

# **BENEDICTINE UNIVERSITY**

**Lisle, Illinois**

**2003-2004 Title II Report**

## **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, Spanish, and Business. The university also offers an alternative certification for adults for teaching science and mathematics in grades 6-12. The 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 2,000 undergraduate students from 23 states and 12 countries. More than 600 students live on campus. Fifty-six percent attend full-time, and 96% are Illinois residents. Twenty-seven percent of all students are minority students. The average ACT score for freshman is 23.

## **Admission Requirements:**

**Admission to Teacher Education:** 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; and pass the ICTS Basic Skills test.

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; and pass the ICTS Basic Skills test. Secondary graduate students must also pass the ICTS Content-Area test at this time.

**Admission to Student Teaching:** Undergraduate candidates must 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 a minimum of 100 clock hours of pre-clinical experiences and pass the ICTS Content-Area test for their certification area. Graduate candidates must achieve a minimum cumulative grade point average of 3.0 in professional education courses and complete a minimum of 100 clock hours of pre-clinical experiences and pass the ICTS Content-Area test for their certification area.

# **CONTEXTUAL INFORMATION**

## **Accreditation:**

Benedictine University is accredited by the North Central Association of Colleges and Schools, and the School of Education is accredited by the Illinois State Board of Education.

## **Teacher Education Vision:**

- The primary goal of the School of Education is to create effective practitioners who are committed to scholarship, lifelong inquiry, leadership and social responsibility.
- We expect our graduates to demonstrate:
  - Scholarship - by knowing their subject matter; being aware of sound teaching principles and staying current in the field;
  - Lifelong Inquiry - by questioning and self-reflecting, actively seeking solutions and being informed thinkers and decision-makers;
  - Leadership - being flexible and supportive collaborators, self-starters; and change agents;
  - Social Responsibility - by building community, recognizing individuals' strengths; and maximizing learners' 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 partnerships with the public schools in the area provide a rich backdrop for realistic experimentation due to the frequent and liberal sharing of resources, faculty and facilities.

## **Notable Features and Accomplishments:**

- Benedictine University received funding from the National Science Foundation and the Howard Hughes Medical Institute to support the development of science content courses that are problem based and inquiry driven. The courses reflect a methodology that future teachers will use when they teach science.
- An Alternative Certification program for teaching science and mathematics in grades 6-12, which reflects a problem-based, inquiry-driven teacher preparation orientation, is available for adults with an undergraduate degree in the sciences or mathematics and at least five years of related work experience. This program received funding from two federal government grants: Funding for the Improvement of Postsecondary Education (FIPSE) and Transition to Teaching.

**Program Information for Benedictine University  
2003-2004**

<b>S.1</b> Total number of students admitted into teacher preparation, all specializations, in academic year 2003-2004	332
<b>S.2</b> Number of students in supervised student teaching in academic year 2003-2004	106
<b>S.3</b> Number of faculty members who supervised student teachers:	
➤ S.3A Full-time faculty in professional education	1
➤ S.3B Part-time faculty in professional education but full-time in the institution	0
➤ S.3C Part-time faculty in professional education, not otherwise employed by the institution	14
<b>S.4</b> Total faculty student teaching supervisors	15
<b>S.5</b> Student teacher/faculty ratio (Divide total given in S.2 by the number given in S.4)	7:1
<b>S.6A</b> The average number of student teaching hours per week	35
<b>S.6B</b> The total number of weeks of supervised student teaching required	12 16
<b>S.7</b> Average total number of hours required	420