

Summary of the Case (from the Inquiry Brief)
Lemoyne College
Teacher Education Program¹
Audit Dates: October 22 – 25, 2006

The Summary of the Case is written by the auditors and approved by program faculty. The Summary reflects the auditors' understanding of the case the faculty are making for accreditation.

Authorship and Approval of the *Inquiry Brief*:

The *Inquiry Brief* was written by Cathy Leogrande, and Daniel Skidmore. The LeMoyne College Teacher Education Program faculty approved the *Inquiry Brief* in August, 2006.

Introduction:

Founded in 1946 in Syracuse, New York, Lemoyne College enrolls about 3600 students (2800 undergraduates & 800 graduates, 61% women and 11% minorities). The college is one of the 28 Jesuit institutions of higher education in the United States and the first to educate women. The college's 300 faculty members offer 29 major areas of study, but teacher education is an undergraduate minor area that is coupled with one of the subject matter majors. On the graduate level, LeMoyne offers masters degrees in education and in business administration and various certificate and diploma programs (e.g., in educational leadership and physician's assistant).

The Department of Education has 12 fulltime faculty members and an adjunct staff of 80 and enrolls approximately 800 students (300 undergraduates and 500 graduate students) in its program (called by the acronym, LMCTEP). The program has five options, each leading to a state teacher certification for undergraduates and some graduates in the following areas:

- Inclusive Childhood (Special Education and Childhood, Grades 1-6)
- Middle Childhood Specialist (Content areas: Biology, Chemistry, English, French, Mathematics, Physics, Social Studies, or Spanish, Grades 5-9)
- Adolescent (Content areas: Biology, Chemistry, English, French, Mathematics, Physics, Social Studies, or Spanish, Grades 7-12)
- Inclusive Adolescent (Content Area certification and Students with Disabilities Grades 7-12 in Biology, English, French, Mathematics, Social Studies, or Spanish)
- Teaching English to Speakers of Other Languages (TESOL, Grades K-12).

The graduate options are designed to allow licensed teachers to upgrade their specialties or develop new ones.

Program's claims:

The LMCTEP staff members make six claims which they conceptualize as addressing three Jesuit traditions – (1) *service through knowledge* – claims 1 & 2, devoted to subject matter and pedagogical knowledge, (2) *caring for the whole person* -- claims 3 & 4, devoted to professional skill, and (3) *in every choice, search for the greater good* – claims 5 & 6, devoted to reflection, self-improvement and sensitivity to individual differences.

With regard to the TEAC *Quality Principle 1* the program's claims align as follows: 1.1 Subject matter knowledge: claims 1 and 3; 1.2 Pedagogical knowledge: claims 2, 3, 4, 5, and 6 and 1.3 Caring teaching skill: claims 3, 4, and 6. The cross-cutting themes align as follows: Learning to learn: claims 1, 2, 4, & 5; Technology: claims 2, 3, & 6 and Multicultural perspectives: claims 1, 3, and 6.

Method and categories of evidence supporting the claims:

The evidence for the six claims comes from a sample of 10% of the students in each option from the fall of 2003 to the spring of 2005. The faculty used the following categories of evidence:

Course grades and ratings of specific course assignments

- Grade point averages in the education minor, academic major, and all courses.
- Methods course faculty ratings of the practicum with regard to the claims
- Ratings of demonstration lessons in class
- Pass rates on the New York State Teacher Certification Examinations (LAST, CST, ATS-W)
- Surveys of cooperating teachers and student teachers experiences in the program
- Evaluations of student teachers by cooperating teachers and college supervisors
- Four focus group interviews about the program: (1) alumni, (2) current undergraduate and graduate students, (3) adjunct instructors and supervisors, and (4) cooperating teachers and administrators.
- Alignment of masters thesis topics and the topics of the claims
- Comparisons of education and non-education students' grades in liberal arts areas
- Ratings of masters' theses (proxy by grades in research course).

Reliability and Validity of the measures:

The program faculty addressed the reliability and validity of their assessments and the concerns each raised for future modifications in the assessment forms

and rubrics. They concluded that they had a reasonable basis for concluding that their LeMoyne assessments were reliable and valid and that the state's license tests were likely to be valid as well.

Results:

The program's students had marginally higher pass rates on the license examinations than the average program in New York State. Their pass rates were high – 97%-100% of the program's students passed the three tests. In nine of thirteen academic major areas the program students' grades in subject matter courses were higher than non-program students in those same areas – overall they were 3.14, slightly greater than the non-program students' 3.00 grades point average. Methods faculty members, cooperating teachers, and supervising faculty generally rated the students above the satisfactory levels with regard to the assessment items that could be related to the six claims and only a handful of students (2-3) had difficulty successfully completing student teaching.

Plan for program improvement:

Based on findings from the internal audit, the surveys of students and cooperating teachers, the four focus group discussions, the program faculty members have come to these main conclusions:

1. There need to be more opportunities for students to quantify the extent to which the material and assignments from their coursework impacts their practice.
2. A program portfolio in which students can document their accomplishments would compensate for the current weaknesses in the college's data management systems.
3. The program curriculum has gaps and a curriculum map needs to be constructed
4. Program criteria and standards for action research required in the masters thesis need to be developed.
5. Communication with the arts and sciences and with the schools is weak and an advisory council should be considered.
6. Clarification and specification of the admission's criteria are needed.
7. A manageable data process is needed due to the fact that the institution is only set up to maintain student records by major.

Internal audit results:

The program faculty began an internal audit of its quality control system in June 2005 by creating a diagram of each system component and linking it to the TEAC elements of capacity as outlined in Standard 4.0. They drew a sample, stratified by option, of 35 students and insured that there was at least one problem student from each option.

The internal audit revealed that, on the whole, the quality control system works reasonably well, but it also revealed flaws in the data collection and reporting system.

Evidence of commitment and capacity:

The internal audit also revealed that the LMCTEP has parity with counterparts at the institution in terms of space, equipment and supplies; staff assignments and salary; fiscal and administrative recourses and access to university facilities and services. There were concerns about classroom facilities, the large number of adjuncts, cooperating teacher compensation, and technology integration. Overall, the faculty concluded that the college is committed to the program.

¹ **The program includes options in the following areas and New York, following to its own policies and regulations, may grant teaching licenses in these areas to the program's graduates:**

Undergraduate, each leading to different initial state teacher certifications: Inclusive Childhood (Special Education and Childhood Grades 1-6), Middle Childhood Specialist (Grades 5-9), Adolescent (Grades 7-12), Teaching English to Speakers of Other Languages (TESOL, Grades K-12).

Graduate level: Masters of Science for Teachers (MST) for individuals seeking initial certification in Inclusive Childhood (Special Education and Childhood Grades 1-6), Middle Childhood Specialist (Grades 5-9), Adolescent (Grades 7-12), or Adolescent/Special Education (Grades 7-12). This is graduate program that parallels the undergraduate program; Masters of Science in Education I (MS Ed. I) for those who already hold one state certification, and seek advanced study in the same certification area; Masters of Science in Education II (MS Ed. II) for those who already hold state certification in one area, and seek to add additional certification in a different area. Both Masters in Education I and II are relatively equivalent. Masters of Science in Education II requires an internship in the new certification area; Masters of Science in General Professional Education (MS Ed. GPE) for those seeking advanced study in general education without certification.