

CONTEXTUAL INFORMATION

Mission:

Founded in 1860, Quincy University stands as a Catholic independent, liberal arts institution of higher learning in the Franciscan tradition. Inspired by the spirit of Francis and Clare of Assisi, we respect each person as a sister or brother with dignity, value, and worth. We work for justice, peace, and the integrity of creation. We prepare men and women for leadership and for the transformation of the world by educating them to seek knowledge that leads to wisdom. We welcome and invite all to share our spirit and life.

Teacher Preparation Programs:

Quincy University offers baccalaureate programs leading to Illinois teacher certification in the following areas: Art, Biological Sciences, Elementary Education, English, Social Sciences, Mathematics, Music, Physical Education and Special Education. Certification on the graduate level is also available in Elementary Education and Special Education. The University also offers a graduate program leading to certification in general school administration and school counseling

Student Characteristics:

The majority of the undergraduates are of traditional college age, 85% are full-time students, 74% are Illinois residents, and 96% of all students receive some form of financial aid. Ten percent of all students are minority students. Twenty one states and five foreign countries are represented in the student population. The average ACT score for fall of 2005 Freshmen was 23.

Admissions Requirements:

Admission to Teacher Education: Candidates must have satisfactory performance on the Illinois certification Basic Skills test; satisfactory completion (a minimum of C) in Foundations of Education, English Composition & Text I & II and Speech; a cumulative Grade Point Average (GPA) of 2.600 overall and a 2.600 in course work within the teaching field. Candidates must also have submitted a satisfactory Developmental Electronic Portfolio and must have received satisfactory evaluations in the Clinical I experience. In addition to the above stated criteria, candidates must have successfully completed a criminal background check.

Admission to Student Teaching: Students must have a minimum cumulative grade point average of 2.60; must have completed all professional education courses with a grade of "C" or better including methodology courses and practica; 120 clock hours of directed observation and participation must have been completed with passing or grades of C or better. Candidates must have successfully completed a criminal background check; the content area exam administered by ISBE and submitted a pre-professional portfolio based on ISBE standards. Departmental approval is required.

Accreditation:

Quincy University is accredited by the Higher Learning Commission. The School of Education's teacher preparation programs are also accredited by the Illinois State Board of Education (ISBE).

Teacher Education Vision:

- The conceptual framework of the Teacher Education Program at Quincy University is grounded in the mission statement of the university at large and, more specifically, within the following mission statement of the School of Education.
- Embracing the Franciscan values of respect for the individual and service toward others, the Quincy University School of Education will personalize the development of servant leaders. These inspiring and collaborative professionals will be reflective decision makers, who are committed to the academic and personal success of students, particularly the marginalized, in responsive teaching and learning communities.

Best Practices:

- All teacher education candidates complete a minimum 120 clock hours of clinical experience with students who are culturally different from them before being allowed to student teach.
- Student Teaching typically occurs in the classroom where the last clinical experience was completed and is a full sixteen weeks in length.
- The "Teacher Work Sample" methodology is included in the course work of the Advanced Reading Courses.
- English teacher education majors must, during their student teaching semester, meet with two English Department faculty members to present a lesson plan on the teaching of some aspect of writing and discuss it with those faculty members.
- Senior English majors pursuing certification must demonstrate their reading, writing, and research abilities through various components of the English Department's assessment program.
- All Elementary Education, Special Education, and English majors are required to tutor a minimum of one semester in the University Reading Center with students from the public or private elementary schools who are experiencing reading difficulty.
- Beginning in Spring 2006 The School of Education will implement a Professional Development Model. Foundations of Education, Survey of Exceptional Students, and Educational Psychology will be taught directly in the local Public and Parochial schools and will involve direct interactions with the faculty and students in the K-12 classrooms during the coursetime.
- All students in the Foundations course are taught the Teacher Expectations and Student Achievement Program (TESA).
- Clinical experiences are integrated throughout the preparation program.
- All candidates complete reflective portfolios based on ISBE standards which are submitted at intervals throughout their programs.
- All education classes infuse technology into course requirements.

Notable Features and Accomplishments:

The School of Education is recognized for its commitment to developing educators who are steeped in the concept of servant leadership. Servant leadership, based on the principle humility, is the cornerstone of all School of Education programs. The placement rate for all teacher education graduates students within 90 days of graduation is 95%. All Music Education majors must hold a senior recital and write a recital paper which constitutes a comprehensive experience. The University provides five full scholarships for needy minority students from Illinois interested in pursuing a major in teacher education. A close collaborative working relationship with Quincy public and private schools affords Quincy University students the best in technology, internship sites, and adjunct professors. This relationship has grown into an opportunity for the School of Education to embark on moving toward a Professional Development School. Beginning Spring of 2006 sophomore level education courses will be taught collaboratively in both the parochial and public schools. The University provides collaborative in-service with area schools on a regular basis. During the last school year over 100 seminars and workshops were provided for area

<p>Program Information for Quincy University 2004-2005</p>

S.1 Total number of students admitted into teacher preparation, all specializations, in academic year 2004-2005	39
S.2 Number of candidates in supervised student teaching in academic year 2004-2005	57
S.3 Number of faculty members who supervised student teachers:	
➤ S.3A Full-time faculty in professional education	5
➤ S.3B Part-time faculty in professional education but full-time in the institution	5
➤ S.3C Part-time faculty in professional education, not otherwise employed by the institution	5
S.4 Total faculty student teaching supervisors	15
S.5 Student teacher/faculty ratio (Divide total given in S.2 by the number given in S.4)	3.8:1
S.6A The average number of student teaching hours per week	40
S.6B The total number of weeks of supervised student teaching required	16
S.7 Average total number of hours required	640