# AppendixC

**Annual Institutional Questionnaire on Teacher Preparation: Academic Year: 2006-2007**

| | |
|---|---|
| Institution name: | UNIVERSITY OF SAINT MARY |
| Address: | 4100 S 4th Street Trafficway |
| City: | LEAVENWORTH |
| State: | KS |
| Zip code: | 66048 |
| Respondent name and Title: | Sister Frances Juiliano, Unit Head |
| Respondent phone number: | 913-758-6159 |
| Fax: | 913-758-6162 |
| Electronic mail address: | juilianof@stmary.edu |
| Name of President/Chief Executive ( or designee) | Sister Diane Steele, Ph.D. |

# Section II. Program information.

(A)Number of students in the regular teacher preparation program at your institution:

Please specify the number of students in your regular teacher preparation program during academic year 2006-2007, including all areas of specialization.

| | |
|---|---|
| 35 | Total number of students enrolled during 2006-2007. |
| 16 | Total number of program completers 2006-2007. |

Number of students in the alternate teacher preparation program at your institution:

Please specify the number of students in your alternate route teacher preparation program during academic year 2006-2007, including all areas of specialization. Do not include Transition to Teaching students who receive a stipend from the state grant.

| | |
|---|---|
| 3 | Total number of students enrolled during 2006-2007. |
| 0 | Total number of program completers 2006-2007. |

(B) Information about supervised student teaching

| | |
|---|---|
| 19 | How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 2006-2007? |

Please provide the numbers of supervising faculty who were:

| | |
|---|---|
| 1.00 | 1. Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students. |
| 3.00 | 2. Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program. |
| 3.00 | 3. Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty. |

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

| | |
|---|---|
| 7.00 | Total number of supervising faculty for the teacher preparation program during (add: B1, B2, & B3). |

| | |
|---|---|
| 2.71 | The student/faculty ratio (divide the total # students by total supervising faculty). |

| | |
|---|---|
| 35.00 | The average number of hours per week required of student participation in supervised student teaching: |
| 13.00 | The total number of weeks of required supervised student teaching: |
| 455.00 | The total number of supervised student teaching hours required |

Information about state approval or accreditation of teacher preparation programs:

| | |
|---|---|
| n | Is your teacher preparation program currently approved or accredited by the state? |
| n | Is your teacher preparation program currently accredited by the National Council for the Accreditation of Teacher Education (NCATE)? |
| n | Is your institution currently accredited by the North Central Association of Colleges and Schools? |
| | Please list any additional accrediting sources: |
| | |

An institution is designated as low-performing if the institution was “accredited with probation” between July 1, 2003 and July 1, 2006 by the Kansas State Board of Education

OR

An institution is designated as low-performing if the institution was “denied accreditation” after July 1, 2006 by the Kansas State Board of Education

| | |
|---|---|
| o | Is your teacher preparation program currently under designation as “low-performing” by the state (as per section 208 (a) of the HEA of 1998)? |

# Section III. Contextual information.

| | |
|---|---|
| Web link to Institution: | www.stmary.edu |

| 2006-2007 Undergraduate Enrollment | Institution | Education Program |
|---|---|---|
| full-time students | 415 | 12 |
| part-time students | 133 | 10 |

| 2006-2007 Graduate Enrollment | Institution | Education Program |
|---|---|---|
| full-time students | 36 | 3 |
| part-time students | 253 | 170 |

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2006-2007 Admission Requirements.

admission to teacher education:

•Junior level status
•Cumulative GPA of 2.75
•Required scores on basic skills test: PPST (Reading: 173, Writing: 172, Math: 172)
•Two faculty recommendations regarding candidate's academic performance and interpersonal skills
•Two recommendations from employers or others (e.g. supervisors, school or church)
•Essay focusing on reflection and analysis of own learning
•Evidence of physical fitness (Certificate of Health for School Personnel K.S.A. 72-5213)

admission to student teaching:

•Completion of required professional education courses within sequence
•Completion of general education and major requirements prior to student teaching semester
•Cumulative GPA of 2.75
•Recommendation of Advisor
•Recommendation of Department Chair of major
•Satisfactory evaluations from field experiences (K-12 classroom teachers and university supervisors)
•Evidence of physical fitness (updated Certificate of Health for School Personnel)

2006-2007 Program Completion Requirements.

•Students seeking a degree must complete 128 credit hours. Elementary education candidates complete the requirement of an elementary education major. Secondary education candidates complete the requirements of the major in their specialty area.
•Elementary education candidates complete 43 credit hours in education (coursework and student teaching). Secondary education candidates complete 31 credit hours in education (coursework and student teaching).
•Candidates complete sequenced field experiences throughout the program and receive satisfactory evaluations from K-12 classroom teachers and university supervisors.
•Candidates complete a total of 13 weeks of supervised student teaching.
•Candidates must receive satisfactory evaluations from student teaching experience (K-12 cooperating teachers and university supervisors).

| During 2006-2007 was passing the state certification test required? | **PLT** | **CONTENT** |
|---|---|---|
| before student teaching | NO | NO |
| program completion | NO | NO |
| degree requirement | NO | NO |
| certification/licensure only | YES | YES |

| | |
|---|---|
| 3.44 | Average GPA of 2006-2007 cohorts. |
| 0.00 | Average ACT score of 2006-2007 cohorts. |

| | |
|---|---|
| 12 | Number of completers hired in their fields during their first year of eligibility. |

| | |
|---|---|
| 0 | Number of completers participating in the Kansas Performance Assessment? |
| 0 | Number of completers passing the KPA? |

| Demographic Characteristics of Completer 2006-2007 | Number |
|---|---|
| Male | 3 |
| Female | 14 |
| | |
| African American | 0 |
| American Indian | 0 |
| Asian | 0 |
| Hispanic | 1 |
| White | 16 |
| Other | 0 |
| | |
| Early ChildHood* | 0 |
| Elementary* | 12 |
| JR. High-Middle School* | 0 |
| Secondary* | 4 |
| PreK-12 Programs* | 0 |
| Special Education* | 1 |
| Total<br>*total number may be greater than total number of completers because of “multiple level” options | 17 |

| 2007-2008 Undergraduate Enrollment | Institution | Education Program |
|---|---|---|
| full-time students | 411 | 17 |
| part-time students | 182 | 20 |

| 2007-2008 Graduate Enrollment | Institution | Education Program |
|---|---|---|
| full-time students | 49 | 6 |
| part-time students | 240 | 148 |

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2007-2008 Admission Requirements.

admission to teacher education:

•Junior level status
•Cumulative GPA of 2.75
•Required scores on basic skills test:  PPST (Reading: 173, Writing: 172, Math: 172)
•Two faculty recommendations regarding candidate's academic performance and interpersonal skills
•Two recommendations from employers or others (e.g. supervisors, school or church)
•Essay focusing on reflection and analysis of own learning
•Evidence of physical fitness (Certificate of Health for School Personnel K.S.A. 72-5213)

admission to student teaching:

•Completion of required professional education courses within sequence
•Completion of general education and major requirements prior to student teaching semester
•Cumulative GPA of 2.75
•Recommendation of Advisor
•Recommendation of Department Chair of major
•Satisfactory evaluations from field experiences (K-12 classroom teachers and university supervisors)
•Evidence of physical fitness (updated Certificate of Health for School Personnel)

2007-2008 Program Completion Requirements.

Satisfactory completion of all required college and program coursework and field experiences:
•Students seeking a degree must complete 128 credit hours.  Elementary education candidates complete the requirement of an elementary education major.  Secondary education candidates complete the requirements of the major in their specialty area.
•Elementary education candidates complete 43 credit hours in education (coursework and student teaching).  Secondary education candidates complete 31 credit hours in education (coursework and student teaching).
•Candidates complete sequenced field experiences throughout the program and receive satisfactory evaluations from K-12 classroom teachers and university supervisors.
•Candidates complete a total of 13 weeks of supervised student teaching.
•Candidates must receive satisfactory evaluations from student teaching experience (K-12 cooperating teachers and university supervisors).

| Will your institution require the state assessments for 2007-2008? | **PLT** | **CONTENT** |
|---|---|---|
| before student teaching | NO | NO |
| program completion | NO | NO |
| degree requirement | NO | NO |
| certification/licensure only | YES | YES |

| Demographic Characteristics Teacher Education Enrollment 2007-2008 | Number Initial Program | Number Added Endorsement | Number Advanced Program |
|---|---|---|---|
| Male | 5 | 1 | 30 |
| Female | 32 | 4 | 119 |
| | | | |
| African American | 2 | | 4 |
| American Indian | | | |
| Asian | | | 1 |
| Hispanic | 1 | | 6 |
| White | 31 | 4 | 115 |
| Other | 3 | 1 | 23 |
| | | | |
| Early ChildHood | | | |
| Early ChildHood Unified | | | |
| Elementary | 21 | | |
| JR. High-Middle School | | | |
| English/Language Arts | | | |
| History comprehensive | | | |
| Math | | | |
| Science | | | |
| Secondary | 16 | | |
| English/Language Arts | 5 | | |
| Journalism | | | |
| Speech/Theatre | | | |
| History and Government | 4 | | |
| Psychology | | | |
| Math | 5 | | |
| Biology | 2 | | |
| Chemistry | | | |
| Physics | | | |
| Earth Space Science | | | |
| Business | | | |
| Family and Consumer Science | | | |

| Demographic Characteristics Teacher Education Enrollment 2007-2008 | Number Initial Program | Number Added Endorsement | Number Advanced Program |
|---|---|---|---|
| Agiculture | | | |
| Technology Education | | | |
| Communication Technology | | | |
| Power,Energy, Transportation Tech | | | |
| Production Technology | | | |
| K-12 Programs | | | |
| Art | | | |
| Foreign Language - French | | | |
| Foreign Language - German | | | |
| Foreign Language - Spanish | | | |
| Foreign Language - Other | | | |
| Music | | | |
| Vocal Music | | | |
| Instrumental Music | | | |
| Health | | | |
| Physical Education | | | |
| Special Education | | 5 | |
| Adaptive | | 5 | |
| Functional | | | |
| Gifted | | | |
| Deaf or Hard of Hearing | | | |
| Visually Imparied | | | |
| Reading Specialist | | | |
| ESOL | | | |
| Library Media Specialist | | | |
| School Counselor | | | |
| School Psychologist | | | |
| Leadership | | | |
| Program | | | |
| Building | | | |
| District | | | |

| | |
|---|---|
| YES | Do you have Professional Development School partnerships that help design, implement, and evaluate clinical experiences? |
| NO | Does your partnership agreement require teacher ed. faculty to work directly in the schools? |

Distance education refers to courses delivered to off-campus locations via live or prerecorded video, or computer technologies. Distance education excludes courses conducted exclusively on campus, courses conducted by written correspondence, courses for which the instructor travels to an off-campus site to deliver instruction in person.

| | Initial Program | Added Endorsement | Advanced Program | Other does not lead to licensure |
|---|---|---|---|---|
| Number of distance Learning courses offered | 0 | 0 | 0 | 12 |
| Total Enrollments in distance learning courses | 0 | 0 | 0 | 139 |
| List Names of distance learning programs | 0 | 0 | 0 | Master of Arts in Teaching |

# Section IV. Response to Areas for Improvement

Date of Last Accreditation Visit:

11/8/2003 12:00:00 AM

Areas for Improvement for Accreditation:

On site visit in Fall 2003—Advanced Programs

The unit does not ensure that all candidates have opportunity to work with diverse students. (Standard 4):
Field experience in the MA program requires Candidates to interact with students from diverse populations. Candidates in the MAT distance program are classroom teachers who utilize their classrooms for field experience. The program requires the Candidates to apply multicultural concepts in their classroom instruction. Candidates within the MAT program collaborate with their peers across the country and in various school settings. This provides them the opportunity to review and support the instructional strategies that are effective for diverse classrooms.

Candidates in the MAT program have limited opportunity to work with diverse faculty. (Standard 4):
Efforts have continued to identify additional diverse faculty for the MA and MAT advanced programs.

Candidates in the MAT programs have limited opportunities to interact with diverse peers. (Standard 4):
In reporting the race/ethnicity, we must rely on the optional data that the Candidates provide, especially in the MAT that is a distance program. Our current enrollment in the advanced programs is 169. Although only 6% of the students identified specific categories other than White, 16% indicted Other. When combining the unknown category with the specific categories listed, there were more than 22% of the advanced Candidates listed in categories other than white. It is possible in the MAT program that Candidates are interacting with diverse peers to an extent greater than we are able to accurately report.

From visit in Spring 2001 related to Initial preparation:
The full-time faculty lacks cultural diversity (standard 4)
The professional education unit continually strives to attract a more diverse faculty through its advertising efforts. In addition to advertising positions in local newspapers that include listings on the Internet, the unit posts the full-time positions in the Chronicle of Higher Education and the Affirmative Action Register (AAR). The professional education unit intentionally selected the Affirmative Action Register, the national EEO recruitment publication, as one of its major means of advertising full-time faculty positions in order to reach prospective faculty from diverse populations.

Areas for Improvement for Programs:

NA for last visit

Changes to Programs (content and/or pedagogy curriculum) based on continuous improvement:

University of Saint Mary participates in the Alternative Licensure Program as a member of the Midwest Associated Colleges Consortium (MACC). This year each MACC institution identified additional coursework that the candidates in the alternative licensure program can add to their licensure coursework if they choose to seek a master's degree at the end of their program.

Since USM does not have a post baccalaureate program for initial licensure, the Education Unit identified several courses within the initial program that can be taken at the graduate level for those who already have a bachelor's degree. These courses can then be transferred into a master's program for those who will seek a master's degree after licensure.

Because of the growing number of candidates from Johnson County, the Unit has expanded field experience sites to include more schools within the Johnson County area. The program continues to require field experience in diverse settings as well.

# Section V. Optional Information

Please use this space to provide additional information:

**Mission**

The University of Saint Mary educates students of diverse backgrounds to realize their God-given potential and prepares them for value-centered lives and careers that contribute to the well-being of our global society.

The University of Saint Mary believes in the dignity of each person's capacity to learn, to relate, and to better our diverse world. We value community, respect, justice, and excellence.

The University of Saint Mary is a Catholic, coeducational liberal arts institution sponsored by the Sisters of Charity of Leavenworth. The university takes its distinctive quality from such a tradition: commitment to baccalaureate and graduate education which illumines and enlarges the mind and spirit and informs professional and moral actions; commitment to the Gospel and the person of Jesus Christ; and commitment to service. As a university it takes its evolving shape from timely and thoughtful response to needs. Thus its programs serve students of diverse ages, backgrounds, and religions in programs on and off campus.

As a community the university strives to both teach and to be itself a model of what it teaches: of the humane, intellectual, and cultural values of a liberal education, and of continuous learning and professional competence placed at the service of others. As a community it proposes to reflect certain other ideals: religious conviction lived out in behavior; Christian social consciousness that calls for knowledge, responsibility, and world vision; and work that strives to better individual human lives as well as larger human systems. As a community the university seeks those human qualities that nurture growth, qualities such as friendliness, simplicity, and respect for the individual person.

The University of Saint Mary campus is located in Leavenworth, KS. In addition, Saint Mary offers programs at its Overland Park, KS campus. The university is currently offering degrees in 25 majors and 6 master's degrees in business administration, management, psychology, education and special education. In 1999 the university initiated a Master of Arts in Teaching through distance learning.

**Teacher Education Vision**

In fulfillment of the University of Saint Mary mission and goals, the department of education is dedicated to liberal professional preparation for teaching, and this commitment is manifested through its critical reflective teacher model. The idea that teachers actively inquire and learn from their experience is the most tenable vision of what we aspire for our teacher candidates. The critical reflective teacher model is based on the belief that critical reflective teachers utilize the best available resources and instructional methods to impact the learning of students in P-12 schools.

Reflective teaching depends on the intelligent use of theories and principles drawn from psychology, sociology, history, philosophy, and other liberal fields as instrumentalities of judgment. Thus, liberal studies provide the guides for problem formation, interpretation, and action, which constitute the elements of critical reflective thought. As a result of a continuous cycle of systematic inquiry, warranted judgments, informed actions, and assessment, confidence in raising the quality of outcomes in candidate learning is also high. Dewey argued that reflective teachers are empowered to be lifelong students of their own practice in its broadest social and intellectual implications. It is this idea that teachers should be lifelong learners and inquirers which echoes Saint Mary's commitment to continued intellectual growth.

The critical reflective teacher model honors the intelligence and judgment of the teacher in dealing with practice and empowers the teacher to engage in ongoing study of his/her own practice. Yet, sound practice depends on more than reflective thinking: it demands that the process of reflection serve moral ends. Thus, a further element of the University of Saint Mary's teacher education programs gives emphasis to the role of the teacher and of schools in fostering social change.

Through coursework and field experiences, the teacher education program at the University of Saint Mary seeks to engage candidates in a critical analysis of social institutions, conditions, and ideals in order to help teacher candidates understand the mechanism of social and educational inequality and to enable them to work for social justice.

**Notable Features and Accomplishments**

University of Saint Mary education programs were selected as a participant in the CIC Teach 21 Project involving Records of Practice. Education department faculty members will research multimedia representations of teaching (MRTs) and revise their assignments and syllabi to incorporate sites that relate to their course content. Instructors will utilize the KEEP toolkit, a powerful multimedia ePortfolio tool that is available for free from the Carnegie Foundation for the Advancement of Teaching.

Of the teacher education candidates testing since the requisite state score was established for the PLT, 11 candidates (26%) have received the recognition of Excellence on the PLT with scores of 185 or above. All undergraduate programs submitted program reviews to the Kansas State Department of Education in fall 2007. Data within the reports indicated that the candidates are meeting the state and program standards for each area of licensure.

In December 2007, the USM graduate programs (Master of Arts in Education and Master of Arts in Teaching) received the CHEA Award for Institutional Progress in Student Learning Outcomes. Data included for these programs demonstrated outstanding achievement in promoting candidate success, based on overall learning outcomes. A summary of the data indicated that participation in the MA in education and MAT programs leads graduates to expand their repertoire of knowledge and skills, use them more frequently, and increase their reflection on the values that influence action. As a result, our graduates actualize our graduate conceptual framework, Knowledge in Action, mission and have the tools to enable others to meet outcomes.

Data from clinical experiences assessments completed by mentoring teachers have indicated that candidates generally receive ratings of 4 (exceeds expectations) or 3 (meets expectation). All 2005-2006 and 2006-2007 candidates received ratings of “excellent potential” or “very good potential for teaching” from the recommendations of mentor teachers.

University of Saint Mary was identified as a partner with the Olathe School District in the “Grow Our Own” Educator Program. In this program, the district provides financial support to eligible high school graduates or employees of the district who pursue a career in teaching.

The USM Education Unit was a recipient again of a subgrant of SIG IHE (State Improvement Grant for Institutions of Higher Education). The subgrant supports projects to strengthen the teacher education program in its preparation of teachers to meet the needs of all students in the classroom.

At the National Association for Multicultural Education (NAME) Annual Conference in November 2007, three faculty members (Wilbur, Riegg, and Scott) presented Reducing Cultural and Power Barriers: An Interdisciplinary Framework. The presentation was based upon the results of a joint project between the education department and the history/government/global studies department that brought high school students to campus for a day of problem-solving around an international issue.