

CONTEXTUAL INFORMATION

Mission: Saint Xavier University's primary purpose is to develop and sustain challenging undergraduate, graduate, and professional programs of study, marked by superior teaching. The University also supports research and artistic expression, and sponsors selected programs of direct service to metropolitan Chicago. Emphasizing its Catholic heritage and purpose, Saint Xavier University continues to build upon the ideals of its founders and sponsors, the Sisters of Mercy, who in 1846 established an academy defined by intellectual rigor, service to the poor, encouragement of religious faith, and a special interest in women and children. Consistent with this tradition, Saint Xavier University upholds high academic standards, respects freedom of personal religious expression, and honors commonly accepted standards of academic freedom.

Teacher Preparation Programs:

The School of Education at Saint Xavier University offers baccalaureate programs leading to certification in Early Childhood Education, Elementary Education, and Secondary Education in Visual Arts, Science (Biology), English Language Arts, Social Science (History), Mathematics, Music, and Spanish. For candidates holding baccalaureate degrees, the School of Education offers master degree programs leading to initial certification in Early Childhood Education, Elementary Education, Secondary Education, and Multi-categorical Special Education and advanced certification in Educational Administration & Supervision, Reading, Multi-categorical Special Education, and School Counseling. The school also offers master degree programs in Curriculum & Instruction, Community Counseling, and Teaching and Leadership, a program designed for in-service educators who wish to enhance their teaching and leadership skills, and an approval program in English as a Second Language/Bilingual Education.

Student Characteristics:

The following data are descriptive of the 3316 students who constitute the **undergraduate** population: 78% are full time students; 47% are of traditional age; 36% are members of a minority group; and 90% receive financial aid. The **graduate** population consists of 2341 students; 25% are members of a minority group; 48% receive financial aid; 89% are part-time students; and 71% are enrolled in the School of Education.

Admissions Requirements:

Admission to Teacher Education Program: To earn candidate status (undergraduate) students must complete all required coursework with a minimum grade of "C" and have a minimum SXU GPA of 2.5, complete all requirements on the pre-education checklist (ECE/ELEM only), successfully pass the ICTS Basic Skills test, submit to a federal criminal background check, and successfully complete EDU 300 and one other education course in Benchmark I. At the graduate level, students must complete all requirements for admission into the university, submit to a federal criminal background check, pass the ICTS Basic Skills test, successfully complete EDUG 470 and a minimum of six credit hours of professional education coursework (minimum grade of "C") in Benchmark I, and have a minimum 3.0 GPA. All secondary candidates are required to have passed the ICTS content area test and possess a 32 semester hour major in the appropriate field.

Admission to Student Teaching: After successful completion of Benchmark I, successful presentation of the e-portfolio, completion of all SOE requirements, and accumulation of minimum field experience hours, candidates may apply to do their clinical practice.

Teacher Education Vision:

Preparing scholars, lifelong learners, leaders, and reflective professionals who are dedicated to the pursuit of excellence.

Best Practices:

The School of Education provides:

- A sequenced program structure, aligned with institutional, state, and national standards, that supports a clear and deliberate transfer of education theory to instructional practice
- Class sizes that permit strong support and authentic assessment of teacher candidates' growth in knowledge, skills, and dispositions required for effective instruction
- A professional portfolio development process that provides formative feedback throughout the candidate's program
- Extensive candidate participation in assigned diverse clinical settings supervised by university faculty and a classroom-based conceptual framework that guides program design, implementation, and assessment
- Selected programs at the graduate level that enable candidates to complete a program sequence in a cohesive cohort group, pursuing professional goals through a shared academic experience

Notable Features and Accomplishments:

- Programs recognized by: Association of Childhood Education International, National Association for the Education of Young Children, Council for Exceptional Children, National Science Teachers Association, National Association of Schools of Music, American Speech-Language-Hearing Association, International Reading Association, National Council for Teachers of Mathematics, and the National Council of Teachers of English
- Extensive involvement in the P-12 community through external partnerships and faculty consultation
- Highly qualified and experienced faculty, with 100% having doctoral degrees
- Co-sponsorship of the Barbara Vick Early Childhood and Family Center with the Chicago Public Schools
- University-based Child Development Laboratory School
- Provision of diagnostic and support services to children and families through the STAR Learning Academy and the Merwick Academy

Accreditation:

Saint Xavier University is accredited by the North Central Association of Colleges and Schools. All programs offered by the School of Education are approved by the Illinois State Board of Education and all programs leading to initial certification are accredited by the National Council for Accreditation of Teacher Education (NCATE).

Program Information for Saint Xavier University 2006-2007	
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S.1 Total number of students admitted into teacher preparation, all specializations, in academic year 2006-2007	191
S.2 Number of candidates in supervised student teaching in academic year 2006-2007	281
S.3 Number of faculty members who supervised student teachers:	
➤ S.3A Full-time faculty in professional education	7
➤ S.3B Part-time faculty in professional education but full-time in the institution	2
➤ S.3C Part-time faculty in professional education, not otherwise employed by the institution	25
S.4 Total faculty student teaching supervisors	34
S.5 Student teacher/faculty ratio (Divide total given in S.2 by the number given in S.4)	8/1
S.6A The average number of student teaching hours per week	30
S.6B The total number of weeks of supervised student teaching required	16
S.7 Average total number of hours required	480