

ASSOCIATION *of* JESUIT COLLEGES & UNIVERSITIES

The logo for the Association of Jesuit Colleges and Universities (AJCU) features the acronym "AJCU" in white, serif capital letters, centered within a dark blue rectangular box. This box is flanked by two horizontal lines that extend outwards, creating a symmetrical, crest-like appearance.

The Association of Jesuit Colleges and Universities (AJCU) represents twenty-eight Jesuit institutions in the U.S. and is affiliated with 100 institutions worldwide. There are twenty-four schools and departments of education at the U.S. Jesuit institutions, all of which have unique Teacher Preparation programs.

The Society of Jesus, whose members are known as Jesuits, was founded in 1540 to provide exceptional and an education experiences world-wide, with a unique mission of educating the whole person, and focus on social justice issues. The Jesuit schools and departments of education seek to provide quality education, while reaching out to the neediest in society to provide them with rich opportunities and experiences that they will hopefully bring back to their communities.

- Jesuit institutions believe that accountability is necessary in order to continue improving learning systems and to be transparent to all parties, whether they be students, parents, graduates, faculty, federal or state governments, school districts, and all who continue to work diligently in elementary, secondary and higher education.
- Proposed new regulations that focus on value-added analysis is of concern. Value information for graduates who are practicing teachers is not a data base that will drive qualitative improvement of teacher preparation programs.
- With the current budgetary climate and the concern to keep college costs minimized, it is recommended that a cost analysis of the impact of these regulations on colleges and universities be conducted.
- Regulations that are not empirically based, will not withstand the test of time. We owe it to federal taxpayers to make sure proposed regulations are derived from research and will contribute to the overall goal of improving teacher preparatory programming.
- The standards adopted by CAEP present a defensible framework by which states may judge the quality of their teacher preparation programs. Those standards address the quality of the candidates, the structure and content of teacher preparation programs, and the success of the graduates.
- Without agreement and clear definitions of quality indicators, establishing the precedent of linking performance of an institution to federal student aid, such as Teach Grants, must be given more careful thought, and should include Congress as a partner in deciding funding and Reauthorization issues.