

STANDARDS FOR THE UNIT – RULE 20 MATRIX
(Revised August 1, 2013 to be consistent with the January 1, 2014
version of Rule 20 - draft dates)

Institution Name: College of Saint Mary

Date: May 31, 2016

004 Professional Teacher Education Unit Requirements

004.01 General Policy Statements. The institution shall have a written policy stating its philosophy and objectives and which delineates its goals and commitment to the preparation of educators. Not all of the programs for the preparation of school personnel need to be administratively located within the unit; however all professional education programs are organized and coordinated by the unit.

Narrative:

The Teacher Education Program at the College of Saint Mary has established a conceptual framework for both initial and advanced programs. A link to that framework is provided below and is included in the Undergraduate and MAT Handbooks.

There are three academic divisions at College of Saint Mary (Professional Studies, Arts and Sciences and Health Professions). Teacher Education is primarily housed in Professional Studies with some Middle School and Secondary content (Mathematics, Language Arts, World Languages, Science, Art, Theology) housed in Arts and Sciences Division and content for BMIT housed in the Business Department of the Professional Studies Division. The Department of Teacher Education oversees the organization, coordination of classes, and admission/completion checkpoints for all programs that lead to initial teacher education. Each undergraduate student enrolled in Middle School or Secondary Education is assigned a co-advisor system. One advisor is from their content area and one is an education faculty. In the Master of Arts in Teaching (MAT) program student transcripts are reviewed for completion of coursework in content areas prior to admittance. Transcript review questions on content equivalency are directed to the program director of each content area. Deficiency in any content area results in a program plan modification and must be completed prior to clinical practice. Beginning in the fall of 2016 College of Saint Mary will be reorganizing the three divisions. This reorganization will impact the Teacher Education Program. The new divisions will include Arts, Sciences and Professional Studies, which will house the undergraduate Teacher Education Program; Graduate, which will house the MAT and Master of Science in Education (MSE) programs and Health Professions. This new organization will split the Teacher Education faculty between two divisions and will require some new organizational structures on reporting and communication. These new structures will be in place in the fall of 2016.

Coordination/Collaboration with each program director to ensure compliance to Rule 20 and planning for program offerings takes place on a regular basis. These policies, procedures and processes are documented in the Teacher Education Handbook.

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Documentation:	Undergraduate Teacher Education Handbook MAT Handbook Conceptual Framework
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004.02 Personnel Requirements.

004.02A Unit Administrator. The institution shall designate an individual to administer the professional teacher education program or unit. This individual shall hold, qualify for, or have held an educator certificate.

004.02B Certification Officer. The institution shall designate a faculty or staff member to receive correspondence regarding this chapter and to oversee the submission of certified records, transcripts, reports, and/or recommendations to the Department for the purpose of certification and/or endorsement.

004.02C Field Experience Coordinator. The institution shall designate a faculty or staff member to coordinate field experience requirements contained in this chapter.

004.02D Cooperating Educators. The institution shall ensure that cooperating educators employed by school systems or other field-based settings shall have a minimum of three (3) years of education employment experience and hold an appropriate certificate with an endorsement in the area or level they are supervising

Narrative:

The unit administrator and certification officer is Dr. Dee Acklie, Director of Teacher Education. She began her role in June of 2013 and oversees all programs leading to teacher certification. There are two additional College of Saint Mary administrators listed as Professors of Education, however, they do not teach in the Teacher Education program. Dr. Pam Humphrey (Associate Dean of Academic Affairs) and Dr. Vicky Morgan (Associate Dean Academic of Affairs and Director of the Teaching and Learning Center). Dr. Humphrey supervises accreditation and assessment and Dr. Morgan supervises all graduate programs at the college.

The Field Experience Coordinator for the undergraduate program is Elizabeth Horton, MS, who has held this position since August of 2014. The position did not exist at Saint Mary prior to 2014. Mrs. Horton holds an educator certificate. Dr. Claudia Wickham, Director of the Master of Arts in Teaching program, coordinates all clinical practice placements for the MAT program. Dr. Wickham holds an educator certificate. Dr. Jennie Rose-Woodward, Assistant Director of the Master of Arts in Teaching program, oversees all field experience placements for the MAT program. She has held an educator certificate. Both directors have been in their current positions since August 2014. Links to each person's vitae/resume are provided below.

All cooperating educators for clinical practice experiences meet the minimum requirements of at least three years of education employment experience and hold an appropriate certificate with an endorsement in the area or level they are supervising. The requirements are established in the Teacher Education Clinical handbooks and memorandum of agreement

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	signed by each principal or school district official prior to clinical practice beginning. Additionally, Table 004.02-1 documents each teacher who has served in that role for the past two years.
<u>Documentation:</u>	TABLE: 004.02-1 – Cooperating Educators for Clinical Practice Vitae/Resume: Acklie, Horton, Rose-Woodward, Wickham Undergraduate Clinical Practice handbook MAT Clinical Practice handbook Job descriptions: Director of Teacher Education, Director of the Master of Arts in Teaching, Assistant Director of the Master of Arts in Teaching, Field Experience Coordinator

004.03 Professional Teacher Education Program Faculty Requirements.

004.03A Minimum Required Faculty

004.03A1 Undergraduate faculty. There shall be a minimum of three (3) full-time professional education faculty.

004.03A2 Graduate faculty. Each advanced degree program leading to the doctorate has at least three (3) full-time professional education faculty members who have earned the doctorate in the field of specialization for which the degree is offered.

004.03B Faculty Qualifications

004.03B1 All professional education faculty shall hold a master's degree.

004.03B2 The preparation, research, and experience of each faculty member shall be in the field in which he or she teaches.

004.03B3 All professional education faculty, hired after July 1, 1994, shall have two (2) years of PK-12 teaching experience in state approved or accredited elementary or secondary schools or similarly constituted and governed schools in a state where non-public schools are not recognized by the state. Faculty who do not possess two (2) years of PK-12 teaching experience must meet the exceptional expertise requirement defined as documented scholarship, skill, or experience in the priorities of the teacher education program such as content specialization, diversity, assessment or technology.

004.03B4 At least one-third of the full-time undergraduate faculty shall hold a terminal degree.

004.03B5 At least one-half of full-time graduate faculty shall hold a terminal degree.

004.03B6 All faculty in programs which grant the sixth year specialist's certificate or doctorate degree shall hold the doctorate and have two (2) years of teaching or school administration experience.

004.03B7 Adjunct faculty utilized for clinical experience supervision must hold or have held appropriate certification for the area and/or level which they are supervising.

Narrative:

The Teacher Education Program at College of Saint Mary employs five full time faculty who teach Education, Early Childhood Education, or Special Education courses within the teacher education programs and advise or co-advise teacher candidates. There are two initial certification pathways at College of Saint Mary; one is through undergraduate education and the other

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	<p>is through our Master of Arts in Teaching Program (MAT). There is one advanced degree program Master of Science in Education (MSE) which includes a Curriculum and Instruction emphasis that does not lead to certification. There is one pathway in the MSE which can lead to certification. This is the supplemental endorsement in Early Childhood Education and would be attached to a current Elementary Education certification.</p> <p>All full time teacher education faculty teach within the areas in which they hold certification and expertise. All have more than two years of PK-12 teaching experience (see documentation in Table 004.02-1 attached). All full time teacher education faculty hold a doctorate degree, so College of Saint Mary exceeds the requirements (004.03B4) of at least one third of undergraduate faculty and (004.03B5) at least half of the graduate faculty shall hold a terminal degree.</p> <p>All Adjunct faculty hold at least a master's degree in the area in which they are teaching. All hold teaching certification except one who is a Speech and Language clinician. She holds a certification in adaptive technology which places her in the exceptions outlined in 004.03B3. All adjunct faculty have a minimum of 2 years PK-12 teaching/classroom experience. (see documentation in Table 004.03-3)</p> <p>Clinical Experience Supervisors at College of Saint Mary are adjunct faculty who hold appropriate certification in the areas they are supervising and all meet requirements set in 004.03B7. (see documentation in Table 004.03-3)</p>
<u>Documentation:</u>	<p>TABLE: 004.03-1 – Full-Time Faculty in Education Unit</p> <p>TABLE: 004.03-3 – Adjunct Faculty</p> <p>Vitae –Acklie, Felton, Towey-Schulz, Rose-Woodward, Wickham</p>

004.03C Faculty Load

004.03C1 For undergraduate faculty, assignments for teaching, supervision of clinical experience, and administration shall not exceed twenty-four (24) credit hours within the same academic year for a full-time equivalent undergraduate faculty member except as provided in Section 004.03C3 of this chapter.

004.03C2 For graduate faculty, assignments for teaching, supervision of clinical experience, and administration shall not exceed eighteen (18) credit hours within the same academic year for a full-time equivalent graduate faculty member with the exception stated in Section 004.03C3 of this chapter.

004.03C3 For faculty teaching a combination of undergraduate and graduate assignments, the load may be a proration of nine (9) and twelve (12) credit hours, with total hours assigned within the same academic year not to exceed twenty-one (21) hours.

004.03C4 Supervision of clinical experiences shall not exceed a ratio of eighteen (18) full-time equivalent candidates to one (1) full-time equivalent faculty member within one (1) semester.

004.03C5 Advising for advanced program candidates shall be assigned to advanced program faculty.

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<u>Narrative:</u>	<p>Two of the five full time teacher education faculty (Rose-Woodward and Wickham) teach and advise only in the MAT graduate program. The other three full time teacher education faculty (Acklie, Felton, Towey-Schulz) teach in both undergraduate and graduate programs. Faculty teaching loads are documented in Table 004.03-4.</p> <p>Supervision of clinical practice experiences is done by adjunct faculty and does not exceed the load of eighteen full time equivalent candidates to one full time faculty equivalent. (see documentation Table 004.03-5)</p> <p>Advising for the MSE program is done by program director Dr. Merryellen Towey-Schulz. Co-Advising for the Early Childhood supplemental will be done with Dr. Melanie Felton, Director of Early Childhood.</p>
<u>Documentation:</u>	<p>TABLE: 004.03-4 – Full-Time Faculty Load</p> <p>TABLE: 004.03-5 – Clinical Practice Supervisors</p> <p>TABLE: Faculty Advising Load</p>

004.04 Minimum Endorsement Offering Requirements. The institution shall offer courses for a minimum of eight (8) approved subject and/or field endorsements contained in 92 NAC 24 and have on file a plan of study which documents that required courses are offered on a schedule to enable candidates access to the coursework in a four (4) year period.

<u>Narrative:</u>	<p>The Teacher Education Program at College of Saint Mary offers ten field endorsements, six subject endorsement and four supplemental endorsements for total of 20 endorsement programs:</p> <p>Art K-12 (Field)</p> <p>Biology 7-12 (Subject)</p> <p>BMIT-Business, Marketing & Information Technology 6-12 (Field)</p> <p>Chemistry 7-12 (Subject)</p> <p>Coaching 7-12 (Supplemental)</p> <p>Early Childhood Education PK-3 (Supplemental)</p> <p>Early Childhood Inclusive B-3 (Field)</p> <p>Elementary Education K-6 (Field)</p> <p>English Language Arts 7-12 (Field)</p> <p>English as a Second Language PK-12 (Supplemental)</p> <p>Health & Physical Education PK-12 (Field)</p> <p>Mathematics 6-12 (Field)</p> <p>Middle Grades Education 4-9 (Field)</p> <p>Art</p> <p>Business Education</p> <p>Foreign/World Language (Spanish)</p> <p>Health and Physical Education</p>
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	<p>Language Arts</p> <p>Mathematics</p> <p>Natural Sciences</p> <p>Social Science</p> <p>Reading and Writing 7-12 (Supplemental)</p> <p>Religious Education K-12 (Subject)</p> <p>Science 7-12 (Field)</p> <p>Secondary English 7-12 (Subject)</p> <p>Social Science 7-12 (Field)</p> <p>Special Education K-6 & 7-12 (Subject)</p> <p>World Languages-Spanish 7-12 (Subject)</p> <p>These endorsements are listed on page 104 in the College of Saint Mary Undergraduate Catalog, on page 70 in the College of Saint Mary Graduate Catalog, on pages 12 and 15 in the Teacher Education Handbook and on page 7 in the MAT Handbook. Descriptions for each course can be found on http://www.csm.edu/academics/education.</p>
<u>Documentation:</u>	<p>http://www.csm.edu/academics/education</p> <p>Undergraduate Academic Catalog 2015-2016</p> <p>Graduate Academic Catalog 2015-2016</p> <p>Undergraduate Teacher Education Handbook</p> <p>MAT Handbook</p> <p>Program of Study sheets</p> <p>Sequence Sheets</p> <p>Undergraduate course rotation schedule</p> <p>MAT course rotation schedule</p> <p>NDE 20-004 Report 2015-2016</p>

004.05 Library Requirements. Library holdings, curriculum materials, and related technology resources shall provide adequate scope, breadth, and currency to support education candidates and faculty. The institution shall employ staff to work collaboratively with the unit to acquire relevant and current resources and to provide support services for material utilization.

Narrative:

Mission Statement

The mission of the library is to support the teaching, learning, and research goals of the students, faculty, staff, and alumnae of College of Saint Mary. The library contributes to a culture of academic excellence and rigorous, values-based education by:

- Collaborating with teaching faculty to foster student development of information literacy and critical thinking skills;

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- Developing a balanced collection of print and digital resources that support and enrich the curriculum;
- Providing timely assistance to members of the CSM community in identifying and obtaining needed information resources;
- Creating an environment in which study and learning can take place;
- Participating in cooperative arrangements with other libraries to increase access to scholarly resources;
- Practicing attentive stewardship to ensure that Library resources are used to provide the greatest benefit to the CSM community.

Description

The College of Saint Mary Library provides instruction, reference service, a collection of print and electronic resources, and experienced staff to assist members of the CSM community in their study, research, and teaching. The collection includes a variety of print and electronic resources covering all subjects taught at CSM. Databases and electronic journals are accessible to members of the CSM community both on and off site. Wireless internet access is available throughout the building. Laptop computers, digital video cameras, voice recorders, and other types of electronic equipment are available for checkout. Interlibrary Loan service is available at no charge. The Library is open seven days a week while classes are in session, with adjusted hours during midterm and final exams and holiday breaks. The Library shares its online catalog with other colleges and universities in eastern Nebraska. Students and faculty may borrow materials from these libraries on presentation of a CSM ID card.

The Library maintains an extensive collection of children's literature, as well as a Curriculum Collection. The Curriculum Collection has been recently updated to include materials used in local school systems.

Staff Profiles

Sara R. Williams, M.A., M.S.L.I.S. Library Director

Sara R. Williams joined CSM as Library Director in March 2010. Her responsibilities include administration, management, collection development, and outreach to the CSM campus community. She earned her B.A. at Nebraska Wesleyan, an M.A. in Medieval History at Boston College, and an M.S.L.I.S. from Simmons College in Boston.

Danielle M. Kessler, B.S. Cataloging, Acquisitions, and Archives

Danielle Kessler provides acquisition and cataloging services by adding materials and metadata to the Library collection. She also manages the College of Saint Mary archives. Mrs. Kessler holds a B.S. in Education/Library

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	<p>Science from the University of Nebraska at Omaha, with an emphasis in English and Women’s Studies. She joined the College in 2003.</p> <p>Michael Steinbrink, B.S., M.L.I.S. Reference Librarian</p> <p>Michael Steinbrink provides individual and group instruction in the use of print and on-line library resources. He holds a B.S. from the University of Nebraska, Kearney and an M.L.I.S. from the University of Wisconsin-Milwaukee. He joined College of Saint Mary in 2001.</p> <p>Judith Patricia Healy (RSM), M.L.S. Interlibrary Loan/Reference Librarian</p> <p>Sr. Judy Pat Healy joined the College in 1993. Her present responsibilities include managing the interlibrary loan service and library instruction in a variety of subjects. She holds a B.S. from College of Saint Mary and a M.L.S. from Emporia State University.</p>
<u>Documentation:</u>	Annual Library Report 2014-2015

004.06 Policies for Program Admission, Progression, and Completion

004.06A Disclosure. The institution shall require the prospective candidate to disclose all criminal convictions, except traffic offenses.

004.06B Notice Regarding Convictions. The institution shall inform all persons who apply for admission to its program that persons who have felony convictions, or misdemeanor convictions involving abuse, neglect, or sexual misconduct, as defined in Section 004.06D of this chapter, are automatically rejected by the Department for certification, and may only be considered for certification, or participation in field experiences, with the approval of the Department. A person with a conviction as defined in Section 004.06D of this chapter may request approval by the Department using the procedures set forth in 92 NAC 21 Sections 009.02 through 009.04.

004.06C Criminal Background Check. The institution shall conduct or verify an official criminal background check on candidates prior to admission to an initial teacher education program and again prior to clinical practice.

Narrative:

Students are required to complete an official background check through One Source before participating in any field experience. Typically undergraduate students complete this during their first semester on campus for their Introduction to Education 101/Introduction to Special Education 101 courses. MAT students are required to complete the background check as part of their orientation. Students complete a background check within 90 days prior to the start of their clinical practice placement. In addition to the official background check, students sign a Personal and Professional Fitness Statement the semester they begin taking education courses on campus. They renew this statement the semester prior to their clinical practice.

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	These policies are outlined in the Undergraduate Teacher Education (page 35) and MAT Handbooks (page 8), as well as the Undergraduate Catalog (page 105) and Graduate Catalog (page 15).
<u>Documentation:</u>	Undergraduate Teacher Education Handbook MAT Handbook Undergraduate Catalog 2015-2016 Graduate Catalog 2015-2016 Personal and Professional Fitness Statement

004.06E Grade Point Average.

004.06E1 Candidates must hold a cumulative GPA of 2.5 on a 4.0 scale or its equivalent for admission to a teacher education program.

004.06E2 Candidates for admission to clinical practice must hold a cumulative GPA of at least 2.75 on a 4.0 scale or its equivalent for all completed courses identified by the institution as meeting the requirements of 92 NAC 24.

004.06F Basic Skills Test. Prior to admission to a teacher education program, the candidate must have achieved a satisfactory score on an examination as specified in 92 NAC 23.

<u>Narrative:</u>	Undergraduate students must have a minimum grade point average of 2.65 on a 4.0 scale at for admission into the Teacher Education Program. Transfer students are not accepted until they have finished one semester at College of Saint Mary and meet the GPA requirement with their CSM courses. In addition, students must have minimum passing scores on the Praxis Core tests as outlined by NDE. A combination of passing scores from the PPST and Core tests is accepted. Students must have passing scores on the tests by March 1 of the sophomore year. Transfer students must have passing scores by March 1 of their first academic year at CSM. Graduate students applying for the MAT program must have a minimum of a 2.75 GPA for full admission into the program. Additionally, students must have passing scores on the Praxis Core tests, Praxis PPST tests, or a combination by the end of their first semester of the program in order to register for the second semester. Students applying for clinical practice must hold a minimum of 2.75.
<u>Documentation:</u>	TABLE: 004.06-1 – GPA and Basic Skills Admission Data Undergraduate TABLE: 004.06-1 – GPA and Basic Skills Admission Data MAT Undergraduate Teacher Education Handbook (pages 20, 23 and 38) MAT Handbook (pages 8 and 14)

004.06G Application. Candidates for admission to a teacher education program shall complete an application process which includes consideration of components identified in Section 004.06 of this chapter and other institution-determined criteria for selection, such as recommendations from professional educators, interviews, or essays.

<u>Narrative:</u>	Students are eligible to seek formal admission into the Teacher Education Program in the second semester of the sophomore year. Criteria for
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candidacy requires:

- Successful completion of initial experiences.
- Introductory courses (EDU 101 & SPE 101)
- Participation in student professional organization (SEAN)
- Field experiences
- Technology competency
- Submission of ePortfolio demonstrating progress in program (URL).
- Developed professional dispositions for teaching – Complete Professional Dispositions Reflection and submit with application for admission
- Recommendation of candidate's advisor
- Formal interview with Education Committee
- Minimum passing scores on a Praxis Assessment (Core or PPST)
- Minimum grade point average of 2.65

The application form is a shared Google Doc that students complete and submit via email to the Field Experience Coordinator. As part of the application form, students are asked to complete a reflection on their Professional Dispositions. Applications must demonstrate professional presentation with correct spelling, grammar, syntax, and punctuation.

After applications are received, an interview is scheduled for the student with two members of the Teacher Education Committee, which consists of the five full-time faculty members in the Education Department.

The Teacher Education Committee meets during the spring semester to consider candidates. Letters are sent to candidates by email informing them of their status. There are three levels of acceptance:

- Full Acceptance - Students have successfully met designated criteria. Full acceptance is required for students to be eligible for clinical practice and to complete the education program.
- Provisional Acceptance - Students have met the following criteria: Successful completion of Education 101 or equivalent experiences, proof of minimum scores on at least one of the Praxis Series/Core Series subtests, minimum grade point average of 2.65 and recommendation of candidate's advisor. These students may proceed with course work but will need to remove areas of deficiency. These students must meet with advisors to present a plan for removal of deficiencies and review admission criteria. Students complete an application for a Waiver, which is then voted on for approval by the TE committee.
- Non-Acceptance - Students have not achieved minimal standards for admission to College of Saint Mary Teacher Education Program.

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	<p><u>Admission to the Master of Arts in Teaching (MAT) program requires:</u></p> <ul style="list-style-type: none"> • Bachelor's degree or coursework in a teaching area for which CSM has a program. • Completion of background check prior to both field experiences. • If a student has felony convictions, or misdemeanor convictions involving abuse, neglect, or sexual misconduct as defined in state rule section 005.07A he/she will be rejected for admission to the program. • Minimum passing scores on Praxis Series Assessment must be completed prior to admission to the program. The student will be admitted and given one semester to take courses while completing the tests. After the first semester the student will not be able to register until passing scores are submitted. There will be support offered by the Achievement Center for students who have not passed. • Minimum GPA of 2.75 (cumulative GPA from previous institution(s)) <ul style="list-style-type: none"> • Students who do not meet the 2.75 GPA the program director must petition the Admissions Committee of the Graduate Council for recommendation to the Vice President of Academic Affairs for provisional admission. • Resume • Demonstration of required professional dispositions through the application process • Approval of Program Director
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<u>Documentation:</u>	<p>Undergraduate Teacher Education Handbook (pages 20-22)</p> <p>Application for Teacher Education form</p> <p>TE Program Interview Protocol</p> <p>Graduate Catalog 2015-2016 (page 15)</p> <p>TE Program Waiver</p>
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004.06H Performance Assessments. The institution must identify the performance standards and assessments for successful progression and completion of the education programs offered by the unit.

<u>Narrative:</u>	<p>College of Saint Mary has identified performance standards and assessments for successful completion of the undergraduate and MAT programs. Please see Table 004.06.2</p>
<u>Documentation:</u>	<p>TABLE: 004.06-2 – Requirements for program Admission and Progression</p>

005 Initial Program Coursework Requirements.

005.01 General Education Coursework. The institution shall require that all undergraduate candidates meet the institution's general education course requirements. These courses may also be used to meet endorsement requirements. General education course requirements are established by the institution for all students.

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Narrative:

College of Saint Mary General Education course requirements were updated in Fall of 2012. The curriculum revision took place after two years of thoughtful study by a taskforce consisting of representation from all three Divisions at the university. Dr. Dee Acklie served as the Teacher Education and Professional Studies Division representative on that committee. She continues to serve on this committee.

All programs of study at College of Saint Mary include courses from the General Education Curriculum. General Education courses must provide students with a background in the Liberal Arts and with skills essential to academic success and to lifelong learning. The General Education Curriculum gives students opportunities to experience domains of learning that augment their programs of study, to cultivate intellectual versatility, and to develop a moral foundation so that they will act with understanding, integrity, and compassion in their personal and professional lives. This experience helps students integrate and apply knowledge from multiple perspectives and to deepen their understanding of themselves and the world around them.

Courses must be approved for General Education credit by the General Education Committee, Curriculum Committee and the Vice President for Academic Affairs to meet these requirements. Some programs of study may require particular courses as part of the General Education Requirements.

General Education requirements for the Bachelor's degree are divided into two levels. Level I courses (Communication, First Year Seminar and Quantitative Reasoning) must be completed or initiated in the first three semesters at College of Saint Mary. Composition must be completed within the first two semesters.

Level I: These requirements include:

Communication 3 credit hours

Composition 3 credit hours

First Year Seminar 1 credit hour (for students entering with 15 or fewer credits)

Quantitative Reasoning 3 credit hours

Level II (7-12 and K-12 endorsements): These requirements include:

English Literature 3 credit hours

Fine Arts 3 credit hours

Global and Cultural Diversity 3 credit hours

History/Political Science/Geography 3 credit hours

Math or Natural Science 3 credit hours

Philosophy (PHL 200 required) 6 credit hours

Science 3 credit hours

Science Lab 1 credit hour

Social Science 3 credit hours

Theology 6 credit hours

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	<p>General Education Elective* 3 credit hours Total 47 credits</p> <p>Level II (elementary, ECE and K-6/7-12 SPE): These requirements include: English Literature 3 credit hours Fine Arts 3 credit hours Global and Cultural Diversity 3 credit hours History/Political Science/Geography 3 credit hours Math 3 credit hours Natural Science 3 credit hours Philosophy (PHL 200 required) 6 credit hours Science 3 credit hours Science Lab 1 credit hour Social Science 3 credit hours Theology 6 credit hours General Education Elective* 3 credit hours Total 47 credits</p> <p>*Students can choose from General Education approved courses in the following disciplines: Communication, Economics, ELA/GCD, English, Fine Arts, History, Math, Philosophy, Psychology, Sociology, Theology, Women's Studies, and/or World Language.</p> <p>**Most Education programs of study sheets do not have room for a general education elective. This elective is used to meet requirements for highly qualified status.</p>
<u>Documentation:</u>	<p>Program of Study sheets Undergraduate Academic Catalog, page 82</p>
<p><u>005.02 Professional Education Coursework.</u> At least one-sixth of the total credit hour requirement established by the institution for the completion of a degree shall be professional education coursework which may include practicum experiences, but shall not include clinical experiences.</p>	
<u>Narrative:</u>	<p>College of Saint Mary Undergraduate programs surpass the requirement that a minimum of one sixth of the course work be professional education course work. (See Table 005.02)</p> <p>College of Saint Mary MAT program is set up so that 100% of the coursework is professional education coursework. (see Table 005.02) All content work is done prior to beginning MAT program or completed as a deficiency completed prior to clinical practice.</p>
<u>Documentation:</u>	<p>TABLE: 005.02 Professional Education Coursework</p>
<p><u>005.02A Student Development.</u> The candidate understands how students grow and develop, recognizing that patterns of learning and development vary individually within and across the</p>	

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cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Narrative:

All candidates enrolled in the undergraduate teacher education program at College of Saint Mary are required as a part of their program to take a developmental psychology course(s):

Course Number and Course Name:	PSY 200 Child Psychology	PSY 203 Adolescent Psychology	PSY 200 Child Psychology and/or PSY 203 Adolescent Psychology
Endorsement Area:	Elementary Education Early Childhood Inclusive Special Education K-6	Middle School Secondary Education Special Education 7-12	Art PK-12 Theology PK-12 Health and PE PK-12

All MAT students are required to take a graduate level EDU 520 Lifespan Development course.

In both undergraduate and MAT methods courses, appropriate practices are taught in regard to all areas of student development, including linguistic, cognitive, social emotional, and physical areas. This terminology is used as common language when discussing methodologies.

Formative assessment of understanding of student development is completed on the long form evaluation for field experiences of more than 20 hours. Final assessment is completed at the clinical practice level. The Case Study Work Sample completed during clinical practice also addresses this outcome (Standards 1, 4 and 5).

Documentation:

TABLE: 005.02-1 – Professional Education Competencies
 Long Form Field Experience Evaluation
 NDE Clinical Evaluation
 Undergraduate Case Study Rubric
 MAT Case Study Rubric

005.02B Learning Differences. The candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each student to meet high standards.

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<u>Narrative:</u>	<p>All candidates at College of Saint Mary are required to take EDU 375/575 Human Relations and SPE 101/501 Introduction to Special Education as mandated by state rule. Within these courses students are given opportunities to do field experiences in Special Education or Inclusive environments and engage in cultural plunges, role play, and fieldtrips, and hear speakers. Additionally all candidates at CSM are given a variety of field experiences and service learning projects in culturally diverse settings.</p> <p>Beyond the two required courses all students in Teacher Education are required to take SPE 240/540 Guidance and Classroom Management. Within this course, the emphasis is given to planning, differentiation, and classroom management to best meet the needs of all learners. Each methods course and lesson plan requires students to attend to individual differences and apply inclusive practices. This is integrated in all methods coursework.</p> <p>Formative assessment of understanding of learning differences is completed on the long form evaluation for field experiences of more than 20 hours. Final assessment is completed at the clinical practice level. The Case Study Work Sample completed during clinical practice also addresses this outcome (Standards 1, 6 and 7).</p>
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<u>Documentation:</u>	<p>TABLE: 005.02-1 – Professional Education Competencies</p> <p>Long Form Field Experience Evaluation</p> <p>NDE Clinical Evaluation</p> <p>Undergraduate Case Study Rubric</p> <p>MAT Case Study Rubric</p> <p>CSM Lesson Plan template</p>
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005.02C Learning Environments. The candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

<u>Narrative:</u>	<p>College of Saint Mary Teacher Education Program includes coursework and experiences that meet the Professional Education competency regarding learning environments.</p> <p>Each student enrolled in Teacher Education at College of Saint Mary is required to take SPE 240/540 Guidance and Classroom management. Learning environments, while discussed across the entire curriculum, are specifically addressed in this course. All students learn to create an appropriate physical environment. Coursework within this class enhances the student's understanding of collaborative and supportive learning, active engagement of all learners and self-motivation.</p>
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	<p>Formative assessment is completed on undergraduate students during application interviews to the program. Students are asked specific questions on learning environments.</p> <p>Field experience support candidates' development of this competency. Formative assessment of understanding of learning differences is completed on the long form evaluation for field experiences of more than 20 hours. Final assessment is completed at the clinical practice level. The Case Study Work Sample completed during clinical practice also addresses this outcome (Standard 4).</p>
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<u>Documentation:</u>	<p>TABLE: 005.02-1 – Professional Education Competencies</p> <p>Long Form Field Experience Evaluation</p> <p>NDE Clinical Evaluation</p> <p>Undergraduate Case Study Rubric</p> <p>MAT Case Study Rubric</p>
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005.02D Content Knowledge. The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for students to assure mastery of the content including the ability to integrate the Nebraska Content Standards (92 NAC 10 Appendices A-D) into instruction.

<u>Narrative:</u>	<p>College of Saint Mary Teacher Education program requires coursework specific to each endorsement that meets the needs of Professional Education regarding Content Knowledge (See Rule 24 Folio for each individual endorsement.)</p> <p>All teacher candidates are required to maintain a 2.65 GPA for admittance and a 2.75 GPA prior to clinical practice. MAT students can earn no more than one 'C' in the program. If a second 'C' is earned they are dismissed. Grades earned below a 'C' are not permitted in the program and result in dismissal. All students must pass Praxis II in specific content area before they are certified (except Middle Grades endorsements).</p> <p>Field experience support candidates' development of this competency. Formative assessment of content knowledge is completed on the long form evaluation for field experiences of more than 20 hours. Final assessment is completed at the clinical practice level. The Case Study Work Sample completed during clinical practice also addresses this outcome (Standards 2, 4, 6 and 7).</p>
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<u>Documentation:</u>	<p>TABLE: 005.02-1 – Professional Education Competencies</p> <p>Long Form Field Experience Evaluation</p> <p>NDE Clinical Evaluation</p> <p>Undergraduate Case Study Rubric</p>
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	MAT Case Study Rubric
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005.02E Application of Content. The candidate understands how to connect concepts and use differing perspectives to engage students in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Narrative:

College of Saint Mary Teacher Education includes coursework that meets the Professional Education Competency regarding application of content.

All teacher candidates enroll in methods courses as required by each endorsement. Each methods course and lesson plan requires students to demonstrate application of content through critical thinking, creativity and collaborative problem solving. This is integrated in all methods coursework.

Field experience support candidates' development of this competency. Final assessment is completed at the clinical practice level. The Case Study Work Sample completed during clinical practice also addresses this outcome (Standards 2 and 4).

Documentation:

TABLE: 005.02-1 – Professional Education Competencies
 CSM Lesson Plan template
 NDE Clinical Evaluation
 Undergraduate Case Study Rubric
 MAT Case Study Rubric

005.02F Assessment. The candidate understands and uses multiple methods of assessment to engage students in their own growth, to monitor student progress, and to guide the candidate's and student's decision making.

Narrative:

The College of Saint Mary Teacher Education Program includes coursework that meets the Professional Education Competency of Assessment.

All undergraduate candidates enroll in EDU 315 Assessment of Learners and MAT candidates enroll in EDU 512 Educational Psychology and Measurement. Assignments in these courses require students to apply multiple methods of assessment to engage students, monitor progress, and guide instruction to best meet the needs of individual learners. Communication to families of assessment results and applications are stressed in these courses. Each methods course and lesson plan requires students to apply multiple methods of assessment.

Field experience support candidates' development of this competency. Final assessment is completed at the clinical practice level. The Case Study Work Sample completed during clinical practice also addresses this outcome (Standards 3, 6 and 7).

Documentation:

TABLE: 005.02-1 – Professional Education Competencies
 CSM Lesson Plan template

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	NDE Clinical Evaluation Undergraduate Case Study Rubric MAT Case Study Rubric
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005.02G Planning for Instruction. The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, technology, and pedagogy, as well as knowledge of the student and the community context.

Narrative:

All teacher candidates enrolled at College of Saint Mary are required to use the CSM lesson plan template. The template is introduced in EDU 101 at the undergraduate level and EDU 560/EDU 550/SPE 573. The template is used across the program. Each methods course requires students to prepare effective lesson plans that include all essential elements. Our plan includes detailed sections on standards, objectives, assessment, accommodations, and methods for all learners. (see Lesson Plan template) Using a common template ensures that students are receiving consistent feedback and meet consistent standards of quality for each lesson plan developed. Students are required to build individual, as well as full unit lesson plans within methods courses across the program. During clinical practice, all students prepare a case study based on the unit taught. Data is used to reflect and improve individual teaching practices (see Case study unit requirement and rubrics).

Field experience support candidates' development of this competency. Formative assessment of planning for instruction is completed on the long form evaluation for field experiences of more than 20 hours. Final assessment is completed at the clinical practice level. The Case Study Work Sample completed during clinical practice also addresses this outcome (Standards 2 and 4.)

Documentation:

TABLE: 005.02-1 – Professional Education Competencies
 CSM Lesson Plan template
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005.02H Instructional Strategies. The candidate understands and uses a variety of instructional strategies to encourage students to develop deep understanding of content areas and their connections, build reading and writing skills, and to apply knowledge in meaningful ways. This includes developing competency for utilizing technology for instruction, assessment, and communication.

Narrative:

All candidates are required to take EDU 342/542 Children's Literature or ENG 262/EDU 562 Literature for Young Adults, as well as a literacy methods

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	<p>course, EDU 350/550 or EDU 351/551. Within these courses connections between content and building reading and writing skills are emphasized.</p> <p>All teacher candidates enrolled at College of Saint Mary are required to enroll in EDU 201/501 Technology in the Classroom or SPE 201/SPE 510 Adaptive Technology, a course emphasizing use of technology to engage learners and support teachers' pedagogy.</p> <p>All teacher candidates enrolled at College of Saint Mary are required to use the CSM lesson plan template. The template is introduced in EDU 101 at the undergraduate level and EDU 560/EDU 550/SPE 573. The template is used across the program. Each methods course requires students to prepare effective lesson plans that include all essential elements with a specific emphasis on student engagement strategies. Using a common template ensures that students are receiving consistent feedback and meet consistent standards of quality for each lesson plan developed. Students are required to build individual, as well as full unit lesson plans within methods courses across the program.</p> <p>Field experience support candidates' development of this competency. Formative assessment of instructional strategies is completed on the long form evaluation for field experiences of more than 20 hours. Final assessment is completed at the clinical practice level. The Case Study Work Sample completed during clinical practice also addresses this outcome (Standards 4 and 5).</p>
<u>Documentation:</u>	<p>TABLE: 005.02-1 – Professional Education Competencies</p> <p>CSM Lesson Plan template</p> <p>Long Form Field Experience Evaluation</p> <p>NDE Clinical Evaluation</p> <p>Undergraduate Case Study Rubric</p> <p>MAT Case Study Rubric</p>
<p><u>005.02I Professional Learning and Ethical Practice.</u> The candidate engages in ongoing professional learning, models ethical professional practice, and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, other professionals, and the community), and adapts practice to meet the needs of each student.</p>	
<u>Narrative:</u>	<p>Professional learning and ethical practice are introduced in EDU 101 Introduction to Education and at the MAT orientation. Professional ethics and practices are emphasized in each course across the programs. Teacher Education instructors/faculty, as well as general education content faculty, have the opportunity to complete a dispositional review on all Teacher Education candidates enrolled in each course. At the undergraduate level, the first formal checkpoint is during their interview for admission to the</p>

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	<p>Teacher Education Program. Ethics and dispositions are addressed in the application for admittance and the faculty interview.</p> <p>In the MAT program students and faculty complete a course to course dispositions document at the end of each course, allowing for student reflection on learning, and dispositions, and faculty feedback. This is a shared Google doc that program directors can access at any time to evaluate dispositional feedback. Program directors in MAT complete a mid-course check in with course instructors to identify any dispositional concerns. Those concerns are documented on a watch list for the program.</p> <p>Field experience support candidates' development of this competency. Formative assessment of planning for instruction is completed on the long form evaluation for field experiences of more than 20 hours.</p> <p>A second formal checkpoint for ethical practice and dispositions takes place for all undergraduate and MAT candidates as part of the application for Clinical Practice. Final assessment is completed at the clinical practice level. The Case Study Work Sample completed during clinical practice also addresses this outcome (Outcomes 5 and 7).</p>
<u>Documentation:</u>	<p>TABLE: 005.02-1 – Professional Education Competencies</p> <p>Long Form Field Experience Evaluation</p> <p>NDE Clinical Evaluation</p> <p>Undergraduate Case Study Rubric</p> <p>MAT Case Study Rubric</p> <p>EDU Disposition Reporting Form</p> <p>MAT Course to Course Dispositions Documentation</p> <p>Application for Teacher Education form</p> <p>TE Program Interview Protocol</p> <p>Clinical Practice Application</p> <p>MAT Dispositional Leadership Reflection</p>
<p><u>005.02J Leadership and Collaboration.</u> The candidate seeks opportunities to take responsibility for student learning, to collaborate with students, families, colleagues, other school professionals, and community members to ensure student growth, and to advance the profession.</p>	
<u>Narrative:</u>	<p>Leadership and collaboration are introduced in EDU 101 Introduction to Education and at the MAT orientation. Leadership and collaboration are emphasized in each course across the programs. Teacher Education instructors/faculty, as well as general education content faculty, have the opportunity to complete a dispositional review on all Teacher Education candidates enrolled in each course. At the undergraduate level, the first formal checkpoint is during their interview for admission to the Teacher Education Program. Leadership, collaboration and dispositions are addressed in the application for admittance and the faculty interview.</p>

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	<p>In the MAT program students and faculty complete a course-to-course dispositions document at the end of each course, allowing for student reflection on learning, and dispositions, and faculty feedback. This is a shared Google doc that program directors can access at any time to evaluate dispositional feedback. Program directors in MAT complete a mid-course check in with course instructors to identify any dispositional concerns. Those concerns are documented on a watch list for the program.</p> <p>Field experience support candidates' development of this competency. Formative assessment of planning for instruction is completed on the long form evaluation for field experiences of more than 20 hours.</p> <p>A second formal checkpoint for leadership, collaboration and dispositions takes place for all undergraduate and MAT candidates as part of the application for Clinical Practice. Final assessment is completed at the clinical practice level. In the MAT program candidates complete a Dispositional Leadership reflection.</p>
<u>Documentation:</u>	<p>TABLE: 005.02-1 – Professional Education Competencies</p> <p>Long Form Field Experience Evaluation</p> <p>NDE Clinical Evaluation</p> <p>MAT Course to Course Dispositions Documentation</p> <p>Application for Teacher Education form</p> <p>TE Program Interview Protocol</p> <p>Clinical Practice Application</p> <p>MAT Dispositional Leadership Reflection</p>
<p><u>005.02K Human Relations.</u> The institution shall offer training integrated into a required course or combination of required courses which shall be designed to lead to the following skills as enumerated in 79-807(6) R.R.S.:</p> <p><u>005.02K1</u> An awareness and understanding of the values, lifestyles, contributions, and history of a pluralistic society;</p> <p><u>005.02K2</u> The ability to recognize and deal with dehumanizing biases, including, but not limited to, sexism, racism, prejudice, and discrimination, and an awareness of the impact such biases have on interpersonal relations;</p> <p><u>005.02K3</u> The ability to translate knowledge of human relations into attitudes, skills, and techniques which result in favorable experiences for students;</p> <p><u>005.02K4</u> The ability to recognize the ways in which dehumanizing biases may be reflected in instructional materials;</p> <p><u>005.02K5</u> Respect for human dignity and individual rights; and</p> <p><u>005.02K6</u> The ability to relate effectively to other individuals and to groups in a pluralistic society other than the applicant's own.</p>	
<u>Narrative:</u>	<p>Candidates primarily develop human relations skills and knowledge in EDU 375 Multicultural Relations in the undergraduate program. In the MAT</p>

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	program, students enroll in EDU 575 Human Relations in a Multicultural Society. In addition to class work, undergraduate students enrolled in the course complete a 10 hour service learning project working within a diverse setting with one of our community partners. Partnerships are established at Omaha South High School, Uta Hallee Rite of Passage, and Crestview Homework Club. Initial competencies are measured within the course while summative competency is measured during clinical practice.
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<u>Documentation:</u>	TABLE: 005.02-1 – Professional Education Competencies NDE Clinical Evaluation
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005.02L Special Education. The institution will require one or more courses which provide candidates with systematic and continuing opportunities to develop knowledge, skills, and professional dispositions for teaching students with disabilities including the areas enumerated by 79-807(7) R.R.S.:

005.02L1 Knowledge of the exceptional educational needs of the disabilities defined by section 79-1118.01 R.R.S.;

005.02L2 Knowledge of the major characteristics of each disability defined by Section 79-1118.01 R.R.S. in order to recognize its existence in children;

005.02L3 Knowledge of various alternatives for providing the least restrictive environment for children with disabilities;

005.02L4 Knowledge of methods of teaching children with disabilities in the regular classroom; and

005.02L5 Knowledge of prereferral alternatives, referral systems, multidisciplinary team responsibilities, the individualized education plan process, and the placement process.

<u>Narrative:</u>	Students' special education knowledge and skill base is built initially in undergraduate course SPE 101 Introduction to Special Education and in the graduate program, SPE 501 Introduction to Special Education. Both courses require classroom based observations. All students are enrolled in an additional special education course SPE 240/540 Guidance and Classroom Management. Students enrolled in Elementary Education, Early Childhood Education and the Writing and Reading supplemental endorsement are enrolled in a third Special Education course SPE 430/530 Literacy Diagnosis.
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Topics such as least restrictive environment, characteristics of each disability, methods of teaching, referral systems, and data collection for referral are introduced in SPE 101/501. Content including adapting the learning environment and using referral systems around behavior/developmental documentation is taught in SPE 240/540. SPE 430/530 specifically addresses assessments for literacy development, and data driven methods for teaching literacy, including research based differentiations or modifications needed for specific disabilities.

Initial competencies are measured within the courses while summative competency is measured during clinical practice. The Case Study Work

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	Sample completed during clinical practice also addresses this outcome (Outcomes 1, 4 and 5).
<u>Documentation:</u>	TABLE: 005.02-1 – Professional Education Competencies NDE Clinical Evaluation Undergraduate Case Study Rubric MAT Case Study Rubric

005.03 Field Experience

005.03 Field Experience Coursework. The institution shall require practicum and clinical experiences that provide candidates opportunities to work with students and school partners to develop knowledge, skills, and professional dispositions. When viewed as a whole, field experiences are central to candidate preparation and shall provide opportunities to work with diverse students which may include, but is not limited to, differences based on ethnicity, race, socioeconomic status, gender, exceptionalities, and language.

005.03A Initial Program Field Experience. These experiences shall range from candidate interaction with students to assuming responsibility for instructional planning and implementation, and assessment of student learning.

Narrative:

Every teacher candidate is required to complete at least 100 hours in pre-service field experiences prior to their clinical practice. CSM undergraduates complete an average of 200 field experience hours. These experiences are required and provided within course structures.

Teacher candidates begin field experiences during their first year at CSM, through EDU 101/SPE 101. This experience includes observation of the classroom environment, curriculum, and teacher responsibilities, as well as assisting the cooperating teacher as requested. As candidates progress through the program, field experience expectations increase. Candidates gradually move from observation and requested assistance to more structured lesson and unit planning and teaching, as well as assessment.

All field experiences are assessed using one of two evaluations. A general evaluation is used in the freshman and sophomore level courses, with a long form evaluation which reflects the NDE clinical practice evaluation used for junior and senior level courses. The long form evaluation is more comprehensive to reflect the increased responsibilities of field experiences of more than 20 hours.

College of Saint Mary has three specific undergraduate field experiences that have been built with partners to provide students with the opportunity to instruct students from a variety of ethnicities, race, socioeconomic status, gender, exceptionalities, and languages:

- Students enrolled in SPE 240 Guidance and Management and EDU 375 Human Relations complete 30 field experience hours through

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	<p>Homework Club. This is a partnership between Mercy Housing and College of Saint Mary where students provide tutoring to elementary age children. This experience is required for all education students to meet course requirements.</p> <ul style="list-style-type: none"> Students enrolled in math and natural/social science method courses (EDU 353, EDU 355) complete 64 field experience hours in Operation S.M.A.R.T. This after-school program pairs students from Girls Inc., with teacher education students in small group lessons. CSM students provide instructional activities in natural and social sciences, math, and technology. Students enrolled in teaching elementary/middle literacy and reading assessment (EDU 350 and SPE 430) complete 80 field experience hours at partner schools, currently Liberty Elementary and Conestoga Elementary. These partner schools allow opportunities to work with diverse ethnic and socioeconomic groups, including a high number of ESL students.
<u>Documentation:</u>	<p>TABLE: 005.03-1 – Field Experience for Initial Certification Undergraduate TABLE: 005.03-1 – Field Experience for Initial Certification Master’s Short Form field experience evaluation Long Form field experience evaluation</p>

005.03A1 Practicum experience consists of a minimum of one hundred (100) clock hours of contact with students. Field-based practicum experiences are completed prior to clinical practice and provide opportunities for candidates to observe, assist, tutor, instruct, or conduct research. Practicum experiences may occur in settings such as school systems, or other settings serving students.

<u>Narrative:</u>	<p>Every student requesting a clinical practice placement must have completed at least 100 hours in successful pre-service experiences. These experiences take place in PK-12 classrooms, early childhood centers, and through community resources, such as afterschool tutoring. Students are required to document all field experience hours and provide that documentation with their clinical practice applications. Coordination and documentation of field experience hours are maintained by the Field Experience Coordinator for undergraduate students and the Assistant Director of the MAT program.</p>
<u>Documentation:</u>	<p>Undergraduate Field Experience database MAT Field Experience database Field Experience hours log Clinical Practice Application</p>

005.03A2 Clinical Practice. The institution shall require a clinical practice experience for initial teacher certification in which candidates demonstrate knowledge, skills, and professional dispositions by assuming responsibility for whole class instruction in the area of the endorsement and within the grade level for which they are preparing.

<u>Narrative:</u>	<p>Clinical practice is the culminating experience of pre-service professional</p>
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	<p>education. In a carefully planned environment, students demonstrate knowledge, skills, and dispositions developed in the pre-service education program. Clinical practice is a time to learn and grow from experiences that will enable the student to transcend from student to a teaching professional. A recommended timeline is provided to the clinical practice candidate and cooperating educator which outlines a gradual release of responsibility from cooperating educator to candidate until the clinical practice candidate has assumed full responsibility for the classroom.</p> <p>College of Saint Mary requires teacher candidates to teach full days, 16-20 weeks, in one or two placements, depending on area(s) of endorsement. All pre-service teachers teach in fields or subjects for which they will be endorsed. Students follow the calendar and schedule of the placement school during their clinical practice experience(s). This includes times of arrival and departure, lunch, study hall, and/or playground duties, parent conferences, faculty meetings, in-services, and other activities that teachers are expected to attend. Teacher candidates are expected to keep the same hours as their cooperating educator and attend meetings, activities, etc. that are also attended by their cooperating educator.</p>
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<u>Documentation:</u>	<p>Undergraduate Teacher Education Handbook Undergraduate Clinical Practice handbook MAT Clinical Practice handbook</p>
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005.03A2a The institution shall have a clear statement of policies and procedures relating to clinical practice which shall be made available, together with the Standards for Professional Practices Criteria in 92 NAC 27, to all persons involved in the clinical practice experience.

<u>Narrative:</u>	<p>College of Saint Mary outlines the clinical practice application procedures and expectations in the Undergraduate Teacher Education Handbook (pages 38-51), which students receive during their freshman year in EDU 101/SPE 101. The procedures for application are reviewed at the beginning of the semester prior to clinical practice through a Clinical Practice Application information session. All students who successfully apply for clinical practice attend a Clinical Practice Information Session in late spring or fall prior to their clinical practice placement. All policies and expectations of the clinical semester are reviewed by the Director of Teacher Education and the college supervisor.</p>
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<u>Documentation:</u>	<p>Undergraduate Clinical Practice handbook MAT Clinical Practice handbook</p>
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005.03A2b All clinical practice shall be conducted in a Nebraska school system, or in an approved, accredited or otherwise legally operated school in another state or an English-speaking school in another country where teachers and administrators in the school are required by law or regulation to be certificated by the state or nation's educational authority.

<u>Narrative:</u>	<p>Students have an opportunity to identify a school district, school(s), or specific teacher(s) that they would like to be placed with for clinical practice.</p>
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	The Field Experience Coordinator works with school district personnel to secure placements that meet the needs of each student's specific program and satisfy NDE requirements for cooperating teachers. Students are mainly placed in Nebraska school systems, but have also been placed in Iowa, Washington, and Florida during the 2014-15 and 2015-16 school years.
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<u>Documentation:</u>	School Systems database
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005.03A2c The institution shall engage with school partners on a regular and ongoing basis to develop and communicate the roles and responsibilities of candidates, college supervisors, cooperating educators, and other school personnel; to provide opportunities for school partners to provide input to the program regarding candidate placements, candidate performance, and program improvement; and to develop opportunities for faculty and school-based educators to work collaboratively to enhance candidate development.

<u>Narrative:</u>	<p>College of Saint Mary has an advisory council which meets semi-annually. The council is made up of representatives from both public and private school districts as well as community partners. The council roster represents both classroom teachers, as well as administrators. Teacher Education faculty meet with the council to discuss and gain input on evaluations, candidate and program improvement, and ongoing changes in higher education and PK-12 arena. Advisory Council members have provided input on interview protocol for admission to College of Saint Mary Teacher Education, program handbooks, and lesson plan formats.</p>
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Candidate placement is still primarily done through HR departments at respected districts, however, several community partnership sites have been created at the undergraduate level with Omaha Public Schools where principals and CSM faculty work together for placements. Sites include: Liberty Elementary School, Conestoga Elementary School, Ashland Park Robbins Elementary School, Norris Middle School, and South High School. At the graduate level, partnerships have been created with Papillion LaVista Community Schools for MAT field experience at the elementary level in the following buildings: LaVista West Elementary School and Prairie Queen Elementary School.

<u>Documentation:</u>	<p>Advisory Council database</p> <p>Advisory Council Meeting Minutes</p>
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005.03A2c1 The institution shall negotiate written agreements delineating the roles and responsibilities of candidates in clinical practice, college supervisors, and the cooperating educators.

<u>Narrative:</u>	<p>A written Clinical Practice Agreement for each district is on file with the Field Experience Coordinator at College of Saint Mary and district HR offices. The agreement outlines expectations of the college, school district, and college supervisor. College of Saint Mary works cooperatively with district personnel to identify the number of weeks and endorsement areas for each individual clinical practice candidate. Cooperating educators receive a Clinical Practice</p>
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	Handbook, which is reviewed jointly by the college supervisor, clinical practice candidate, and cooperating educator.
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<u>Documentation:</u>	Clinical Practice Agreement District Contact List database
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005.03A2d The institution shall require a clinical practice experience equivalent to:

005.03A2d1 A minimum of one (1) semester (at least fourteen (14) full-day weeks) for one (1) field endorsement; one (1) field endorsement and one (1) subject endorsement which is a content area specified in the field endorsement and is at the same grade level; or up to two (2) subject endorsements at the same grade level;

005.03A2d2 A minimum of eighteen (18) full-day weeks for two (2) field endorsements; one (1) field endorsement and one (1) subject endorsement which is not a content area specified in the field endorsement; one (1) field endorsement and one (1) subject endorsement which is a content area specified in the field endorsement but is not at the same grade level; or two (2) subject endorsements which are not at the same grade level;

005.03A2d3 A minimum of an additional nine (9) full-day weeks for each field or subject endorsement added to those described in Section 005.03A2d1 or Section 005.03A2d2 of this chapter.

<u>Narrative:</u>	College of Saint Mary places teacher candidates for a minimum of 16 weeks for a single field or subject endorsement. This exceeds the fourteen week requirements. College of Saint Mary requires a twenty week placement for individuals with two field endorsements or one subject endorsement and one field endorsement which again exceed requirements. This practice was adopted by College of Saint Mary in response to our community partners' requests to provide optimal experiences.
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<u>Documentation:</u>	Undergraduate Clinical Practice handbook MAT Clinical Practice handbook Undergraduate Clinical Practice Database MAT Clinical Practice Database
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005.03A2e The institution shall ensure that a minimum of five (5) formal observations by faculty shall be conducted during clinical practice for candidates preparing for initial level teaching certification. Three (3) observations must be on site and two (2) of the observations may be conducted utilizing technology which allows for visual contact between the parties.

<u>Narrative:</u>	College supervisors observe and provide feedback to teacher candidates at least 5 times during the clinical practice term. If a pre-service teacher candidate is performing unsatisfactorily, the college supervisor will make more frequent visits until problems are resolved. College level interventions can include additional faculty such as advisors or program director to provide supports needed to assist the teacher candidate in achieving benchmarks. College supervisors will provide regular communication with cooperating teachers and coordinate clinical practice evaluations. In some cases, a withdrawal from clinical practice has been advised at mid-semester with an
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	opportunity for a new placement with additional support in the upcoming semester.
<u>Documentation:</u>	Undergraduate Clinical Practice handbook MAT Clinical Practice handbook Undergraduate Clinical Practice Observation form MAT Clinical Practice Observation form

006 Advanced Program Field Experience.

006.01 The institution shall have a clear statement of policies and procedures relating to field experiences which shall be made available, together with the Standards for Professional Practices Criteria in 92 NAC 27, to all persons involved in the field experience.

006.02 Institutions shall require field experiences for advanced certification programs.

Narrative:

College of Saint Mary (CSM) offers a Master of Science in Education Program with an emphasis in Early Childhood Education (ECE). Upon completion of the program, graduates are able to apply for a supplemental endorsement in Early Childhood Education. In compliance with Nebraska Law 92 Rule 24 006.17D1, students in the ECE program are required to complete a minimum of 45 hours of field experiences in prekindergarten settings. Policies and procedures for the field experiences and Professional Practices Criteria in 92 NAC 27 are published in the *ECE Graduate Field Experience Handbook* provided to each student, cooperating teacher, supervisor, and the Teacher Education Program's Coordinator of Field Experiences. A statement describing the field experience requirement and reference to the *ECE Graduate Field Experience Handbook* is included in the MSE Handbook provided to all students in the MSE Program.

Required field experiences are embedded in the following courses which must be completed by all students in the MSE/ECE Program:

- ECE 631 Play and the Integrated Curriculum
- ECE 632 Advanced Language Development and Literacy in Early Childhood
- ECE 635 Observation, Documentation and Assessment in Early Childhood Education

Students are required to sign a document to verify that they have read and understand the policies and procedures for field experiences and the Professional Practices Criteria in 92 NAC 27.

Field Experiences for the MSE/ECE will be supervised by the ECE Coordinator for the MSE Program. To date, there have not been any MSE/ECE field experiences completed.

Documentation:

TABLE: 006.02-1 – Field Experience by Advanced Program
Graduate Catalog

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	CSM ECE Graduate Field Experience Handbook CSM Master of Science in Education Handbook CSM MSE/ECE Website
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006.03 All clinical practice shall be conducted in a Nebraska school system, or in an approved, accredited or otherwise legally operated school in another state or an English-speaking school in another country where teachers and administrators in the school are required by law or regulation to be certificated by the state or nation's educational authority.

<u>Narrative:</u>	All field experiences are conducted in Nebraska and Iowa schools that are accredited and approved by the respective state's Department of Education. All cooperating teachers are certified in ECE and have a minimum of three years' experience teaching at Pre-K and/or Kindergarten levels. To date, there have not been any MSE/ECE field experiences completed.
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<u>Documentation:</u>	CSM ECE Graduate Field Experience Handbook
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006.04 The institution shall engage with school partners on a regular and ongoing basis to develop and communicate the roles and responsibilities of candidates, college supervisors, cooperating educators, and other school personnel; to provide opportunities for school partners to provide input to the program regarding candidate placements, candidate performance, and program improvement; and to develop the skills of faculty and school-based educators to work collaboratively to enhance candidate development.

<u>Narrative:</u>	As partnerships are established for field experiences for the MSE/ECE Program, the Director of the MSE Program and the ECE Coordinator for the MSE Program will engage in continuous communication with school partners. The CSM ECE Graduate Field Experience Handbook, distributed to students, cooperating teachers, and school administrators, will provide information regarding roles and responsibilities of all involved. The ECE Coordinator for the MSE Program and the Coordinator of Field Experiences will communicate regularly with school personnel about candidate placements and performance.
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When there are students in the program, an advisory board of professionals involved in teaching, managing, and administering early childhood programs will be assembled to provide input regarding current practices and emerging developments in the field as well as program improvement.

<u>Documentation:</u>	CSM ECE Graduate Field Experience Handbook Coordinator of Field Experiences Job Description
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007 Program Quality Indicators.

007 Program Quality Indicators. The institution shall establish a systematic process to address and document program quality indicators.

007.01 Candidate Admission and Completion. The institution utilizes information related to candidate admission, progression, completion, and graduate employment to document the institution's continuing and purposeful expectations for candidate quality.

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<u>Narrative:</u>	The Teacher Education faculty and staff meet monthly to discuss information related to candidate admission, progression and completion, of all Teacher Education programs. Minutes are kept on file in a joint community site, allowing access by all teacher education faculty and staff. A data retreat takes place annually during the summer. Because minutes contain specific student names, situations and identifying information, they are not publically available.
<u>Documentation:</u>	Teacher Education Committee Meeting Agenda sample Teacher Education Retreat minutes Summer 2015

007.02 Content Knowledge. The institution utilizes candidate performance information from contents tests as set forth in 92 NAC 24, to determine potential areas for improvement in content knowledge preparation of candidates.

<u>Narrative:</u>	Praxis II: Elementary Education: Curriculum, Instruction and Assessment Exam was required for all Early Childhood, Elementary Education and Special Education students beginning in Fall 2007. Praxis II Content tests were not required by College of Saint Mary for other endorsement areas until September 1, 2014, when the tests were adopted by the Nebraska Department of Education. The Teacher Education committee reviewed Praxis II data in the summer of 2015 at a summer program faculty retreat and made recommendations based on data and discussion. CSM teacher candidates scored well on Praxis II content tests, therefore no major changes were required.
<u>Documentation:</u>	Praxis data presentation – Summer 2015

007.03 Graduate follow-up. The institution utilizes a graduate follow-up process to obtain program completer input regarding satisfaction, relevance and effectiveness of their preparation for professional roles and responsibilities.

<u>Narrative:</u>	College of Saint Mary surveys alumni three times a year (for summer, fall and spring graduates concerning completer satisfaction relevant to their professional preparation.
<u>Documentation:</u>	Exit Survey – Graduate Programs Exit Survey – Undergraduate Programs Exit Survey Data 2014-2015

007.04 Employer follow-up. The institution utilizes a process for collecting information from employers regarding satisfaction with the program and program completers.

<u>Narrative:</u>	College of Saint Mary uses data collected by Nebraska Department of Education First Year teacher Survey to review and analyze employers' perceptions of program completers. This data was collected for the first time in 2014. The data was discussed at a retreat in the summer of 2015. Limited responses from employers makes meaningful analysis difficult.
<u>Documentation:</u>	First Year Teacher survey data 2015

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007.05 Graduate Support. The institution makes resources available to support its new to the profession teachers.

Narrative:

The undergraduate program will write personal letters, provide more specific personal references and talk to districts on behalf of our students as they are actively seeking employment. In the past, an annual gathering was a part of the program's offering. The gatherings traditionally were not well attended, so currently annual gatherings have not been a part of this programs' offerings. Ongoing efforts to support undergraduate alumni have not been budgeted.

The Master of Arts in Teaching program has utilized a number of opportunities to support our graduates who are transitioning to the profession. We will write personal letters, provide more specific personal references, and talk to districts on behalf of our students as they are actively seeking employment. In the past graduates were invited to attend a social gathering designed to solicit feedback about how the MAT program best supported their start in the profession. This event was not well attended and has been discontinued. The Director of the MAT program maintains a Facebook page where program updates are posted, along with graduate kudos, professional development articles, and inspirational readings. The Directors also make an effort to reach out to graduates who are still seeking employment with job opening details to encourage them to apply.

Documentation:

007.06 Program Improvement. The institution initiates program improvement strategies based on regular analysis of data, current research, and/or as the result of engagement with PK-12 education partners regarding initiatives and challenges of PK-12 education.

Narrative:

Undergraduate Teacher Education Program

The Undergraduate Program Director strives to initiate program improvement based on data analysis, current research, changes in Rule 24, as a result of PK-12 partners' feedback on student evaluation during field experience, Advisory Board feedback, and student interviews prior to admittance to the Teacher Education Program. The following initiatives were direct results of our efforts:

- Adding a Coordinator of Field Experience has allowed for stronger data availability to all faculty. It has helped to establish trends in student achievement. All information is now housed in one central location allowing for data to be used for interventions as well as content recommendations.
- Teacher Education faculty meet monthly to discuss any student concerns. Student evaluations on all field experience, coursework, and Praxis scores are routinely reviewed. Intervention plans are set up as needed with student advisor(s) and Program Director.
- Program reviews and updates have been completed in areas changed by Rule 24 including: Art, Reading and Writing PK-6, Middle

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Grades, Early Childhood and Early Childhood Inclusive, and Special Education.

- Lesson Plan with reflection format was reworked so that the same plan template is used across the undergraduate and MAT programs.
- Reading and Writing
- K-6 endorsement will be added in Fall of 2016. This endorsement was chosen as a priority based on feedback given by students, cooperating teachers, and Advisory Board members. Feedback reflected a need for additional training for teacher education students in the area of reading based on state-wide NeSA scores.
- New Formats for e-portfolio and case study were added to full clinical seminar requirements in the fall of 2014 based on piloted format in MAT the previous year. Format and evaluation are based on INTASC standards.
- Upon review of data and student/cooperating teacher feedback it was determined that clinical practice case studies needed to be moved earlier in the semester to allow for time for revision and feedback. If, upon initial review grade is less than 80%, revisions are required.
- The Program Director, clinical practice supervisor, and faculty were trained in the co-teaching model in clinical practice. Implementation of portions of the co-teaching model will begin in Fall 2016.
- Special Education adjunct retreats were held to update changes in SPE curriculum, as well as opportunities for content sharing across both undergraduate and graduate MAT faculty.

Master of Arts in Teaching Program

The MAT program directors strive to initiate program improvement strategies based on regular analysis of data, current research, and/or as the result of engagement with PK-12 education partners regarding initiatives and challenges of PK-12 education. The following initiatives were a direct result of our efforts:

- Recently implemented in the fall of 2015, new course EDU 662 Teachers as Researchers has been designed to better prepare students as consumers of educational research which informs best practice. EDU 662 focuses on evaluating research, choosing an educational topic for study in regard to best teaching practices, and scholarly writing practices. Going forward, all MAT students will take EDU 662 in their second semester within the MAT program. This provides earlier support for writing throughout the program. Additionally, some component of academic writing has been added to all courses across the program. With these changes, an overall improvement in the quality of the research papers required in EDU 527 History, Philosophy, and Trends is anticipated.

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- In an effort to provide graduate students with a format to present their learning in a scholarly presentation, teacher candidates in their clinical semester present evidence of their mastery of the INTASC standards in a formal defense of their portfolios to a committee made up of faculty and community partners. If, upon initial review, the grade is lower than 80%, revisions are required.
- Upon review of the data, it was determined that the deadline for the EDU 595 case study needed to be moved up to allow time for feedback and revisions if necessary. If, upon initial review, the grade is lower than 80%, revisions are required.
- The MAT faculty meet regularly (first of the month) to review and discuss MAT policies and procedures designed to hold students accountable for professional dispositions. Student improvement plans are monitored and updated at the first of each month. Improvement plans are shared with adjuncts to ensure accountability and documentation of student concerns.
- Currently, EDU 575 Human Relations is required of all MAT students. EDU 575 focuses exclusively on working with diverse learners. To continue to be proactive in making sure the MAT students possess this skill prior to field experience, EDU 575 was moved to an earlier position in the coursework plan.
- The CSM MAT faculty continue to monitor all assessments in relation to how students are performing in the field during field experience and counsel students on an individual basis to support professional growth.
- Starting in Fall 2015, all courses in the MAT program were required to make connections to field experiences. Connections are documented on a shared Google doc that serves as the Practicum Portfolio. Documentation is assessed from course to course and prior to clinical practice.
- Beginning Fall 2015, Elementary track students have the option to add K-12 ESL OR K-6 special education. Additional options of supplemental endorsements in Reading and Writing and Early Childhood will be available in Fall 2016.
- The program plan document that outlines all program requirements was revised. The Director reviews this document with students at all enrollment appointments to clarify field experience, Praxis, and deficiency course requirements. In addition, an audit is now conducted by the Program Director, to monitor completion of Praxis II and all deficiency courses, prior to graduation. Program plan also dictates program expectation that Praxis Core is taken by the end of the second month of the program and is passed by the end of the first semester.
- Schedules for Fall 2015 were revised so that most students do not carry additional courses on top of clinical practice work and seminar.

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- MAT faculty schedule additional adjunct retreats outside of the university planned adjunct in-service to offer additional support to our adjuncts on program expectations.

Master of Science in Education Program

College of Saint Mary's Master of Science in Education (MSE) Program provides practicing educators the opportunity to further develop expertise in teaching children in P-12 schools. The 36 graduate credit hour program offers a quality degree with courses delivered in a combination of hybrid and online formats to accommodate the schedules of practicing teachers. There are two program emphases available: Curriculum and Instruction and Early Childhood Education (ECE). Students in the ECE emphasis can earn a supplemental endorsement in Early Childhood Education. Courses and assignments are designed to provide meaningful instruction based on the educators' actual teaching practice.

The mission of the MSE program is that the Master of Science in Education Program is based on the philosophy that learning and growing as a teacher and leader in education is best accomplished when knowledge of theory and practice is balanced by appreciation of creativity and understanding gained through diverse experiences in schools. The faculty believe that it is important that candidates' knowledge of theory and practice culminate in personal reflection on that learning. It is important that educators genuinely understand and appreciate the numerous ways in which children learn, express and apply knowledge and learning so that all children in their classes progress. Candidates will not only read and write about education, but will also demonstrate their ability to put their knowledge into action.

The program is continuously reviewed and evaluated through analysis of data, including student course and program evaluations, student work samples, feedback from P-12 schools, current research, and an annual program assessment report. Revisions are made as a direct result of these analyses.

In the fall of 2014 the Early Childhood Education emphasis was added to the MSE program. This move was made in response to the growing demand for early childhood teachers and government and private supports for individuals seeking ECE certification. Students enrolled in the ECE emphasis complete the same 21 graduate credit hours of core courses as those in the Curriculum and Instruction emphasis, basing their work on ECE practices. They also complete 15 graduate credit hours of specific ECE courses. Students who need to do so complete their clinical practice experience at the ECE level. The ECE specific courses are:

- EDU 603 Educational Leadership
- ECE (EDU) 621 Curriculum Design & Program Planning*
- EDU 632 Assessment & Evaluation Strategies in Education

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- EDU 642 Research Statistics
- EDU 662 Research Methods

*With ECE 621 as a cross-listed course, the Early Childhood Education course requirements total 18 credit hours, which number of credit hours required for the Early Childhood Education (ECE) Supplemental Endorsement.

In the spring of 2014, the Curriculum and Instruction emphasis was developed for the MSE program, replacing the former emphases of Assessment Leadership and English as a Second Language. This model provided a degree with more universal appeal for teachers and P-12 school partners. The program is offered with a cohort model to facilitate class scheduling and provide students with a collaborative learning community in which to complete their course work.

In spring 2016, several revisions were made to the MSE program:

- The EDU 642 Research Statistics course was removed from the program and replaced with EDU 667 Urban Education in response to student needs and suggestions. Students did not find the statistics class useful and most did not like taking it. They believed the statistics addressed in EDU 662, Research Methods, were sufficient for their needs and pointed out that equivalent programs at area universities did not require a statistics course. Most of the students who enroll in the program teach in urban schools and expressed a desire to learn more about strategies that pertain specifically to teaching urban students with urban issues.
- EDU 655 Improvement of Teaching was renamed to Teaching Practice Self Study to more accurately describe the nature of this course. Students conduct self-case studies of their teaching practices, analyze the data, reflect on their findings, and develop plans for improvement or revisions to better meet the needs of their students. The response to this course has been very positive as it provides teachers with the rare opportunity to really scrutinize their entire practice and how they developed.
- EDU 651 Technology Integration in Instruction was moved from its position as the seventh course in the program to the first. This change was made at the suggestion of students completing the program, as most look forward to learning more about technology and teaching.
- In EDU 651 students are introduced to integration models and a wide variety of web and software applications to incorporate into teaching and learning. By learning this material at the beginning of the program, students will be able to use the information and apply the skills developed throughout the MSE program and in their teaching practices. This change also places EDU 621 Curriculum Design and Program Planning and EDU 632 Assessment and

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	<p>Evaluation Strategies into the same semester in the program, which better supports the sequential alignment of the two courses, which are strongly related.</p> <ul style="list-style-type: none"> Students in the MSE program complete a capstone project which can be a thesis or an action project for their school or classroom. They share their projects with the community at the Graduate Forum in late spring or fall. <p>Planned Revisions</p> <ul style="list-style-type: none"> In summer of 2016, a unit on collaboration with specialists and supervision of paraprofessionals and other support staff will be added to the EDU 603 Leadership in Educational Institutions in response to concerns expressed by current MSE students that they felt that they were not adequately prepared for leadership roles in these working relationships. With this change, the course will align more completely with the program mission to provide opportunities for teachers to grow as leaders in education by connecting knowledge of theory and practice with their diverse experiences in schools. The name of the EDU 603 Leadership in Educational Organizations will be changed to Teacher Leadership as the course goals and objectives are specific to practicing teachers.
<p><u>Documentation:</u></p>	<p>CSM Master of Science in Education Handbook CSM Lesson Plan template e-Portfolio assignment Undergraduate Case Study rubric MAT Case Study rubric Reading and Writing K-6 matrix Undergraduate Teacher Education Assessment Report 2014-2015 MAT Assessment Report 2014-2015 MSE Assessment Report 2014-2015</p>

Additional Tables and Documentation

Table 004.03-2 Full Time Faculty at the Institution, Part Time in the Education Unit

Adjunct and Full/Part Time Faculty Resumes