

## Title II Higher Education Act

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University of Saint Mary  
Traditional Program  
2009-10

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**Name of Institution:** University of Saint Mary  
**Institution/Program Type:** Traditional  
**Academic Year:** 2009-10  
**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/credits/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](http://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 2009-10:	66
Unduplicated number of males enrolled in 2009-10:	14
Unduplicated number of females enrolled in 2009-10:	52

2009-10	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	5
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	0
Black or African American:	6
Native Hawaiian or Other Pacific Islander:	0
White:	49
Two or more races:	0

**Section I.c Supervised Experience**

**Provide the following information about supervised clinical experience in 2009-10.**

Average number of clock hours required prior to student teaching	80
Average number of clock hours required for student teaching	525
Number of full-time equivalent faculty in supervised clinical experience during this academic year	7
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	73
Number of students in supervised clinical experience during this academic year	68

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

All teacher candidates are supervised by faculty from the education department and PreK-12 faculty. In addition, secondary education candidates are supervised by university faculty from the secondary education major content areas as well.

**Section I.d Teachers Prepared**

**Provide the number of teachers prepared, by academic major and subject area prepared to teach in 2009-10. (§205(b)(1)(H))**

Academic major	Number prepared

Elementary Education	17
English	1
History	6
Mathematics	1
Theatre	2
TOTAL	27

Subject area	Number prepared
Elementary Education	17
English language arts	1
History/Government	6
Mathematics	1
Speech/Theatre	2
TOTAL	27

Section I.e Program Completers

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

2009-10: 27

2008-09: 28

2007-08: 18

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	<p><b>Academic year:</b> 2009-10</p> <p><b>Goal:</b> Recruit 2 candidates</p> <p><b>Goal met?</b> No</p>

	<p><b>Description of strategies used to achieve goal:</b></p> <p>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.</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>We have one new candidate that will begin education coursework in fall 2012. We will continue partnering with the math department faculty and inviting freshmen and sophomores to meetings of the campus education organization (ASCD). We will arrange for current teacher candidates to attend the science/math club (SAM) and share information about the field of education. Information will also be shared with freshmen during the "First Year Experience" course for all freshmen. We will also continue establishing contacts with elementary, middle, and high schools to encourage students to consider STEM and education careers.</p>
<p>Science</p>	<p><b>Academic year:</b> 2009-10</p> <p><b>Goal:</b> Recruit 1 candidate</p> <p><b>Goal met?</b> Yes</p> <p><b>Description of strategies used to achieve goal:</b></p> <p>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.</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>We have one new candidate that will begin education coursework in fall 2011 and one candidate that will begin in fall 2012. We will continue partnering with the science department faculty and inviting freshmen and sophomores to meetings of the campus education organization (ASCD). We will arrange for current teacher candidates to attend the science/math club (SAM) and share information about the field of education. Information will also be shared with freshmen during the "First Year Experience" course for all freshmen. We will continue establishing contacts with elementary, middle, and high schools to encourage students to consider STEM and education careers. In education courses, we will invite guest speakers who work in the field of science to share how science is used in their professions and to discuss ways that teachers can promote K-12 students' interest in science.</p>
<p>Special education</p>	<p><b>Academic year:</b> 2009-10</p> <p><b>Goal:</b> NA</p> <p><b>Goal met?</b></p> <p><b>Description of strategies used to achieve goal:</b></p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in</b></p>

	<b>meeting goal:</b>
Instruction of limited English proficient students	<p><b>Academic year:</b> 2009-10</p> <p><b>Goal:</b> NA</p> <p><b>Goal met?</b></p> <p><b>Description of strategies used to achieve goal:</b></p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p>
NA	<p><b>Academic year:</b> 2009-10</p> <p><b>Goal:</b> NA</p> <p><b>Goal met?</b></p> <p><b>Description of strategies used to achieve goal:</b></p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p>

**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 tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate (%)	State Average scaled score
ETS0235 - BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1				100	165
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) Other enrolled students	3				83	175
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2009-10	17	181	16	94	95	177
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2008-09	22	179	21	95	97	178
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2007-08	16	179	14	88	98	179
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1				96	181
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	2				94	179
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE	1				95	155

Educational Testing Service (ETS) All program completers, 2009-10						
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1				97	155
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	2				99	156
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2009-10	8				96	175
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2008-09	6				98	175
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2007-08	2				99	175
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	4				91	175
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2009-10	17	176	17	100	98	177
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2008-09	21	175	21	100	98	177
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2007-08	16	176	16	100	99	177
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	6				90	170
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	2				94	170
ETS0221 -SPEECH COMMUNICATIONS Educational Testing Service (ETS) All program completers, 2009-10	2					



## Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2009-10	25	23	92	93
All program completers, 2008-09	28	26	93	95
All program completers, 2007-08	18	16	89	97

## 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.

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**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  
2009-10

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