

Title II Higher Education Act

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Benedictine College
Traditional Program
2009-10

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Name of Institution: Benedictine College
Institution/Program Type: Traditional
Academic Year: 2009-10
State: Kansas

Address: 1020 N. 2nd

Atchison, KS, 66002

Contact Name: Dianna Henderson
Phone: 9133607386
Email: diannah@benedictine.edu

Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant: No

TQE partnership name or grant number, if applicable:

Section I.a Program Admission

For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.

Element	Undergraduate	Postgraduate
Application	Yes	Yes
Fee/Payment	No	Yes
Transcript	Yes	Yes
Fingerprint check	No	No

Background check	No	No
Experience in a classroom or working with children	No	Yes
Minimum number of courses/credits/semester hours completed	No	Yes
Minimum high school GPA	No	No
Minimum undergraduate GPA	Yes	Yes
Minimum GPA in content area coursework	No	No
Minimum GPA in professional education coursework	No	No
Minimum ACT score	Yes	No
Minimum SAT score	No	No
Minimum GRE score	No	Yes
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	No	No
Minimum Miller Analogies test score	No	Yes
Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	Yes
Interview	Yes	No
Resume	No	Yes
Bechelor's degree or higher	No	Yes
Job offer from school/district	No	No
Personality test (e.g.,Myers-Briggs Assessment)	No	No
Other (specify: Major Declaration Documentation)	Yes	No

Provide a link to your website where additional information about admissions requirements can be found:

<http://campus.benedictine.edu/teach/>

Indicate when students are formally admitted into your initial teacher certification program:

Sophomore year

Does your initial teacher certification program conditionally admit students? Yes

Please provide any additional about or exceptions to the admissions information provided above:

Undergraduate students must provide documentation of satisfactory performance on a basic skills test, (the Pre-Professional Skills Test) with aggregate score of 519 and minimum scores as follows: 169 in reading, 170 in mathematics, 168 in writing if they do not have a minimum composite ACT score of 23.

Postgraduate students must provide documentation of a score of 480 or above on any two of the three General Tests of the GRE or a score of 400 or above on the Miller Analogies Test. This requirement is waived if the candidate has a master's level degree when they apply.

Students can be conditionally admitted to the Teacher Education Program if they meet all requirements except for having

passed the Pre-Professional Skills Test (PPST). They must provide proof of registration to take the test and will be formally admitted after they pass the test.

Section I.b Program Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

Total number of students enrolled in 2009-10:	123
Unduplicated number of males enrolled in 2009-10:	22
Unduplicated number of females enrolled in 2009-10:	101

2009-10	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	5
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	0
Black or African American:	0
Native Hawaiian or Other Pacific Islander:	0
White:	116
Two or more races:	0

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2009-10.

Average number of clock hours required prior to student teaching	160
Average number of clock hours required for student teaching	496
Number of full-time equivalent faculty in supervised clinical experience during this academic year	8
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	170
Number of students in supervised clinical experience during this academic year	241

Please provide any additional information about or descriptions of the supervised clinical experiences:

ELEMENTARY EDUCATION MAJORS

Ed 201 - Introduction to Education Field Experience (20 hrs); Ed 214 - Integrated Art & Music Methods (10 hrs); Ed 307 -

Building Community through Integrated Social Studies and Science (30 hrs); Ed 313 - School as Community Field Experience (50 hrs); Ed 314 - Math Methods and Assessment (20 hrs); Ed 317 - Language Arts Practicum (30 hrs)

SECONDARY EDUCATION MAJORS

Ed 201 - Introduction to Education Field Experience (20 hrs); Ed 258 - Secondary Education Practicum (50 hrs); Ed 313 - School as Community Field Experience (50 hrs); Ed 332 - Teaching Reading in the Content Area (20 hrs); SS___ Methods of Teaching in Content Area (20 hrs)

Section I.d Teachers Prepared

Provide the number of teachers prepared, by academic major and subject area prepared to teach in 2009-10. (§205(b)(1)(H))

Academic major	Number prepared
Elementary Education	23
English	4
Math	1
Music Education	1
Physical Education	3
Social Science	1
Spanish	1
TOTAL	34

Subject area	Number prepared
Elementary Education	23
English	4
Math	1
Music Education	1
Physical Education	3
Social Science	1
Spanish	1
TOTAL	34

Section I.e Program Completers

Provide the total number of initial teacher certification preparation program completers in each of the following academic years:

2009-10: 34

2008-09: 35

2007-08: 27

Section II. Annual Goals

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the area(s) in which the IHE does not have that program.

Teacher shortage area	Goal for increasing prospective teachers trained
Mathematics	<p>Academic year: 2009-10</p> <p>Goal: One add'l major</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>We met this goal from academic year 09-10 to 10-11 with program participants. Currently there are twelve math education majors. Our goal for next year is to add one additional major. We will accomplish this by working closely with the Math Department and speaking to their students, encouraging them to major in Math Education.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>
Science	<p>Academic year: 2009-10</p> <p>Goal: One add'l major</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>We met this goal from academic year 09-10 to 10-11 with program participants. Currently there are two biology, four chemistry, and one physics education majors. Our goal for next year is to add one additional science major. We will accomplish this by working closely with the Chemistry, Biology, & Physics Departments and speaking to their students, encouraging them to major in Science Education.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>
Special education	<p>Academic year: 2009-10</p> <p>Goal: NA</p>

	<p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>Special education is not an initial licensure program in the state of Kansas.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>
<p>Instruction of limited English proficient students</p>	<p>Academic year: 2009-10</p> <p>Goal: NA</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>ESOL is not an initial licensure program in the state of Kansas.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>
<p>Foreign Language</p>	<p>Academic year: 2009-10</p> <p>Goal: One add'l major</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p> <p>We did not meet this goal from academic year 09-10 to 10-11 with program participants. Currently there are eight Spanish and one French majors. Our goal for next year is to add one additional major. We will accomplish this by working closely with the Foreign Language Department and speaking to their students, encouraging them to major in Foreign Language Education.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>We will continue to work with the Foreign Language Department and speak to their students about the need for foreign language teachers. Students are hesitant to major in foreign languages, particularly French, because of the current budget cuts in school districts, and therefore, a fear of no jobs.</p>

Provide any additional comments, exceptions and explanations below:

Section II. Assurances

Please indicate whether your institution is in compliance with the following assurances.

Training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institution's graduates are likely to teach, based on past hiring and

recruitment trends.

Yes

Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.

Yes

General education teachers receive training in providing instruction to children with disabilities.

Yes

General education teachers receive training in providing instruction to limited English proficient students.

Yes

General education teachers receive training in providing instruction to children from low-income families.

Yes

Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.

Yes

Describe your institution’s most successful strategies in meeting the assurances listed above:

Our most successful strategies in meeting these assurances rest within the relationships that we have established and continue to maintain with our graduates and Partnership Schools. Numerous Benedictine graduates currently in schools with significant numbers of special needs students, students in Alternative High School, and students with limited English proficiency. We routinely place Teacher Education Program (TEP) candidates in field experiences with graduates who serve in schools with greater diversity including ELL students. Graduates of our TEP serve as outstanding sources of expertise and guidance in working with students with special needs, students in Alternative High School, and limited English Proficiency.

In addition, we have developed and articulated Partnership School Agreements with numerous school districts. A number of these have agreed to provide critical placements that expose our candidates to working with special needs and ELL students.

Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate (%)	State Average scaled score
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS)	1				100	165

All program completers, 2008-09						
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2009-10	22	179	20	91	95	177
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2008-09	13	177	12	92	97	178
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2007-08	21	178	20	95	98	179
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	4				96	181
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	5				94	179
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	2				99	179
ETS0550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2008-09	2				94	682
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1				95	155
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1				97	155
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	1				99	156
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1				96	171
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	4				97	169
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	1				99	170
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE	1				96	157

Educational Testing Service (ETS) Other enrolled students						
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	3				97	157
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	2				96	157
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	3				91	175
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2009-10	11	179	11	100	96	175
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2008-09	20	179	20	100	98	175
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2007-08	5				99	175
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2009-10	22	180	21	95	98	177
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2008-09	13	177	13	100	98	177
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2007-08	21	177	21	100	99	177
ETS0390 -PSYCHOLOGY Educational Testing Service (ETS) All program completers, 2008-09	2					
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1				57	162
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1				90	170

ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	4				94	170
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1				50	172
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1				83	176
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1				95	177
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	1				81	174

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2009-10	33	31	94	93
All program completers, 2008-09	33	31	94	95
All program completers, 2007-08	26	25	96	97

Section IV. Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?

Yes

If yes, please specify the organization(s) that approved or accredited your program:

State
NCATE

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

No

Section V. Technology

Does your program prepare teachers to:

- **integrate technology effectively into curricula and instruction**
Yes
- **use technology effectively to collect data to improve teaching and learning**
Yes
- **use technology effectively to manage data to improve teaching and learning**
Yes
- **use technology effectively to analyze data to improve teaching and learning**
Yes

Provide a description of how your program prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of how your program prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

In ED200, Introduction to Education, use of the Promethean smart board and the ActivSlate is demonstrated to the class, and Powerpoint lectures are used to review information and stimulate discussion. Students are required to include use of the Internet as a research tool, and also to create their own multimedia presentation on a topic of interest to share with the class and for evaluation. Various web sites are listed on Blackboard to assist students with writing in APA style and research.

In Ed 220, Psychoeducational Development, a required component is attendance at a two hour training workshop sponsored by the film-making class at Atchison High School. Student groups are then required to create a cooperative group movie which must include a plot, sound track, and dialogue related to a subject which has been covered in the course.

In ED257, Methods and Multimedia in Secondary Education, students learn how to use technology in instruction and also learn various ways to integrate technology into the curriculum. This is done through modeling and instruction by the instructor and also by having students create curriculum products alone and in small groups.

Instruction with technology is modeled in the class with the instructor using Powerpoints, Internet videos and the Promethean smart board. Students must load the Promethean software onto their laptops, then use the Promethean web site to upgrade to a later version. For most, this is a new experience in using technology. Cooperative learning is used while students learn how to use the smart board and demonstrate the use in class for others. Using the ActivSlate is also demonstrated and practiced by the students. Students are required to create a Powerpoint multimedia presentation within a lesson plan, as well as create a lesson using the Promethean board. Both lessons are then presented to the class for practice and evaluation. They are directed to explore the Promethean web site and download Flipcharts for their own use in their curriculum. Multimedia must also be used as part of their required five lesson plans during their field experience placement in a secondary setting.

ED257 students are required to create an interdisciplinary unit within a small, diverse group in class. A requirement of this curriculum unit is to have their students incorporate technology into their end product , which will then be presented to the class for summative evaluation.

Students also learn how to use the document projector, overhead projector, and the Xerox machine. Each of these is demonstrated in the course, and students then have an assignment to complete using each of these technologies.

In ED257, students also learn how to use the state education web site to find information pertinent to their subject area

and future teaching sites. These include finding, downloading, and printing the standards for their discipline and using state education web sites to find information on AYP for a particular school in which they are interested in teaching.

Students also are introduced to an online gradebook by viewing a video on PowerTeacher and then discussing. This allows them to see how versatile and many-faceted PowerSchool is, as it has a real time component for posting grades and accessing information by student, parent, and teacher.

As another example of using technology, at the end of the semester, ED257 students participate in reviewing for a final in a Jeopardy gameshow format created on Powerpoint. At the same time, they learn how to use this format in their own discipline as a curriculum tool.

In Ed 301, Social Studies Methods and Media, pre-service teachers are required to demonstrate the ability to use technology in instruction. Students must construct a webquest for elementary students to use in independent learning. The webquest must be age and content appropriate and use a minimum of five Internet sites. Webquests are published on-line and the pre-service teachers use them with the K-6 students during the Ed 307, Building Community through Integrated Social Studies and Science field experience. The webquests have an assessment instrument and data collection built in.

Also during Ed 307, Building Community through Integrated Social Studies and Science, the pre-service teachers are completing and teaching a unit (using one or more technologies) and they are doing the part of the BPA that requires collection of data on student learning, calculation of learning gains, analysis and reflection.

In Ed 317, Integrated Language Arts Practicum, pre-service teachers are administering Informal Reading Inventories (IRIs) to P-6 students and then using technology to collect and manage the inventory data, which is then analyzed and used to create a reading intervention for the individual students.

In ED460, Personal and Social Well Being, small groups of student teachers are asked to access readings online, summarize, and then share with the class. They may use a Powerpoint or the Internet as a tool for sharing. They are also required to blog on a Class Web Site on a consistent basis to participate in an online discussion with their peers on various topics covered in class. As part of a summative assessment, small groups also create a multimedia project based on current research that has been completed on a particular topic that affects the well being of students.

Section VI. Teacher Training

Does your program prepare general education teachers to:

- **teach students with disabilities effectively**
Yes
- **participate as a member of individualized education program teams**
Yes
- **teach students who are limited English proficient effectively**
Yes

Provide a description of how your program prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

The Teacher Education Program at Benedictine College prepares candidates to teach students with disabilities by

mastering concepts and skills throughout multiple courses and field experiences. The foundational course in special education, Ed 222 Psychology of Individuals with Exceptionalities, begins to establish the knowledge base about various disabilities. In addition to this course, Elementary Education candidates further develop their understanding of special needs students and how to make the necessary accommodations required for them to learn. Ed 301 Social Studies Methods and Media, Ed 303 Science and Health Methods and Media, Ed 314 Mathematics Methods and Media, and Ed 319 Integrated Language Arts Methods all include teaching and learning concepts in support of students with special needs, including ELL needs. Associated field experience courses develop actual teaching skills as lessons are developed and ultimately taught within our Partnership Schools. Ed 307 Building Community through Integrated Social Studies and Science and Ed 317 Integrated Language Arts Practicum require candidates to apply their knowledge and understanding of major concepts, procedures, and accommodations required for instruction in diverse classroom settings to insure that the needs of all students are met, including those with limited English proficiency. Within these courses and field experiences, candidates also learn how teachers participate as a member of individualized education program teams. Candidates actually role-play several scenarios related to IEP team meetings.

Secondary Education candidates learn these same concepts in Ed 257 General Secondary Methods and Media and skills are practiced in the associated field experience, Ed 258 General Secondary Methods Field Experience. Again, candidates develop lessons and accommodations that are required for various types of students' special needs, including ELL. Candidates also engage in role-playing activities related to IEP team meeting scenarios.

Does your program prepare special education teachers to:

- **teach students with disabilities effectively**
Yes
- **participate as a member of individualized education program teams**
Yes
- **teach students who are limited English proficient effectively**
Yes

Provide a description of how your program prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

Special Education is not an initial licensure program in Kansas. The Special Education Teacher Preparation Program at Benedictine College requires that candidates double major in Elementary Education. All of what has already been reported (above) regarding Elementary Education candidates also applies to Special Education candidates.

Special education teaching candidates engage in a series of courses designed to develop the skills towards the effective instruction of individuals with exceptionalities. In ED222 Psychology of Individuals with Exceptionalities, students are exposed to the grounding philosophies of inclusion and the policies and practices outlined in IDEA. They are then exposed to each of the disability categories and time is spent beginning to understand basic characteristics and teaching techniques. This is further explored in ED 226 Characteristics of Individuals with Exceptionalities and ED 320 Curriculum for Individuals with Exceptionalities, which focus on the characteristics and curriculum implanted for exceptional learners. In each course these topics are covered in greater detail and candidates are required to engage in a series of projects with the goal of demonstrating mastery in these subject areas. They are also required to engage with families and practitioners so that course lessons may be applied in authentic settings. Students then engage in ED 326 Assessment of Individuals with

Exceptionalities a course designed to teach candidates about assessment protocols used in special education. Candidates are required to give a number of assessments to children and develop skills in interpreting and apply test findings to curriculum planning. Then students take a pair of courses, ED 322 Building School, Family and Community Partnerships and ED 324 Methods and Materials for Individuals with Exceptionalities, which further apply previous learning. ED 322 provides an opportunity for students to come to understand how students with exceptionalities function in the greater community. Counseling techniques and transition services are highlighted. In ED 324, students are engaged in developing curriculum materials for use in classrooms. Finally, students participate in a semester-long student teaching experience where they are paired with a cooperating teacher. During this semester they act as a professional educator delivering all aspects of the curriculum under the guidance of a licensed teacher.

In addition, SPED candidates engage in a comprehensive curriculum geared towards involvement in a localized problem solving IEP team. In ED 226, candidates engage in a semester-long project with the goal of becoming familiar with the needs of parents/families with exceptional students. This project requires that each candidate conduct a series of at least five interviews with families of exceptional children in order to develop skills in collaborating with parents, using an interview to identify their needs, and develop an understanding of how parents can most effectively engage in their role on an IEP team. In the next course in our sequence, ED 320, candidates are exposed to the development of an IEP document and the IEP process. They are required to write multiple 'mock' IEPs and engage with practicing educators in this process. Next in ED 326, a course on the assessment of individuals with disabilities, candidates are required to learn about and give a number of standardized achievement tests. They then learn how to analyze the data from the test and incorporate this information into the development of an IEP and curriculum planning for individuals with exceptionalities. In ED 322, candidates are again required to engage with parents, practicing teachers and students as they develop an understanding of how teachers engage in the counseling process with families. Finally during their student teaching experience candidates complete two case studies based on the IEP process for students in their classes. They document the complete IEP planning, development and implementation process in these case studies.

Section VII. Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Our Teacher Education Program continues to grow. The number of applicants to our program in the past two years has almost doubled and the quality of our graduates has never been stronger. We have had to add additional sections of many of our courses. In addition we have initiated a new two year program for elementary teachers to add a SPED endorsement to their license. The required courses will be delivered in the evening, during summers, and on-line. We have developed outstanding relationships with a wide group of school districts and continue to articulate, revise, and deepen these relationships via our Partnership School Agreements with them. One such partnership activity during 2009-10 has resulted in a Diversity Project with USD 409 in Atchison. The project has two goals. The first goal is to recruit more minority teachers into the teaching force. We have developed an Introduction to Education course that was offered in the fall of 2010 for Atchison High School 11th and 12th graders who were interested in considering education as a future college major. We put specific efforts toward recruiting minority students into this cohort. If these students qualified for Free and Reduced Lunch, their tuition was scholarshiped. The second goal was geared toward providing support and mentoring (from Benedictine students) for first-generation college bound students from Atchison High School. Our plans are to possibly expand this program to other high schools next year, as well as add a middle school component to the program.

Supporting Files

Benedictine College
Traditional Program

2009-10

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Title II, Higher Education Act
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