

Teacher Education Handbook



**Quincy
University**
School of Education

2018-2019

**Quincy University
School of Education
1800 College Avenue
Quincy, IL 62301
(217) 228-5420**

Please sign and date to indicate that you received a copy of the Teacher Education Handbook

DATE	
PRINTED NAME	
SIGNATURE	

Submit this form to the School of Education office.

I. INTRODUCTION

This handbook summarizes the policies and procedures related to the various Teacher Education programs (TEP) at Quincy University. Students are responsible for knowing the contents of this handbook so that they can work closely with their advisors in order to develop a program that is appropriate to the students' career plans and graduation time-lines.

In addition to this Handbook, students should obtain and keep their own copies of:

1. The Quincy University Catalog: Contains course descriptions, the academic calendar, and major policies and procedures governing academic, social, and financial matters. The School of Education operates within the framework detailed in the Catalog.
2. The Student Teaching Handbook: Provides guidelines for everyone who is approved for such off campus experiences.

Students who have questions about any policies or procedures in the Teacher Education Handbook, the University Catalog, or the Student Teaching Handbook should consult faculty members within the School of Education, the Director of Teacher Education, members of the Teacher Education Committee, or the Vice President for Academic Affairs.

II. THE UNIVERSITY – GENERAL INFORMATION

MISSION STATEMENT

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.

PHILOSOPHY

Quincy University, a Catholic and Franciscan academic community founded in 1860, lives in the spirit of Francis of Assisi. Following in the footsteps of Jesus Christ, St. Francis embraced the whole world in community. We build our community in his spirit as fellow learners, coming together in mutual respect. Quincy University is open to all truth and all seekers of truth.

Quincy University shares in the spirit of St. Francis and of his spiritual sister, St. Clare, by preparing men and women, through undergraduate and graduate programs rooted in the liberal arts, for responsible stewardship and leadership. We keep the spirit of St. Francis alive by viewing the world of learning through the prism of Franciscan values: fidelity to our Catholic roots; Spirituality flowing from Christian faith, prayer, and service; Commitment to safeguarding justice, peace, and the beauty of creation; and respect for the dignity and worth of all individuals.

As a University, we prize excellence in teaching and academic guidance. We provide a liberal arts education that serves as a bridge to both fulfilling careers and committed service. We believe in the long liberal arts tradition linked with professional studies. We strive to integrate technology into all aspects of our curriculum. Responsive to the needs of a fast changing world and a diverse student population, we bring our students directly into educational, professional, cultural, and social settings and experiences that enhance their education and personal growth.

Faithful to the Franciscan spirit, Quincy University calls all members of the University community to shared and lifelong learning that builds character and global citizenship. We respond to the local and global communities by creating programs that teach, serve, and inspire.

HISTORY AND HERITAGE

The history and heritage of Quincy University flow from the story of St. Francis and the first friars, St. Clare and her first sisters, and the early Franciscan movement eight centuries ago in Italy. Their call to follow in the footsteps of Jesus Christ marked their movement as truly universal, endearing them for all time to people of good will. Their respect and love for all of creation and for every living creature, especially the poor and powerless, remain vital eight hundred years later, in harmony with a contemporary commitment to safeguarding justice, peace, and the integrity of creation. Their Franciscan vision channels the power of wisdom into service to others. This vision inspired Franciscan friars from Germany arriving as missionaries to Illinois in 1858.

Among the first initiatives of these friars in the Midwest stands the foundation of a college at Quincy in 1860, a daring move for such recent arrivals. The friars, immediately responsive to the need for education in frontier Illinois, served this need by providing liberal arts education in a Catholic, Franciscan tradition. What has become Quincy University of today was originally named St. Francis Solanus College, after one of the Hispanic missionary heroes of the Franciscan outreach in the Western Hemisphere. Their spirit animates the mission of the University down to the present.

Years of growth and development followed. The State of Illinois chartered the College in 1873. In 1917, the College changed its name to Quincy College and Seminary. The admission of women in 1932 represented another milestone. After World War II, enrollment surged with a corresponding increase in faculty, both friar and lay. The College officially adopted the name Quincy College in 1970. Most recently, an historic change in 1993 resulted in a new status and a new name: Quincy University – a Catholic, independent, liberal arts institution of higher learning that stands in the centuries old Franciscan, Christian tradition of education.

Recalling the words of one Quincy University friar educator of yesteryear, Quincy University strives to inspire “an intimate and warm enthusiasm for everything really good and true and beautiful.”

ACCREDITATION AND MEMBERSHIPS

Quincy University is accredited as a four-year university by The Higher Learning Commission, a Commission of the North Central Association of Colleges and Schools, 300 S. LaSalle St., Suite 7-500, Chicago, Illinois 60604 (800.621.7440). It is approved by the Illinois State Educator Preparation and Licensure Board, 100 N. First Street, Springfield, Illinois 62777 (217.782.4321), to offer education programs for elementary and high school teacher licensure.

Quincy University is also a member of the Council for Advancement and Support of Education, Council for Higher Education Accreditation, Council of Independent Colleges, Association of Catholic Colleges and Universities, Association of Franciscan Colleges and Universities, College Consortium for International Studies, the Associated Colleges of Illinois, and the Federation of Independent Illinois Colleges and Universities.

The University is approved by the State Approving Agency for educational assistance benefits to veterans and veterans' dependents and by the Immigration and Naturalization Service of the U.S. Department of Justice.

NON-DISCRIMINATION POLICY

Quincy University is committed to providing equal opportunity to all qualified individuals in its employment and personnel practices and its admissions, education programs and activities, and treatment of students. It does not discriminate against any person on the basis of race, religion, age, ethnic or national origin, gender, disability, veteran status, marital status, sexual orientation or political persuasion. Any grievances pertaining to discrimination should be directed to the Director of Human Resources.

III. TEACHER EDUCATION

MISSION STATEMENT

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 responsive **and reflective decision makers** throughout their careers, committed to the **academic and personal success of all**, particularly the marginalized.

MISSION STATEMENT-CENTRAL ELEMENTS EXPLAINED

Servant Leaders- One of the University Franciscan visions is one in which student who graduate with a broad background in the liberal arts are leaders charged with a desire to transform the world. The School of Education reflects this part of the University's vision emphasizing the integration of the ideals of Franciscan leadership into the professional practice of teaching. It is hoped that candidates will be able to integrate these ideals and become teachers who perceive their roles as mentors. They will value the notion that teaching is not just a job; Rather, they will view teaching as a profession of value. They will also display attitudes and behaviors reflecting a desire to serve.

Reflective Decision Makers- Candidates must embrace reflective decision making as they examine and evaluate how they practice their profession. They must also convey a sense of humility as they work with students, fellow staff, and parents.

Success For All - The personal and social costs of academic underachievement are high and growing. Each year, increasing numbers of students enter school with circumstances in their lives that schools are ill prepared to accommodate. Yet, from this academically and culturally diverse population must come the next generation of scientists, engineers, and other skilled professionals. In other words, we must ensure the success of "all" students.

ADVISOR AND THE STUDENT

1. How to Obtain an Advisor within the School of Education

- Students are assigned an advisor upon admittance to Quincy University.
- When students are ready to declare a major in education, they should seek advice from their advisor and a professor in education.
- Students may obtain a Change of Advisor form from the Office of the Registrar; after completing this form, the student must submit it to the Office of the Registrar.

2. The Responsibilities of the Advisor

- Retain a file of the student's coursework and status at Quincy University. All materials pertaining to the student's academic standing.
- Meet with the student to plan the general course of studies needed to complete the designated Teacher Education Program.
- Interpret the appropriate academic rules and regulations governing the student's studies at Quincy University.
- Ensuring that all requirements have been met in the student's program.
- Have access to mid-term and final course grades. Students are expected to make appointments to see their Advisors to obtain copies of their mid-term grades. Final grades are mailed to the student (only grades for 100-200 level courses are collected at mid-term).
- Have access to cumulative GPA's for each advisee each semester.
- Serve as either a counselor or as a referring agent to the appropriate office or service when questions or problems beyond the scope of the advisement process are evident.
- Receive the major registration materials to be given to the student during pre- registration advisement.
- Sign all relevant paperwork, such as pre-registration materials, coursework changes, and Advisor changes.
- Remind advisee of timelines/requirements for acceptance or ensure advisee has handbook.

3. How to Make an Appointment with Your Advisor

- Students should make an initial appointment to meet with an advisor if they have not already done so. Faculty schedules are posted on their office doors. Because unexpected events may interfere with strict keeping of office hours, the student should try to schedule an appointment through phoning or emailing the advisor to confirm the appointment. All advisors are happy to schedule appointments at a mutually convenient time outside posted office hours. Messages for a particular faculty member may also be left with the administrative assistant in the School of Education (ext. 5420).

- Discuss with your advisor the following items:
 - Any factors (personal, professional, or academic) that the advisor should be aware of because these factors might affect your life as a Quincy University student
 - Tentative course of studies that will lead to the timely completion of degree and licensure requirements
 - Your current schedule, address, and telephone number(s)

4. When to Schedule a Meeting for Advisement

The student should make appointments for advisement several times per semester. We encourage you to meet with your advisor:

- During pre-registration
 - To plan the schedule for the next semester or term
 - To obtain all needed materials and signatures
- At mid-term, to obtain the mid-term grade report for all freshmen and sophomores
- When any problem arises that is likely to affect scheduling or other matters
- When the student needs advice concerning coursework, scheduling, or other matters
- When the student needs to review their file for continued or amended program planning

5. The Student's Responsibilities

It is the student's responsibility to:

- Make appointments with their advisor within a reasonable time frame.
- Maintain their own checklist of progress and requirements within both the University and the Teacher Education Program. Your advisor will provide you with a checklist. It is helpful to maintain a duplicate program file. **It is ultimately the student's responsibility to see that all requirements for the degree and licensure have been completed in a satisfactory and timely manner.**
- Seek a different advisor, should the student feel that their advisor is not providing the necessary assistance. The student is encouraged to discuss the situation with their advisor first and then with the Director of Teacher Education. If the matter is not resolved, the student should ask to be assigned a different advisor.
- Keep any scheduled advisement appointment or notify the advisor in advance of delay or cancellation, so that another appointment may be scheduled at a mutually convenient time.
- Know the relevant contents of the Quincy University Catalog and various handbooks that relate to Teacher Education Program

APPEAL PROCEDURE

Quincy University recognizes the right of students to appeal decisions concerning non-acceptance or removal from the Teacher Education Program.

The procedures for processing an appeal are as follows:

1. A student who has been denied entrance into the Teacher Education Program or removed from the program can appeal that decision, in writing, to the Director of Teacher Education. A disposition of the appeal will be made by the Director within five (5) class days of the receipt of the written appeal.
2. If the appeal is not settled as described in the previous step, or if the original decision was made by the Director of Teacher Education, the student may appeal, in writing, to the Vice President for Academic Affairs. Disposition of the appeal shall be made in writing by the Vice President for Academic Affairs within five (5) class days after its receipt.

ASSESSMENT SYSTEM

Check Point One – Admission to the Program Recommended During Sophomore Year

Entry point assessment is made when a candidate requests admission to the Teacher Education Program. In order to be considered for entrance, a candidate must submit an application confirming that they have the following:

- Testing: **Pass one or an attempt to pass within the last 6 months**
 - ISBE Test of Academic Proficiency (TAP) – all four subtests
 - ACT Composite of 22 or higher with minimum of 6 on the writing portion*
*writing score is dependent on date of test – see pages 18-19
 - SAT Composite of 1030 (critical reading + math = 1030 or higher) and minimum of 450 on writing
- Creating of an ELIS account [<https://sec3.isbe.net/IWASNET/login.aspx>]
- Cumulative GPA of 2.6 or higher
- Declaration of major filed with Registrar's Office
- State of Illinois criminal background check – Pass
- Two recommendations from instructors in the School of Education
 - Secondary education majors: one recommendation for the School of Education, one from an instructor in your content area
 - Transfer students – your recommendations may come from your previous institution.
- Copy of your transcript (printed from Moodle)

- Completed academic checklist signed by your advisor (transfer students use the degree audit from the Registrar's Office)
- 300 word essay addressing
 - Experiences that influenced your desire to become a teacher
 - Personal beliefs in education students reflecting the School of Education's Mission Statement
- Completed application form
- Required Classes: Must pass with a grade of 'C' or higher
 - ENG 111
 - ENG 112
 - One pre-professional class (EDU 213, EDU 214, EDU 240, or SPE 229)
- **Completed** 15 additional hours from the following list:
 - ENG 200+
 - EDU 213
 - EDU 214
 - EDU 240
 - SPE 229
 - COM 101
 - HIS 111/ HIS 112
 - POL 200
 - PSY 100

Graduate Licensure Candidates must comply with and meet all graduate admissions requirements including minimum GPA, basic skills testing and content-area testing.

Check Point Two – On-Going Program Performance Assessment

- Maintains GPA 2.6 or better

Graduate Licensure Candidates must maintain a minimum GPA of 3.0.

Check Point Three – Successful Completion of Testing Requirements

Student will have successfully passed the entrance exam the semester before they are to begin student teaching. The scores must be sent and updated in their ELIS account. They must receive a passing score on one of the following exams:

- ISBE Test of Academic Proficiency (TAP) – all four subtests
- ACT Composite of 22 or higher with minimum of 6 on the writing portion*
*writing score is dependent on date of test – see pages 18-19
- SAT Composite score of 1110 (evidence-based reading and writing + mathematics = 1110 or higher) and a minimum score of 26 on writing and language

Check Point Four – Admission to Student Teaching

Admission to the student teaching experience offers an opportunity to assess candidate progress toward becoming a beginning teacher. Typically, this assessment occurs during the semester prior to participation in the student teaching experience. The following is a list of the criteria required:

- Maintains GPA 2.6 or better
- Illinois Content Area Test(s) – Pass
- Admission to the Teacher Education Program **at least one full semester** prior to student teaching
- Completion of all program requirements with a grade of C or better
- 120 clock hours in clinical experience
- Application
 - Advisor must sign application and discuss program and portfolio content with candidates
 - Current audit from the Registrar's office

Graduate Licensure Candidates will apply for student teaching following the above criteria including completion of all courses and clinical experience hours.

Check Point Four – State Licensure Application

- Bachelor's degree
- Completion of all student teaching requirements (12 credit hours undergraduate, 6 hours graduate)
- Passing score on edTPA portfolio
- Complete online application and payment process of ELIS once licensure notification has been received (www.isbe.net/elis)

Graduate Licensure Candidates apply for a state teaching license through ELIS in the same fashion as traditional undergraduate candidates (www.isbe.net/elis).

Check Point Five – First Year Teachers and Alumni Evaluation of Success

- 1 and 5 year surveys
- Two types of surveys
 - Alumni
 - Employers of Alumni

FIELD EXPERIENCES

A minimum of 120 clock hours of observation (3 semester hours for an undergraduate student) is required prior to the student teaching semester. These experiences consist of directed observation and participation with a classroom supervising teacher in various school settings. Additionally, students must complete EDU 391 Field Experience Seminar or MSE 590 Field Experience/Seminar prior to student teaching.

When Field Experiences Are Required

Students enroll for field experiences during three semesters following the completion of prerequisites.

Alternate Field Experience

A student may petition to substitute an alternate experience for one or more of the field experiences by completing a “Request for Field Experience Credit: Alternate Experience” and submitting it to the Director of Field Experiences.

How to Apply Field Experience Procedure

1. Register for EDU 290, EDU 291, or EDU 390 and EDU 391 (**Graduate Licensure Candidates** enroll in MSE 590) through normal enrollment procedures.
2. Field experiences are planned and directed primarily through the Director of Field Experiences, so placements will be scheduled and confirmed through the School of Education.

QUINCY UNIVERSITY REQUIREMENTS

Credit by Examination

- While certain general education requirements of the University may be fulfilled with credit given by examination, no courses in professional, elementary, or special education may be replaced by credit through examination.

Grades

- Regardless of the GPA, no grade of C- or lower will be accepted by ISBE in any course offered for licensure (professional education or major).
- The Quincy University GPA is calculated on the basis of courses taken through Quincy University enrollment.

30 Credit Hours Must Be Completed at Quincy University

- A student must complete at least 30 semester hours (18 of which must be in the major or area of concentration) at Quincy University in order to receive a degree from the University.

Transcript Applications

- Applications for official transcripts are made in the Office of the Registrar in Francis Hall. ("Request for Transcript of Academic Record")

Incompletes

- Occasionally a student finds it necessary to request an incomplete in a course, usually because of health reasons. **This decision rests with the course instructor.** The incomplete must be removed by the date set by the instructor, and in no instance may that date be later than the end of the next semester in which the student is registered or later than one year after the date of the incomplete. Incompletes not removed are automatically converted to grades of F at the deadlines stated above. **Incompletes are approved only if extreme extenuating circumstances exist and they must be approved before the semester ends.**
- Incompletes are granted only with the incomplete form with instructor and Director of Teacher Education approval.

Repeating Courses

- Students may repeat courses in order to improve grades and grade point averages. However, the last grade received following each repetition becomes the grade of record.
- Any Quincy University course repeated to improve a grade must be repeated at Quincy University. Courses repeated elsewhere will not affect the Quincy University grade point average.

Application for Graduation

- Students expecting to complete degree requirements this year **MUST APPLY** for graduation. For coursework finished during the fall semester, December will be the graduation date. If classes are finished in the spring, May will be the graduation date. If finished during the summer, August will be the graduation date. Students who will graduate at any of these times may participate in the May graduation ceremony.
- Diplomas are mailed to all graduates within 4-6 weeks of graduation.
- Applications for graduation are due by mid-term fall or spring semester.

Dropping a Course

It is a student's responsibility to be properly registered for courses and to adhere to University policies regarding adding and dropping courses.

- No student may add a course after the first week of classes.
- Courses officially dropped during the first week of classes will not be recorded on transcripts.
- Courses officially dropped during the second through the eleventh weeks of classes will be recorded with a grade of "W."

"Official drop or withdrawal" means that a student has submitted to the Registrar the official forms carrying instructor's and advisor's signatures. Normally, students may not withdraw from individual courses after the eleventh week of a semester. If extenuating circumstances apply, the student may petition withdrawal through the Vice President for Academic Affairs. A student who stops attending a class without an official withdrawal will be given an F for the course on the transcript.

A message to the instructor of an individual's wish to withdraw from the course will NOT generate official documentation for dropping a course.

ILLINOIS LICENSURE TESTS

The Illinois Licensure Tests are designed to assess the subject matter knowledge and basic skills knowledge required for entry-level educators. In addition, a test of professional knowledge is now required. The explicit purpose of the tests is to help identify those candidates who have demonstrated the level of basic skills and subject matter knowledge required to perform satisfactorily in their fields of specialization.

“In 1985 the Illinois legislature enacted Section 21-1a of the School Code, which established a testing program as a part of the state’s licensure requirements. The legislation requires that all candidates for early childhood, elementary, secondary, and special teaching certificates and school service personnel or administrative certificates must successfully complete the Illinois Licensure Testing System Test of Academic Proficiency and the appropriate test(s) of subject- matter knowledge. The purpose of these examinations is to ensure that each certified staff member has the necessary content knowledge and basic skills to serve in Illinois schools.”

Those who complete more than one major field of study must take the content test in each field for which they seek licensure.

Preparing for the Illinois Licensure Tests

1. Study guides that list the objectives and sample test items along with reasoning for the correct answers are available online. <http://www.il.nesinc.com>
2. Students register online at <http://www.il.nesinc.com>. Student can choose preferred dates to take test.

Illinois Licensure Tests are valid for life

Alternatives to the ILTS Test of Academic Proficiency

ISBE allows for other pathways to demonstrate academic proficiency/basic skills. However, please note that scores used for this purpose must be earned in a single administration of the assessment. Scores from multiple assessments cannot be combined to meet the minimum score requirements.

- **ACT:**
Taken prior to 9/1/15 - Composite score of 22 with combined English/Writing score of 19
-OR-
Taken 9/1/15 – 9/9/16 - Composite score of 22 with Writing score of 16
-OR-
Taken 9/10/16 and later - Composite score of 22 with Writing score of 6
- **SAT:**
Taken prior to 3/5/16 - Composite score of 1030 (mathematics and critical writing) with a minimum writing score of 450
-OR-

Taken 3/5/16 and later - Composite score of 1110 (evidence-based reading and writing + mathematics = 1110 or higher) and a minimum score of 26 on writing and language

NOTE: If you took ACT with Writing in High School and earned the necessary 22 composite with 19 Combined English/Writing score, you have met this requirement and need not re-take the exam. Same with the SAT option: if you took the SAT in high school and met the necessary 1030 combined math and critical writing with a minimum 450 on the writing. These scores are valid indefinitely.

Where the Tests Are Administered

- All tests are now offered at the ROE in Quincy. Check online for date availability. <http://www.il.nesinc.com>.

Cost to the Student

- As the cost of test changes frequently, it is best to consult the Illinois Licensure Testing website for the most current information regarding the cost of each test. <http://www.il.nesinc.com>

When Students May Take the Tests

- The Test of Academic Proficiency must be taken before admission to the teacher education program. The content test(s) must be passed before student teaching is begun. edTPA is completed during student teaching.

Special Testing Arrangements

- Special Testing Arrangements are available. Check the website for additional information.

How to Register to Take the Illinois Test(s)

- Visit website: <http://www.il.nesinc.com>

Reports from the State to Examinees

1. The Examinee Score Report is sent to the examinee about two to four weeks after the test is administered. A copy of the results will also be sent to the School of Education and advisors at Quincy University as long as the student indicates this preference on the registration.
2. The Report indicates whether the student has passed or failed the test. Descriptive information is also given so that the examinee may compare total test performance with each of the sub areas of the test(s). If two tests are administered at one time, the student will receive two reports.
3. The student will also receive information about registering to retake any test and information about applying for licensure.
4. Faculty members in education will help students who need assistance when their Examinee Score Reports are received.

For further Information:

Illinois State Board of Education
State Educator Preparation and Licensure Board
100 North First Street
Springfield, IL 62777
Tel (217) 782-4330

OBTAINING AN ILLINOIS TEACHING LICENSE

Becoming licensed in Illinois is a three-part process that requires information

1. From the student,
2. From the Licensure Officer, and
3. From the Illinois Regional Superintendent of Schools.

The Quincy University Licensure Officer assures the Illinois State Board of Education that the student has indeed completed all the approved requirements of the Program(s) and is therefore entitled to the degree and to licensure.

The Regional Superintendent of Schools (either in Quincy or in the student's region of residence in Illinois) is the school official who serves as the regional arm of the State Board of Education, Teaching certificates are always filed with the Regional Superintendent where the teacher is employed.

Criteria

The applicant must have successfully completed all requirements for the degree and for licensure in the field(s) in which a teaching license is requested. These requirements are described in this handbook and in the University catalog as well. (The requirements include successful field experience, successful student teaching, and appropriate grade- point average.)

When to Apply

During the semester of student teaching, those who meet all requirements for the degree and for licensure should complete the graduation application form obtained from the Registrar's Office.

What Documents Are Required?

The individual must provide the Licensure Officer an official transcript from each college/university attended. These transcripts will be forwarded to the Illinois State Board of Education and cannot be the same copies that were sent to the Quincy University Registrar's office. (These are kept in official student files in the Registrar's office.)

How to Apply

1. The applicant completes a transcript request form and turns it in to the Registrar's Office.
2. **The student must also request an official transcript from each institution attended. The transcript must be sealed and official. It must be issued directly to the licensure officer.**
3. The Registrar's Office prepares final official transcripts showing all courses completed and the degree conferred. These transcripts are forwarded to the Licensure Officer.

4. The Licensure Officer submits a list of students who completed our program and are eligible for licensure, to the Illinois State Board of Education. That is based on a review of completed files.
5. The Licensure Officer notifies student that he/she may apply for licensure online from the Illinois State Board of Education (www.isbe.net/ELIS).

Illinois State Board of Education
Department of Educator Preparation and Licensure
100 North First Street
Springfield, IL 62777
Telephone (217) 782-2805

Adams County Regional Superintendent
507 Vermont Street
Quincy, IL 62301
Telephone (217) 277-2080

Licensure Officer
Quincy University School of Education
1800 College Avenue
Quincy, IL 62301
Telephone (217) 228-5420 ext. 3118

OUT-OF-STATE CERTIFICATIONS OR LICENSURES

Students seeking specific out-of-state certification or licensure should consult the Licensure Officer for appropriate program planning.

PROFESSIONAL EDUCATION

The following core coursework is required of all who seek teaching licensure:

Pre Professional Courses:

- EDU 213 Foundations of Education (3), or MSE 504 Foundations of Teaching (3)
- EDU 214 Educational Psychology (3), or MSE 513 Advanced Educational Psychology (3)
- EDU 240 (3) Media and Technology in Education, or MSE 518 Instructional Media and Technology (3)
- SPE 229 Survey of Exceptional Students (3), or MSE 567 Education of the Exceptional Child (3)

Clinical Experiences:

- EDU 290 Clinical Experience (1)
- EDU 291 Clinical Experience (1)
- EDU 390 Clinical Experience (1)
- EDU 391 Clinical Seminar (1), or MSE 590 Clinical Experience/Seminar (1)

Professional Courses:

- Methods Courses, consult major program for required course(s)
- EDU 345 Reading in the Content Area (3) or MSE 514 Reading and Writing Across the Curriculum (3)
- EDU 355 Assessment in Education or MSE 555 Assessments in Education
- EDU 365 Education in Modern Society (3) or MSE 542 Cultural Studies in Education (3)
- EDU 421 Ethics in Education (not required for graduate licensure candidates).

Student Teaching and Coordinating Seminar:

- EDU 4xx Student Teaching (12) or MSE 582 595-Internship I & II (3,3)
- EDU 499 Coordinating Seminar or MSE 591 Internship Seminar

ENDORSEMENTS AVAILABLE

- Reading Teacher
- BIL/ELL
- Special Education

SECONDARY EDUCATION

Students who plan to become teachers at the secondary level (6-12) must meet the requirements associated with the various teaching areas. These programs are administered jointly through the School of Education and representatives of the teaching fields.

Contact Persons within the Teaching Fields

- Students who plan to become secondary level teachers should consult with the appropriate liaison faculty.
- Students will also need to contact the School of Education Office (Ext. 5420) to be sure that all requirements will have been met, and that the student has been advised through the appropriate advisor in the teaching field.
- In addition to the Professional Education Core requirements, Secondary Education majors must complete the following:
 1. Speech 3 hours
 2. Composition and Tests I and II 6 hours
 3. American History 3 hours
 4. American Government 3 hours
 5. Introduction to Psychology 3 hours
 6. College Algebra 3 hours

(Some of these courses may also fulfill Quincy University's general education requirements.)

Teaching Field or Major Requirements

- Students will need to check with their respective teaching field advisors to ensure that all requirements have been met.
- Each teaching area will require a field specific methods course (i.e. ENG 400, HIS 400, BIO 400, MAT 400) and a seminar to accompany student teaching as well.
- Many secondary methods courses are offered on a periodic basis, so the student will need to monitor the schedule closely to be sure that this course has been taken prior to student teaching.
- Student teaching in secondary education is supervised by specific field advisors in the teaching fields.

STUDENT TEACHING – CLINICAL EXPERIENCE

Student teaching is the culminating component of the Teacher Education Program. It is planned individually to ensure that appropriate experiences are included in the placement(s). Students cannot enroll for student teaching until they have applied for and received approval from the Teacher Education Committee. A concurrent enrollment in student teaching seminar is required of all students. The Director of Student Teaching arranges placements in collaboration with the Director of Field Experience and the faculty of the SOE. Students will do their student teaching in the Quincy area.

When to Apply

- Students should apply for student teaching at the beginning of the semester prior to when they plan to student teach. Deadlines for student teaching applications are September 15 and February 15.

Criteria for Permission to Student Teach

1. An approved application for admission to the Teacher Education Program must be on file in the School of Education office.
2. The student must have a minimum cumulative GPA of 2.6.
3. The student must have completed all professional education courses with a grade of "C" or better - consult major program for required course(s)
4. The student must complete satisfactorily Field Experiences consisting of 120 clock hours of directed observation and participation. EDU 290 field experience students are evaluated pass/fail and must earn a "pass" in order to receive credit. In EDU 291, EDU 390, and EDU 391, a grade of C or better must be attained.
5. The student must pass the ISBE Content Area Test(s).

The Application Process

1. The student obtains the "Application for Student Teaching" online.
2. The application must be signed by the student and his/her advisor.
3. The application accepted in the School of Education office will be forwarded to the Teacher Education Committee.
4. The decision of the Teacher Education Committee is sent to the student and to the Director of Teacher Education.
5. If the decision is negative, reasons for not giving permission for student teaching are given. The student may make up deficiencies and reapply during the next student teaching cycle or when all deficiencies have been removed.
6. The student may appeal the decision of the Teacher Education Committee to the Director of Teacher Education and further to the Vice President for Academic Affairs. (See appeal process.)

TEACHER EDUCATION COMMITTEE

Several committees work concomitantly to oversee the Teacher Education Program. The University Committee is the Teacher Education Committee, which consists of the Director of Student Teaching, Licensure Officer, faculty members from the School of Education, and representatives of University curricula that may lead to secondary education or other special licenses.

Various external committees (as in elementary education, special education) consist of advisory members from education programs within the community. These committees meet periodically to assist with matters that are likely to relate to public and private education programs, to the community at large, and to Quincy University graduates.

The Teacher Education Committee oversees the conduct of all aspects of the Teacher Education Program. The membership may include:

- The Director of Teacher Education
- The Director of Student Teaching
- The Licensure Officer
- Representative from each of the secondary programs.
- School of Education faculty

TEACHER EDUCATION PROGRAM

Quincy University is approved by the Illinois State Educator Preparation and Licensure Board to offer teacher licensure programs in the following fields or disciplines:

1. Standard Elementary Education (1-6)

2. Standard Middle School (5-8)

Dual licensure with Elementary or Secondary Education in the following content areas:
English / Math / Science / Social Studies

3. Standard High School Programs (9-12); (grades 6-8 can be added with Middle School license)

- Biological Sciences (MS – Science)
- English (MS – English / Language Arts)
- History (MS – Social Studies)
- Mathematics (MS – Mathematics)

4. Standard Special Programs

- Music Education (K-12):
- Special Education (Pre-K – 21) (dual licensure with Elementary Education)

5. Endorsements

- Coursework leading to endorsements in Reading Teacher, Special Education, Bilingual or English Language Learner are available through Quincy University.
- All programs leading to teacher licensure are administered through the School of Education.
- The secondary teaching licensure programs (6-12) and special (K-12) programs are administered jointly by the School of Education and representatives of the various subject matter disciplines.