Title II
Higher Education Act

SUBMIT REPORTS

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University of Saint Mary
Traditional Program
2008-09

Print Report Card

Program Information

Name of Institution: University of Saint Mary
Institution/Program Type: Traditional
Academic Year: 2008-09
State: Kansas

Address: 4100 S 4th St

Leavenworth, KS, 66048

Contact Name: Dr. Frances Juiliano
Phone: 913.758.6159
Email: juilianof@stmary.edu

Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant: No

TQE partnership name or grant number, if applicable:

Section I.a Program Admission

For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.

Element	Undergraduate	Postgraduate
Application	Yes	NA
Fee/Payment	No	NA

Transcript	Yes	NA
Fingerprint check	No	NA
Background check	No	NA
Experience in a classroom or working with children	No	NA
Minimum number of courses/credites/semester hours completed	Yes	NA
Minimum high school GPA	No	NA
Minimum undergraduate GPA	Yes	NA
Minimum GPA in content area coursework	Yes	NA
Minimum GPA in professional education coursework	Yes	NA
Minimum ACT score	No	NA
Minimum SAT score	No	NA
Minimum GRE score	No	NA
Minimum basic skills test score	Yes	NA
Subject area/academic content test or other subject matter verification	Yes	NA
Minimum Miller Analogies test score	No	NA
Recommendation(s)	Yes	NA
Essay or personal statement	Yes	NA
Interview	No	NA
Resume	No	NA
Bechelor's degree or higher	No	NA
Job offer from school/district	No	NA
Personality test (e.g.,Myers-Briggs Assessment)	No	NA
Other (specify:)	No	NA

Provide a link to your website where additional information about admissions requirements can be found:
www.stmary.edu

Indicate when students are formally admitted into your initial teacher certification program:
Junior year

Does your initial teacher certification program conditionally admit students? No

Please provide any additional about or exceptions to the admissions information provided above:

Students must attend our university at least one semester before being eligible for formal admission into the teacher education program.

Section I.b Program Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race

separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

Total number of students enrolled in 2008-09:	75
Unduplicated number of males enrolled in 2008-09:	14
Unduplicated number of females enrolled in 2008-09:	61

2008-09	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	4
Race	
American Indian or Alaska Native:	0
Asian:	0
Black or African American:	5
Native Hawaiian or Other Pacific Islander:	0
White:	70
Two or more races:	0

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2008-09.

Average number of clock hours required prior to student teaching	55
Average number of clock hours required for student teaching	455
Number of full-time equivalent faculty in supervised clinical experience during this academic year	5
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	35
Number of students in supervised clinical experience during this academic year	69

Please provide any additional information about or descriptions of the supervised clinical experiences:

Candidates complete a sequence of supervised clinical experiences beginning with aiding in the classroom with small group instruction, elementary reading practicum or secondary methods practicum, and ending with student teaching.

Section I.d Certified Licensed

Provide the number of students who have been certified or licensed as teachers, by subject and area of certification or licensure.

Teaching subject/area	Number certified/	Number certified/	Number certified/

	licensed 2008-09	licensed 2007-08	licensed 2006-07
TOTAL (all areas/subjects)	28	18	16
Elementary Education	22	16	12
Biology	1	0	0
Chemistry	0	0	1
English	2	0	1
History/Government	2	0	1
Math	1	2	1

Section I.e Program Completers

Provide the total number of initial teacher certification preparation program completers in each of the following academic years:

2008-09: 28

2007-08: 18

2006-07: 16

Section II. Annual Goals

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the area(s) in which the IHE does not have that program.

Teacher shortage area	Goal for increasing prospective teachers trained
Mathematics	**Academic year:** 2009-10 **Goal:** Recruit 2 candidates **Goal met?** **Description of strategies used to achieve goal:** Connect current candidates with prospective candidates within the university. Partner with the math department faculty in identifying prospective candidates. Seek contacts at the local high schools to encourage teaching careers in math. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:**

Science	**Academic year:** 2009-10 **Goal:** Recruit 1 candidate **Goal met?** **Description of strategies used to achieve goal:** Connect current candidates with prospective candidates within the university. Partner with the science department faculty in identifying prospective candidates. Seek contacts at the local high schools to encourage teaching careers in science. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:**
Special education	**Academic year:** **Goal:** **Goal met?** **Description of strategies used to achieve goal:** **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:**
Instruction of limited English proficient students	**Academic year:** **Goal:** **Goal met?** **Description of strategies used to achieve goal:** **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:**
Other	**Academic year:** **Goal:** **Goal met?** **Description of strategies used to achieve goal:** **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:**

Provide any additional comments, exceptions and explanations below:

We have approved programs in math and science. The special education program is not at initial licensure level. We do not have a program in ESOL.

Section II. Assurances

Please indicate whether your institution is in compliance with the following assurances.

Training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institution's graduates are likely to teach, based on past hiring and recruitment trends.
Yes

Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.
Yes

Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.
NA

General education teachers receive training in providing instruction to children with disabilities.
Yes

General education teachers receive training in providing instruction to limited English proficient students.
Yes

General education teachers receive training in providing instruction to children from low-income families.
Yes

Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.
Yes

Describe your institution's most successful strategies in meeting the assurances listed above:

Clinical experience is required in diverse settings including urban and rural areas to provide candidates the experience of working with students of limited English proficiency, low income, or with disabilities. The curriculum focuses on building the candidates' background knowledge related to these areas as well.

Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking test	Avg. scaled score	Number passing test	Pass rate (%)	State Average pass rate (%)	State Average scaled score
235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1					
235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	1					
245 -CHEMISTRY CONTENT KNOWLEDGE	1					

Educational Testing Service (ETS) All program completers, 2006-07						
011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2008-09	22		21	95		
011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2007-08	16		14	88		
011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2006-07	11		11	100		
041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	2					
041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	1					
061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1					
061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	1					
061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	1					
524 -PRINCIPLES LEARNING & TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2008-09	6					
524 -PRINCIPLES LEARNING & TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2007-08	2					
524 -PRINCIPLES LEARNING & TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2006-07	5					

522 -PRINCIPLES LEARNING & TEACHING K-6 Educational Testing Service (ETS) All program completers, 2008-09	21		21	100		
522 -PRINCIPLES LEARNING & TEACHING K-6 Educational Testing Service (ETS) All program completers, 2007-08	16		16	100		
522 -PRINCIPLES LEARNING & TEACHING K-6 Educational Testing Service (ETS) All program completers, 2006-07	11		11	100		
081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	2					
081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	1					

Section III. Summary Rates

Academic Year	Number taking one or more required tests	Number passing all tests taken	Pass Rate (%)	Statewide average pass rate (%)
All program completers, 2008-09	28	26	93	
All program completers, 2007-08	18	16	89	
All program completers, 2006-07	16	16	100	

Section IV. Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?
Yes

If yes, please specify the organization(s) that approved or accredited your program:
State
NCATE

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?
No

Section V. Technology

Does your program prepare teachers to:

- **integrate technology effectively into curricula and instruction**
  Yes
- **use technology effectively to collect data to improve teaching and learning**
  Yes
- **use technology effectively to manage data to improve teaching and learning**
  Yes
- **use technology effectively to analyze data to improve teaching and learning**
  Yes

Provide a description of how your program prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of how your program prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

Candidates are required to utilize technology in the classroom while they are completing their clinical experiences. They provide learning opportunities through virtual field trips and actively engage their students in the use of technology for creative projects and research. Candidates incorporate traditional technology as well as newer technologies such as interactive whiteboards or tablet PCs. With attention to universal design, candidates seek multiple ways of representing information in order to accommodate different learning styles.

During the student teaching semester, candidates must complete a teaching portfolio that assesses their use of data to improve student learning. Candidates must utilize technology in the collection, management, and analysis of data to track student learning progress. Programs such as Excel provide the structure for spreadsheets, tables, and charts that are useful in the analysis and display of the data. In order to prepare the candidates for their role as a professional teacher in using data for instructional decisions, the steps in this process are addressed throughout our teacher education program.

Section VI. Teacher Training

Does your program prepare general education teachers to:

- **teach students with disabilities effectively**
  Yes
- **participate as a member of individualized education program teams**
  Yes
- **teach students who are limited English proficient effectively**
  Yes

Provide a description of how your program prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited

English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

Candidates for general education take a course that specifically focuses on areas of disabilities and effective interventions. Other courses such as reading methods for elementary and content area reading for secondary students also provide examples appropriate strategies to address the special needs of students with disabilities or students with limited English proficiency. During clinical experiences candidates adapt instruction to meet the diverse students in the classroom. Student teachers document their participation on school teams, including IEP teams, to address needs of specific students.

Does your program prepare special education teachers to:

- **teach students with disabilities effectively**
  NA
- **participate as a member of individualized education program teams**
  NA
- **teach students who are limited English proficient effectively**
  NA

Provide a description of how your program prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

Special Education is not an initial licensure program.

Section VII. Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

The University of Saint Mary is a small liberal arts institution. The teacher education program prepares teachers for the surrounding communities that include urban, suburban and rural areas. Courses in the teacher education program are offered during the day as well as in the evenings to accommodate individuals seeking a career change. All candidates participate in the required clinical experiences. Efforts at building caring communities are prevalent among candidates, faculty, and staff. Faculty members are academic advisors and get to know candidates personally and professionally to better meet individual needs and recognize diverse gifts. Because of the small class size, instructors are able to provide individual attention to candidates. Secondary education candidates major in their content area. Faculty from the arts and sciences participate in teaching method courses and observing candidates in 6-12 classrooms during their practicum and student teaching semesters.

Supporting Files

University of Saint Mary
Traditional Program
2008-09

Title II, Higher Education Act
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