

Title II

Higher Education Act

SUBMIT REPORTS

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Maryville University
 Traditional Program
 2009-10

Print Report Card

Program Information

Name of Institution: Maryville University
Institution/Program Type: Traditional
Academic Year: 2009-10
State: Missouri

Address: 650 Maryville University Drive
 St. Louis, MO, 63141

Contact Name: Dr. Sam Hausfather
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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	Yes

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

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

www.maryville.edu/ed

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

Other After 1st professional semester (sophomore year) or semester prior to postgraduate semester

Does your initial teacher certification program conditionally admit students? Yes

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

Conditional admission only for passing part of the basic skills test and/or GPA (UG) or for content test and/or UG GPA

(postgraduate). Must attain B or better average and satisfactory classroom performance for one semester to attain full admission.

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:	118
Unduplicated number of males enrolled in 2009-10:	10
Unduplicated number of females enrolled in 2009-10:	108

2009-10	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	1
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	0
Black or African American:	1
Native Hawaiian or Other Pacific Islander:	0
White:	114
Two or more races:	2

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	585
Average number of clock hours required for student teaching	600
Number of full-time equivalent faculty in supervised clinical experience during this academic year	1.7
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	1.6
Number of students in supervised clinical experience during this academic year	49

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

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
Art	6
Elementary Education	10
Elementary Education/Early Childhood	16
English	3
Mathematics	4
Science: Biology	3
Social Science	3
TOTAL	45

Subject area	Number prepared
Art	6
Biology	3
Early Childhood	1
Elementary Education	25
English	3
Mathematics	4
Social Science	3
TOTAL	45

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: 45

2008-09: 53

2007-08: 37

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>Academic year: 2009-10</p> <p>Goal: 3</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Flyers sent to all liberal arts institutions in Midwest; web presence; general advertising; move to Div II to encourage more male secondary education majors.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Continue to build publicity and find scholarship sources; work with A&S more to promote teaching as a choice.</p>
Science	<p>Academic year: 2009-10</p> <p>Goal: 3</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Flyers sent to all liberal arts institutions in Midwest; web presence; general advertising; move to Div II to encourage more male secondary education majors.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Continue to build publicity and find scholarship sources; work with A&S more to promote teaching as a choice.</p>
Special education	<p>Academic year: 2009-10</p> <p>Goal: NA</p> <p>Goal met?</p>

	<p>Description of strategies used to achieve goal:</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>
Instruction of limited English proficient students	<p>Academic year: 2009-10</p> <p>Goal: NA</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>
Gifted	<p>Academic year: 2009-10</p> <p>Goal: 8</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Publicity and flyers sent to all districts in St. Louis area; outreach to specific districts; new professor hired; grant to fund PD in SLPS.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Work more closely with specific districts to develop cohorts; continue to pursue grant opportunities.</p>

Provide any additional comments, exceptions and explanations below:

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:

Maryville's teacher preparation program has worked diligently to establish and maintain strong and collaborative relationships with area school districts, with special attention to urban and diverse schools. External advisory boards as well as collaborative relationships provide us ongoing data and feedback on the needs of LEAs and the instructional decisions new teachers face. State (Missouri DESE) and national (NCATE) accreditation processes ensure the ongoing collection, analysis, and use of candidate and program data to keep programs current and connected to practice. All candidates take one specific course on providing instruction to children with disabilities and these strategies are introduced within each content methods course. Instruction to limited English proficient students is incorporated in all reading/ literacy courses taken within each program area. All candidates are given supervised field experiences with children from low-income as well as urban families and their instruction is emphasized in accompanying methods courses.

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
0133 -Art: Content Knowledge Educational Testing Service (ETS) Other enrolled students	2				94	172
0133 -Art: Content Knowledge Educational Testing Service (ETS) All program completers, 2009-10	6				100	171
0133 -Art: Content Knowledge Educational Testing Service (ETS)	8				99	171

All program completers, 2008-09						
0133 -Art: Content Knowledge Educational Testing Service (ETS) All program completers, 2007-08	10	168	10	100	100	171
0235 -Biology: Content Knowledge Educational Testing Service (ETS) Other enrolled students	2				92	167
0235 -Biology: Content Knowledge Educational Testing Service (ETS) All program completers, 2009-10	3				98	165
0235 -Biology: Content Knowledge Educational Testing Service (ETS) All program completers, 2008-09	3				99	169
0021 -Education of Young Children Educational Testing Service (ETS) All program completers, 2009-10	1				99	183
0011 -Elem Edu: Curriculum Instruction and Assessment Educational Testing Service (ETS) Other enrolled students	14	179	13	93	80	174
0011 -Elem Edu: Curriculum Instruction and Assessment Educational Testing Service (ETS) All program completers, 2009-10	25	181	25	100	97	177
0011 -Elem Edu: Curriculum Instruction and Assessment Educational Testing Service (ETS) All program completers, 2008-09	28	180	28	100	98	178
0011 -Elem Edu: Curriculum Instruction and Assessment Educational Testing Service (ETS) All program completers, 2007-08	14	178	14	100	98	177
0041 -English Lang. Lit. and Comp. : Content Knowledge Educational Testing Service (ETS) Other enrolled students	3				95	177
0041 -English Lang. Lit. and Comp. : Content Knowledge Educational Testing Service (ETS) All program completers, 2009-10	3				99	181
0041 -English Lang. Lit. and Comp. : Content Knowledge	3				99	179

Educational Testing Service (ETS) All program completers, 2008-09						
0041 -English Lang. Lit. and Comp. : Content Knowledge	2				100	178
Educational Testing Service (ETS) All program completers, 2007-08						
0061 -Mathematics: Content Knowledge	1				83	155
Educational Testing Service (ETS) Other enrolled students						
0061 -Mathematics: Content Knowledge	3				96	156
Educational Testing Service (ETS) All program completers, 2009-10						
0061 -Mathematics: Content Knowledge	4				96	155
Educational Testing Service (ETS) All program completers, 2008-09						
0061 -Mathematics: Content Knowledge	2				98	156
Educational Testing Service (ETS) All program completers, 2007-08						
0049 -Middle School English-Language Arts	2				72	169
Educational Testing Service (ETS) Other enrolled students						
0049 -Middle School English-Language Arts	1				100	181
Educational Testing Service (ETS) All program completers, 2008-09						
0049 -Middle School English-Language Arts	1				100	179
Educational Testing Service (ETS) All program completers, 2007-08						
0069 -Middle School Mathematics	1				86	173
Educational Testing Service (ETS) Other enrolled students						
0069 -Middle School Mathematics	1				97	177
Educational Testing Service (ETS) All program completers, 2009-10						
0069 -Middle School Mathematics	1				99	175
Educational Testing Service (ETS) All program completers, 2008-09						
0069 -Middle School Mathematics	1				98	176
Educational Testing Service (ETS) All program completers, 2007-08						
0089 -Middle School Social Studies	2				81	164
Educational Testing Service (ETS)						

Other enrolled students					
0089 -Middle School Social Studies Educational Testing Service (ETS) All program completers, 2007-08	2			98	169
0081 -Social Studies: Content Knowledge Educational Testing Service (ETS) Other enrolled students	1			89	166
0081 -Social Studies: Content Knowledge Educational Testing Service (ETS) All program completers, 2009-10	3			99	170
0081 -Social Studies: Content Knowledge Educational Testing Service (ETS) All program completers, 2008-09	5			100	169
0081 -Social Studies: Content Knowledge Educational Testing Service (ETS) All program completers, 2007-08	5			99	171

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2009-10	45	45	100	97
All program completers, 2008-09	53	52	98	98
All program completers, 2007-08	37	37	100	99

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.

Maryville effectively integrates the preparation of teachers to integrate and use technology throughout preparation program courses. During the first education block of courses, candidates use web and data bases to analyze school and community data from state and local sources to compare schools and districts along a major street running from suburban to urban St. Louis. Within content methods courses, candidates are required to infuse technology into lessons prepared and then taught in local schools. Candidates are placed in schools currently involved in effective technology practices and study and use technology in their teaching of P-12 students. At the end of their program, candidates do extensive data collection and analysis of a unit of instruction and the learning of their K-12 students, analyzing data at the whole class, sub-group, and individual student levels. All candidates are assessed in lesson planning, field experiences, and portfolio submission on their ability to effectively infuse technology into their instruction.

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.

All candidates in every teacher preparation program take a course in Education and Psychology of the Exceptional Child. This course introduces candidates to the rules and regulations of IDEA, aspects of and participation in IEP teams, characteristics of all major areas of student disabilities, and behavior management with students with disabilities. Content methods courses reinforce this knowledge with specific techniques for teaching students with disabilities within the content areas. In candidates' multiple field experiences in schools, candidates are assessed in their ability to plan and execute lessons to meet the needs of students in the regular classroom who are learning disabled, with significant disabilities who are included in the classroom, and with severe behavior problems. Reading/literacy courses required within each program introduce and teach candidates how to effectively teach students who are limited English proficient. Content methods courses reinforce this knowledge with specific techniques for teaching English language learners within the content areas. In candidates' multiple field experiences in schools, candidates are assessed in their ability to plan and execute lessons to meet the needs of students who are English language learners.

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.

NA

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.

School of Education Mission: The mission of the School of Education at Maryville University is to prepare socially responsible critical thinkers who are collaborative and reflective educators committed to the moral endeavor of schooling in a democracy. Conceptual Framework—Becoming a Reflective Practitioner: The structure for reflection and the outcomes of our programs is further delineated by four strands. These provide the basis for the coursework and experiences in the

program. Developmental— Teachers must be able to understand how their students' growth and their own personal and professional growth and development have an impact upon the teaching/learning process. Curriculum and Instruction— Teachers are ultimately responsible for what is taught and how it is taught. They must make decisions about how to best spend the instructional time in their classrooms and what resources to best use. In particular, our work with the National Network for Educational Renewal has suggested that we MUST reflect upon the access to quality curriculum and instruction for our poor and minority children. School and Society— Teacher education candidates at Maryville University are asked to reflect critically with regard to the purposes of schooling in a diverse and democratic society. Research and Inquiry— This strand not only acknowledges, but validates as essential, the role of current research and inquiry as a means for reflection on teacher development and practice. Teacher Education Vision: Maryville's conceptual framework is grounded in Goodlad's agenda of preparing socially and morally responsible teachers for a democracy. a. Stewardship of the school—Stewardship is the responsibility not only to identify and work at one's own teaching and the teaching of others, but also to take responsibility to collaborate with others in practices that serve the school and its larger community. b. Pedagogical nurturing—Teachers must assume the responsibility of nurturing and caring for their own pedagogical skills to ensure the development of each child to his/her highest potential. Teachers should also nurture a caring learning community focused on democratic practices that respect content, the child, and the environment. c. Access to knowledge— To provide equitable access to knowledge for ALL students, the unique strengths and challenges of students must be understood within the context of their own cultures as well as the school's culture. Each student needs and deserves support and the best resources available. d. Enculturation into a social and political democracy— Teachers must create opportunities for students to learn and practice caring, fairness, tolerance, and responsibility. Schooling should allow frequent opportunities for student voice and practice of democratic thinking and action. Accreditation Reports: Maryville University is accredited by the North Central Association of Colleges and Universities. Its teacher education programs are accredited by the state of Missouri and nationally accredited by the National Council for Accreditation of Teacher Education (NCATE). The most recent national and state accreditation reports (fall 2008) are available at www2.maryville.edu/ncate. Website – For further information, see www.maryville.edu/ed

Supporting Files

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