

CONTEXTUAL INFORMATION

Mission:

Benedictine University dedicates itself to the education of undergraduate and graduate students from diverse ethnic, racial, and religious backgrounds. As an academic community committed to liberal arts and professional education, distinguished and guided by its Roman Catholic tradition and Benedictine heritage, the University prepares its students for a lifetime as active, informed, and responsible citizens and leaders in the world community

Teacher Preparation Programs:

Benedictine University offers 10 baccalaureate programs leading to state teacher certification and 11 graduate-level certification programs. Secondary certification in grades 6-12 is available in eight areas: Biology, Chemistry, Physics, Mathematics, English, Social Science, Business and Spanish (K-12). The university also offers an alternative certification for adults for teaching science and mathematics in grades 6-12. That program is the result of a partnership initiative between Benedictine University's School of Education and the Illinois Mathematics and Science Academy.

Student Characteristics:

Benedictine University serves more than 3,282 undergraduate students from 25 states and 13 countries. More than 550 students live on campus. Sixty five point eight percent attend full-time, and 96% are Illinois residents. Twenty nine percent of all students are minority. The average ACT score for freshman is 23.

Admissions Requirements:

Admission to Teacher Education Program: Undergraduate candidates must complete at least 24 semester hours of credits with a minimum 2.5 cumulative grade point average; complete the introductory education course and pre-clinical experience at a C level or higher; receive a grade of C or higher in the university's basic skills courses; pass the ICTS Basic Skills test; have three supportive letters of recommendation; pass the background check; successfully complete portfolio artifacts for three of the IPTS; and have successful ratings on professional dispositions for teacher preparation.

Graduate candidates must be formally accepted to the Benedictine University Graduate Program; have completed the university's basic skills courses with a grade of C or higher; complete at least six semester hours of credits with a minimum 3.0 cumulative grade point average; complete the introductory education course and pre-clinical experience at a B level or higher; pass the ICTS Basic Skills test; have three supportive letters of recommendation; pass the background check; successfully complete portfolio artifacts for three of the IPTS; and have successful ratings on professional dispositions for teacher preparation. Secondary graduate students must also pass the ICTS Content-Area test at this time.

Admission to Student Teaching: Undergraduate candidates must be approved for admission into the Teacher Education Program and achieve a minimum cumulative grade point average of 2.5 in university coursework including the academic major and minor, and professional education courses. In addition, candidates must complete all required pre-clinical experiences and pass the ICTS Content-Area test for their certification area. Also

they must successfully complete portfolio artifacts for all eleven IPTS and continue to show successful ratings on professional dispositions for teacher preparation. Graduate candidates must be approved for admission into the Teacher Education Program and achieve a minimum cumulative grade point average of 3.0 in professional education courses as well as complete the general education course requirements and their subject area emphasis for elementary or subject area major for secondary. In addition, they must complete all required pre-clinical experiences and pass the ICTS Content-Area test for their certification area. They must also successfully complete portfolio artifacts for all eleven IPTS and continue to show successful ratings on professional dispositions for teacher preparation.

Accreditation:

Benedictine University is accredited by the Academic Quality Improvement Program-The Higher Learning Commission and the School of Education is accredited by the Illinois State Board of Education.

Teacher Education Vision:

The vision of the School of Education is to create effective practitioners who are committed to scholarship, lifelong inquiry, leadership and social responsibility. These enduring outcomes are developed and nurtured throughout the curriculum. Educators develop **scholarship** by acquiring a breadth and depth of knowledge in the field. As scholars, they learn to embrace **lifelong inquiry** by immersing themselves in a process of on-going questioning and reflecting, resulting in informed thinking and decision-making. They assume **leadership** roles in a variety of environments where they can affect change and improve practice. Their leadership is guided by a sense of **social responsibility** to create fair and equitable surroundings that support and enhance learning in order to maximize each individual's potential.

Best Practices:

- Faculty seek strategies to teach students to analyze and reflect consistently about what they are doing and why, while looking at ways to improve.
- Candidates receive opportunities to complete pre-clinical experiences in high schools, middle schools and elementary settings. These experiences reflect a broad base of cultural, economic and ethnic diversity.
- The University's relationships with the public and private schools in the community, a rich backdrop for realistic experimentation due to the frequent and liberal sharing of resources, faculty and facilities continues to be provided.

Notable Features and Accomplishments

Discussion about the Conceptual Framework has been in progress to reflect better alignment to the curriculum. In order to better assess candidate performance specific to content knowledge, pedagogical skills and professional dispositions, we have developed full partnerships with 8 schools that include diverse populations of school age students. Working with the 8 partnership schools, the preclinical experiences have been redesigned to provide more practice in teaching in school settings.

**Program Information for Benedictine University
2007-2008**

S.1 Total number of students admitted into teacher preparation, all specializations, in academic year 2007-2008	63
S.2 Number of candidates in supervised student teaching in academic year 2007-2008	144
S.3 Number of faculty members who supervised student teachers:	
➤ S.3A Full-time faculty in professional education	3
➤ 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	44
S.4 Total faculty student teaching supervisors	9
S.5 Student teacher/faculty ratio (Divide total given in S.2 by the number given in S.4)	16
S.6A The average number of student teaching hours per week	35
S.6B The total number of weeks of supervised student teaching required	16-U 12-G
S.7 Average total number of hours required	560-U 420-G