

CONTEXTUAL INFORMATION

Mission:

Judson College was founded in 1963 as an evangelical Christian institution. The mission of the Teacher Education Division is to prepare quality educators, committed to Christian principles, dedicated to the betterment of society, who facilitate effective teaching and learning experiences and who will provide positive leadership in education environments in our nation and the world.

Teacher Preparation Programs:

The Teacher Education Division of Judson college is the largest division on campus and offers baccalaureate programs leading to state teacher certification in the areas of Early Childhood Education, Elementary Education, and Secondary Education (including Business/Marketing and Computer Education, English, Math, Music, Physical Education, Science [Biology and Chemistry], Social Science [History and Psychology], and Visual Art), as well as K-12 Specialists in Music, Physical Education, and Visual Art. Judson also offers a *certification only* program for students who currently have degrees in another field but are seeking teacher certification. This year Spanish and Bi-lingual/ESL was added to the list of endorsements and concentrations.

Student Characteristics:

Most undergraduates, in the four year program, are of traditional college age and make up 74% of the program. *Certification Only* candidates tend to be older returning students. Females outnumber males. The majority of students attend full-time and are from the state of Illinois. Approximately ten percent of education majors are minority students.

Admissions Requirements:

Admission to Teacher Education Program:

Candidates must have passed a basic skills competency exam in reading, writing and mathematics and have completed a Practicum experience. They must have a cumulative 2.750 GPA in all professional, major, and concentration courses with all course grades a C or higher. Candidates must also have a portfolio with artifacts to support at least four Illinois Standards along with three satisfactory references from faculty members and external sources (non-Judson). Candidates must also complete a division interview consisting of Division professors and a student Teacher Education Committee representative, as well as be approved for admission by the Teacher Education Committee (consisting of Judson faculty, local public school administrators and teachers, and student representatives).

Admission to Student Teaching:

Candidates must successfully complete the state content area exam prior to their student teaching experience and have completed a total of three practicum experiences with satisfactory recommendations supporting competency for entering the education profession. They must have a cumulative 2.750 GPA in all professional, major, and concentration courses with all course grades a C or higher. Additionally, students must have a portfolio component with artifacts supporting all twelve of the Illinois Professional Teaching Standards. Candidates must also be approved for admission by the Teacher Education Committee (consisting of Judson faculty, local public school administrators and teachers, and student representatives).

Accreditation:

Judson College is accredited by the North Central Association of Colleges and Schools. The Teacher Education Program is also approved by the Illinois State Board of Education.

Teacher Education Vision:

The vision of the Judson Teacher Education Division is tied to a theoretical framework entitled "Partners Pathfinding for Professional Excellence." Partnerships are vital to the success of our program, and, throughout it, partnerships are developed between and among faculty, Judson students, the public school districts, teachers, and students. "Pathfinding" is a term that has been coined to describe the Division's efforts to work with students from many diverse backgrounds and entry points to devise the best "path" to achieve teacher certification and to develop an understanding of how to become responsible decision-makers and path makers for the students they teach. Starting with the premise that knowledge drives instruction, the Teacher Education program exists to prepare reflective entry-level professionals who see education as a moral endeavor and who possess the content and pedagogical knowledge that insures the ability to successfully complete the program and acquire a professional license to teach. Finally, professionalism alone is not enough. The Division has a longstanding reputation for excellence. High standards are expected of students to ensure this reputation continues.

Best Practices:

- Students are required to produce a portfolio, as they proceed through coursework and practica experiences, directly tied to the state teaching standards.
- Multiple authentic and performance assessments are practiced throughout the program – beginning freshman year.
- Practicum and field experiences occur early and often – beginning with the freshman year and continuing through the senior year.
- Practicum and field experiences are in a variety of diverse settings.
- Course syllabi are aligned to and driven by the Illinois State Standards.

Notable Features and Accomplishments:

- All professors are state certified with significant teaching experience in public schools.
- All professors are active in professional organizations.
- Judson College enjoys an outstanding reputation with local districts, therefore, our graduates are heavily recruited by them.
- Many graduates of the Judson program have become principals and administrators in the immediate area.
- Small class sizes are the norm – ranging from 4-25.
- The size of the college and the program allows outstanding opportunities for student/faculty interaction and personal attention. (Faculty also serve as advisors for all education majors.)
- A variety of opportunities are available for service projects and education related activities.
- Classes integrate faith and learning.

Program Information for Judson College 2005-2006	
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S.1 Total number of students admitted into teacher preparation, all specializations, in academic year 2005-2006	74
S.2 Number of candidates in supervised student teaching in academic year 2005-2006	61
S.3 Number of faculty members who supervised student teachers:	
➤ S.3A Full-time faculty in professional education	6
➤ S.3B Part-time faculty in professional education but full-time in the institution	1
➤ S.3C Part-time faculty in professional education, not otherwise employed by the institution	6
S.4 Total faculty student teaching supervisors	13
S.5 Student teacher/faculty ratio (Divide total given in S.2 by the number given in S.4)	5:1
S.6A The average number of student teaching hours per week	40
S.6B The total number of weeks of supervised student teaching required	11-14
S.7 Average total number of hours required	440-560