

# COLLEGE OF EDUCATION

The University of St. Francis has had a commitment to teacher education since the inception of the Congregation of the Third Order of Saint Francis of Mary Immaculate in 1865. One of the sisters' main concerns was that of preparing teachers for parochial school work. In 1920, the Sisters of St. Francis of Mary Immaculate received a charter to open "The New College" in order to provide women the opportunity to "pursue advanced study, permeated with Catholic principles, and shaped in accordance with Catholic ideals." In the course of time, "The New College" became "Assisi Junior College," and, with the inclusion of a senior college curriculum in the fall of 1930, the name of the institution was changed to the "College of St. Francis," described as a college of liberal arts and sciences. The College was formally organized in 1925; classes, including courses in education, started in the fall of 1925. In May of 1926, the State Board of Education granted approval to issue First Grade Certificates.

Since its founding, the University has continued to operate as a recognized institution with approval to entitle students for elementary certification, special education and in a number of secondary and middle level areas over the history of the program. The Education Department's record of successful preparation of teachers, together with the institution's commitment to meeting the emerging educational needs of a rapidly growing student population in the communities it serves, led to the establishment of the College of Education at the University of St. Francis on June 1, 2000. The College continues to focus on that commitment, and it also continues to examine and enhance the quality of its programs. The faculty and staff provide educational experiences that enhance the intellectual growth and abilities of the college's students. Rooted in its Catholic, Franciscan mission, the College of Education affirms its ability to prepare educators to meet the demands of contemporary society, and its readiness to build on the institution's legacy of high quality teacher education programs.

The College strives to maintain high standards as it seeks to offer undergraduate and graduate students educational opportunities that are truly distinctive. The College of Education at the University of St. Francis provides a model designed to facilitate the ongoing learning of new and experienced educators, to maintain excellence, and to continually improve as it strives to meet the needs of students and the educational community.

## Mission Statement

The mission of the College of Education is to prepare competent and caring educators who understand students, serve the community and develop professionally to become ethical decision-makers and leaders.

## Vision

Rooted in its Catholic, Franciscan mission, the College of Education affirms its ability to prepare educators to meet the demands of contemporary society, and its readiness to build on the institution's legacy of high quality education programs. The College of Education aspires to be a premiere education unit by offering a continuum of high quality programs and services for preservice and in-service educators.

## College of Education Philosophy, Purposes, and Goals

The unit's philosophy is expressed in the three core tenets and corresponding goals that guide our mission and are integrated into every

aspect of our programs. These tenets (*Understanding Students*, *Serving the Community*, and *Finding Our Professional Selves*) represent a shared vision for the implementation of the unit and institutional missions and reflect the knowledge, skills, and dispositions that are fundamental for a University of St. Francis graduate to acquire from its programs. The framework is the product of a common understanding among a cross-section of stakeholders, including faculty and administrators in professional education programs, representatives from the campus community at large, the P-12 public and private school community, and candidates. The tenets are derived from our institutional values, state and national standards, and educational research and have been developed in conjunction with the professional community.

## Understanding Students

At the core of all learning experiences is the student, and all educational experiences must begin with the individual student in mind. Thus, the unit promotes a student-centered approach to teaching and learning that affirms and values the diversity and individual differences that each child or adolescent brings to a learning experience. To that end, the unit seeks to develop teachers and administrators who educate the whole person and design developmentally appropriate learning environments that allow all students to maximize their potential. Technological resources play a central role in accessing and utilizing information in modern society, technology is seen as an essential element in providing appropriate and comprehensive learning experiences.

## Serving the Community

The university's patron saint, Francis, stressed the theme of love and brotherhood, and reached beyond his social status to help individuals in need. Just as St. Francis turned his back on wealth and luxury to embrace poverty and dedicated himself to helping the poor and the weak, the College of Education of the University of St. Francis embraces the community and its needs. Unit programs extend to the community at large through collaborations with schools, religious institutions, social service agencies, businesses, and government. Candidates are expected to view their vocation as an educator as a calling in which the needs of students and the community take on primary importance. Service is not limited to schools but may extend to families, communities, and professional cultures. The unit believes that service, especially to the traditionally underserved, should be of central concern for educators, and it values those practices that promote systemic change and social justice for the betterment of the community.

## Finding Our Professional Selves

The unit expects its members and professional candidates to adhere to the highest professional standards. Educators have professional responsibilities to the community, to students, to colleagues, and to the profession. One manifestation of these responsibilities is expressed through professional dispositions. The principles outlined in the College of Education's Code of Professional Conduct are intended to provide candidates with an explicit description of desirable professional dispositions, characteristics, and actions. The unit cultivates these professional attributes by immersing candidates in a professional culture that models collegiality, life-long learning, and reflective practice that leads to continual improvement.

## Regional Education Academy for Leadership (REAL)

The Regional Education Academy for Leadership (REAL) at the University of St. Francis was established in 2002 as a dedicated initiative

committed to develop dynamic partnerships with the educational community. At the core of each partnership, professional development opportunities are provided for educators at large, designated as Special Students who are not enrolled in an advanced degree program. Simply put, REAL was designed by educators for educators. REAL and its educational partners share a vision of teaching and learning that enables the development of innovative programs, courses, and workshops tailored to meet the evolving needs of the learning community. The ultimate goal of REAL is to enrich the learning experiences and achievement of **all** students by supporting the professional growth of **all** educators.

## A

- Adult TESOL - Certificate Program (<https://stfrancis-public.courseleaf.com/graduate/college-education/adult-tesol-certificate/>)

## E

- Educational Leadership (Ed.D.) (<https://stfrancis-public.courseleaf.com/graduate/college-education/educational-leadership-edd/>)
- Educational Leadership (M.S.) (<https://stfrancis-public.courseleaf.com/graduate/college-education/educational-leadership-ms/>)

## I

- Instructional Coaching - Certificate Program (<https://stfrancis-public.courseleaf.com/graduate/college-education/instructional-coaching-certificate/>)

## R

- Reading (M.S.) (<https://stfrancis-public.courseleaf.com/graduate/college-education/reading-ms/>)

## S

- Subsequent Endorsements (<https://stfrancis-public.courseleaf.com/graduate/college-education/subsequent-endorsements/>)

## T

- Teacher Education Programs (M.Ed.) (<https://stfrancis-public.courseleaf.com/graduate/college-education/teacher-education-programs-med/>)
- Teaching & Learning (M.S.) (<https://stfrancis-public.courseleaf.com/graduate/college-education/teaching-learning-ms/>)