

# **Institutional Report of Teacher Preparation Programs in 2006-2007 (Annual Report Pursuant to Federal HEA, Title II, Section 207)**

**Institution/Program:**     **University of San Diego**

## **Part A: Optional Qualitative Information about Each Teacher Preparation Program**

### **Institutional Mission and Context for Teacher Preparation Programs:**

The University of San Diego is an independent Catholic institution located in San Diego. The University was founded in 1949 by the Catholic bishop of San Diego and the sisters of the Religious Congregation of the Sacred Heart. In 1972 the colleges and law school merged to form the University of San Diego. Today, the USD is a nationally ranked institution with more than 7,000 undergraduate, graduate and law students. USD includes a School of Leadership and Education Sciences, a College of Arts and Sciences, the Philip Y. Hahn School of Nursing and Health Science, a School of Law, and a School of Business Administration and Engineering. USD offers the Ph.D. (Nursing and Education), the J.D. (Law), the master's degree in twenty-two fields, and undergraduate majors in thirty-five fields. The University of San Diego is committed to advancing academic excellence, expanding liberal and professional knowledge, creating a diverse and inclusive community, and preparing leaders dedicated to ethical conduct and compassionate service. The mission of the School of Leadership and Education Sciences (SOLES) is derived from that of the University. It shares a commitment to principles associated with respect for human dignity. To this end, faculty, students, and staff are dedicated to the pursuit of truth, academic excellence, and a community enriched by a diversity of viewpoints. This commitment manifests itself in a dedication to provide and instill consistent leadership regarding issues of social justice. As a result, faculty infuse all programs and course offerings with values, concepts, and themes that help students become knowledgeable, reflective, ethical, and committed leaders and advocates who improve the lives of others.

### **Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2006-2007**

The Department of Learning and Teaching within SOLES prepares candidates for a variety of P-12 professional positions including: elementary education (Multiple Subject credential), secondary education (Single Subject credentials), Special education (Level I and Level II education specialist credentials), Masters of Education, Masters of Arts in Teaching, and Doctor of Education. Credential programs are open to both USD undergraduate students and to holders of bachelors degrees. Above all, the department is proud of the attention the faculty give to teaching. Their reputation as outstanding instructors, as well as productive scholars, continues to distinguish them in their fields of specialization and in the educational community. The SOLES Department of Learning and Teaching joined the Performance Assessment for California Teachers (PACT) Consortium in Fall 2006. Looking at program data, faculty saw the need to more closely align the summative assessment with authentic teacher practice. The PACT Teaching Event provides this authentic assessment of best teaching practices. In addition, membership in the consortium provides opportunities to discuss important pre-service education issues and trends with other leaders in teacher education in California. In the Special Education program, the Autism Institute was founded and hosted conferences in Summer 2006 and January 2007. New partnership agreements were created for the internship option. In addition, the Level II Education Specialist: Deaf and Hard of Hearing program partnership between USD and the John Tracey Clinic in Los Angeles was started. This program offers both on site and distance education options.

**Part A (continued):**

**Optional Qualitative Information about Each Teacher Preparation Program**

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2006-2007

SOLES moved in to its new state-of-the-art building in August 2007. The facility contains observation rooms and fully equipped demonstration classrooms, allowing students to hone their craft in practice settings that permit observation and feedback. A new pathway to a single subject credential was approved in Spring 2008. The Masters Credential Program combines a Single Subject credential program with a masters degree in education which can be completed in 15 months. The program will emphasize peer collaboration and integrated subject matter content, and will involve students in a full year of student teaching providing greater integration of theory and practice. The Special Education program began preliminary preparations for developing the approval document for incorporating the English Language Learner in all Special Education programs.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:  
[www.sandiego.edu/academics/soles/](http://www.sandiego.edu/academics/soles/)

**Part B: Quantitative Information about Each Teacher Preparation Program**

Number of Candidates Who Completed One or More Courses During 2006-2007  
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	95	95	0
Single Subject Candidates	63	63	0
Education Specialist Candidates	48	36	12
Totals	206	194	12

Numbers of Candidates in Supervised Student Teaching/Internship Teaching  
During 2006-2007

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	39	39	0
Single Subject Candidates	21	21	0
Education Specialist Candidates	26	14	12
Totals	86	74	12

**Part B (continued): Quantitative Information about Each Teacher Preparation Program**

Number of Supervising Teachers During 2006-2007  
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
<b>Multiple Subject Programs</b>	<b>10</b>	<b>0</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	2	0	0
In Non-Academic Positions without Rights and Responsibilities	8	0	0
<b>Single Subject Programs</b>	<b>8</b>	<b>0</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	2	0	0
In Non-Academic Positions without Rights and Responsibilities	6	0	0
<b>Education Specialist Programs</b>	<b>12</b>	<b>6</b>	<b>12</b>
In Academic Positions with Rights and Responsibilities	0	0	12
In Non-Academic Positions without Rights and Responsibilities	12	6	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers  
During 2006-2007\*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	4 : 1	0 : 1	0 : 1
Single Subject Programs	4 : 1	0 : 1	0 : 1
Education Specialist Programs	4 : 1	4 : 1	3 : 1

\* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

**Part B (continued): Quantitative Information about Each Teacher Preparation Program**

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	40	16	640
Single Subject Programs	40	20	800
Education Specialist Programs	40	16	640

Duration of Required Candidate Participation in Intern Programs in 2006-2007

	Number of Years
Multiple Subject Programs	NA
Single Subject Programs	NA
Education Specialist Programs	1

**Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2006-2007**

<u>Test category</u>	<u>Regular Program Completers</u>				<u>Alt Route Program Completers</u>		
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	55	55	100%	100%	3	--	--
Aggregate	55	55	100%	100%	3	--	--
Professional Knowledge/Pedagogy							
RICA	37	37	100%	98%	2	--	--
Aggregate	37	37	100%	98%	2	--	--
Academic Content Areas							
CSET English I	4	--	--	100%	0	--	--
CSET English II	4	--	--	100%	0	--	--
CSET English III	4	--	--	100%	0	--	--
CSET English IV	4	--	--	100%	0	--	--
CSET Math I	1	--	--	99%	0	--	--
CSET Math II	1	--	--	99%	0	--	--
CSET Social Sci I	6	--	--	99%	0	--	--
CSET Social Sci II	6	--	--	100%	0	--	--
CSET Social Sci III	6	--	--	100%	0	--	--
Aggregate	11	11	100%	99%	0	--	--
Other Content Areas							
CSET MSE I	36	36	100%	100%	3	--	--
CSET MSE II	36	36	100%	100%	3	--	--
CSET MSE III	36	36	100%	100%	3	--	--
Aggregate	36	36	100%	100%	3	--	--
Summary Totals and Pass Rate	55	55	100%	99%	3	--	--

<sup>1</sup> Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

**Part C: Required Quantitative Information Regarding the Pass Rates on Examinations  
Used for Multiple Subject, Single Subject, and Education Specialist (Level I)  
Credential Programs During 2003-2004 Cohort Update**

Test category	<u>Regular Program Completers</u>				<u>Alt Route Program Completers</u>		
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	102	102	100%	100%	9	--	--
Aggregate	102	102	100%	100%	9	--	--
Professional Knowledge/Pedagogy							
RICA	81	81	100%	99%	9	--	--
Aggregate	81	81	100%	99%	9	--	--
Academic Content Areas							
CSET English I	1	--	--	100%	0	--	--
CSET English II	1	--	--	100%	0	--	--
CSET English III	1	--	--	99%	0	--	--
CSET English IV	1	--	--	99%	0	--	--
CSET Sci III Bio/Life	1	--	--	100%	0	--	--
CSET Science I	1	--	--	100%	0	--	--
CSET Science II	1	--	--	100%	0	--	--
CSET Social Sci I	3	--	--	100%	0	--	--
CSET Social Sci II	3	--	--	100%	0	--	--
CSET Social Sci III	3	--	--	100%	0	--	--
English Praxis II	1	--	--	100%	0	--	--
English S* (01)	1	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	1	--	--	98%	0	--	--
Social Science S* (03)	1	--	--	100%	0	--	--
Aggregate	7	--	--	98%	0	--	--
Other Content Areas							
Business S* (15)	1	--	--	96%	0	--	--
CSET MSE I	21	21	100%	100%	1	--	--
CSET MSE II	21	21	100%	100%	1	--	--
CSET MSE III	21	21	100%	100%	1	--	--
Health Science S* (16)	0	--	--	100%	1	--	--
MSAT (0140 + 0151)	4	--	--	100%	2	--	--
Aggregate	26	26	100%	100%	4	--	--
Summary Totals and Pass Rate	102	102	100%	99%	9	--	--

<sup>1</sup> Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

**Institution/Program:** **University of San Diego**

**Part D: Accreditation Status of the Teacher Preparation Program**

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a “low performing” program as defined by the State.