

**College of Saint Mary**  
**Rule 24 Section 1a and 1b:**  
**Contextual Information**

**1a. Contextual Information about the Educator Preparation Program**

College of Saint Mary offers sixteen initial endorsement programs in undergraduate teacher education. In addition, CSM offers a Master of Arts in Teaching for those who have a bachelor's degree but are not certified teachers. All sixteen endorsements are available in the MAT program with the exception of Early Childhood Inclusive. Students in the MAT program bring their content courses with them from their undergraduate degree, except in elementary education and special education. A Master of Science in Education degree is available for those who are already certified teachers.

Supplemental endorsements include Early Childhood Education, English as a Second Language, Reading and Writing and coaching. All supplemental endorsements can be added in the undergraduate and MAT programs, and the ECE endorsement can be added in the MSE program for certified elementary education teachers only.

LINK: Rule 20 Section 1 Institutional Contextual Information

**1b. Describe the standards for admission, retention, and completion of the endorsement, including required GPAs and minimum grade requirements for the courses accepted for the endorsement.**

A teacher education handbook is provided to all candidates enrolled in teacher education courses. Handbooks contain information specific to program transition points. (Link to UND Handbook and MAT Handbook) Each handbook contains sections outlining expectations. Students enrolled in EDU 101/SPE 101 at the undergraduate level and MAT orientation sessions have opportunities for a detailed review of the handbook. Undergraduate Students who transfer to CSM with EDU 101 complete are provided the handbook during an information session with the Field Experiences Coordinator, within their first semester of enrollment. Students at all levels sign a document indicating that they have read and understand the handbook.

***Step 1 – Undergraduate Entry to CSM***

CSM admits graduates of accredited Nebraska high schools and qualified out-of-state students. The mission of CSM outlines accessible education for all women. Women with the academic ability and commitment to work have an excellent opportunity at CSM. All candidates work with an advisor in their content field. Candidates in secondary content areas are assigned a co-advising team. This team is made up of a content area advisor and a Teacher Education faculty member.

Transfer students work with an education advisor for a general review of all transcripts. Students enrolling in teacher education majors have the program director specific to their field evaluate transcripts. CSM does not accept any transfer grades below a C.

All candidates seeking admission to Teacher Education are required to sign a Personal and Professional Fitness Statement within the first semester of enrollment, pass a One Source background check, and purchase an annual SEAN membership prior to any field experience placement.

## **Step 2 – Standards for Admission**

### **A) Undergraduate**

During the spring semester of the sophomore year or second semester after transfer, students are evaluated and considered for formal acceptance into the teacher education program. Formal admission requirements include:

- Praxis Core Academic Skills for Educators - students must provide evidence of successful completion of the Praxis Core assessment for full acceptance into the program
- Minimum GPA 2.65
- Evidence of professional dispositions
- Achievement of criterion score or higher on student interview
- Positive field experience evaluations
- Digital portfolio

Application for formal admission must be submitted to the Teacher Education Committee by March 1 for spring applicants or October 1 for fall applicants using the online application form provided by the committee ([Undergraduate TE Program Application](#)). Evaluation procedures result in acceptance, provisional status, or no acceptance. Acceptance is granted to students who meet all of the requirements. Full acceptance is required for students to complete the education program and to be eligible for clinical practice. Provisional status or non-acceptance is granted at the discretion of the committee based upon their collective judgment of the individual student's preparedness to enter the education program. Provisional status is granted to students meeting most of the criteria. These students work with a Teacher Education advisor to submit a one semester waiver and detailed plan to complete deficiencies ([Link to waiver](#)). The plan is voted on by the Teacher Education Committee and signed by the Director of Teacher Education. If accepted, the student may proceed for one semester. If a deficiency is not met, the student moves to non-accepted status. Students refused admission are not allowed to proceed with teacher education courses. The Teacher Education Committee meets during the spring and fall semesters to consider candidates. Letters are sent to candidates by mail informing them of their status.

### **B) Master of Arts in Teaching (MAT)**

- Minimum GPA of 2.75 and completion of a Bachelor's degree
- Resume
- Demonstration of required professional dispositions throughout the application process
- Approval of Program Director
- Applicants must complete a background check prior to both field experience and clinical
- Praxis Core Academic Skills for Educators- MAT students must provide evidence of successful completion of the Praxis Core assessment prior to registration for the first semester OR must provide evidence that he/she has registered to take the test within the first two months of the program, in order to be registered for the first semester of the program.
  - Minimum passing scores on the Praxis Core assessment must be received by the end of the first semester in the program or the student will not be allowed to register for the second semester. If the student does not pass, and is unable to register for the second semester, they are required to go on a leave of absence until passing scores are received.

### **Step 3 - Standards for Retention**

#### **A) Undergraduate**

The Education Department is obligated to educate teachers who are prepared in every way to meet professional responsibilities to students, parents, colleagues, administrators and the community. Students must demonstrate ongoing professional dispositions throughout the program.

Dispositional behaviors provide evidence of:

- intrinsic motivation, initiative, and passion for learning
- self-regulation in personal and professional interactions and responsibilities
- healthy helping relationships with children and/or youth
- effort to understand and appreciate various dimensions of human diversity
- creativity and/or divergent thinking
- preparedness as illustrated by organization and planning, goal setting, time management, follow-through, and regular, as well as punctual, attendance
- engagement in and promotion of positive social interaction
- effective and professional communication
- collegiality in classroom interactions, committee work, cooperative groups and field experiences
- honesty and integrity in personal and professional communication
- altruistic desire to recognize and encourage and/or facilitate growth in others
- capacity for reflection and self-improvement
- engagement in professional organizations and conferences
- professional appearance in field experiences

Evidence supporting the presence of these dispositions should be found in:

- Recommendations of faculty members, completed for each education course;
- Supervisor/instructor evaluations from field experiences;
- A possible interview with the Education Program Director and/or the Education Committee

In addition to demonstrating professional dispositions, students must maintain a GPA of 2.65 They must have a 2.75 GPA by the semester that they apply for clinical practice. Students must also successfully complete all field experiences.

Transfer students must complete a minimum of 30 credit hours at College of Saint Mary before they are accepted into clinical practice. These hours must include education courses and course work in identified teaching areas (for secondary and PK-12 endorsements) in order for faculty to fairly evaluate and make recommendations for admission to clinical practice.

#### **B) MAT**

**Academic Excellence:** If a student in the MAT programs earns more than one C or earns a grade lower than a C in a graduate course, the Office of Academic Affairs will be notified. A letter notifying the student of removal from the program will be sent to the student by the Vice President for Academic Affairs or her designee.

**Attendance:** To be successful in this accelerated program, students must be present and on time for all class meetings and participate in all learning activities. We compensate for the fewer in-class hours by requiring mandatory attendance for all Saturday classes. There is no provision for partial attendance.

The only exception to this policy is a verifiable emergency, in which case, the instructor may decide to arrange special assignments for makeup work that will allow the student to earn one letter grade lower than she/he would have earned with full attendance.

Leave of Absence or non-enrollment: Students are allowed 1 semester formal Leave of Absence or unplanned leave/non-enrollment during their MAT program of study. Clinical Practice must be completed within 1 semester of completing coursework.

Evidence supporting the presence of dispositional outcomes (as listed in Undergrad) should be found in:

- All verbal and electronic communications with CSM faculty, staff and peers; as well as all individuals encountered in field experiences.
- It is an expectation that students check and respond to all CSM email communication within a 24 hour timeframe.
- Supervisor/instructor evaluations from course work and field experiences
- A possible interview with the Education Program Director and/or the Education Committee.

A Course to Course Dispositions Reflection is maintained throughout the program. Failure to demonstrate required dispositions may result in dismissal from the program.

In addition, successful completion of all field experiences is required for retention in the program.

### ***Step 3 - Standards for Completion (both undergraduate/MAT)***

Praxis II Content tests must be taken no later than the semester prior to the semester of Clinical Practice. Passing scores must be achieved by the end of the Clinical Practice semester for students to be recommended for certification.

Any student who fails to achieve a passing score on the Praxis II Content test will be allowed to complete his/her degree program; however, the student will not be recommended for certification unless evidence of a minimum passing score is provided.

The senior research project, created in EDU 496, Research Seminar, is a capstone endeavor that provides an opportunity for undergraduate education students to conduct and present authentic action research. With faculty guidance, students choose relevant topics in education, evaluate existing research, design, and conduct a study, and present results to the college community. This is a unique opportunity for students to demonstrate teacher-scholar skills they have developed throughout the professional program.

### ***Step 4: Certification***

Students are guided through the certification process by the Certification Officer. Passing scores on the Praxis II content test(s) must be achieved by the end of the Clinical Practice semester for students to be recommended for certification. Any student who fails to achieve a passing score on the Praxis II Content test will be allowed to complete her degree program; however, the student will not be recommended for certification until evidence of a minimum passing score is provided.

### **Table 1b. Transition Points and Key Assessments**

LINK to Table: 004.06-2 – Requirements for Program Admission and Progression