

COMPONENTS OF THE CONCEPTUAL FRAMEWORK

The Elementary Education Program aligns with the unit's conceptual framework through coursework and clinical experiences. The program is further aligned with professional dispositions that reflect the unit's conceptual framework.

Benedictine University educators are **effective practitioners**, committed to **scholarship, lifelong inquiry, leadership** and **social responsibility**. These four strands are woven into the education curriculum and are reflected in the expectations we have for our graduates:

Scholarship (S)

Benedictine University's education program requires that candidates have a firm understanding of the subject matter and a solid foundation in pedagogical principles that promote understanding of the content. Candidates acquire the knowledge that shapes and influences learning through critical thinking, research-based decisions, and best practices utilizing technological advances and innovative strategies.

Lifelong Inquiry (LI)

Candidates regularly engage in learning through self-reflection by questioning and critically reflecting upon their current understandings. They seek out information, both individually and collaboratively, to formulate an in-depth knowledge base, grounded in research that informs their thinking and decision-making. Candidates incorporate information learned from professional development opportunities and are actively involved in professional groups and organizations.

Leadership (L)

Candidates are prepared to assume leadership roles that enable them to affect change and improve professional practice through the application of educational theory and ethical principles. Candidates learn how to be flexible, supportive, ethical and responsible and they use their knowledge to promote effective educational initiatives that influence learning environments. Through the development of interpersonal and communication skills, candidates pursue opportunities to collaborate with others to positively impact students, the community, and the professional field.

Social Responsibility (SR)

Candidates are dedicated to creating fair and equitable environments that support and enhance the learning of all students. They seek diversity of thought and practice from students and other professionals. Candidates demonstrate honesty and integrity in their actions and communication with others.

Components of the Conceptual Framework are addressed through course readings, activities, and assignments. Table 1 below provides a listing of the required coursework and its alignment to the Conceptual Framework, as stated above. As a part of the assessment system, candidates are evaluated regarding their understanding and application of the conceptual framework by appropriate assessment rubrics. Candidates are further assessed using the School of Education Dispositional Assessment.

Professional Education Courses			
	Course Number	Course Title	Conceptual Framework
Introduction to Teaching	EDUC 200	Preclinical Experience Level 1 with Seminar	S, LI, SR
	EDUC 205	Educational Foundations	S, L, SR
	EDUC 207	Introduction to Education	S, SR
	EDUC 210	Educational Psychology	S, SR
	EDUC 260	Educating Students with Exceptionalities	S, SR
	MUSI 107	Music Appreciation for Educators	S, LI, SR
	PHED 210	Physical Development and Health for Educators	S, SR
Content and Pedagogy	EDUC 234	Preclinical Experience Level 2 with Seminar	S, LI, L, SR
Applications for Student Learning	EDUC 215	Technology for Teachers	S, LI, SR
	EDUC 236	Preclinical Experience Level 3 with Seminar	S, LI, L, SR
	EDUC 308	Creating an Inclusive Learning Environment	S, LI, L, SR
	EDUC 310	Assessment in Action	S, LI, SR
	EDUC 355	Managing the Learning Environment	S, LI, L, SR
Clinical Practice	EDUC 370 EDUC 371 EDUC 372 EDUC 373 EDUC 374 EDUC 375 EDUC 378	Student Teaching with Seminar	S, LI, L, SR

Key: Scholarship (S), Lifelong Inquiry (LI), Leadership (L), Social Responsibility (SR)