

Title II Higher Education Act

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University of San Diego
Traditional Program
2008-09

Print Report Card

Program Information

Name of Institution: University of San Diego

Institution/Program Type: Traditional

Academic Year: 2008-09

State: California

Address: School of Leadership and Education Sciences

5998 Alcalá Park

San Diego, CA, 92110

Contact Name: Dr. Paula Krist

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Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant: No

TQE partnership name or grant number, if applicable:

Section I.a Program Admission

For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.

Element	Undergraduate	Postgraduate
Application	Yes	Yes
Fee/Payment	No	Yes
Transcript	Yes	Yes
Fingerprint check	No	No

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

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

http://www.sandiego.edu/soles/programs/programs_offered.php?_focus=15

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

Postgraduate

Does your initial teacher certification program conditionally admit students? Yes

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

Some of the requirements noted in this section are required before candidates begin fieldwork in a school (i.e., practicum and student teaching), even though they are not required for admission. These include fingerprint check and background check. In addition, prior to student teaching, candidates must complete a minimum number of hours in a classroom, and complete a specified sequence of courses/credits. Before they are eligible for the credential, candidates must pass a subject area/academic content test.

Section I.b Program Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

Total number of students enrolled in 2008-09:	275
Unduplicated number of males enrolled in 2008-09:	55
Unduplicated number of females enrolled in 2008-09:	220

2008-09	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	39
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	18
Black or African American:	39
Native Hawaiian or Other Pacific Islander:	0
White:	141
Two or more races:	0

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2008-09.

Average number of clock hours required prior to student teaching	150
Average number of clock hours required for student teaching	480
Number of full-time equivalent faculty in supervised clinical experience during this academic year	2
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	3
Number of students in supervised clinical experience during this academic year	80

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

The distinction between the third and fourth question on this page is not clear. Generally, full-time equivalent faculty counts are made by combining counts of full time faculty (with part of their assignment being supervision) and counts of adjunct faculty assignments. It would be helpful if the terminology used in these questions was clarified in the glossary.

Section I.d Certified Licensed

Provide the number of students who have been certified or licensed as teachers, by subject and area of certification or licensure.

Teaching subject/area	Number certified/ licensed 2008-09	Number certified/ licensed 2007-08	Number certified/ licensed 2006-07
TOTAL (all areas/subjects)	72	69	77
Biology	5	1	0
English	11	4	8
French	0	0	1
General Subjects	27	30	35
Mathematics	3	1	3
Music	0	2	0
Social Science	15	9	7
Spanish	3	5	3
Special Education (Ed. Specialist)	16	19	22
Business	0	2	0
Art	0	0	1
Physics	1	0	0
German	0	0	1
Health Science	0	1	0

Section I.e Program Completers

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

2008-09: 72

2007-08: 69

2006-07: 77

Section II. Annual Goals

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the area(s) in which the IHE does not have that program.

Teacher shortage	
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area	Goal for increasing prospective teachers trained
Mathematics	<p>Academic year: 2008-09</p> <p>Goal: Maintain enrollment</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Although numbers are still small in this area, they have maintained due to Education faculty collaborating with the College of Arts and Sciences on grant activity to support undergraduate students who will enroll in math education programs.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>We are seeking external grant funds to provide student scholarships and assistantships.</p>
Science	<p>Academic year: 2008-09</p> <p>Goal: Maintain enrollment</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>There were three teacher candidates who completed in science areas which was consistent with previous years. There are fewer M.Ed. students for the science specialization in 08-09 than in previous years.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Faculty are seeking external grant funds to provide undergraduate and graduate student scholarships and assistantships in collaboration with the College of Arts and Sciences. Students are more likely to apply to private institutions when financial assistance is available.</p>
Special education	<p>Academic year: 2008-09</p> <p>Goal: Maintain enrollment</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Enrollment level in some specializations has been dropping for two years and decisions are being made to reduce the number of specializations to only include deaf and hard of hearing and mild/moderate special education programs beginning Fall 2009.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>

	<p>By focusing on limited areas of specialization, we expect to maintain viable programs with consistent enrollment.</p>
<p>Instruction of limited English proficient students</p>	<p>Academic year: 2008-09</p> <p>Goal: Maintain enrollment level</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>In conjunction with a grant from the Longview Foundation, all faculty in the teacher credential program updated their course syllabi to include student learning outcomes related to limited English proficient students.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Wrote a CTEL certificate.</p>
<p>Other</p>	<p>Academic year:</p> <p>Goal:</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>

Provide any additional comments, exceptions and explanations below:

For the current year and the foreseeable future, because of the economic conditions, we are less able to set goals and ensure achievement of those goals than in the past. In addition, Schools of Education are affected by changes in the State budgets for K-12. The reduction in the state budget has resulted in a decrease in the number of internships in Special education. Undoubtedly this is the case for all Schools of Education Across the country.

Section II. Assurances

Please indicate whether your institution is in compliance with the following assurances.

Training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institution’s graduates are likely to teach, based on past hiring and recruitment trends.

Yes

Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.

Yes

General education teachers receive training in providing instruction to children with disabilities.

Yes

General education teachers receive training in providing instruction to limited English proficient students.

Yes

General education teachers receive training in providing instruction to children from low-income families.

Yes

Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.

Yes

Describe your institution's most successful strategies in meeting the assurances listed above:

We are working closely with Balboa Elementary School, an innovative inner city urban school, in providing high quality, focused practicum experiences for our candidates. We have diversified our pool of university supervisors of candidates' field experiences. In order to attain the credential, all candidates are required to demonstrate competence in teaching limited English speaking and special needs students in the PACT capstone assessment.

Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate (%)	State Average scaled score
1000 -CALIFORNIA BASIC EDUCATIONAL SKILLS TEST Evaluation Systems group of Pearson All program completers, 2007-08	74		73	99		
1000 -CBEST Evaluation Systems group of Pearson All program completers, 2008-09	67		67	100		
105 -CSET English I Evaluation Systems group of Pearson All program completers, 2008-09	5					
106 -CSET English II Evaluation Systems group of Pearson All program completers, 2008-09	5					
107 -CSET English III Evaluation Systems group of Pearson	5					

All program completers, 2008-09						
108 -CSET English IV Evaluation Systems group of Pearson All program completers, 2008-09	5					
101 -CSET MSE I Evaluation Systems group of Pearson All program completers, 2008-09	35		35	100		
102 -CSET MSE II Evaluation Systems group of Pearson All program completers, 2008-09	35		35	100		
103 -CSET MSE III Evaluation Systems group of Pearson All program completers, 2008-09	35		35	100		
136 -CSET Music Subtest I Evaluation Systems group of Pearson All program completers, 2008-09	1					
137 -CSET Music Subtest II Evaluation Systems group of Pearson All program completers, 2008-09	1					
138 -CSET Music Subtest III Evaluation Systems group of Pearson All program completers, 2008-09	1					
120 -CSET Sci III Bio/Life Evaluation Systems group of Pearson All program completers, 2008-09	5					
124 -CSET Sci IV Bio/Life (specialized) Evaluation Systems group of Pearson All program completers, 2008-09	1					
118 -CSET Science I Evaluation Systems group of Pearson All program completers, 2008-09	4					
119 -CSET Science II Evaluation Systems group of Pearson All program completers, 2008-09	4					
114 -CSET Social Sci I Evaluation Systems group of Pearson All program completers, 2008-09	10		10	100		
115 -CSET Social Sci II Evaluation Systems group of Pearson All program completers, 2008-09	10		10	100		
116 -CSET Social Sci III Evaluation Systems group of Pearson All program completers, 2008-09	10		10	100		
145 -CSET Spanish Subtest I	1					

Evaluation Systems group of Pearson All program completers, 2008-09						
146 -CSET Spanish Subtest II Evaluation Systems group of Pearson All program completers, 2008-09	1					
147 -CSET Spanish Subtest III Evaluation Systems group of Pearson All program completers, 2008-09	1					
105 -CSET: English Test I Evaluation Systems group of Pearson All program completers, 2007-08	2					
106 -CSET: English Test II Evaluation Systems group of Pearson All program completers, 2007-08	2					
107 -CSET: English Test III Evaluation Systems group of Pearson All program completers, 2007-08	2					
108 -CSET: English Test IV Evaluation Systems group of Pearson All program completers, 2007-08	2					
110 -CSET: Mathematics Test I Evaluation Systems group of Pearson All program completers, 2007-08	1					
111 -CSET: Mathematics Test II Evaluation Systems group of Pearson All program completers, 2007-08	1					
112 -CSET: Mathematics Test III Evaluation Systems group of Pearson All program completers, 2007-08	1					
101 -CSET: Multiple Subject Test I Evaluation Systems group of Pearson All program completers, 2007-08	49		49	100		
102 -CSET: Multiple Subject Test II Evaluation Systems group of Pearson All program completers, 2007-08	49		49	100		
103 -CSET: Multiple Subject Test III Evaluation Systems group of Pearson All program completers, 2007-08	49		49	100		
136 -CSET: Music Test I Evaluation Systems group of Pearson All program completers, 2007-08	1					
137 -CSET: Music Test II Evaluation Systems group of Pearson All program completers, 2007-08	1					

138 -CSET: Music Test III Evaluation Systems group of Pearson All program completers, 2007-08	1				
118 -CSET: Science Test I Evaluation Systems group of Pearson All program completers, 2007-08	1				
119 -CSET: Science Test II Evaluation Systems group of Pearson All program completers, 2007-08	1				
120 -CSET: Science Test III Biology/Life Science Evaluation Systems group of Pearson All program completers, 2007-08	1				
114 -CSET: Social Science Test I Evaluation Systems group of Pearson All program completers, 2007-08	6				
115 -CSET: Social Science Test II Evaluation Systems group of Pearson All program completers, 2007-08	6				
116 -CSET: Social Science Test III Evaluation Systems group of Pearson All program completers, 2007-08	6				
145 -CSET: Spanish Test I Evaluation Systems group of Pearson All program completers, 2007-08	1				
146 -CSET: Spanish Test II Evaluation Systems group of Pearson All program completers, 2007-08	1				
147 -CSET: Spanish Test III Evaluation Systems group of Pearson All program completers, 2007-08	1				
2000 -READING IINSTRUCTION COMPETENCE ASSESSMENT Evaluation Systems group of Pearson All program completers, 2007-08	50		50	100	
91 -RICA Evaluation Systems group of Pearson All program completers, 2008-09	35		35	100	

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)

All program completers, 2008-09	67	67	100	
All program completers, 2007-08	74	72	97	

Section IV. Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?

Yes

If yes, please specify the organization(s) that approved or accredited your program:

State

NCATE

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

No

Section V. Technology

Does your program prepare teachers to:

- **integrate technology effectively into curricula and instruction**
Yes
- **use technology effectively to collect data to improve teaching and learning**
Yes
- **use technology effectively to manage data to improve teaching and learning**
Yes
- **use technology effectively to analyze data to improve teaching and learning**
Yes

Provide a description of how your program prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of how your program prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

All teacher candidates are required to take an on line technology module regarding use of technology in classroom instruction before applying for the preliminary credential. In EDSP 389/589, all candidates are introduced to assistive technology for differentiated instruction for all students.

Across the general education curriculum, teacher candidates use case studies to identify the appropriate use of instructional technology.

USD has been awarded two private gifts focused on helping general education teacher candidates in the early identification

of struggling readers, dyslexia and related language and communication disorders. The project is named, "Strategies to Teach All for Real Success (STARS)," and expects to strengthen the interface between general and special education. Some funds have been used to purchase assessment tools, some of which have electronic components, and instructional materials that have application for preparing teachers who serve K-12 children and youth. Some funds were used to pay stipends to three consultants to the project in the areas of special education, English learner and educational technology who began development of integrated teacher education modules. Many of the full time faculty have served and continue to serve on the STARS council; the committee is also comprised of school personnel.

In Spring 2009, all faculty were paid a stipend to participate in the IRIS program and develop increased skills the use of online interactive resources that translate research about the education of students with disabilities into practice.

In fieldwork (practicum and student teaching), we strive to place teacher candidates in classrooms where technology is utilized for instruction, for student assessment. In addition, during student teaching in preparation for the Performance Assessment for California Teachers (PACT) and within the PACT event, candidates use technology in instruction and to conduct an in-depth assessment to determine strengths and needs of K-12 students. They then conduct a deeper analysis of student performance regarding three case study students.

The Department of Learning and Teaching conducted a successful search for a new assistant professor in Instructional Technology, who began in Fall 2009.

Section VI. Teacher Training

Does your program prepare general education teachers to:

- **teach students with disabilities effectively**
Yes
- **participate as a member of individualized education program teams**
Yes
- **teach students who are limited English proficient effectively**
Yes

Provide a description of how your program prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

There are two methods courses USD teacher candidates are required to take that specifically address students with disabilities and teaching students with limited English proficiency. These are both 3 credit hour courses, Healthy Environments and Inclusive Education and Methods of Teaching English Language and Academic Development. Student Teaching placements with classrooms including special needs students provide IEP experience for students. The Performance Assessment of California Teachers (PACT) assessment expects students to include thorough adaptations for special education in their lesson development, implementation, and assessment.

Faculty members in both general education and special education participated in an IRIS workshop (from Vanderbilt University's Peabody College) to develop additional skills to teach teacher candidates to integrate strategies for special needs students in the general education classroom.

Does your program prepare special education teachers to:

- **teach students with disabilities effectively**
Yes
- **participate as a member of individualized education program teams**
Yes
- **teach students who are limited English proficient effectively**
Yes

Provide a description of how your program prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

First, we have a CTC approved Level I Education Specialist Credential with English Learner Authorization in these three areas:

- 1) mild/moderate disability
- 2) moderate/severe disability (No longer accepting students as of fall 2009)
- 3) early childhood disability (No longer accepting students as of fall 2009)

We also have Council for Exceptional Children SPA NCATE recognition.

Second our 42-unit credential with master degree (41 including student teaching without M.ED only course) is designed sequentially to build candidate competency in all areas of teaching students with special needs.

Here is the course preferred sequence:

FOUNDATIONS BLOCK (must be completed before beginning Methods Block)

Course title/ Unit/ Field requirement

EDUC 558XB First and Second Language Development for the Classroom Teacher/ 3 CEU/na

EDSP 589 Healthy Environments and Inclusive Education/ 3 units/5 hours

EDSP 574 Characteristics & Needs Mild to Moderate/ 3 units/ na

EDSP 573 Family Systems/ 3 units/ Family case study 5 hours

EDSP 579 Cultural, Legal & Ethical Aspects/ 2 units/ na

EDUC 500 Research Design/ 3 units/ na

METHODS BLOCK (may be taken concurrently with the Foundations Block and in any order; must be completed before beginning Student Teaching)

Course title/ Units/ Field requirement

EDSP 571 Management Behavior and Instruction/ 3 units/ na

EDUC 575 Elementary Curriculum Methods for Special Educators/ 3 units/ 20 hour practicum

EDUC 583 Methods of Teaching Reading and Language Arts in Elementary Schools/ 3 units/ 50 hour practicum.

EDUC 584 Methods of Teaching English Language and Academic Development/ 3 units/20 hours

EDSP 570 Assessment in Special Education/ 3 units/ Na

EDSP 572 Typical & Atypical Language Development/ 3 units/ Shadow Speech Language Teacher 5 hours

EDSP 575 Curriculum and Instruction Mild to Moderate/ 3 units/ 20 hour practicum

STUDENT TEACHING BLOCK (courses taken concurrently)

Course title/ Units/Field requirement

EDSP 590P Practicum Mild Moderate/ 6 unit/ Full-day, full-time assignment in K-12 school

Student Teaching Seminar/ 0 units/ 3 Saturdays

Section VII. Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

The program is primarily postgraduate. Undergraduate students may begin the multiple subject (elementary) or single subject (secondary) teaching credential program while completing the baccalaureate degree. The School of Leadership and Education Sciences has numerous partnership agreements with local elementary and secondary schools in several school districts.

Supporting Files

University of San Diego

Traditional Program

2008-09

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Title II, Higher Education Act

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