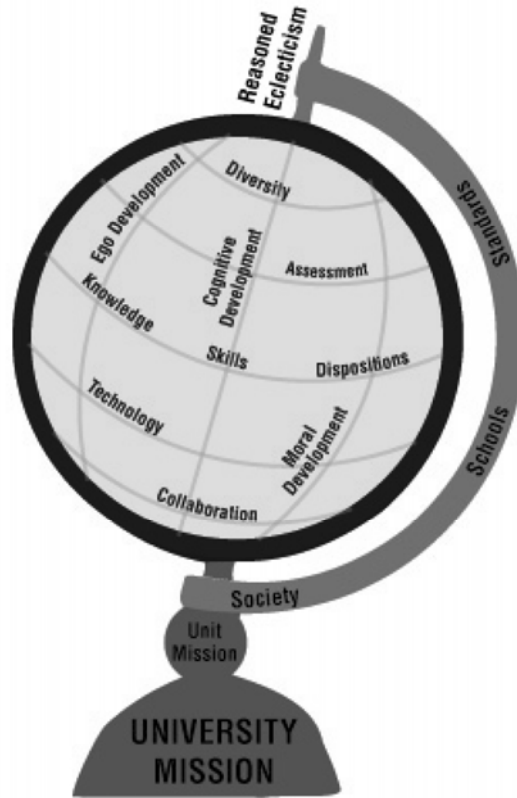
## Table of Contents

Developing Real-World School Professionals: A Synopsis of Governors State University’s Professional Education Unit Conceptual Framework	5
Governors State University’s Mission	6
The Unit’s Mission and Vision	6
Unit Commitments and Principles	6
The Professional Education Unit and NCATE	6
What is “Reasoned Eclecticism?”	7
The Unit’s Knowledge Bases	7
Performance Expectations of Candidates	8
Unit System of Assessment	8
About the Secondary Education Handbook	9
Applicability of this Handbook	9
Preparation and Continuing Development of Education Professionals	9
Purpose of the Undergraduate Degree in Secondary Education	10
Objectives of the Secondary Education Program, Including the Illinois Professional Teaching Standards	11
Sources Used in Developing Program Objectives	11
Admission Process and Requirements	12
First tier in the admissions process: Admission to the University	12
Second tier in the admissions process: Admission to the Secondary Education Program	13
Criminal Background Checks	13
Additional Biology and Chemistry Teacher Education Requirements	13
Attendance and Late Work Policies	14
Attendance	14
Late Work	14
Mandatory Standardized Tests	15
Basic Skills Test of the Illinois Certification Testing System (required for admission into the program)	15
Content Area Examination (required for admission into student teaching)	15
Assessment of Professional Teaching (required for graduation and certification)	15
Admission to Student Teaching	15

Graduation and Recommendation for Certification	16
Faculty Review of Candidates	16
Faculty Action and Candidate Status	17
Conditional Continuation	17
Dismissal from the Program	17
Program Course Requirements:	18
Introduction	18
Middle Grades Endorsement	18
Student Study Plan	18
Biology Teacher Education	19
Chemistry Teacher Education	21
English Teacher Education	23
Mathematics Teacher Education	25
Certificate Programs in Secondary Education	27
Introduction	27
Certificate in Biology Education	27
Certificate in Chemistry Education	31
Certificate in English Education	35
Certificate in Mathematics Education	39
General Education Requirements	43
Transfer of Coursework	43
Transfer Credits Earned after Admission	43
Independent Study Credits	43
Application for Student Teaching	44
Communication between University Representatives and Students	44
Student Address and Other Contact Information	44
Division communication with Students via e-mail	44
Teacher Certification	45
University Requirements and Policies	45
Applying for Illinois Certification	45
Additional Important Information Regarding Obtaining Teacher Certification	47
Appendix	49
Appendix A - Secondary Education Student Progress Committee (SESPC)	50

Appendix B – Secondary Education Program Student Progress Referral	52
Appendix C - Procedures for Grieving Being Placed on Conditional Continuation or Dismissal from the Program	53
Appendix D –Academic Grievance Policy	54
Appendix E—Academic Honesty	55
Appendix F-- Descriptions of Required Professional Education Courses	57
Appendix G – Required Assessments for Science Teacher Education Candidates	60
Appendix H – Faculty and Advisors	62
Appendix I – Teacher Quality Partnership Grant	63

## Developing Real-World School Professionals: A Synopsis of Governors State University's Professional Education Unit Conceptual Framework



Governors State University, Illinois' only upper-division university, serves undergraduate transfer candidates with at least 60 hours of credit as well as candidates seeking masters degrees. The Professional Education Unit is composed of the following programs and the structures supporting them:

### Undergraduate Programs

Early Childhood Education  
 Elementary Education  
 Secondary Biology Education  
 Secondary Chemistry Education  
 Secondary English Education  
 Secondary Mathematics Education

### Certificate Programs

Secondary Biology Education  
 Secondary Chemistry Education  
 Secondary English Education  
 Secondary Mathematics Education

### Graduate Programs

Communication Disorders  
 Early Childhood Education  
 Education  
 Educational Administration  
 Multicategorical Special Education  
 Reading  
 School Counseling

## **Governors State University’s Mission**

- 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;
- 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, on-going research and scholarship; and
- Strengthen and enhance the educational, cultural, social and economic development of the region through partnerships with civic, business, government, educational, and other organizations.

## **The Unit’s Mission and Vision**

### The Professional Education Unit

- Seeks to offer the highest quality academic programs, balancing innovation and best practice, to meet the needs of adult lifelong learners
- And is committed to preparing teachers and other school personnel who will take a reasoned eclectic approach (see “What is Reasoned Eclecticism?” below) in order to optimize complex teaching and learning environments to achieve student learning.

## **Unit Commitments and Principles**

- Integration of technology into content and modes of instruction
- Understanding and appreciation of the significance of human diversity in ethnicity, socio-economic status, gender and learning styles
- Safe, supporting, and challenging learning environments
- Flexibility and accessibility of the learning environment for lifelong learners
- Experiential learning as essential bridge between theory and practice
- Nurturing social-emotional wellness as well as promoting intellectual growth
- Dedication to maintaining a current knowledge base
- Commitment to high ethical and academic standards
- Generous response to its civic and professional responsibilities
- Continual assessment of practices and performance to improve quality

## **The Professional Education Unit and NCATE**

The Professional Education Unit is accredited by NCATE (the National Council for Accreditation of Teacher Education). We are fully committed to upholding and

implementing the standards mandated by NCATE. In addition, the Secondary Education programs adhere to standards set by the National Science Teachers Association (NSTA), the National Council of Teachers of Mathematics (NCTM) and the National Council of Teachers of English (NCTE).

### **What is “Reasoned Eclecticism?”**

Reasoned eclecticism is the harmonizing element in all of the unit’s activities and emerges from the university’s and the professional education unit’s significant long-standing emphasis on the development of competent practitioners operating at high cognitive levels, who attend primarily to the optimal *application and testing* of knowledge rather than to theoretical orthodoxy.

Briefly, the Unit works to develop professionals who will implement reasoned eclecticism in their classrooms and offices. They will be intensely pragmatic and will carefully attend to

- Their own personal and professional development
- Local and national standards for their discipline
- Assessment of student performance against those accepted standards
- Thorough familiarity with historical developments/trends in their own and related fields
- Current research and development in their own and related fields
- Key features of the learning environment with an eye toward productive adjustments made in accord with learner needs

A vital characteristic of the practitioner who applies reasoned eclecticism is a high level of cognitive development. This development can be characterized as movement from simple to complex structures. The unit recognizes the critical relationship of cognitive development to professional success. Teachers at more complex conceptual levels can “read and flex” with students and are more effective because they can adjust the learning environment to meet a variety of student needs. The unit is committed to nurturing candidates in a manner that allows them to develop the complex conceptual levels needed to operate in a reasoned eclectic way.

The Unit, understanding that its graduates will be engaged in complex activities in complex settings, strives to move candidates to high levels of cognitive development and problem solving through providing environments and experiences that connect the missions/visions of the university and the unit with research, theory, and best practice.

### **The Unit’s Knowledge Bases**

In addition to program-specific knowledge bases and important work by a variety of theorists and researchers related to human conceptual development, the knowledge bases for the Unit’s programs are shaped to a large and very significant extent by on-going collaborative efforts with school-based professionals. In undergraduate teaching laboratory sites and graduate internships and practica in schools, the “wisdom of practice” from a variety of settings is added to the multiplicity of perspectives from which candidates develop their own repertoires of theory and practice.

## **Performance Expectations of Candidates\***

The Unit's expectations of its candidates link theories of conceptual development (enabling and supporting the successful implementation of reasoned eclecticism) with the Illinois Professional Teaching Standards (for undergraduate candidates) and the National Board of Professional Teaching Standards (NBPTS), NASP (school psychology), CACREP (school counseling), ASHA (communication disorders), and ELCC (administration) for graduate candidates. These strands are strongly interrelated as candidates mature into school professionals assessing alternatives and making decisions that impact student learning.

In addition, Secondary Education candidates in English are expected to meet the standards set forth by the National Council of Teachers of English (NCTE), Secondary Education candidates in biology and chemistry are expected to meet the standards developed by the National Science Teachers Association (NSTA), and Secondary Education candidates in mathematics must meet the standards of the National Council of Teachers of Mathematics (NCTM). \* *Candidates refers to students enrolled in Teacher Education programs to distinguish them from the middle and high school students that they will be observing and teaching in their pre-service classroom experiences.*

## **Unit System of Assessment**

The knowledge, skills, and professional dispositions expected of the Unit's candidate are clearly articulated in specific program objectives and in expected candidate performance outcomes as stated in College of Education and College of Arts and Sciences publications and course syllabi. Candidate progress is monitored and continually evaluated by program area faculty, academic advisors, administrators, school-based cooperating teachers and other supervisors, and by the candidates themselves. Although assessment is continuous, each program uses specific "gateways" to assure that candidates are making satisfactory progress at critical points as they move toward program completion.

Undergraduate candidate performance is assessed at the following gateways:

- Admission to the university/program and continuation in the program after introductory block of courses
- Admission to in-school laboratory experiences (elementary education) or methods classes (Secondary Education)
- Approval to student teach after completion of all coursework and lab experiences
- Approval for graduation/certification.

Graduate candidates are assessed at three gateways:

- Admission to the program, after six and before nine semester hours have been completed at the graduate level
- Admission to internship, practica, or after completion of 18 semester hours of graduate study
- Approval for certification/graduation.

## **About the Secondary Education Handbook**

This Secondary Education Handbook is intended to provide candidates with information in addition to that provided in the University Catalog, <http://www.govst.edu/catalog/>. While some of the information duplicates information in the catalog, in most cases, the information provided here is more detailed, particularly concerning procedures and deadlines that candidates must meet. Please be advised that this handbook is incorporated by reference into the University Catalog. Therefore the information provided in the Secondary Education Handbook has the same force and status as information presented in the University Catalog.

In addition, this handbook provides some discussion of the concepts and ideas that lie behind the program and its requirements.

## **Applicability of the Secondary Education Handbook**

This handbook provides information about undergraduate degrees in Secondary Education (B.S. in Biology with concentration in Teacher Education, B.S. in Chemistry with concentration in Teacher Education, B.A. in English with concentration in Teacher Education and B.A. in Mathematics with concentration in Teacher Education) as presented in the 2010-2011 Governors State University Catalog. This handbook also contains information regarding the Certificate in Biology Education, Certificate in Chemistry Education, Certificate in English Education, and Certificate in Mathematics Education. This information is applicable to candidates admitted to the program for Fall, 2010 and following. Candidates admitted before the Fall 2010 semester should consult the appropriate handbook for their year of admission to the teacher education program.

## **Preparation and Continuing Development of Educational Professionals: Governors State University's Commitments**

The preparation and continuing development of teachers, administrators and school service personnel at Governors State University is motivated by strong commitments to a set of identifiable values and commitments. These values and commitments are summarized in a document known as the 'Conceptual Framework.' In addition, this document outlines the assumptions the University makes about the content that should be included in preparation and continuing development programs as well as how students should be assessed. The conceptual framework is available at:

[http://www.govst.edu/uploadedFiles/CF\\_112901.pdf](http://www.govst.edu/uploadedFiles/CF_112901.pdf)

One of the distinctive features of Governors State University's programs is its commitment to collaboration with local public schools in the preparation of educational personnel. Each GSU Teacher Education program has requirements under which students acquire significant experience in school settings, where students encounter the range and kinds of circumstances that they are likely to encounter as practicing professionals, and can test theoretical perspectives that they study in their courses. Candidates in each Secondary Education program will be required to participate in microteaching exercises during their methods

courses as a part of their mandatory one hundred hours of observations. This will be explained in more detail in the course syllabus of each methods course.

Governors State University has a strong commitment to assisting candidates to not only acquire relevant knowledge and skills but also to developing the professional dispositions necessary to use knowledge and skills effectively. Without the development of appropriate professional dispositions, the faculty believes, knowledge and skills are essentially inert and unproductive.

### **Purpose of the Undergraduate Degree in Secondary Education**

The undergraduate programs in Secondary Education prepare future teachers for teaching children at the middle and high school level. Candidates successfully completing each degree program obtain a Bachelor's degree (B.A. or B.S.), and upon meeting all requirements, will be eligible for an initial Secondary Education Certificate issued by the Illinois State Board of Education.

The GSU Secondary Education programs also offer certificates in Biology Education, Chemistry Education, English Education, and Mathematics Education for candidates who have previously completed an undergraduate degree and desire to obtain teacher certification in these fields.

### **Objectives of the Secondary Education Program, including the Illinois Professional Teaching Standards:**

1. To provide candidates in Secondary Education with a broad theoretical and research knowledge base drawn from several perspectives on child development theory, content area knowledge, and principles of effective instruction.
2. To offer several opportunities for candidates in Secondary Education to work as "teaching partners" with middle and high school students in actual educational contexts, in sites chosen for their consistency with best practices in Secondary Education.
3. To model the principles of best practice in Secondary Education for pre-service teachers by providing course work in which theory and content are integrated with actual, hands-on learning experiences in public school or community classrooms.
4. To develop reflective teachers who blend a strong knowledge base of theory and content when making teaching and learning decisions appropriate to the individual and communal needs of middle and high school students and their families.
5. To build and maintain reciprocal partnerships among schools, community agencies serving students and their families, and Governors State University.
6. To increase opportunities for candidates in Secondary Education to develop a broad base of general knowledge in the liberal arts.
7. To provide opportunities for candidates in Secondary Education to demonstrate competence using technology.
8. To instill in candidates in Secondary Education a strong commitment to equity and respect for all facets of human diversity, including race, ethnicity, intellect, age, and gender.

**The Illinois Professional Teaching Standards (IPTS) are considered to be an inherent component of the objectives of the Secondary Education program. These standards are as follows:**

1. Content Knowledge – The teacher understands the central concepts, methods of inquiry, and structures of the discipline(s) and creates learning experiences that make the content meaningful to all 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 encourages positive social interaction, active engagement in learning, and self-motivation.
6. Instructional Delivery – The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
7. Communication – The teacher uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
8. Assessment – The teacher understands various 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 Personal 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 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.

For more information about the Illinois Professional Teaching Standards, go to <http://www.isbe.net/profprep/PDFs/ipts.pdf>

### **Sources Used in Developing Program Objectives**

In designing the programs leading to the undergraduate degrees in Secondary Education, the faculty has relied on information from a variety of sources to determine how best to organize the preparation of Secondary Education personnel:

The Illinois State Board of Education has established standards for teachers in general and Secondary Education teachers in particular. The content standards are available at: <http://www.isbe.state.il.us/profprep/standards>.

The professional teaching standards are available at:  
<http://www.isbe.net/profprep/PDFs/ipts.pdf>

1. Several professional associations have established standards focusing directly on the teaching of secondary students. The list below provides a sample of the associations whose standards the faculty considered while developing this program.
  - National Board for Professional Teaching Standards <http://www.nbpts.org>
  - National Council of Teachers of English (NCTE) <http://www.ncte.org>
  - National Science Teachers Association (NSTA) <http://www.nsta.org>
  - National Council of Teachers of Mathematics (NCTM) <http://www.nctm.org>
  - The International Society for Technology Education, <http://www.iste.org>
  - Interstate New Teacher Assessment and Support Consortium (INTASC) [http://www.ccsso.org/projects/Interstate New Teacher Assessment and Support Consortium](http://www.ccsso.org/projects/Interstate_New_Teacher_Assessment_and_Support_Consortium)

In addition, the faculty drew extensively on its experience in working with schools in the GSU region, the advice and observations provided by students, and consultation with school personnel.

## **Admission Process and Requirements**

Admission to the teacher education programs at Governors State University is a two-tiered process. The first tier consists of admission into the University. The second tier consists of admission into one of the Secondary Education programs.

### **First tier in the admissions process: Admission to the University**

The first step in becoming a candidate in the Secondary Education program is application for admission to the University. The materials necessary for application are identified in one of the admission packets provided to prospective candidates; these materials and documents are to be filed with the University Admissions office. This application and related materials should be mailed to: Office of Admissions, Governors State University, One University Parkway, University Park, Illinois 60484-0975. The processes and procedures governing admission to the University are available at: <http://www.govst.edu/admissions>

A prospective candidate may choose to be admitted to the Secondary Education program by indicating this program as the chosen major and indicating the area of concentration on the University Admission form (available at the Admissions website, <https://mygsu.govst.edu/ics/Admission> ). One of the following codes should be used:

- Biology Teacher Education: BIOL/BTE
- Chemistry Teacher Education: CHEM/CTE
- English Teacher Education: ENGL/ETE
- Mathematics Teacher Education: MATH/MTC

Candidates are admitted in each of the University's semesters: Fall Semester, Spring Semester and the Summer Session.

### **Second tier in the admissions process: Admission to the Secondary Education Program**

The second step, which usually occurs at the end of the student's first semester of enrollment, requires that the candidate:

- Be in good academic standing at Governors State University;
- Present transcripts showing a cumulative G.P.A. of 2.5 or higher in all undergraduate work attempted;
- Present transcripts showing a cumulative G.P.A. of 2.75 or higher in all Governors State University general education classes;
- Present evidence of having passed the Basic Skills Test of the Illinois Certification Testing System;
- Receive a grade of 'B' or higher in EDUC 310 (Foundations of Education) or its equivalent;
- Post on Secondary Education web page: <http://www.govst.edu/secondary.ed> a word-processed essay of not more than 300 words explaining why the candidate would like to become a teacher. Content, writing proficiency and overall student dispositions will be assessed from this essay;
- Meet with advisor to develop a Student Study Plan; and
- Meet state requirements for fingerprinting and criminal background check.

### **Criminal Background Check**

All candidates for Illinois teacher certification at Governors State University are required to submit to a program approved criminal background check prior to their initial field experience placement in schools. For more information on this requirement, please see website [www.certifiedbackground.com](http://www.certifiedbackground.com) Consult your academic advisor for information concerning the related GSU policies and procedures.

- **Additional Biology and Chemistry Teacher Education Requirements**

Candidates in biology teacher education must also meet these requirements:

- Complete 8 hours of general biology with a grade of 'C' or better;
- Complete 8 hours of general chemistry with a grade of 'C' or better.

Candidates in chemistry teacher education must also meet these requirements:

- Complete 8 hours of chemistry with a grade of 'C' or better;
- Complete 8 hours of calculus with a grade of 'C' or better.

## **Attendance and Late Work Policies**

The Secondary Education program has adopted uniform attendance and late work policies for each of its methods courses: EDUC433, EDUC434, EDUC436, EDUC437, EDUC465, ENGL573, and ENGL574.

### **Attendance Policy**

- It is not the responsibility of the course instructor to make absent students aware of changes that may occur in the syllabus. It is the responsibility of the student to contact the instructor or peers to obtain this information. Class time will not be used for this purpose.
- A significant amount of material will be covered each meeting. Non-emergency absences are strongly discouraged.
- Twice late equals one absence. A student who arrives more than ten minutes after the class is scheduled to begin is late.
- Three absences result in one letter grade drop for the course. It is not possible for a student to do well in these courses with a large number of absences no matter how valid the excuses.
- Four absences result in failure of the course.
- Attendance will be taken at the beginning of each period. Be sure to inform the course instructor at the end of class if you miss roll call or the sign-in sheet.
- In-class assignments missed for absences or being tardy may not be made up.

### **Late Work**

- Assignments will be collected during the class period in which they are due. Assignments submitted after class are considered late.
- There will be a substantial point reduction for late assignments. Some assignments may not be accepted late.
- Assignments submitted after graded work has been returned may not receive credit.

## Mandatory Standardized Tests

At various times during their academic careers at Governors State University, candidates will be required to provide results of standardized tests. These tests are described below.

### 1. Basic Skills Test of the Illinois Certification Testing System (required for admission into program)

Candidates who have previously passed the Basic Skills Test must provide a copy of the official score report that they received to their academic advisor. For procedures to request duplicate score reports, see:

[http://www.icts.nesinc.com/pdfs/IL\\_20092010TestResultsRequestForm.pdf](http://www.icts.nesinc.com/pdfs/IL_20092010TestResultsRequestForm.pdf)

For candidates who have not previously passed this test, information about the test and registration processes are available at: <http://www.icts.nesinc.com/>

### 2. Content Area Examination (required for admission into student teaching)

Candidates are required to pass their respective Illinois State Certification Testing System (ICTS) Content Area Examination prior to student teaching. More information regarding this examination is available at <http://www.icts.nesinc.com>

### 3. Assessment of Professional Teaching (required for graduation and certification)

Candidates are required to pass the Illinois State Certification Testing System (ICTS) Assessment of Professional Teaching prior to graduation. More information regarding this assessment is available at <http://www.icts.nesinc.com/>.

## Admission to Student Teaching

All candidates admitted to student teaching in Secondary Education are required to

- Pass their respective Illinois Certification Testing System (ICTS) Content Area Examination. More information regarding this test is available at: <http://www.icts.nesinc.com> (Select ICTS Testing).
- Receive a positive recommendation from the Secondary Education Student Progress Committee,
- Successfully complete 100 clock hours of pre-student teaching clinical experiences.

Candidates in Biology Teacher Education and Chemistry Teacher Education are required to complete EDUC433 and EDUC434 with a G.P.A. of 3.00 and minimum grade of 'B' in these courses. In addition, candidates in Biology Teacher Education must have a composite 3.00 G.P.A. in all of their biology and chemistry courses with a grade of 'C' or better in each course. Candidates in Chemistry Teacher Education must have a composite 3.00 G.P.A. in all of their chemistry and physics courses with a grade of 'C' or better in each course.

Candidates in English Teacher Education are required to complete EDUC465, ENGL 533, ENGL573 and ENGL574 with a G.P.A. of 3.00 and minimum grade of 'B' in each of these courses. In addition, candidates in English Teacher Education must have a composite 3.00 G.P.A. in all of their English courses with a grade of 'C' or better in each course.

Candidates in Mathematics Teacher Education are required to complete EDUC436 and EDUC437 with a G.P.A. of 3.00 and minimum grade of 'B' in these courses. In addition, candidates in Mathematics Teacher Education must have a composite 3.0 G.P.A. in their mathematics courses with a grade of 'C' or better in each course.

Further information regarding student teaching and its requirements may be obtained by consulting the Governors State University Student Teaching Handbook or by contacting the Director of Field Experiences.

### **Graduation and Recommendation for Certification**

In order to graduate from the Secondary Education Program and receive Illinois state certification, candidates are required to:

- Complete all coursework as described in the Student Study Plan;
- Pass a course in non-Western humanities;
- Pass the Illinois and United States constitution examinations;
- Pass the Illinois Certification Testing System (ICTS) Examinations, including the Basic Skills, Content Area examinations, and Assessment of Professional Teaching. More information regarding these examinations is available at: <http://www.icts.nesinc.com> (Select ICTS Testing.);
- Complete a Student Teaching Portfolio;
- Write a personal philosophy of education;
- Complete an exit interview with university supervisor and academic advisor;
- Receive a grade of 'B' or better in Student Teaching; and
- Receive the recommendation of the advisor and the Secondary Education Student Progress Committee (SESPC).

### **Faculty Review of Candidates**

At all points in the candidate's progress through the program, except admission to the University, the program area faculty determines the status of candidates. In the Secondary Education Program, candidate progress is monitored through the Secondary Education Student Progress Committee (see Appendix A). In making these determinations, the faculty reviews information about candidate performance and promise in four areas: knowledge, skills, professional dispositions, and impact on student learning. The Secondary Education Student Progress Committee (SESPC) considers the candidate's performance and relevant information holistically. That is, the faculty's determination to include or exclude candidates is not based solely on any single item or threshold score, except failure to document passing the ICTS Basic Skills Test. This approach is consistent with best practices in assessing candidate progress as summarized in the following statement: Decisions about continuation in and completion of programs are based on **multiple assessments** made at admission into programs, at appropriate transition points, and at program completion (NCATE, Rubric for Standard 2: *Assessment System and Unit Evaluation*; <http://ncate.org/public/unitStandardsRubrics>)

Candidates should be fully aware that faculty reviews include more than the academic performance of the candidate. For instance, the faculty evaluates all candidates as they carry out tasks under supervision in the middle and high schools, during observations and microteaching in the methods courses and then in student teaching.

Knowledge and skills are inert without the professional dispositions to use them in the service of the learning of all students. Therefore, candidates are also expected to acquire the professional commitments and dispositions that will function to transform skill acquisition into critical thinking in professional practice. Throughout its activities, and particularly in the education of its candidates, the Secondary Education faculty explicitly strives to model and foster such professional dispositions, which reflect these values:

- Commitment to collaboration with colleagues and parents
- Commitment to ethical behavior
- Commitment to life-long learning, including professional development
- Commitment to the ideal that all children can learn
- Habits of mind that reveal reasoned eclecticism.

### **Faculty Action and Candidate Status**

After review of the candidate's performance in the designated courses to be taken in the first semester of enrollment and the other required information submitted by the candidate, the Secondary Education Student Progress Committee will determine whether the candidate will be: (a) admitted to the program with no conditions, (b) permitted to continue conditionally in the program, or (c) removed from the program. See Appendix A, Secondary Education Student Progress Committee.

Any candidate placed on probation for academic or any other reason by the University will automatically either be placed under conditional continuation or removed from the program as determined by the Secondary Education Student Progress Committee (SESPC)

### **Conditional Continuation**

Secondary Education Student Progress Committee (SESPC) may permit a candidate to progress conditionally in the program. In such cases, Secondary Education Student Progress Committee (SESPC) review of the applicant's record identifies evidence that the candidate will likely be successful in the program (See Appendix B, Student Progress Referral). The status of all candidates permitted to progress conditionally is reviewed by the faculty each semester, and the candidates are informed in writing of the conditions necessary for them to be transferred to good standing status. When conditions are met, the candidates are informed in writing of the transfer to good standing status. A candidate may not be admitted to student teaching without achieving good standing status.

### **Dismissal from the Program**

When a candidate is dismissed from the program, the Division places a hold on the candidate's registration. Candidates dismissed from the program cannot register for further courses at GSU until they have been admitted to a different program. A candidate dismissed from the program can grieve this decision (see Appendix C, Program Dismissal Grievance Process). A candidate dismissed from the program may not apply for re-admission to the program for two academic years.

## **Program Course Requirements**

### **Introduction**

This section contains information regarding course requirements for undergraduate candidates pursuing degrees in Biology Teacher Education, Chemistry Teacher Education, English Teacher Education, and Mathematics Teacher Education.

### **Middle Grades Endorsement**

Candidates who are completing a program leading to the initial elementary or initial secondary certificate, or who currently hold an initial or standard elementary or secondary certificate, may earn an endorsement which qualifies them to teach in the middle grades. Candidates who choose to pursue this endorsement must take three hours in the psychology of early adolescent development and three hours in curriculum, instruction, and methods related to the middle grades.

These two required professional courses are offered at both the undergraduate and graduate levels. EDUC442 Early Adolescent Educational Psychology and EDUC443 Curriculum and Methods for Middle Schools are available for undergraduate candidates. EDUC642 Educational Psychology Applied to Middle School and EDUC643 Curriculum and Instruction in the Middle School are the corresponding courses designed for graduate candidates.

It is likely that additional endorsement content area courses will also be required. Complete information, including transcript evaluation, is available from the elementary and secondary teacher preparation programs. These requirements are subject to changes in state regulations that may occur from time to time (GSU Catalog page 42).

### **Student Study Plan**

The Student Study Plan must be completed with the candidate's advisor during the first semester of enrollment in a Secondary Education program. The candidate must save a copy of the approved Study Plan in order to periodically reference deadlines and coursework needed to complete the program. Course requirements for each Secondary Education program are listed on the following pages.

## **Biology Teacher Education**

As outlined in the Governors State University 2010-11 Catalog, the course requirements for the Bachelor of Science in Biology with a Concentration in Teacher Education are as follows:

### **I. General Education Requirements for Teacher Certification, Initial Secondary Certificate, Biology (48 Credit Hours)**

The following courses must be taken at the lower-division level:

- General Biology with Lab 8
- General Chemistry with Lab 8

The following courses can be taken at either the lower-division or upper-division level and must include at least one three-hour course in non-Western or Third World cultures:

- Written Communication 6
- Oral Communication 3
- American History 3
- U.S. Government 3
- Humanities 6
- Fine Arts 3
- Introduction to Psychology 3
- Health 2
- MATH355 Applied Calculus 3

### **II. Required Courses (85 Credit Hours)**

The following courses can be taken at either the lower-division or upper-division level:

- Botany with Laboratory 3
- Zoology with Laboratory 3
- Organic Chemistry with Laboratory 8
- BIOL 360 Comparative Anatomy 3
- BIOL 361 Comparative Anatomy Laboratory 1
- BIOL 430 Microbiology 3
- BIOL 431 Microbiology Laboratory 1
- EDUC 310 Foundations of Education 3
- PHYS 352 Intermediate Physics I 3
- PHYS 353 Intermediate Physics I Laboratory 1
- PHYS 362 Intermediate Physics II 3

- PHYS 363 Intermediate Physics II Laboratory 1
- SPED 510 Survey of Students with Exceptionalities 3

The following courses must be taken at the upper-division level:

- PHYS 305 Earth and Space Science 3
- BIOL 322 Ecology 3
- BIOL 323 Ecology Laboratory 1
- BIOL 340 Genetics 3
- BIOL 370 Cell Biology 3
- BIOL 371 Cell Biology Laboratory 1
- BIOL 450 Animal Physiology 3
- BIOL 451 Animal Physiology Laboratory 1
- BIOL 460 Plant Physiology Lecture 3
- BIOL 461 Plant Physiology Laboratory 1
- BIOL 491 Undergraduate Research I 1
- BIOL 492 Undergraduate Research II 1
- STAT 520 Statistical Methods 3
- EDCP 500 Introduction to Educational Technology 3
- EDUC 440 Educational Psychology in Action 3
- EDUC 433 Principles of Science Education 3
- EDUC 434 Teaching Secondary School Science 3
- EDUC 499 Student Teaching: Secondary Biology 12

### **III. Total - 135 Credit Hours**

#### **IV. Optional Courses Required for Middle School Endorsement:**

- EDUC 442 Early Adolescent Educational Psychology 3
- EDUC 443 Curriculum and Methods for Middle Schools 3

## **Chemistry Teacher Education**

As outlined in the Governors State University 2010-11 Catalog, the course requirements for the Bachelor of Science in Chemistry with a Concentration in Teacher Education are as follows:

### **I. General Education Requirement for Teacher Certification, Initial Secondary Certificate, Chemistry (59 Credit Hours)**

The following courses must be taken at the lower-division level:

- General Chemistry with Laboratory 8
- Calculus 8

The following courses can be taken at either the lower-division or upper-division level and must include at least one three-hour course in non-Western Humanities or Third World cultures:

- Physics with Laboratory 8
- Biology with Laboratory 7
- Written Communication 6
- Oral Communication 3
- American History 3
- Humanities 6
- Fine Arts 3
- U.S. Government 3
- Introduction to Psychology 3
- Health 2

### **II. Required Courses (65 Hours)**

The following courses can be taken at either the lower-division or upper-division level:

- Organic Chemistry with Laboratory 8
- CHEM 315 Analytical Chemistry 3
- CHEM 316 Analytical Chemistry Laboratory 1
- EDUC 310 Foundations of Education 3
- SPED 510 Survey of Students with Exceptionalities 3

The following courses must be taken at the upper-division level:

- PHYS 305 Earth and Space Science 3
- CHEM 350 Chemical Safety 1
- CHEM 366 Physical Chemistry I: Lecture 3

• CHEM 367 Physical Chemistry I: Laboratory	1
• CHEM 368 Physical Chemistry II: Lecture	3
• CHEM 369 Physical Chemistry II: Laboratory	1
• CHEM 505 Environmental Chemistry: Lecture	3
• CHEM 506 Environmental Chemistry: Laboratory	1
• CHEM 544 Biochemistry: Lecture	3
• CHEM 545 Biochemistry: Laboratory	1
• EDUC 440 Educational Psychology in Action	3
• STAT 520 Statistical Methods	3
• EDCP 500 Introduction to Educational Technology	3
• EDUC 433 Principles of Science Education	3
• EDUC 434 Teaching Secondary School Science	3
• EDUC 499 Student Teaching: Secondary Chemistry	12

### III. Chemistry Selective (1 Credit Hour)

*Select one of the following, which must be taken at the upper-division level:*

• CHEM470 Independent Study	1-4
• CHEM480 Internship	1-4
• CHEM490 Chemistry Research	1-4

### IV. Total – 126 Credit Hours

### V. Optional Courses Required for Middle School Endorsement:

• EDUC 442 Early Adolescent Educational Psychology	3
• EDUC 443 Curriculum and Methods for Middle Schools	3

## **English Teacher Education**

As outlined in the Governors State University 2010-11 Catalog, the course requirements for the Bachelor of Arts in English with a Concentration in Teacher Education are as follows:

### **I. General Education Requirements for Teacher Certification, Initial Secondary Certificate, English (42 Credit Hours)**

The following courses can be taken at either the lower-division or upper-division level and must include at least one three-hour course in non-Western humanities or Third World cultures:

- Written Communication 6
- Oral Communication 3
- Mathematics 3
- Biological and Physical Sciences (including one laboratory course) 7
- U. S. History 3
- Arts and Humanities 6
- U. S. Government 3
- Introduction to Psychology 3
- Fine Arts 3
- Non-Western Humanities/ Third World Cultures 3
- Health 2

### **II. English Core (54 Hours)**

The following courses can be taken at either the lower-division or upper-division level:

- English Literature I 3
- English Literature II 3
- World Mythology 3
- American Literature I 3
- American Literature II 3

The following courses must be taken at the upper-division level:

- ENGL 330 Studies in Literature 3
- ENGL 400 Advanced Composition 3
- ENGL 505 Modern English Grammar 3
- ENGL 510 Major English Authors 3
- ENGL 515 Major Black Authors 3
- ENGL 520 Major American Authors 3

- ENGL 524 Contemporary Literature 3
- ENGL 542 Literary Criticism 3
- ENGL 551 Shakespeare's Plays 3
- ENGL 570 Rhetorical Theory and Practice 3

### **III. Professional Education (27 Hours)**

The following courses can be taken at either the lower-division or upper-division level:

- EDUC 310 Foundations of Education 3
- SPED 510 Survey of Students with Exceptionalities 3

The following courses must be taken at the upper-division level:

- EDUC 440 Educational Psychology in Action 3
- EDCP 500 Introduction to Educational Technology 3
- EDUC 465 Methods of Teaching English 3
- EDUC 499 Student Teaching: Secondary English 12

### **IV. English Education (9 Hours)**

- ENGL 573 Writing Theory/Practice 3
- ENGL 574 Reading Theory and Practice in Secondary Schools 3
- ENGL 533 Literature for Young Adults 3

### **IV. Total – 123 Hours**

### **V. Optional Courses Required for Middle School Endorsement:**

- EDUC 442 Early Adolescent Educational Psychology 3
- EDUC 443 Curriculum and Methods for Middle Schools 3

## **Mathematics Teacher Education**

As outlined in the Governors State University 2010-11 Catalog, the course requirements for the Bachelor of Arts in Mathematics with a Concentration in Teacher Education are as follows:

### **I. General Education Requirements for Teacher Certification, Initial Secondary Certificate, Mathematics (41 Credit Hours)**

The following courses can be taken at either the lower-division or upper-division level and must include at least one three-hour course in non-Western humanities or Third World cultures:

- Written Communication 6
- Oral Communication 3
- American History 3
- U.S. Government 3
- Humanities 6
- Fine Arts 3
- Introduction to Psychology 3
- Health 2
- MATH 390 Calculus I 4
- General Biology with Lab 4
- University Physics with Lab 4

### **II. Required Courses (77 Hours)**

The following courses can be taken at either the lower-division or upper-division level: (36 Hours)

- MATH 337 Euclidean and Non-Euclidean Geometry 3
- MATH 340 Discrete Math 3
- MATH 391 Calculus II 4
- MATH 392 Calculus III 4
- MATH 440 Linear Algebra 3
- MATH 455 Differential Equations 3
- MATH 460 Modern Algebra 3
- PHYS 305 Earth and Space Science 3
- PHYS 362 Intermediate Physics II 3

- PHYS 363 Intermediate Physics II Laboratory 1
- EDUC 310 Foundations of Education 3
- SPED 510 Survey of Students with Exceptionalities 3

The following courses must be taken at the upper-division level: (41 Hours)

- MATH 393 Mathematics Laboratory 2
- MATH 472 Analysis I: Real Variables 3
- MATH 474 Analysis II: Complex variables 3
- MATH 465 Number Theory 3
- MATH 505 History of Mathematics 3
- MATH 540 Introduction to Probability 3
- EDCP 500 Introduction to Educational Technology 3
- STAT 520 Statistical Methods 3
- EDUC 440 Educational Psychology in Action 3
- EDUC 436 Principles of Secondary Mathematics Education 3
- EDUC 437 Teaching Secondary School Mathematics 3
- EDUC 499 Student Teaching: Secondary Mathematics 12

### **III. Electives (2 Hours)**

### **IV. Total - 120 Hours**

### **V. Optional Courses Required for Middle School Endorsement:**

- EDUC 442 Early Adolescent Educational Psychology 3
- EDUC 443 Curriculum and Methods for Middle Schools 3

## **Certificate Programs in Secondary Education**

### **Introduction**

This section contains information regarding course requirements for candidates who possess an undergraduate degree in the content area of interest and wish to obtain certification in biology education, chemistry education, English education, or mathematics education.

### **Certificate in Biology Education**

This is a post-baccalaureate certificate to prepare graduates of Biology programs for teacher certification in Biology at the Secondary Education level.

### **Teacher Certification**

This sequence of courses is approved by the Illinois State Board of Education and leads to the Initial Secondary School Certificate in Biology. To be recommended for certification by Governors State University, students must earn a grade “B” or better in EDUC 499: Student Teaching: Secondary Biology.

To be recommended for an Illinois State Board of Education teaching certificate, the student must present evidence of having passed the Basic Skills, Content Knowledge, and Assessment of Professional Teaching examinations of the Illinois Certification Testing System.

Students must meet other requirements for certification through approved programs listed in the Teacher Education and Certification section of the university catalog.

To be recommended by Governors State University, students must apply for the certificate within three years of completing the program.

Students may obtain an endorsement that prepares them for teaching in the middle school. Students choosing to pursue the middle school endorsement must take three (3) hours in Early Adolescent Educational Psychology (EDUC642) and three (3) hours in Curriculum Methods for Middle School (EDUC643).

### **Admission to Biology Education**

In addition to meeting all university admissions requirements for certificate students, applicants must meet the following requirements to be admitted to the Biology Education certificate:

1. have a bachelor’s degree or higher in Biology from a regionally accredited college or university;
2. have a cumulative average G.P.A. of 2.5 or higher in all lower division courses applied to the degree program; and
3. submit a word-processed essay not to exceed 300 words explaining why the applicant wishes to be a teacher.

### **Continuation in the Certificate**

In order to continue in the certificate after the first term of enrollment, students must meet the following requirements:

1. complete EDUC310 (Foundations of Education, or equivalent) with a grade of “B” or better.; and,
2. submit evidence of having passed the Basic Skills Test of the Illinois Certification Testing System.

Some schools and/or school districts require criminal background checks in advance of any field experience undertaken by teacher preparation candidates in school settings. Candidates may be required to comply with these requirements. Consult with your advisor for information concerning the related GSU policies and procedures.

### **Student Progress**

The faculty and the Secondary Education Student Progress Committee monitors and evaluates student progress continually. The section entitled “Teacher Education and Certification” in the University Catalog provides a general description of the standards used to evaluate student progress. A more detailed statement of the standards and processes followed by the Secondary Education faculty is available in this handbook.

### **Conditional Continuation**

The faculty may permit a student to continue conditionally. In such cases, faculty reviews of the student’s records identify evidence that the student will likely be successful in the program. The status of all students allowed to continue under conditions is reviewed by the faculty each semester, and the students are informed in writing of the conditions necessary for them to be transferred to good standing status. When conditions are met, the student is informed in writing of the transfer to good standing status. A student may not be admitted to student teaching without being in good standing status.

### **Admission to Student Teaching**

Before enrolling in EDUC499: Student Teaching, an application for admission to student teaching must be approved by the Academic Advisor and the Secondary Education Student Progress Committee then submitted to the Director of Field Experiences in the College of Education. The application must be submitted by December 1 for the Fall semester and January 31 for the Spring semester preceding the academic year in which the student intends to teach (student teaching is not offered in the summer sessions). This application for student teaching will certify that the student applying has or will have met the following requirements:

1. completed at least 48 hours of general education requirements with a G.P.A. of 2.75 or higher in courses taken at Governors State University;

2. completed professional education course requirements, except student teaching, including a minimum of 100 clock-hours of field experience with a G.P.A. of 3.0 or higher, with a grade of “C” or better in each course, and EDUC433 and EDUC434 with a grade of “B” or better;
3. must have completed methods courses no more than two years prior to the commencement of student teaching;
4. have no more than six hours remaining to be completed in the major in which the student is enrolled with a G.P.A. of 3.0 or higher and completed all courses with a grade of “C” or better;
5. met all state requirements applicable to the subject matter area(s) in which the student will teach as outlined in Section IX, Staff Qualifications of the Illinois State Board of Education publication, Minimum Requirements for State Certificates;
6. submit evidence of having passed the Biology content area exam of the Illinois Certification Testing System; and
7. received a positive recommendation from the Secondary Education Student Progress Committee.

### **Degree Requirements**

Students must meet all university requirements for a certificate, and in addition, students must complete the general education requirement for teacher certification Initial Secondary Certificate listed in the Teacher Education section of this catalog.

In addition, students must:

1. have a cumulative G.P.A. of 2.5 or higher;
2. earn a grade of “C” or better in all general education courses;
3. have a G.P.A. of 2.75 or higher for all general education courses taken at Governors State University;
4. have a G.P.A. of 3.0 or higher in biology and chemistry courses with a grade of “C” or better in each course;
5. have a G.P.A. of 3.0 or higher for EDCP500, EDUC440, and SPED510, with a grade of “C” or better in each course;
6. earn a grade of “B” or better in EDUC310, EDUC433, and EDUC434;
7. earn a grade of “B” or better in EDUC499;
8. complete a minimum of 100 clock-hours of supervised pre-student teaching experiences;
9. provide evidence of successful completion of the Illinois and U.S. Constitution examinations;
10. complete at least one three-hour course in non-Western or Third World cultures;
11. show evidence of having passed the Assessment of Professional Teaching;

12. meet any additional requirements listed in the Teacher Certification section of the University catalog; and
13. receive a positive recommendation from the Secondary Education Student Progress Committee.

**I. Professional Education**

The following courses can be taken at either the lower-division or upper-division level:

EDUC 310 Foundations of Education .....	3
SPED 510 Survey of Students with Exceptionalities .....	3

The following courses must be taken at the upper-division level:

EDCP 500 Introduction to Educational Technology .....	3
EDUC 433 Principles of Science Education .....	3
EDUC 434 Teaching Secondary School Science .....	3
EDUC 440 Educational Psychology in Action .....	3
EDUC 499 Student Teaching: Secondary Biology .....	12

**II. Additional Requirements**

Students may need to complete additional general education or Biology courses if their bachelor degree requirements do not meet the state standards for the endorsement in Biology Education.

**III. Minimum Total of 30 Hours**

### **Certificate in Chemistry Education**

This is a post-baccalaureate certificate to prepare graduates of Chemistry programs for teacher certification in Chemistry at the Secondary Education level.

#### **Teacher Certification**

This sequence of courses is approved by the Illinois State Board of Education and leads to the Initial Secondary Certificate in Chemistry. To be recommended for certification by Governors State University, students must earn a grade of “B” or better in EDUC499: Student Teaching: Secondary Chemistry. To be recommended for an Illinois State Board of Education teaching certificate, the student must present evidence of having passed the Basic Skills, Content Knowledge, and Assessment of Professional Teaching examinations of the Illinois Certification Testing System.

Students must meet other requirements for certification through approved programs listed in the Teacher Education and Certification section of the University Catalog.

To be recommended by Governors State University, students must apply for the certificate within three years of completing the program.

Students may obtain an endorsement that prepares them for teaching in the middle school. Students choosing to pursue the middle school endorsement must take three (3) hours in Early Adolescent Educational Psychology (EDUC642) and three (3) hours in Curriculum Methods for Middle School (EDUC643).

#### **Admission to Chemistry Education**

In addition to meeting all university admissions requirements for the certificate, applicants must meet the following requirements to be admitted to the Chemistry Education certificate:

1. have a bachelor’s degree or higher in Chemistry from a regionally accredited college or university;
2. have a cumulative average G.P.A. of 2.5 or higher in all lower division courses applied to the degree program; and
3. submit a word-processed essay not to exceed 300 words explaining why the applicant wishes to be a teacher.

#### **Continuation in the Certificate**

In order to continue in the certificate after the first term of enrollment, students must meet the following requirements:

1. complete EDUC310 (Foundations of Education, or equivalent) with a grade of “B” or better.; and
2. submit evidence of having passed the Basic Skills Test of the Illinois Certification Testing System.

Some schools and/or school districts require criminal background checks in advance of any field experience undertaken by teacher preparation candidates in school settings. Candidates may be required to comply with these requirements. Consult with your advisor for information concerning the related GSU policies and procedures.

## **Student Progress**

The faculty and the Secondary Education Student Progress Committee monitors and evaluates student progress continually. The section entitled “Teacher Education and Certification” in the University Catalog provides a general description of the standards used to evaluate student progress. A more detailed statement of the standards and processes followed by the Secondary Education faculty is available in this handbook.

## **Conditional Continuation**

The faculty may permit a student to continue conditionally. In such cases, faculty reviews of the student’s records identify evidence that the student will likely be successful in the program. The status of all students allowed to continue under conditions is reviewed by the faculty each semester, and the students are informed in writing of the conditions necessary for them to be transferred to good standing status. When conditions are met, the student is informed in writing of the transfer to good standing status. A student may not be admitted to student teaching without being in good standing status.

## **Admission to Student Teaching**

Before enrolling in EDUC499: Student Teaching, an application for admission to student teaching must be approved by Academic Advisor and the Secondary Education Student Progress Committee then submitted to the Director of Field Experiences in the College of Education. The application must be submitted by December 1 for the Fall semester and January 31 for the Spring semester preceding the academic year in which the student intends to teach (student teaching is not offered in the Summer sessions). This application for student teaching will certify that the student applying has or will have met the following requirements:

1. completed at least 48 hours of general education requirements with a G.P.A. of 2.75 or higher in courses taken at Governors State University;
2. completed professional education course requirements, except student teaching, including a minimum of 100 clock-hours of field experience with a G.P.A. of 3.0 or higher, with a grade of “C” or better in each course, and EDUC433 and EDUC434 with a grade of “B” or better;
3. must have completed methods courses no more than two years prior to the commencement of student teaching;
4. have no more than six hours remaining to be completed in the major in which the student is enrolled with a G.P.A. of 3.0 or higher and completed all courses with a grade of “C” or better;
5. met all state requirements applicable to the subject matter area(s) in which the student will teach as outlined in Section IX, Staff Qualifications of the Illinois State Board of Education publication, Minimum Requirements for State Certificates;
6. submit evidence of having passed the Chemistry content area exam of the Illinois Certification Testing System; and
7. received a positive recommendation from the Secondary Education Student Progress Committee.

**Degree Requirements**

Students must meet all university requirements for a certificate, and in addition, students must complete the general education requirement for teacher certification Initial Secondary Certificate listed in the Teacher Education section of the University Catalog.

In addition, students must:

1. have a cumulative G.P.A. of 2.5 or higher;
2. earn a grade of “C” or better in all general education courses;
3. have a G.P.A. of 2.75 or higher for all general education courses taken at Governors State University;
4. have a G.P.A. of 3.0 or higher in chemistry and physics courses with a grade of “C” or better in each course;
5. have a G.P.A. of 3.0 or higher for EDCP500, EDUC440, and SPED510, with a grade of “C” or better in each course;
6. earn a grade of “B” or better in EDUC310, EDUC433, and EDUC434;
7. earn a grade of “B” or better in EDUC499;
8. complete a minimum of 100 clock-hours of supervised pre-student teaching experiences;
9. provide evidence of successful completion of the Illinois and U.S. Constitution examinations;
10. complete at least one three-hour course in non-western or third world cultures;
11. show evidence of having passed the Assessment of Professional Teaching;
12. meet any additional requirements listed in the Teacher Certification section of the University Catalog; and
13. receive a positive recommendation from the Secondary Education Student Progress Committee.

**I. Professional Education** (minimum of Hours)

The following courses can be taken at either the lower-division or upper-division level:

EDUC 310 Foundations of Education .....	3
SPED 510 Survey of Students with Exceptionalities .....	3

The following courses must be taken at the upper-division level:

EDCP 500 Introduction to Educational Technology .....	3
EDUC 433 Principles of Science Education .....	3
EDUC 434 Teaching Secondary School Science .....	3
EDUC 440 Educational Psychology in Action .....	3
EDUC 499 Student Teaching: Secondary Chemistry .....	12

**II. Additional Requirements**

Students may need to complete additional general education or Chemistry courses if their bachelor degree requirements do not meet the state standards for the endorsement in Chemistry Education.

**III. Minimum Total of 30 Hours**

## **Certificate in English Education**

This is a post-baccalaureate certificate to prepare graduates of English programs for teacher certification in English Language Arts at the Secondary Education level.

### **Teacher Certification**

This sequence of courses is approved by the Illinois State Board of Education and leads to the Initial Secondary Certificate in English Language Arts. To be recommended for certification by Governors State University, students must earn a grade of “B” or better in EDUC499: Student Teaching: Secondary English.

To be recommended for an Illinois State Board of Education teaching certificate, the student must present evidence of having passed the Basic Skills, Content Knowledge, and Assessment of Professional Teaching examinations of the Illinois Certification Testing System.

Students must meet other requirements for certification through approved programs listed in the Teacher Education and Certification section of the University Catalog.

To be recommended by Governors State University, students must apply for the certificate within one year of completing the program.

Students choosing to pursue the middle school endorsement must take three (3) hours in Early Adolescent Educational Psychology EDUC442) and three (3) hours in Curriculum Methods for Middle School (EDUC443). Students should contact the Office of Secondary Education for specific course numbers.

### **Admission to English Education**

In addition to meeting all university admissions requirements for the certificate, applicants must meet the following requirements to be admitted to the English Education certificate:

1. have a bachelor’s or higher in English from a regionally accredited college or university;
2. have a cumulative average G.P.A. of 2.5 or higher in all lower division courses applied to the degree program; and
3. submit a word-processed essay not to exceed 300 words explaining why the applicant wishes to be a teacher.

### **Continuation in the Certificate**

In order to continue in the certificate after the first term of enrollment, students must meet the following requirements:

1. complete EDUC310 (Foundations of Education, or equivalent) with a grade of “B” or better; and,
2. submit evidence of having passed the Basic Skills Test of the Illinois Certification Testing System.

Some schools and/or school districts require criminal background checks in advance of any field experience undertaken by teacher preparation candidates in school settings. Candidates

may be required to comply with these requirements. Consult with your advisor for information concerning the related GSU policies and procedures.

### **Student Progress**

The faculty monitors and evaluates student progress continually. The section entitled “Teacher Education and Certification” in the University Catalog provides a general description of the standards used to evaluate student progress. A more detailed statement of the standards and processes followed by the Secondary Education faculty is available in this handbook.

### **Conditional Continuation**

The faculty may permit a student to continue conditionally. In such cases, faculty reviews of the student’s records identify evidence that the student will likely be successful in the program. The status of all students allowed to continue under conditions is reviewed by the faculty each semester, and the students are informed in writing of the conditions necessary for them to be transferred to good standing status. When conditions are met, the student is informed in writing of the transfer to good standing status. A student may not be admitted to student teaching without being in good standing status.

### **Admission to Student Teaching**

Before enrolling in EDUC499: Student Teaching, an application for admission to student teaching must be approved by the Academic Advisor and the Secondary Education Student Progress Committee then submitted to the Director of Field Experiences in the College of Education. The application must be submitted by December 1 for the Fall semester and January 31 for the Spring semester preceding the academic year in which the student intends to teach (student teaching is not offered in the Summer session). This application for student teaching will certify that the student applying has or will have met the following requirements:

1. completed general education requirements with a G.P.A. of 2.75 or higher in courses taken at Governors State University;
2. completed professional education course requirements, except student teaching, including 100 clock-hours of field experience with a G.P.A. of 3.0 or higher, with a grade of “C” or better in each course and EDUC465 and ENGL574 with a grade of “B” or better;
3. must have completed methods courses no more than two years prior to the commencement of student teaching;
4. must have no more than six hours (at the discretion of the advisor) remaining to be completed in the major, with a G.P.A. of 3.0 or higher, and completing all courses with a grade of “C” or better;
5. met all state requirements applicable to areas of student teaching assignments as outlined in the “Illinois Program for Evaluation, Supervision, and Recognition of Schools, Part I, Subject G: Staff Qualifications”;
6. submit evidence of having passed the English Content Area Examination of the Illinois Certification Testing System; and

7. receive a positive recommendation from the Secondary Education Student Progress Committee.

**Degree Requirements**

Students must meet all university requirements for a certificate, and in addition, students must complete the general education requirement for teacher certification Initial High School Certificate listed in the teacher education section of the University Catalog.

In addition, students must:

1. have a cumulative G.P.A. of 2.5 or higher;
2. earn a grade of “C” or better in all general education courses;
3. have a G.P.A. of 2.75 or higher for all general education courses taken at Governors State University, if applicable;
4. have a G.P.A. of 3.0 or higher in English courses with a grade of “C” or better in each course;
5. have a G.P.A. of 3.0 or higher for EDUC440, EDCP500 and SPED510 with a grade of “C” or better in each course;
6. earn a grade of “B” or better in EDUC310, EDUC465, ENGL533, ENGL573 and ENGL574;
7. earn a grade of “B” or better in EDUC499: Student Teaching;
8. complete a minimum of 100 clock-hours of supervised pre-student teaching experiences;
9. provide evidence of successful completion of Illinois and U.S. Constitution examinations;
10. complete at least one three-hour course in non-western humanities or third world cultures;
11. show evidence of having passed the Assessment of Professional Teaching;
12. meet any additional requirements listed in the “Teacher Certification” section of this catalog; and
13. receive a positive recommendation from the Secondary Education Student Progress Committee.

**I. Professional Education**

The following courses can be taken at either the lower-division or upper-division level:

EDUC 310 Foundations of Education .....	3
SPED 510 Survey of Students with Exceptionalities .....	3

The following courses must be taken at the upper-division level:

EDCP 500 Introduction to Educational Technology .....	3
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EDUC 440 Educational Psychology in Action .....3  
EDUC 465 Methods of Teaching English .....3  
EDUC 499 Student Teaching .....12

**II. Additional Requirements**

Students will need to complete additional general education or English courses if their degree requirements do not meet the state standards for the endorsement in English Education.

**III. Minimum Total of 24 Hours at GSU**

## **Certificate in Mathematics Education**

This is a post-baccalaureate certificate to prepare graduates of Mathematics programs for teacher certification in Mathematics at the Secondary Education level.

### **Teacher Certification**

This sequence of courses is approved by the Illinois State Board of Education and leads to the Initial Secondary School Certificate in Mathematics. To be recommended for certification by Governors State University, students must earn a grade “B” or better in EDUC 499: Student Teaching: Secondary Mathematics.

To be recommended for an Illinois State Board of Education teaching certificate, the student must present evidence of having passed the Basic Skills, Content Knowledge, and Assessment of Professional Teaching examinations of the Illinois Certification Testing System.

Students must meet other requirements for certification through approved programs listed in the Teacher Education and Certification section of the university catalog.

To be recommended by Governors State University, students must apply for the certificate within three years of completing the program.

Students may obtain an endorsement that prepares them for teaching in the middle school. Students choosing to pursue the middle school endorsement must take three (3) hours in Early Adolescent Educational Psychology (EDUC442) and three (3) hours in Curriculum Methods for Middle School (EDUC443). Students should contact the Office of Secondary Education for specific course numbers.

### **Admission to Mathematics Education**

In addition to meeting all university admissions requirements for certificate students, applicants must meet the following requirements to be admitted to the Mathematics Education certificate:

1. have a bachelor’s or higher in Mathematics from a regionally accredited college or university;
2. have a cumulative average G.P.A. of 2.5 or higher in all lower division courses applied to the degree program; and
3. submit a word-processed essay not to exceed 300 words explaining why the applicant wishes to be a teacher.

### **Continuation in the Certificate**

In order to continue in the certificate after the first term of enrollment, students must meet the following requirements:

1. complete EDUC310 (Foundations of Education, or equivalent) with a grade of “B” or better.; and,

2. submit evidence of having passed the Basic Skills Test of the Illinois Certification Testing System.

Some schools and/or school districts require criminal background checks in advance of any field experience undertaken by teacher preparation candidates in school settings. Candidates may be required to comply with these requirements. Consult with your advisor for information concerning the related GSU policies and procedures.

### **Student Progress**

The faculty monitors and evaluates student progress continually. The section entitled “Teacher Education and Certification” in the University Catalog provides a general description of the standards used to evaluate student progress. A more detailed statement of the standards and processes followed by the Secondary Education faculty is available in this catalog.

### **Conditional Continuation**

The faculty may permit a student to continue conditionally. In such cases, faculty reviews of the student’s records identify evidence that the student will likely be successful in the program. The status of all students allowed to continue under conditions is reviewed by the faculty each semester, and the students are informed in writing of the conditions necessary for them to be transferred to good standing status. When conditions are met, the student is informed in writing of the transfer to good standing status. A student may not be admitted to student teaching without being in good standing status.

### **Admission to Student Teaching**

Before enrolling in EDUC499: Student Teaching, an application for admission to student teaching must be approved by the Academic Advisor and the Secondary Education Student Progress Committee then submitted to the Director of Field Experiences in the College of Education. The application must be submitted by December 1 for the Fall semester and January 31 for the Spring semester preceding the academic year in which the student intends to teach (student teaching is not offered in the Summer sessions). This application for student teaching will certify that the student applying has or will have met the following requirements:

1. completed at least 48 hours of general education requirements with a G.P.A. of 2.75 or higher in courses taken at Governors State University;
2. completed professional education course requirements, except student teaching, including a minimum of 100 clock-hours of field experience with a G.P.A. of 3.0 or higher, with a grade of “C” or better in each course, and EDUC436 and EDUC437 with a grade of “B” or better;
3. must have completed methods courses no more than two years prior to the commencement of student teaching;

4. have no more than six hours remaining to be completed in the major in which the student is enrolled with a G.P.A. of 3.0 or higher and completed all courses with a grade of “C” or better;
5. met all state requirements applicable to the subject matter area(s) in which the student will teach as outlined in Section IX, Staff Qualifications of the Illinois State Board of Education publication, Minimum Requirements for State Certificates;
6. submit evidence of having passed the Mathematics content area exam of the Illinois Certification Testing System; and
7. received a positive recommendation from the Secondary Education Student Progress Committee.

### **Degree Requirements**

Students must meet all university requirements for a certificate, and in addition, students must complete the general education requirement for teacher certification Initial Secondary Certificate listed in the Teacher Education section of this catalog.

In addition, students must:

1. have a cumulative G.P.A. of 2.5 or higher;
2. earn a grade of “C” or better in all general education courses;
3. have a G.P.A. of 2.75 or higher for all general education courses taken at Governors State University;
4. have a G.P.A. of 3.0 or higher in mathematics courses with a grade of “C” or better in each course;
5. have a G.P.A. of 3.0 or higher for EDCP500, EDUC440, and SPED510, with a grade of “C” or better in each course;
6. earn a grade of “B” or better in EDUC310, EDUC436, and EDUC437;
7. earn a grade of “B” or better in EDUC499;
8. complete a minimum of 100 clock-hours of supervised pre-student teaching experiences;
9. provide evidence of successful completion of the Illinois and U.S. Constitution examinations;
10. complete at least one three-hour course in non-western or third world cultures;
11. show evidence of having passed the Assessment of Professional Teaching;
12. meet any additional requirements listed in the Teacher Certification section of the University catalog; and
13. receive a positive recommendation from the Secondary Education Student Progress Committee.

**I. Professional Education**

The following courses can be taken at either the lower-division or upper-division level:

EDUC 310 Foundations of Education .....	3
SPED 510 Survey of Students with Exceptionalities .....	3

The following courses must be taken at the upper-division level:

EDCP 500 Introduction to Educational Technology .....	3
EDUC 436 Principles of Mathematics Education .....	3
EDUC 437 Teaching Secondary School Mathematics .....	3
EDUC 440 Educational Psychology in Action .....	3
EDUC 499 Student Teaching: Secondary Mathematics .....	12

**II. Additional Requirements**

Students may need to complete additional general education or Mathematics courses if their bachelor degree requirements do not meet the state standards for the endorsement in Mathematics Education.

**III. Minimum Total of 24 Hours**

## General Education Requirements

Applicability of coursework to fulfill these requirements is determined by the Program Coordinator in consultation with the Division Chair. The Division Chair's decision is final. Students may be asked to present a syllabus for courses that do not clearly fall within one of the listed categories.

In general, the principle governing acceptability of coursework to fulfill these requirements is that the course content fits the definition of the area as stated in the General Education Core Curriculum for the Illinois Articulation Initiative (<http://www.itransfer.org/IAI/GenEd/> )

The program has identified coursework from several community colleges in the GSU region that are accepted for the various requirements under general education. For more information regarding course equivalencies at local community colleges, please consult your program advisor.

## Transfer of Coursework

Requests to transfer coursework intended to meet upper division coursework requirements are reviewed and approved or denied by the Program Coordinator in consultation with the Chair of the appropriate Division (Science or Liberal Arts).

Transfer of coursework to fulfill general education requirements, except for the required hours of upper division coursework in the specialization, is determined by comparing the course presented for transfer and the relevant definitions developed for the Illinois Articulation Initiative.

Transfer of coursework to meet professional education requirements is usually limited to coursework that is equivalent to these courses: EDUC 310 Foundations of Education (3) and SPED 510 Survey of Children with Exceptionalities (3).

According to Illinois State Board of Education rules and regulations, no more than nine hours of professional education coursework can be transferred from a community college or other two-year postsecondary institution.

## Transfer Credits Earned After Admission

Credits earned in courses taken at another institution after admission to a degree program will only be accepted if permission to apply such credit toward degree requirements was obtained from the student's academic advisor and dean before taking course work at the other institution. Only courses with grades of "C" ("B" for graduate students) or better will applied toward degree requirements (*2010-11 GSU Catalog*, 50, 57).

## Independent Study

Independent Study credit may be used to meet elective credit only and shall not be used as a substitute for courses specified in the student study plan (*2010-11 GSU Catalog*, 35).

## **Application for Student Teaching**

Student teaching is offered only in the Fall and Spring semesters. Application forms and information about applying for student teaching including deadlines and required meetings are available at: [http://www.govst.edu/coe/t\\_coe\\_resources.aspx?id=2725](http://www.govst.edu/coe/t_coe_resources.aspx?id=2725) or <http://www.govst.edu/secondary.ed/> (tab down to student teaching). Completed applications must be submitted to the academic advisor. Fall applications are due by December 1 of the previous Fall semester and Spring applications are due by January 31 of the previous Spring semester.

## **Communication between University Representatives and Students**

### **Student Address and Other Contact Information**

Because the University and the Secondary Education Program must communicate information to students regarding their status in the University and the College of Arts and Sciences, students are obligated to provide the Registrar's Office with up to date information including mailing address and phone numbers.

Should the College of Arts and Sciences send letters (certified or otherwise), to an address as filed with the Registrar but that is not current student address, thus the letter is not delivered to the student as reasonably expected, the College of Arts and Sciences will not extend deadlines for student appeals or other actions.

### **Division Communication with Students via e-mail**

The Secondary Education faculty has adopted a policy under which the faculty communicates routinely with students enrolled in its programs via e-mail regarding all matters except those that may be protected under the University's policy regarding student records.

Students are expected to check for e-mail from the Secondary Education program at the address provided by the University on a regular basis. The program faculty and staff will use this means to communicate information about schedule changes, reminders regarding various deadlines, and matters related to a student's study plan and progress in his or her program.

The Secondary Education program uses the addresses for e-mail accounts that the University provides for its students.

Students are encouraged to communicate with their advisors (each semester). Students are also encouraged to meet program faculty, their respective Division Chair, and the Dean of the College of Arts and Sciences by e-mail. Addresses for these individuals are available at <https://gsu2.govst.edu:9040/cgi-bin/public/webfacdir.cgi>

## Teacher Certification

### University Requirements and Policies

The Governors State University Secondary Education programs in Biology Teacher Education, Chemistry Teacher Education, English Teacher Education, and Mathematics Teacher Education are approved by the Illinois State Board of Education for recommendation of the initial Secondary Education Certificate by entitlement. To be recommended for certification by Governors State University, students must meet the requirements for their respective programs as described above and earn a grade of "B" or better in [EDUC 499](#), Student Teaching.

To be recommended by Governors State University, students must apply for the certificate within three years of completing the program.

Procedures for applying for an Illinois teaching certificate are described below.

Students intending to seek certification in a jurisdiction other than the State of Illinois are responsible for assuring that they pursue any additional coursework that may be required by that jurisdiction. Governors State University will complete forms and other documents that may be required by jurisdictions other than Illinois but assumes no responsibility for assuring that a graduate will meet the requirements established by such jurisdictions. The following website provides links to several U.S. certification authorities:

<http://www.uky.edu/Education/TEP/usacert.html>

### Applying for Illinois Certification

Beginning with the Winter 2004 term, Illinois State Board of Education certification for teachers and other school professionals completing preparation programs at GSU became a web-based procedure. Steps for obtaining certification follow:

- 1) At the conclusion of each term, advisors will provide to the Office of the Dean in the College of Education a list of program completers who are being recommended for ISBE certification. This list will include information about the certificate and any associated endorsements for which the candidate is eligible.
- 2) The Dean's Office will use a new web-based system developed by ISBE to submit all certificate entitlements to Springfield. The entitlements will be entered into the ISBE data base via a web-based interface as soon as grades and degrees are posted for each semester.
- 3) Detailed information regarding the procedures for paying for your application via credit card will be sent to you via your GSU e-mail account once you have been entitled by the COE Dean's Office following approval from your advisor and the posting of both grades and degrees.
- 4) In order to obtain certification in Secondary Education, a statement verifying "100 hours of clinical experiences" must be posted on your GSU transcript. Please be sure that you have completed the tracking form that is available in the Division of Education and submitted it to the office of the Director of Field Experiences.
- 5) Do not apply for certification until you have received notice from the State of Illinois that you have passed all teacher certification examinations required by state law.

6) Once entitlements have been entered into the ISBE data base, certificate applicants will apply for their certificates via **OTIS** (Online Teaching Information System) at <http://www.isbe.net/otis>. *IMPORTANT NOTE: DO NOT apply online for your certificate until the GSU College of Education Dean's Office has entered your entitlement into the ISBE data base. The Dean's Office will notify you via your GSU email account as soon as your entitlement has been entered into the ISBE data base.*

7) In addition to applying for the certificates online, you will be able to use Master Card or Visa credit cards to pay your fees. Detailed information regarding these new opportunities and the procedures for making online applications with the use of a credit card follow:

- A. Go To the OTIS Web Site [www.isbe.net/OTIS](http://www.isbe.net/OTIS)
- B. Click on "Access Educator's Private Login Portal"
- C. If you have not done so previously, set up an OTIS account by clicking on "New User" under the section labeled "Login Options - To Create or Reset Your Login". You will be sent an email providing your account password.
- D. Log into OTIS
- E. Select the Entitlement Apps menu item
- F. Follow the 11-step wizard through the application process

You may call the OTIS Help Desk at (217) 558-3600 with any problems using the system.

8) Your certificate will then be mailed to the address you provide on the OTIS system, so it is imperative that you double-check the address included in your application. Certificates will generally be printed and mailed approximately two days after your application is filed and credit card processing is completed.

9) Once your certificate has been received, you will need to register it at the Regional Office of Education for the area in which you will, or hope to, be teaching. If you wish to register the certificate for Chicago, you may do so online. To register your certificate in other areas of the state, you will need to go to the applicable regional office. Complete contact information for Illinois Regional Offices of Education is available on the ISBE website <http://www.isbe.net/regionaloffices/pdf/roedirectory.pdf>

Here is a listing of the Regional Offices of Education for the immediate GSU area:

<p><b>SUBURBAN COOK COUNTY</b></p> <p>Charles Flowers</p> <p>Regional Superintendent</p> <p>10110 Gladstone</p> <p>Westchester, IL 60154</p> <p>(708) 865 - 9330</p>	<p><b>KANKAKEE</b></p> <p>Kathleen M. Pangle</p> <p>Regional Superintendent</p> <p>Kankakee County Office Building</p> <p>189 East. Court Street, Suite 600</p> <p>Kankakee, IL 60901</p> <p>(815) 937 – 2950</p>
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## **WILL**

Jennifer Bertino-Tarrant  
Regional Superintendent  
702 W. Maple  
New Lenox, IL 60451  
(815) 740 - 8360

## **DUPAGE**

Darlene J. Ruscitti  
Regional Superintendent  
421 North County Farm Road  
Wheaton, IL 60187  
(630) 407-5800

## **CHICAGO**

Illinois State Board of Education Certification Services  
100 W. Randolph Street, Suite JRTC  
Chicago, IL 60601  
(312) 814-8113

1. You will need to send official transcripts to the Illinois State Board of Education in Springfield. You can order your transcript through the GSU Registrar's Office before the end of your final semester. Be sure to check the area on the transcript order form that instructs the Registrar's Office to issue the transcript "after grades are posted." The address to which you will send your transcripts will be indicated in OTIS during your application process.
2. If you have a position offered to you and you need verification of your status at GSU, the Office of the Dean of the College of Education can provide a letter that will be accepted by some school districts (as determined by district policies and procedures ONLY). Please request a letter ONLY if you have a position pending.
3. Please contact your advisor if you have questions regarding the entitlement/certification procedures at GSU.

### **Additional Important Information Concerning Teaching Certification:**

**Foreign Born Students:** If you are foreign born, you must provide evidence that you are legally present and eligible for employment at the time that you apply for your teaching certificate. Persons certified by this means have 6 years following certificate issuance to become citizens.

**Criminal Convictions:** Some criminal convictions including the following types may disqualify you for teacher certification in Illinois: 1) first degree murder, 2) attempted first degree murder, 3) Class X felony, 4) sex crimes, and 5) narcotics crimes. By continuing as a student in GSU's Secondary Education program you are affirming that you have no record of

any such conviction. You are responsible for notifying the Dean of the College of Education in writing should you be convicted of any of these crimes while enrolled at GSU. The university will not be responsible for any failure to file a report of a conviction.

# **APPENDIX**

## Appendix A

### Secondary Education Student Progress Committee (SESPC)

1. The primary purpose of the Secondary Education Student Progress Committee, is to monitor the academic progress of students enrolled in Secondary Education degree programs administered by the College of Arts and Sciences.
2. The Secondary Education Student Progress Committee shall annually elect a Chair from its membership. The Chairpersons of the Division of Liberal Arts and the Division of Science shall be ex officio members of the Committee.
3. The Secondary Education Student Progress Committee shall consist of the members of the Committee on Secondary Education for each of Secondary Education degree programs in the College of Arts and Sciences.
4. The Secondary Education Student Progress Committee shall have the following responsibilities:
  - a. It shall propose and oversee implementation of procedures and policies regarding the review of student progress. These procedures and policies must be reviewed and approved by the Secondary Education Program faculty, the Division Chairs, and the Dean and, when approved, published in student handbooks and the University Catalog as appropriate.
  - b. Assure that each program has appropriate procedures for evaluating students' knowledge, skills and professional dispositions on a continuing basis for both formative and summative purposes, and provides students with ongoing feedback.
    - i. The Committee will create procedures for each program which will allow its members to identify students whose performance is not meeting program standards, to counsel such students, to establish required remedial programs for such students, and if necessary, to recommend that such a student be removed from a program.
    - ii. These procedures shall include a process for dropping a student from a program. This process shall begin with a recommendation from the program area faculty followed by review and approval by the Division Chairs, the Dean, and the Committee of Secondary Education. The Dean's decision shall be final and subject only to provisions of University policy providing student's rights to grieve or State law permitting students to appeal such decisions to the State Teacher Certification Board.
  - c. Ensure that each program has established acceptable rubrics or criteria for determining levels of student accomplishment and indicating those that are acceptable or not acceptable for students completing their programs.
  - d. Review the results of the Student Outcomes Assessment Plans (SOAPs) used by the various programs and prepare reports regarding the validity and

reliability of assessments to the Program faculty, Division Chairs, and Dean, as may be necessary.

5. The Secondary Education Student Progress Committee cannot assume authority granted to the College Grievance Committee under University policy, nor will this Committee assume responsibility for implementing any University disciplinary policies.

**Appendix B**  
**Secondary Education Program**  
**Student Progress Referral**

**Student Name:** \_\_\_\_\_ **ID#:** \_\_\_\_\_

Date of Report: \_\_\_\_\_ Faculty Name: \_\_\_\_\_

Course: \_\_\_\_\_ Semester: \_\_\_\_\_

<u>Check</u>	<u>Reason for Concern</u>	<u>Comment (Required for each checked)</u>
_____ _____ _____ _____ _____ _____	<b>Disposition/Professional Conduct:</b> <ul style="list-style-type: none"> <li>• Professional behavior</li> <li>• Appreciation of human diversity</li> <li>• Commitment to collaboration with colleagues and parents</li> <li>• Commitment to ethical behavior</li> <li>• Commitment to life-long learning, including professional development</li> <li>• Habits of mind that reveal reasoned eclecticism</li> </ul>	
_____ _____	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>• Academic comprehension</li> <li>• Academic performance</li> </ul>	
_____ _____ _____ _____ _____ _____	<b>Skills:</b> <ul style="list-style-type: none"> <li>• Written communication</li> <li>• Oral communication</li> <li>• Time management</li> <li>• Organization management</li> <li>• Interpersonal communication</li> <li>• Laboratory skills</li> </ul>	
_____ _____	<b>Other(s) Please specify:</b> <ul style="list-style-type: none"> <li>• Formative checklist for clinical observations</li> <li>• _____</li> </ul>	

Please attach any additional documentation.

Faculty Signature: \_\_\_\_\_ Date: \_\_\_\_\_

SESPC ACTION: \_\_\_\_\_

\_\_\_\_\_

## Appendix C

### **Procedures for Grieving Being Placed on Conditional Continuation or Dismissal from the Program**

If the Secondary Education Student Progress Committee places the student on conditional continuation or acts to remove a student from a program, the student may appeal the decision within 20 working days of notification of the faculty's action by notifying the Division Chair in writing. If the student's appeal involves an unresolved grievance regarding a grade in a course or other matter grievable under the University's student grievance procedures, the student may not file a grievance until all University procedures have been completed. For the University's Student Grievance Procedures, see [http://www.govst.edu/sas/t\\_hb.aspx?id=2870](http://www.govst.edu/sas/t_hb.aspx?id=2870).

The student's notification of appeal must be accompanied by a statement in which the student provides reasons why he/she believes the faculty's action is characterized by one or more of the following:

- The action is arbitrary or capricious;
- The faculty grossly misinterpreted available information about the student and his/her performance;
- The faculty did not provide the student with adequate guidance regarding deficiencies in his/her performance and did not inform the student in a timely manner that his/her performance placed him/her in danger of being placed on conditional continuance or removed from the program.

Within fifteen working days after receipt of the student's notification of appeal, a panel of two persons will hear the student's appeal. The panel will consist of the Dean of the College of Education or the Chair of the Division of Education and a faculty member from a program other than the one in which the student is enrolled. The faculty member will be identified by the Division Chair.

The hearing will be limited to 30 minutes unless the panel members believe that extending the hearing for no more than another 30 minutes is required by the nature of the case. The hearing will consist of a presentation by the student of reasons and evidence introduced to show that the faculty action resulted from one of the three reasons listed above.

The hearing is not intended to be a formal legal proceeding but to provide a forum to elicit relevant facts and to insure that student has been accorded due process. The hearing is not subject to rules and procedures associated with formal hearings such as evidentiary rules or discovery. The student may be accompanied by one other person who may advise the student and speak on the student's behalf.

Within ten days, the panel will announce its decision which will be final and binding on both the student and the faculty. Its decision may not be appealed or grieved.

**Appendix D**  
**Academic Grievance Policy**

In addition to the policies detailed in the Student Handbook, students enrolled in the teacher education programs should contact the College of Education dean's office to obtain a copy of the Academic Grievance Policy governing students enrolled in state-approved teacher education programs, which include: Early Childhood, Elementary Education, English Teacher Education, Biology Teacher Education, Chemistry Teacher Education, Mathematics Teacher Education, Communication Disorders, School Counseling, Special Education, and Educational Administration. Students are responsible for knowledge of, and adherence to, all university and college requirements and regulations.

## **Appendix E**

### **Academic Honesty**

Academic honesty pertains to all methods of fulfilling academic requirements at Governors State University. The following procedures are appropriate ways to use the ideas and work of others when fulfilling academic requirements:

1. When someone else's work or scholarship is used to fulfill academic requirements, the source should be given credit. It should not be stated or implied that this work is a person's own work.
  - a. When using material from a publication, (e.g., book, journal, article, film, etc.), that material should be enclosed in quotation marks, or otherwise set off, and the source of the material acknowledged.
  - b. When paraphrasing published material, (e.g., using it almost word-for-word), the source should also be acknowledged unless the information is common knowledge in the field.
  - c. Unpublished data or ideas of another person should be utilized only with the consent of that person.
  - d. Material should be prepared jointly with one or more other individuals only with the permission of the instructor. The contributions of all individuals to this material should be clearly acknowledged when it is submitted.
  - e. Having someone else prepare material that is to be submitted should only be done with the instructor's permission to do so.
2. The same piece of work should not be submitted for credit in more than one course without the permission of all instructors involved.
3. Hypothetical data should be submitted only with the permission of the instructor to do so and should be clearly labeled as such.
4. One should refuse to make work available to another person who intends to submit part or all of that work as if he/she had written it.
5. Students may neither give, request, nor utilize assistance during an examination without the instructor's permission.

These ethical guidelines are in no way intended to discourage people from studying together or from engaging in group projects.

The university policy on academic honesty appears in the catalog appendix, which can be found on the website at: [http://www.govst.edu/catalog/catalog\\_appendix.htm](http://www.govst.edu/catalog/catalog_appendix.htm)

## **Plagiarism**

- A) Any assignment not properly cited and/or documented will be judged plagiarized.
- B) Penalties for plagiarism range from failure on the particular assignment to failure in the course. Students guilty of plagiarism may be recommended for expulsion from the University. The cases of plagiarizing students enrolled in Teacher Education programs will be forwarded to the Secondary Education Student Progress Committee (SESPC) for further action.

## Appendix F

### Descriptions of Required Professional Education Courses

#### **EDUC310 Foundations of Education (3)**

Offered in both lecture and televised formats. Presents an interdisciplinary and developmental overview of the historical, philosophical, and sociological factors that have influenced American education. Identifies and critically analyzes contemporary issues and trends such as teacher accountability, school desegregation, cultural pluralism, and bilingual/multicultural education. Includes 10 clock-hours of field experiences related to the learning disabled and other exceptional learners and those with culturally distinctive backgrounds.

#### **SPED510 Survey of Students with Exceptionalities (3)**

Offered in both lecture and televised formats. Introduces study of various exceptionalities, including learning disabilities and their impact on classroom learning. Focuses on methods for mainstreaming children with exceptionalities and considers legal requirements, policies, and directions in special education. Requires 15 clock-hours of fieldwork.

#### **EDUC440 Educational Psychology in Action (3)**

Emphasizes the educational implications and applications of contemporary educational psychology and research. Explores major perspectives on learning as well as the role of social and cultural processes in learning; how to motivate and manage today's students; and the role of assessment in providing evidence of student learning. Fifteen hours of field observation required. *Prerequisite: EDUC310 or equivalent.*

#### **EDCP500 Introduction to Educational Technology (3)**

Examines the effect and use of technology in today's educational system, particularly as it applies to the introduction, use, and evaluation of technology as an instructional and managerial aid. Discuss and apply strategies for assessing needs and the selection of hardware and software at an introductory level. *Prerequisites: Sixty hours of college credit.*

#### **EDUC433 Principles of Science Education (3)**

Surveys the role of science education in the total school curriculum. Students will become familiar with contemporary science curricula and methods for teaching science. Includes 35 hours of clinical experience in secondary schools. *Prerequisite: Completion of 24 semester hours in science.*

**EDUC434 Teaching Secondary School Science (3)**

Students learn to create positive science classroom climate which promotes pluralistic approach to teaching and eliminates gender biases. Students develop inquiry-based activities to motivate secondary school students and involve them in learning. Technology is utilized as a tool and resource for teaching and learning. Diverse methods of learning assessment are developed. Thirty-five hours of clinical experience required. *Prerequisites: EDUC433, EDUC440, and SPED510 or permission.*

**EDUC436 Principles of Secondary Mathematics Education (3)**

Investigates the content and various models of the mathematics curriculum for middle school grades (6-8) and high school (9-12) in the U.S. as well as in other cultures. Traces the evolution of contemporary programs and the philosophies that have driven them. Includes study of the NCTM Standards, the Illinois Learning Standards, and the use of various forms of technology as tools for exploring mathematics. *Prerequisites: Twenty-four hours in mathematics, EDUC310, EDUC440, and SPED510.*

**EDUC437 Teaching Secondary School Mathematics (3)**

Introduces prospective teachers to the methodology of teaching middle and secondary school mathematics including the use of instructional materials and media (curricular, manipulatives, and technology). Discusses performance-based assessment and the constructivist viewpoint of learning. Explores ways to integrate mathematics into various disciplines (science, social studies, economics...) and apply mathematics to real-world situations. Requires 35 hours of clinical experience. Emphasizes the Principles and Standards for School Mathematics, published in 2000. *Prerequisite: EDUC436 or permission*

**ENGL 573 Writing Theory and Practice in Secondary Classroom (3)**

Provides a forum for sharing ideas and proven strategies for teaching writing at the middle and high school level and models an inquiry-oriented classroom to learn, practice, and reflect upon instructional strategies at the secondary level. *Prerequisites: ENGL 505 and ENGL 570, can be concurrent with ENGL 574, complete all Gateway I requirements.*

**ENGL 574 Reading Theory and Practice in Secondary Schools (3)**

Focuses on building reading comprehension strategies appropriate for readers in secondary schools. Teachers processes for developing critical literacy, engaging students, and connecting to texts. Reveals how highly engaged young adult readers produce meaning, and teaches meaning-making strategies to use with reluctant readers. Includes 25 hours of micro-teaching field experiences for undergraduates seeking certification in English Secondary Education. *Prerequisites: EDUC310 with a "B" or better, EDUC440, SPED510, ENGL505, EDCP500, ENGL570, can be concurrent with ENGL573, 24 credit hours in English and all Gateway I requirements.*

**EDUC465 Methods of Teaching English (3)**

Focuses on the various components of the secondary school English curriculum in which students should develop competencies to meet the full range of responsibilities of the teacher of English. Includes study in the English language, literature, composition, listening, and reading emphases. This course is appropriate for those students who plan to teach English in the secondary school or teach English language arts in the middle school. Requires 40 hours of field experience for students seeking certification. *Prerequisites: Twenty-five hours of English, EDUC310, EDUC440, EDCP500, SPED510, ENGL 573, ENGL 574, complete all Gateway I requirements, and have program advisor's authorization.*

**EDUC499 Student Teaching (12)**

Provides the teacher candidate with directed experiences in planning, organizing, and instructing pupils within a regular classroom of an Illinois public school. A student is supervised by a Governors State University faculty member and a school-based cooperating teacher. *Prerequisite: Admission to student teaching; contact Coordinator of Field Experiences.*

## Appendix G

### Required Assessments for Science Teacher Education Candidates

The National Science Teachers Association (NSTA) is a specialized professional association affiliated with the National Council for Accreditation of Teacher Education (NCATE). The Professional Education Unit of Governors State University is accredited by NCATE, and thus the science education program is required to have NSTA approval. As of 2004, NSTA has implemented eight required assessments of science education candidates. These assessments are described below. Text in bold is quoted from the NSTA “Guidebook for Program Planners and Review Writers” (April 2006).

**1) CONTENT KNOWLEDGE: Data from licensure tests of content knowledge in science education.** The science education programs at Governors State University will assess content knowledge through the required Illinois Certification Testing Service (ICTS) content area examination.

**2) CONTENT KNOWLEDGE: An assessment that demonstrates candidate knowledge of the conceptual science to be taught and related fields.** The science education programs at Governors State University will assess knowledge of the conceptual science to be taught through grade point average in science courses. A minimum 3.0 G.P.A. is required.

**3) PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: An assessment that demonstrates candidates can plan effective classroom-based instruction, and design assessments, consistent with goals of the National Science Education Standards.** This category includes requirements for activities addressing the unifying concepts of science, nature of science, inquiry issues, personal and technological applications, and science in the community. As you progress through your methods courses (EDUC433 and EDUC434) and student teaching (EDUC499), you will be required to produce instructional materials that address many of these activities. As you student teach, you will also be required to develop at least one teaching unit. By the time you complete the program, you will have addressed each of the items listed in this assessment. When you submit your student teaching portfolio, instructional materials addressing each of these required items will be included as one section. An assessment rubric will be included in the syllabus for student teaching (EDUC499).

**4) PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS AND DISPOSITIONS: Assessment that demonstrates candidates’ knowledge, skills, and dispositions are applied effectively in practice.** The National Science Teachers Association has developed a rubric that science education programs may use to evaluate student teachers. A subset of items from this rubric will be used to address this category. The rubric will be included in the syllabus for student teaching (EDUC499). The rubric will

be used by your cooperating teacher and university supervisor during your student teaching semester.

**5) EFFECTS ON STUDENT LEARNING: An assessment that demonstrates candidate effects on student learning of science, including major concepts, principles, theories, laws; the unifying concepts of science; the nature of science; the practice of inquiry (including student engagement in inquiry); analysis of issues related to science and technology and the impact of science on themselves and the community.** As you student teach, you will be required to document student learning in at least one unit that you teach through administering a pre- and post-test. You will be required to statistically analyze the data from your pre- and post-tests to determine if there is a statistically significant difference in your means as a result of your teaching. An Excel<sup>TM</sup> spreadsheet will be provided to allow you to do this. In addition, you will write and submit an essay describing your conclusions as to the effectiveness of your unit using both quantitative data (*e.g.* test scores) and qualitative data (*e.g.* student questions and comments).

**6) PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: An assessment that demonstrates candidates are prepared in legal issues, safety, and ethical treatment of living things.** Safety in the laboratory and the ethical treatment of animals are covered in EDUC434. A seminar on legal issues in education is part of the seminar component of EDUC499. The candidate is required to collect these assignments and place them in the student teaching portfolio. A rubric to assess these important issues has been developed and is included in the EDUC499 syllabus.

**7) CONTENT KNOWLEDGE: An assessment that demonstrates knowledge of research and investigation in science.** The science education programs at Governors State University will assess knowledge of research and investigations in science through candidates' grades in their required science research course or courses.

**8) CONTENT KNOWLEDGE: An assessment that demonstrates knowledge of the contextual content of science.** Among the components of this assessment are an understanding of socially relevant issues, social context, unifying concepts, and history and philosophy of science. Unifying concepts of science are addressed in EDUC433, history and philosophy of science are addressed in EDUC434, and the remaining issues are addressed in EDUC433, EDUC434, and EDUC499. Assignments addressing these areas will be collected. A rubric addressing these issues has been developed and is included in the EDUC499 syllabus.

## Appendix H

### Faculty and Advisors

<b>Faculty Member</b>	<b>Phone/E-mail</b>
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## Appendix I

### GSU Awarded \$7.1 Million DOE Grant

by Nick Battaglia

University Park, IL, April 5, 2010 – Governors State University, with the assistance of a \$7.1 million federal education grant, will expand and refine teaching programs designed to raise student achievement and improve instruction in nine high-need Chicago Southland school districts.

U.S. Secretary of Education Arne Duncan last week announced the award of new five-year Teacher Quality Partnership (TQP) grants to GSU and 11 other teacher education programs across the country. Duncan said the grants will strengthen teacher preparation in “diverse and challenging classrooms” through residency programs modeled after intense, hands-on training that’s the norm in the medical profession. The grants are financed by the federal stimulus funds through the American Recovery and Reinvestment Act.

With the TQP grant, GSU alternative certification students will work with mentor-teachers in south suburban classrooms for a one-year residency period. They will be paid \$30,000 during the residency period, with that salary coming via the federal grant. Teacher candidates will work in high-need, low-income school districts and, after certification, will agree to teach for three years in the partner district. The grant provides funding for about 170 residency placements over the next five years.

Partnering school districts are Calumet Park 132, Posen-Robbins 143.5, Dolton-Riverdale 148, Harvey 152, West Harvey-Dixmoor 147, Lincoln 156 in Calumet City, Ford Heights 169, Thornton High School 205, and Bloom High School 206. The nine districts represent 21,000 students in 37 schools. All have heavy concentrations of minority and low-income students.

Governors State is already nationally renowned for the success of its alternative certification program for persons pursuing teaching credentials after working for years in other fields. For the last 10 years, GSU has partnered with high-need local school districts in alternative certification programs. Under the new residency model, teacher candidates will work side-by-side in the classroom with experienced mentor-teachers.

“The award of this grant is a wonderful confirmation of the high quality teacher preparation at GSU,” said Dr. Karen Peterson, interim director of the alternative certification program in GSU’s College of Education. “This funding, building on the success of our current programs, provides the opportunity to use additional research-based strategies to meet the needs of children in area high-need schools.”

Dr. Pam Guimond, associate professor of biology education in GSU’s College of Arts and Sciences, said the residency program will produce excellent beginning teachers with the skills necessary to meet the needs of 21<sup>st</sup> century students. Peterson and Guimond are co-directors of the grant.

“We are very excited about the opportunities this grant makes possible for GSU and its partner school districts to make extensive changes in the way we train professional educators. These changes, aligned with current research, include experiences necessary for producing individuals capable of teaching diverse populations of students,” Guimond said.

GSU’s alternative certification program currently leads to certification in elementary education. GSU plans to expand certification offerings to include bilingual education/English as a second language, and middle school/secondary math and science, pending Illinois State Board of Education approval.

Dr. Deborah Bordelon, Dean of the College of Education, said the grant will enhance GSU’s influence as a catalyst for change. “We are honored to receive the highly competitive TQP funding. This collaborative program with its focus on innovative teacher preparation, the teacher residency model, and student achievement, will have an academic, social, and economic impact on our school districts and surrounding communities,” Bordelon said.

During the five year grant period, GSU will collect and use student achievement data to determine the impact of participating teachers on student learning and for continuous program improvement.

***For information about the application process, please contact Dr. Pamela Guimond (708)534-4546 p-guimond@govst.edu***