

# Title II Higher Education Act

Submit Reports

View Reports / Resources

Technical Assistance

Contacts / Help

## SUBMIT REPORTS

- Instructions
- Institution/Program Information
- Section I.a Admission Requirements
- Section I.b Enrollment
- Section I.c Supervised Clinical Experience
- Section I.d Teachers Prepared by Subject Area
- Section I.d Teachers Prepared by Academic Major
- Section I.e Program Completers
- Section II Annual Goals
- Section II Assurances
- Section III Pass Rates
- Section III Assessment Pass Rates
- Section III Summary Pass Rates
- Section IV Low-Performing
- Section V Use of Technology
- Section VI Teacher Training
- Section VII Contextual Information
- Section VIII Report Card Certification
- Print Report Card**
- Change Program
- Account Information
- Glossary
- Contact Us
- Program Management
  - Program Status Report
  - Institution Login Report
  - User Activity

[Contact Us](#) - [Glossary](#) - [Log out](#)

University of Saint Mary  
Traditional Program  
2010-11

### Print Report Card

### Program Information

**Name of Institution:** University of Saint Mary  
**Institution/Program Type:** Traditional  
**Academic Year:** 2010-11  
**State:** Kansas

**Address:** 4100 S 4th St

Leavenworth, KS, 66048

**Contact Name:** Dr. Frances Juliano

**Phone:** 913.758.6159

**Email:** julianof@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
Recommendation(s)	Yes	NA
Essay or personal statement	Yes	NA
Interview	No	NA
Resume	No	NA
Bachelor's degree or higher	No	NA
Job offer from school/district	No	NA
Personality test	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 2010-11:	64
Unduplicated number of males enrolled in 2010-11:	17
Unduplicated number of females enrolled in 2010-11:	47

2010-11	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	2
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	0
Black or African American:	6
Native Hawaiian or Other Pacific Islander:	0
White:	58
Two or more races:	0

### Section I.c Supervised Experience

**Provide the following information about supervised clinical experience in 2010-11.**

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)	80
Number of students in supervised clinical experience during this academic year	64

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

Candidates are in the K-12 school setting the final two years of their teacher education program. During this time, they complete practicum experiences in addition to student teaching.

### Section I.d Teachers Prepared by Subject Area

**Please provide the number of teachers prepared by subject area for academic year 2010-11. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))**

Subject Area	Number Prepared
Education - General	

Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	24
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	2
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	1
Teacher Education - French	
Teacher Education - German	
Teacher Education- History	1
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	

Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

### Section I.d Teachers Prepared by Academic Major

**Please provide the number of teachers prepared by academic major for academic year 2010-11. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))**

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	24
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	

Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	1
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	2
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	

Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify: Drama	1

### Section I.e Program Completers

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

2010-11: 28

2009-10: 27

2008-09: 28

### 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> 2012-14</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>Connected current candidates with prospective candidates within the university. Partnered with the math department faculty in identifying prospective candidates. Sought 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>The goal is in progress since two candidates will begin education coursework in fall 2012</p>

	<p>and complete the program in 2014. We will continue partnering with the math department faculty for recruitment activities such as the following: Invite middle school and high school students to campus for math/science events. Encourage freshmen and sophomores to attend meetings of the campus education organization (ASCD). Arrange for current teacher education candidates and alumni in math 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>
Science	<p><b>Academic year:</b> 2012-14</p> <p><b>Goal:</b> Recruit 1 candidate</p> <p><b>Goal met?</b> No</p> <p><b>Description of strategies used to achieve goal:</b></p> <p>Connected current candidates with prospective candidates within the university. Partnered with the science department faculty in identifying prospective candidates. Sought 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 will continue partnering with the science department faculty for recruitment activities such as the following: Invite middle school and high school students to campus for math/science events. Explore new ways to encourage freshmen and sophomores to attend meetings of the campus education organization (ASCD). Arrange for current teacher education candidates and alumni in science 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>
Special education	<p><b>Academic year:</b> 2010-11</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>
Instruction of limited English proficient students	<p><b>Academic year:</b> 2010-11</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</b></p>



	<b>in meeting goal:</b>
NA	<b>Academic year:</b> 2010-11 <b>Goal:</b> NA <b>Goal met?</b> <b>Description of strategies used to achieve goal:</b> <b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b>

**Provide any additional comments, exceptions and explanations below:**

We have approved programs in math and science. We do not have programs in special education or 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

<b>Assessment code - Assessment name Test Company Group</b>	<b>Number taking tests</b>	<b>Avg. scaled score</b>	<b>Number passing tests</b>	<b>Pass rate (%)</b>	<b>State Average pass rate (%)</b>	<b>State Average scaled score</b>
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) All program completers, 2010-11	22	179	22	100	94	178
ETS0011 - ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2009-10	18	180	17	94	97	178
ETS0011 - ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2008-09	22	179	21	95	97	178
ETS0041 - ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1				93	181
ETS0041 - ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1				97	181
ETS0041 - ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	2				94	179
ETS0061 - MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1				87	155
ETS0061 - MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1				96	155
ETS0061 - MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1				97	155

ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	1				92	174
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2010-11	3				97	175
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2009-10	8				98	175
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2008-09	6				99	175
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2010-11	22	176	22	100	97	177
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2009-10	18	175	18	100	98	177
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2008-09	21	175	21	100	99	177
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1				95	170
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	6				95	171
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, 2010-11	1					
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, 2010-11	25	25	100	93
All program completers, 2009-10	26	24	92	95
All program completers, 2008-09	28	26	93	96

### 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 of 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.**

We do not currently offer a special education 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  
2010-11

[Contact Us](#) - [Glossary](#) - [Log out](#)

Title II, Higher Education Act  
OMB Control No.: 1840-0744 (exp. 9/30/2012)