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University of Saint Francis  
Alternative, IHE-based Program

2015 Title II Reports

Complete Report Card

AY 2013-14

### Institution Information

**Name of Institution:** University of Saint Francis  
**Institution/Program Type:** Alternative, IHE-based  
**Academic Year:** 2013-14  
**State:** Indiana

**Address:** 2701 Spring Street  
 Fort Wayne, IN, 46808

**Contact Name:** Ms. Maureen McCon  
**Phone:** 260-399-7700  
**Email:** mmccon@sf.edu

Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?  
<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>

No

If yes, provide the following:

- Award year:
- Grantee name:
- Project name:
- Grant number:
- List partner districts/LEAs:
- List other partners:
- Project Type:

### Section I.a Program Information

List each teacher preparation program included in your alternative, ihe-based route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <http://www2.ed.gov/about/offices/list/oii/tqp/index.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Elementary Education /Mild Intervention	No
Special Education	No
Total number of teacher preparation programs: 2	

### Section I.b Admissions

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

Does your initial teacher certification program conditionally admit students?  
 No

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

<http://gradschool.sf.edu/programs/>

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

In the Visual Art Transition to Teaching program, Praxis II is an admission requirement. Candidates are required to have a 2.8 content GPA.

Candidates who have not passed CASA test or GRE/MAT are admitted to our MEd Non-Licensure program in Special Education Once they pass Pearson CASA, they can switch to our Master's with licensure track.

All candidates are required to demonstrate Basic Skills by either passing CASA or 1100 SAT, 24 ACT, 301 GRE, or prior Masters Degree.

Subject area/academic content test or other subject matter verification is required for admission of T2T Visual Art candidates. Other initial licensure post-baccalaureate candidates are not required to take a Praxis II test for admission.

The only background check is a state Sex Offender check. Once candidates start practicum they must have a national criminal background check.

Initial Licensure Candidates who are doing their licensure requirements at the graduate level are admitted to teacher education when they are accepted to the university up front if they have passed CASA.

Resume is required if the candidate's undergraduate GPA is below 3.0.

We do admit initial licensure post-baccalaureate candidates. The candidate who have not passed CASA are admitted to the non-licensure track and they are not allowed to take Practicum until they have passed CASA. We put them on a hold in the Registrar's Office so they cannot register again then we give them that one semester to get the missing item completed and submitted.

## Section I.b Undergraduate Requirements

**Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))**

**Are there initial teacher certification programs at the undergraduate level?**

No

**If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate level.**

Element	Required for Entry	Required for Exit
Transcript	Data not reported	Data not reported
Fingerprint check	Data not reported	Data not reported
Background check	Data not reported	Data not reported
Minimum number of courses/credits/semester hours completed	Data not reported	Data not reported
Minimum GPA	Data not reported	Data not reported
Minimum GPA in content area coursework	Data not reported	Data not reported
Minimum GPA in professional education coursework	Data not reported	Data not reported
Minimum ACT score	Data not reported	Data not reported
Minimum SAT score	Data not reported	Data not reported
Minimum basic skills test score	Data not reported	Data not reported
Subject area/academic content test or other subject matter verification	Data not reported	Data not reported
Recommendation(s)	Data not reported	Data not reported
Essay or personal statement	Data not reported	Data not reported
Interview	Data not reported	Data not reported
Other	Data not reported	Data not reported

**What is the minimum GPA required for admission into the program?**

**What was the median GPA of individuals accepted into the program in academic year 2013-14**

**What is the minimum GPA required for completing the program?**

**What was the median GPA of individuals completing the program in academic year 2013-14**

**Please provide any additional comments about the information provided above:**

## Section I.b Postgraduate Requirements

**Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))**

**Are there initial teacher certification programs at the postgraduate level?**

Yes

**If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Postgraduate level.**

Element	Required for Entry	Required for Exit
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Requirement	Required for Entry	Required for Exit
Transcript	Yes	No
Fingerprint check	No	No
Background check	Yes	No
Minimum number of courses/credits/semester hours completed	No	No
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	No	Yes
Minimum ACT score	Yes	No
Minimum SAT score	Yes	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	Yes	No
Recommendation(s)	Yes	No
Essay or personal statement	Yes	No
Interview	No	No
Other	Data not reported	Data not reported

What is the minimum GPA required for admission into the program?

2.8

What was the median GPA of individuals accepted into the program in academic year 2013-14

3.69

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2013-14

3.86

Please provide any additional comments about the information provided above:

Fingerprint and background checks are required for Practicum and student teaching. ACT or SAT scores can be used to demonstrate Basic Skills competency if high enough in place of CASA.

Candidates who want to license in a content area other than Special Education who have a bachelors in that content area, must have a content GPA of 2.8 for admission.

## Section I.c 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.

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

[Additional guidance on reporting race and ethnicity data.](#)

Total number of students enrolled in 2013-14:	6
Unduplicated number of males enrolled in 2013-14:	2
Unduplicated number of females enrolled in 2013-14:	4

2013-14	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	0
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	0
Black or African American:	0
Native Hawaiian or Other Pacific Islander:	0
White:	6

Two or more races:	0
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## Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2013-14.

Average number of clock hours of supervised clinical experience required prior to student teaching	120
Average number of clock hours required for student teaching	640
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	4
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	12
Number of students in supervised clinical experience during this academic year	6

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

The number of students in supervised clinical experiences includes practicum candidates and student teachers at the alternate route level. There were 6 actual candidates but several of them were in practicum fall semester and in student teaching in the spring semester. Two of the 6 were dual licensure so they completed two student teaching placements and had two cooperating teachers.

## Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2013-14. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	4
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	1
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	1
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	

Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

### Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2013-14. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	4
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	1
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	1
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	

Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify:	

## Section I.f Program Completers

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

2013-14: 4

2012-13: 4

2011-12: 6

## Section II Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential 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. (**§205(a)(1)(A)(ii)**, **§206(a)**)

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/po/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

**Academic year 2013-14**

Did your program prepare teachers in mathematics in 2013-14?

No

How many prospective teachers did your program plan to add in mathematics in 2013-14?

Did your program meet the goal for prospective teachers set in mathematics in 2013-14?

NA

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Is your program preparing teachers in mathematics in 2014-15?

No

How many prospective teachers did your program plan to add in mathematics in 2014-15?

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Will your program prepare teachers in mathematics in 2015-16?

No

How many prospective teachers does your program plan to add in mathematics in 2015-16?

Provide any additional comments, exceptions and explanations below:

At the end of the 2013-2014 academic year, the department began discussions to explore the development of an online secondary education licensing program with an option for a Master of Arts in Teaching (MAT) degree. Discussions continued into 2014-2015.

## Section II Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential 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. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2013-14

Did your program prepare teachers in science in 2013-14?

No

How many prospective teachers did your program plan to add in science in 2013-14?

Did your program meet the goal for prospective teachers set in science in 2013-14?

NA

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Is your program preparing teachers in science in 2014-15?

No

How many prospective teachers did your program plan to add in science in 2014-15?

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Will your program prepare teachers in science in 2015-16?

No

How many prospective teachers does your program plan to add in science in 2015-16?

Provide any additional comments, exceptions and explanations below:

At the end of the 2013-2014 academic year, the department began discussions to explore the development of an online secondary education licensing program with

an option for a Master of Arts in Teaching (MAT) degree. Discussions continued into 2014-2015.

## Section II Annual Goals - Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential 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. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

### Academic year 2013-14

Did your program prepare teachers in special education in 2013-14?

Yes

How many prospective teachers did your program plan to add in special education in 2013-14?

5

Did your program meet the goal for prospective teachers set in special education in 2013-14?

Yes

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

The department was unable to promote the online graduate program in the western portion of the state where the university has an satellite campus location. This location covers an area that reaches into the Chicago metro area. Nonetheless, the department initiated discussions with the university's third-party on-line provider to incorporate the special education licensing and master's programs into the provider's online platform and marketing-recruitment plan. Beyond marketing, the major deterrent to enrollment are two factors: First, Indiana no longer honors master's degrees with automatic salary increases. School districts may opt out of even minimal increases, if they choose to do so. Second, the current tuition both for licensing and master's programs is double that of the same programs housed with a third-party provider.

### Academic year 2014-15

Is your program preparing teachers in special education in 2014-15?

Yes

How many prospective teachers did your program plan to add in special education in 2014-15?

7

Provide any additional comments, exceptions and explanations below:

### Academic year 2015-16

Will your program prepare teachers in special education in 2015-16?

Yes

How many prospective teachers does your program plan to add in special education in 2015-16?

4

Provide any additional comments, exceptions and explanations below:

If and when the special education program can move to being offered in a third-party provider with lower tuition costs, the department of education anticipates enrollment to exceed single digits. Until that time, sustaining the current level of enrollment is the department's goal. Potential candidates are interested but often say our cost of tuition is too high.

## Section II Annual Goals - Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential 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. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

### Academic year 2013-14



Did your program prepare teachers in instruction of limited English proficient students in 2013-14?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2013-14?

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2013-14?

Data not reported

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Is your program preparing teachers in instruction of limited English proficient students in 2014-15?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2014-15?

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Will your program prepare teachers in instruction of limited English proficient students in 2015-16?

No

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2015-16?

Provide any additional comments, exceptions and explanations below:

## Section II Assurances

Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

Yes

Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

Yes

Prospective general education teachers are prepared to provide instruction to students with disabilities.

Yes

Prospective general education teachers are prepared to provide instruction to limited English proficient students.

Yes

Prospective general education teachers are prepared to provide instruction to students from low-income families.

Yes

Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

Yes

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

A. Post-baccalaureate Initial Teacher Licensing

The department offers the following post-baccalaureate teacher licensing programs: health and physical education, business, biology, chemistry, English, math and social studies.

By means of Taskstream, the USF Department of Education assures that candidates receive diverse field experiences. Diverse field experiences ensure that candidate are prepared to instruct and assess children with disabilities, with limited English proficiency, and those whose backgrounds are economically challenging. Every semester each candidate's specific field placement demographic data are recorded in Taskstream. Subsequently, the Director of Field Placement reviews the individual candidate data before assigning future field placements. As such, the department assures candidate placements in school settings with diverse population and in diverse geographic locales.

Field experiences for post-baccalaureate (graduate) initial licensing exceptional needs candidates consist of one hundred and twenty hours of university-supervised practicum. Practicum field experiences occur in settings that correspond to candidates' program of study, either mild intervention or intense intervention. Candidate: also receive 16 weeks of student teaching in their program of study.

B. Transition to Teaching: Secondary Art

The Transition to Teaching program in Art was approved to expand the licensure coverage to P-12 from middle school and high school levels beginning Fall 2015. The revised program will increase the field experience placement settings from 2 to 3, and the field hours from 125 to 175 prior to student teaching. As capstone field experiences, secondary art candidates complete 16 weeks of student teaching in elementary, middle school or high school settings.

Secondary art education Transition to Teaching candidates complete field experiences in varieties of school settings. Taskstream, noted above, documents the diversity of the candidates' field placements. Taskstream tracks candidates' placements in schools whose students are from diverse racial, ethnic, socio-economic, academic, and linguistic backgrounds. Also, Taskstream tracks the candidates' placements that included geographic distinctions, such as urban, suburban and private parochial school settings.

### Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
5101-BUSINESS ED CONTENT KNOWLEDGE (CD) Educational Testing Service (ETS) All program completers, 2013-14	1			
0353-ED OF EXCEPTIONAL STUDENTS CORE CK Educational Testing Service (ETS) All program completers, 2011-12	2			
0542-ED OF EXCEPTIONAL STUDENTS MTMD Educational Testing Service (ETS) All program completers, 2011-12	2			
5033-ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) All program completers, 2013-14	1			
5033-ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) All program completers, 2012-13	1			
5032-ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) All program completers, 2013-14	1			
5032-ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) All program completers, 2012-13	1			
5035-ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) All program completers, 2013-14	1			
5035-ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) All program completers, 2012-13	1			
5034-ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) All program completers, 2013-14	1			
5034-ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) All program completers, 2012-13	1			
0550.1-HEALTH EDUCATION.1 Educational Testing Service (ETS) All program completers, 2011-12	1			
007-P-12 EDUCATION Evaluation Systems group of Pearson Other enrolled students	2			
007-P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	2			
5091-PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	1			
0091.1-PHYSICAL ED CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2011-12	1			
0300-READING SPECIALIST Educational Testing Service (ETS) All program completers, 2011-12	1			

5543-SE CK AND MILD TO MODERATE APPL (CD) Educational Testing Service (ETS) Other enrolled students	3			
5543-SE CK AND MILD TO MODERATE APPL (CD) Educational Testing Service (ETS) All program completers, 2013-14	4			
5543-SE CK AND MILD TO MODERATE APPL (CD) Educational Testing Service (ETS) All program completers, 2012-13	3			
5543-SE CK AND MILD TO MODERATE APPL (CD) Educational Testing Service (ETS) All program completers, 2011-12	4			
006-SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	2			
0081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	1			

### Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2013-14	4		
All program completers, 2012-13	3		
All program completers, 2011-12	6		
All program completers, combined 3 academic years	13	13	100

### 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 Use of Technology

Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

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 the evidence that your program uses to show that it 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 the evidence your program uses to show that it 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.

The unit requires candidates to demonstrate competency with multiple components of technology in the course, Technology Applications (EDUC 605) at the graduate level. This course includes signature assignments that are aligned with state pedagogy standards and NCATE/CAEP standards.

The unit's plan to purchase i-Pads for candidates' use has been postponed due to budgetary limitations. Nonetheless, 5 courses incorporate information regarding

appropriate instructional and assessment apps into their curriculum. Those courses are: EDUC 605, SPED 613, Collaborative Models of Behavior Management, SPED

625, Instructional Methods Topics, SPED 626, Functional Curriculum/Assistive Technology, and SPED 635, Assessment Topics.

The Learning Experience Map coupled with the Post-Observation Lesson Analysis Narrative (POLAN), requires candidates to use data to create and deliver formal instructional experiences suited for all learners in inclusive setting P-12 classes. Instruments utilized in the Candidate Field Assessment Process (CFAP) gauge candidates' proficiencies with data collection of student performance and their analysis of those data. Utilizing Excel, candidates calculate and display the mean and median scores of P-12 student performance on post-lesson assessments. Furthermore, they analyze assessment items and rubric criteria on which P-12 students most and least frequently perform well. Also, candidates compare performance of sub-groups by race, linguistic characteristics, and special education status. Finally, instructors assess candidates on their proficiencies in formulating appropriate remedial and enrichment interventions for those students whose performances on formal instructional experience assessments warrant such interventions.

Universal Design for Learning is incorporated at the lesson planning phase in background information candidates provide in the "Pedagogy of Competence" section of the Learning Experience Map. Candidates provide information on individual P-12 student characteristics and needs, including that which is outlined in Individual Education Programs, Behavior Intervention Plans, Transition Plans, 504s and / or information provided by P-12 classroom teachers.

## Section VI Teacher Training

**Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.**

**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 the evidence your program uses to show that it 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.**

The department offers post-baccalaureate candidates the option for stand-alone, non-dual alternative teacher licensing in exceptional needs at the graduate level. That is, the exceptional needs license may be pursued without being linked to a content-specific discipline licensing.

Non-traditional initial licensing candidates may complete licensing courses at either the graduate or undergraduate level. During 2013-2014, all candidates were enrolled in either a single licensing exceptional needs licensing program or in dual licensing exceptional needs/content-specific licensing programs, details of their requirements are noted below in the "Special Education Teachers" section. One candidate was enrolled in the Visual Art initial licensing Transition to Teaching program.

The department has added a Reading course at the graduate level that focuses on the fundamental elements of teaching reading. This course augments the Literacy Methods course (READ 630) that is currently a component of graduate level and licensing preparation.

**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 the evidence your program uses to show that it 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.**

Candidates in initial licensing who lack background preparation in exceptional needs must take SPED 600, whose content introduces them to the IEP process, including their roles and responsibilities as members of IEP teams. All candidates take a course in Collaborative Models of Behavior Management (SPED 613). Infused throughout this course is training in acquisition and refinement of the knowledge and skills candidates need to participate in IEP teams, both as general education teachers and as teachers of record for P-12 students with special needs. Emphasis is placed on knowledge and skills that promote candidates' development of interpersonal and collaboration skills to facilitate their work not only with P-12 students, but with colleagues, supervisors, and the families of students with special learning, emotional, and linguistic needs. These courses develop knowledge and skills candidates acquire in regard to Individual Education Programs, Transition Plan: Functional Behavior Assessments, and Behavior Intervention Plans.

Candidates who choose to license in mild intervention or intense intervention only, are required to take at least one practicum course in mild intervention or intense intervention exceptional needs. Candidates may choose to take practicum at the undergraduate level (EDUC 207 and EDUC 304), or graduate level (SPED 670 or SPEE 671) or a combination of each. Candidates who chose to add a second license in a content-specific discipline complete an additional practicum, or augmented field-based hours in their exceptional needs practicum to qualify for the content-specific license. As their culminating field experiences, candidates for licensing in mild intervention or intense intervention only, complete a full semester (16 weeks) of student teaching/teaching internship, while those who dual license in a content-specific discipline complete one half semester (8 weeks) in their chosen discipline in addition to (8 weeks) in exceptional needs licensing area (EDUC 480 and / or EDUC 675). Candidates complete field-based hours in P-12 schools, assuming progressively more responsibility for differentiating instruction and assessment. Field-

based experiences, prepare them to address students with identified exceptional needs as well as those students with limited English language proficiency. Infused

throughout field-based courses is training in the knowledge and skills candidates need to participate in IEP teams, both as general education teachers and as teacher of record for P-12 students with special needs.

During completion of their various field-based experiences in all non-traditional initial licensing programs, the unit utilizes TaskStream to track candidate placement thereby ensuring that they serve in positions of responsibility in P-12 classrooms with students from diverse racial, ethnic, linguistic, and / or ability backgrounds.

## 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.**

Administratively, the School of Professional Studies (SoPS) and the School of Arts and Sciences (SoAS) consolidated as of July 1, 2014, the department of education is now part of a new School of Liberal Arts and Sciences. Rather than functioning in an administrative configuration as one of three departments in a school, which was the case, the department of education will be one of seven departments in the new consolidated school. Through the 2013-2014 academic year, the unit's programs at the post-baccalaureate initial licensing level have offered stand alone licenses in mild intervention and intense intervention or dual licenses, combining the mild intervention license with a content discipline license. The post-baccalaureate initial licensing level also offers a visual arts program of study that prepares candidate: to teach at all student developmental levels, Pre-K through 12, without preparation in mild intervention. Post-baccalaureate exceptional needs candidates may seek licensure in preschool, elementary, and/or middle-high school settings. Faculty from the Departments of Education and Psychology collaborate in teaching post-baccalaureate programs. The department of education offers a transition to teaching program in one discipline, P-12 Visual Art. During the 2013-2014 academic year the post-baccalaureate teacher licensing programs have remained identical to those in the baccalaureate initial licensing programs. The dual-license content discipline programs from which post-baccalaureate candidates may choose are: o Elementary Education/Mild Intervention o Business /Mild Intervention o Chemistry/Mild Intervention o Health and Physical Intervention/Mild Intervention o Language Arts/Mild Intervention o Life Science/Mild Intervention o Mathematics/Mild Intervention o Social Studies/Mild Intervention Due to the impact of Indiana's new REPA licensing rules as of the current—2013-2014 academic year, the initial licensing programs will no longer be offered as dual licenses (content and mild intervention). Under REPA licensing rules, candidates may receive an initial license in mild intervention and add content areas to the initial license by passing state-approved standardized tests.

## Supporting Files

### Complete Report Card

AY 2013-14

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University of Saint Francis  
Traditional Program

2015

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Complete Report Card

AY 2013-14

### Institution Information

**Name of Institution:** University of Saint Francis  
**Institution/Program Type:** Traditional  
**Academic Year:** 2013-14  
**State:** Indiana

**Address:** 2701 Spring Street  
  
 Fort Wayne, IN, 46808

**Contact Name:** Ms. Maureen McCon  
**Phone:** 260 399-7700  
**Email:** mmccon@sf.edu

Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?  
(<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>)

No

If yes, provide the following:

- Award year:**
- Grantee name:**
- Project name:**
- Grant number:**
- List partner districts/LEAs:**
- List other partners:**
- Project Type:**

### Section I.a Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <http://www2.ed.gov/about/offices/list/oii/tqp/index.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Business Education/Mild Intervention	No
Chemistry Education/Mild Intervention	No
Elementary Education/Mild Intervention	No
Health and Physical Education/Mild Intervention	No
Language Arts Education/Mild Intervention	No
Life Science Education/ Mild Intervention	No
Mathematics Education /Mild Intervention	No
Mild Intervention (P-12)	No
Social Studies Education /Mild Intervention	No

Visual Art Education	No
<b>Total number of teacher preparation programs: 10</b>	

## Section I.b Admissions

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

Sophomore year

Does your initial teacher certification program conditionally admit students?

No

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

<http://www.sf.edu/sf/education/undergrad/admission-criteria>

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

The unit completes a State Sex Offender Check on all applicants.

Candidates are ready for admission to teacher education once they have completed EDUC 102, 103, 203, and EDUC 207 with a C- or higher, have a cumulative GPA of 2.5 and passed CASA or the alternate methods to demonstrate Basic Skills. Candidates' final field evaluations from EDUC 207, which are completed by the cooperating teacher and the university supervisor, must be successfully passed. One Professional Development activity and 10 hours of service engagement are also required for admission to teacher education.

## Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (**\$205(a)(1)(C)(i)**)

Are there initial teacher certification programs at the undergraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate level.

Element	Required for Entry	Required for Exit
Transcript	No	No
Fingerprint check	Yes	No
Background check	Yes	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	No	Yes
Minimum GPA in professional education coursework	No	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	No	No
Recommendation(s)	Yes	No
Essay or personal statement	No	No
Interview	No	No
Other	Data not reported	Data not reported

What is the minimum GPA required for admission into the program?

2.5

What was the median GPA of individuals accepted into the program in academic year 2013-14

3.12

What is the minimum GPA required for completing the program?

2.8

What was the median GPA of individuals completing the program in academic year 2013-14

3.79

Please provide any additional comments about the information provided above:

The State of Indiana has alternative ways to demonstrate Basic Skills besides taking and passing CASA. These include: 24 ACT, 1100 SAT, 301 GRE, Prior Master's Degree. Beginning Sept. 1, 2013 the State of Indiana requires Pearson CASA Reading, Math, and Writing Tests for admission to teacher education programs.



Background checks are required for all Practicums and Student Teaching.

## Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (**\$205(a)(1)(C)(i)**)

Are there initial teacher certification programs at the postgraduate level?

No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Postgraduate level.

Element	Required for Entry	Required for Exit
Transcript	No	No
Fingerprint check	No	No
Background check	No	No
Minimum number of courses/credits/semester hours completed	No	No
Minimum GPA	No	No
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 basic skills test score	No	No
Subject area/academic content test or other subject matter verification	No	No
Recommendation(s)	No	No
Essay or personal statement	No	No
Interview	No	No
Other	Data not reported	Data not reported

What is the minimum GPA required for admission into the program?

What was the median GPA of individuals accepted into the program in academic year 2013-14

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2013-14

Please provide any additional comments about the information provided above:

## Section I.c 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.

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

[Additional guidance on reporting race and ethnicity data.](#)

Total number of students enrolled in 2013-14:	17
Unduplicated number of males enrolled in 2013-14:	5
Unduplicated number of females enrolled in 2013-14:	12

2013-14	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	1
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	0
Black or African American:	1
Native Hawaiian or Other Pacific Islander:	0
White:	15



Two or more races:	0
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## Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2013-14.

Average number of clock hours of supervised clinical experience required prior to student teaching	200
Average number of clock hours required for student teaching	640
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	5
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	83
Number of students in supervised clinical experience during this academic year	63

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

These numbers include both practicum and student teachers. Most of these Student Teachers completed two placements with one cooperating teacher and one university supervisor in each placement. Some of the practicum numbers may be duplicated students. For example, a student could be in practicum in the fall and student teaching in the spring so they would be listed 2 times. Most of the students are in dual licensure programs so they have two student teaching placements - One Content and one in Special Education so they would have two cooperating teachers during student teaching.

## Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2013-14. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	16
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	10
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	6
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	1
Teacher Education - Business	1
Teacher Education - English/Language Arts	1
Teacher Education - Foreign Language	
Teacher Education - Health	2
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	1
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	2
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	1
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	

Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

## Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2013-14. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	16
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	10
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	6
Teacher Education - Agriculture	
Teacher Education - Art	1
Teacher Education - Business	1
Teacher Education - English/Language Arts	1
Teacher Education - Foreign Language	
Teacher Education - Health	2
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	1
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	2
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	1
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	

Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify:	

## Section I.f Program Completers

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

2013-14: 17

2012-13: 24

2011-12: 18

## Section II Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential 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. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/po/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

**Academic year 2013-14**

Did your program prepare teachers in mathematics in 2013-14?

Yes

How many prospective teachers did your program plan to add in mathematics in 2013-14?

0

**Did your program meet the goal for prospective teachers set in mathematics in 2013-14?**

Yes

**Description of strategies used to achieve goal, if applicable:**

The department's goal was to retain candidates already in the secondary education math program. All teacher candidates who were enrolled in the 2013-2014 program remained in the program. The department continued to counsel math candidates through challenges, both academic and social, by means of frequent meetings with trusted professors. Also, the department accommodated the wish of one of the math candidates that enabled him to complete student teach in spring 2014 and continue with university coursework and football during fall 2014.

**Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:**

The department will continue to work with the university's Admission Office to support recruitment of new secondary math candidates. The department hosts Camp Visit Days and follows up with correspondence to prospective candidates.

**Provide any additional comments, exceptions and explanations below:**

The department's goal is to replace graduating secondary math majors. The State of Indiana and our region of the state show a decline in the number of high school graduates, which complicates recruitment of math majors. Given the context of limited recruitment resources and the limited pool of candidates, the replacement goal is a reasonable one.

**Academic year 2014-15****Is your program preparing teachers in mathematics in 2014-15?**

Yes

**How many prospective teachers did your program plan to add in mathematics in 2014-15?**

1

**Provide any additional comments, exceptions and explanations below:**

The number of prospective direct out of high school students continues to be flat in the state of Indiana and neighboring states. Therefore, the number of traditional students entering university and teacher education remains stagnant. Teacher education is especially affected due to accountability demands placed on current in-service teachers and the attendant negative climate ascribed to teaching as a professionally fulfilling endeavor.

As noted in last year's report, the department intended to request state permission to offer STEM-focused options to candidates' majors. That initiative has been terminated. The reasons for terminating plans are two-fold: First, development of other programs and, second, change in the governance structure of the school in which the department resides.

**Academic year 2015-16****Will your program prepare teachers in mathematics in 2015-16?**

Yes

**How many prospective teachers does your program plan to add in mathematics in 2015-16?**

1

**Provide any additional comments, exceptions and explanations below:**

As the number of secondary education majors as a whole has declined 80% over the past five years, the department's goal reflects an overarching priority: To review the viability of offering mathematics and other secondary education programs long term.

**Section II Annual Goals - Science**

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential 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. (**S205(a)(1)(A)(ii)**, **S206(a)**)

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

**Academic year 2013-14****Did your program prepare teachers in science in 2013-14?**

Yes

**How many prospective teachers did your program plan to add in science in 2013-14?**

2

**Did your program meet the goal for prospective teachers set in science in 2013-14?**

No

**Description of strategies used to achieve goal, if applicable:****Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:****Provide any additional comments, exceptions and explanations below:**

The unit's goal is to replace science candidates who are graduating. There were no science graduates in the 2013-2014 graduating class.

**Academic year 2014-15****Is your program preparing teachers in science in 2014-15?**

Yes

**How many prospective teachers did your program plan to add in science in 2014-15?**

1

**Provide any additional comments, exceptions and explanations below:**

The number of prospective direct out of high school students continues to be flat in the state of Indiana and neighboring states. Therefore, the number of traditional students entering university and teacher education remains stagnant. Teacher education is especially affected due to accountability demands placed on current in-service teachers and the attendant negative climate ascribed to teaching as a professionally fulfilling endeavor.

As noted in last year's report, the department intended to request state permission to offer STEM-focused options to candidates' majors. That initiative has been terminated. The reasons for terminating plans are two-fold: First, development of other programs and, second, change in the governance structure of the school in which the department resides.

**Academic year 2015-16****Will your program prepare teachers in science in 2015-16?**

Yes

**How many prospective teachers does your program plan to add in science in 2015-16?**

1

**Provide any additional comments, exceptions and explanations below:**

There is currently one Life Science major in secondary education. Plans call for the candidate to graduate in spring 2016. To date, there have been no prospective candidates in science fields for the 2015-2016 academic year. As the number of secondary education majors across the board has declined 80% over the past five years, the department's goal reflects an overarching priority: To review the viability of offering mathematics and other secondary education programs long term.

## Section II Annual Goals - Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential 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. (**§205(a)(1)(A)(ii)**, **§206(a)**)

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

**Academic year 2013-14****Did your program prepare teachers in special education in 2013-14?**

Yes

**How many prospective teachers did your program plan to add in special education in 2013-14?**

16

**Did your program meet the goal for prospective teachers set in special education in 2013-14?**

Yes

**Description of strategies used to achieve goal, if applicable:**

At all student registration sessions, department faculty present all education majors with two special education options: First, to pair a special education license with elementary education or, second, to pursue a special education license with a secondary content concentration. Faculty inform majors that that special education is a teacher shortage area which will enhance teacher candidates' employment options.

**Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:****Provide any additional comments, exceptions and explanations below:**

Given the overall environment surrounding teaching and teacher education, the department hopes to maintain its numbers at replacement level; that is, to replace graduates with new recruits.

#### Academic year 2014-15

Is your program preparing teachers in special education in 2014-15?

Yes

How many prospective teachers did your program plan to add in special education in 2014-15?

10

Provide any additional comments, exceptions and explanations below:

#### Academic year 2015-16

Will your program prepare teachers in special education in 2015-16?

Yes

How many prospective teachers does your program plan to add in special education in 2015-16?

10

Provide any additional comments, exceptions and explanations below:

## Section II Annual Goals - Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential 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. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/po/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

#### Academic year 2013-14

Did your program prepare teachers in instruction of limited English proficient students in 2013-14?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2013-14?

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2013-14?

Data not reported

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

#### Academic year 2014-15

Is your program preparing teachers in instruction of limited English proficient students in 2014-15?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2014-15?

Provide any additional comments, exceptions and explanations below:

#### Academic year 2015-16

Will your program prepare teachers in instruction of limited English proficient students in 2015-16?

No

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2015-16?

Provide any additional comments, exceptions and explanations below:

## Section II Assurances

Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

**Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.**

Yes

**Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.**

Yes

**Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.**

Yes

**Prospective general education teachers are prepared to provide instruction to students with disabilities.**

Yes

**Prospective general education teachers are prepared to provide instruction to limited English proficient students.**

Yes

**Prospective general education teachers are prepared to provide instruction to students from low-income families.**

Yes

**Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.**

Yes

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

This section details the department's successful strategies in meeting assurances noted above.

A. Pre-service teacher candidates continue to meet programs' substantial field experience requirements. Requirements for candidates in elementary education and special education approximate 250 field hours prior to student teaching, while requirements for candidates in secondary education fields approximate 150 field hours prior to student teaching. Field requirements ensure that candidates work with student and teacher populations in a broad array of schools, including parochial high-need urban schools, schools located in suburban and rural settings, and charter schools. The region's urban schools, where all candidates complete a portion of their field placement work, afford candidates the opportunity to work with high-need, low-income student populations, in schools where 60% to over 90% of students qualify for free or reduced lunches.

B. While self-contained special education classrooms continue to function in a number of the region's schools, the co-teaching model of inclusion increasingly has become the norm in schools. As such, candidates in all subject disciplines, at all levels, must work collaboratively with teachers both in general and special education to serve the needs of students identified as having disabilities, including students with limited English language proficiency.

C. Graduates in the department's traditional programs continue to receive offers for employment in their licensing areas at a rate of more than 90%.

D. The TaskStream learning outcomes system that the department employs, enables the director of field experiences and unit assessment manager to track candidates' field experiences, ensuring they work with student populations from a variety of ethnic, racial, socio-economic, and linguistic backgrounds.

\* The Health and Physical Education programs are a combined major

Approval by the university's internal administrative and faculty governance mechanisms of the newly redesigned integrated core program occurred in February 2012. Currently enrolled students at the junior and senior levels are permitted to license in the dual-licensing program, while freshmen and sophomores will transition to the redesigned integrated core program.

B. Another successful strategy of the institution is the number and variety of field-based clinical hours teacher candidates complete in the initial licensing programs. Baccalaureate (undergraduate) elementary education / mild intervention candidates complete more than 250 hours of university-supervised field experiences prior to student teaching. They complete multiple field courses in school settings with diverse student populations. Baccalaureate (undergraduate) secondary education / mild intervention candidates complete more than 150 hours of university-supervised field experience hours prior to student teaching. Visual art majors, both P-12 and secondary education, complete more than 150 hours of university-supervised field experiences prior to student teaching. All candidates complete field experiences in the city's main school district, Fort Wayne Community Schools (FWCS). FWCS has a free-reduced lunch rate of approximately 70%, with a highly diverse student population in regard to race, religion, ethnicity, and language of origin.

Additionally, teacher candidates student teach for 16 weeks. Both in elementary / mild intervention and secondary / mild intervention programs, student teaching consists of two, eight-week placements. One placement occurs in an elementary education general education classroom or a secondary content area classroom. The second placement occurs in a mild intervention exceptional needs setting at a developmental level appropriate to candidates' licensing area. This field setting may range from one or a combination of several special education service delivery models: full inclusion with co-teaching, fully self-contained special education, or limited pull-out for special services.

New features now available in the learning outcomes system, TaskStream, allows the Director of Field Experiences and Unit Assessment Manager to monitor candidate experiences and make appropriate placement assignments to ensure that candidates have field and clinical practice preparation working with students from diverse backgrounds. TaskStream documents candidates' diversity of placement sites in accordance with P-12 students' race, ethnicity, socio-economic status, academic performance, and gender. Also, Taskstream tracks field placements which include geographic distinctions, such as urban, suburban and private / parochial school settings.

### Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
0133.1-ART CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2012-13	2			

0133.1-ART CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2011-12	2			
0235.1-BIOLOGY CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2012-13	1			
0101-BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	1			
5101-BUSINESS ED CONTENT KNOWLEDGE (CD) Educational Testing Service (ETS) All program completers, 2013-14	1			
0353-ED OF EXCEPTIONAL STUDENTS CORE CK Educational Testing Service (ETS) All program completers, 2011-12	1			
0542-ED OF EXCEPTIONAL STUDENTS MTMD Educational Testing Service (ETS) All program completers, 2011-12	1			
0011.1-ELEM ED CURR INSTRUC ASSESSMENT.1 Educational Testing Service (ETS) All program completers, 2011-12	1			
5033-ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) Other enrolled students	1			
5033-ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) All program completers, 2013-14	10	166	7	70
5033-ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) All program completers, 2012-13	5			
5033-ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) All program completers, 2011-12	1			
5032-ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) Other enrolled students	1			
5032-ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) All program completers, 2013-14	10	180	10	100
5032-ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) All program completers, 2012-13	5			
5032-ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) All program completers, 2011-12	1			
5035-ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) Other enrolled students	1			
5035-ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) All program completers, 2013-14	10	164	8	80
5035-ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) All program completers, 2012-13	5			
5035-ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) All program completers, 2011-12	1			
5034-ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) Other enrolled students	1			
5034-ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) All program completers, 2013-14	10	156	7	70
5034-ELEM ED MULTI SUBJ SOCIAL STUDIES (CD)	5			



Educational Testing Service (ETS) All program completers, 2012-13				
5034-ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) All program completers, 2011-12	1			
005-ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	8			
5041-ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
025-EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2012-13	1			
5551-HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2013-14	2			
5551-HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2012-13	1			
5550-HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2012-13	2			
0550.1-HEALTH EDUCATION.1 Educational Testing Service (ETS) All program completers, 2012-13	1			
0550.1-HEALTH EDUCATION.1 Educational Testing Service (ETS) All program completers, 2011-12	3			
0061-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	3			
5061-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	4			
5091-PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	2			
5091-PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	2			
5091-PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	1			
0091.1-PHYSICAL ED CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2012-13	2			
0091.1-PHYSICAL ED CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2011-12	2			
0300-READING SPECIALIST Educational Testing Service (ETS) All program completers, 2011-12	5			
043-SCIENCE—CHEMISTRY Evaluation Systems group of Pearson All program completers, 2013-14	1			
0543-SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2012-13	5			
0543-SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2011-12	9			
5543-SE CK AND MILD TO MODERATE APPL (CD) Educational Testing Service (ETS)	2			

Other enrolled students				
5543-SE CK AND MILD TO MODERATE APPL (CD) Educational Testing Service (ETS) All program completers, 2013-14	15	177	15	100
5543-SE CK AND MILD TO MODERATE APPL (CD) Educational Testing Service (ETS) All program completers, 2012-13	8			
5543-SE CK AND MILD TO MODERATE APPL (CD) Educational Testing Service (ETS) All program completers, 2011-12	5			
006-SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	5			
006-SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2012-13	1			
0081.1-SOCIAL STUDIES CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2012-13	1			
0081.1-SOCIAL STUDIES CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2011-12	4			

### Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2013-14	16	16	100
All program completers, 2012-13	21	21	100
All program completers, 2011-12	17	16	94

### 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 Use of Technology

Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

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 the evidence that your program uses to show that it 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 the evidence your program uses to show that it 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.

The department's Integrated Core curriculum integrates the use of technology into the planning, implementation, and assessment phases of instruction. In three

courses candidates are required to incorporate technology into the planning and implementation phases of lessons: EDUC 304 DEVELOPING EFFECTIVE LEARNING &

## TEACHING COMPETENCIES, EDUC 356 LEARNING ENVIRONMENTS II: APPLYING SKILLS & METHODS, and EDUC 413 LEARNING ENVIRONMENTS III: CRITIQUING PEDAGOGIES IN PRACTICE

Candidates are assessed via the department's lesson planning and field assessment instruments on their proficiencies in selecting and applying appropriate technologies in lessons.

In aforementioned field-intensive courses, candidates are required to use data to indicate how, why, and to what extent students demonstrated progress, or lack thereof, on formal lessons candidates' design and deliver. Candidates design lessons in which they are required to differentiate the means by which they present content to students. Candidates use technology as a resource for students to access content. In doing so, technology is a tool that guides students to explore different means they can express their understanding of content. Candidates use technology to explore multiple ways of motivating and challenging students at and above their cognitive comfort levels. Also, candidates may use technology as a means to encourage students to function beyond their affective comfort levels. That is, with technology as a tool, students are enabled to collaborate on assignments or work independently on assignments when they might not otherwise choose to do so.

### Section VI Teacher Training

**Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.**

**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 the evidence your program uses to show that it 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.**

Some 80% of traditional undergraduate elementary education majors pursue a dual license in special education. All majors, elementary and secondary, take one university course in special education. Also, all majors complete between 250-400 field hours in inclusive classroom settings where they work with students with special needs. Lesson planning in major field courses must include a component for Universal Design for Learning (UDL).

**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 the evidence your program uses to show that it 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.**

All candidates take SPED 137, Advanced Introduction to Special Education course, which provides an overview of disabilities, diversity, legal issues, process of developing and implementing Individualized Education Programs, co-teaching, assistive technology, and Universal Design for Learning. Students pursuing a special education license are provided more in-depth study of topics covered in the introductory course and also coursework related to instructional methods, assessment, and behavior management. Prior to student teaching, candidates seeking a special education license spend 140 hours in the special-education field learning about a variety of settings for students with special needs. As well, since 80% of special education majors co-major in elementary education, they complete another 300+ field hours in inclusive elementary education settings.

• Special education teacher candidates participate in the range of special educator responsibilities, including development and revision of IEPs. Candidates follow IEPs in lesson planning, implementation, and assessment. When permitted by all parties, candidates observe student annual case conferences. Finally, special education candidates take part in professional development events in their respective schools and district wide.

### 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 department continues to develop and implement the Integrated Core curriculum at the undergraduate level. To date, approximately 75% of the I.C. has been developed and implemented. Aside from the I.C., approximately 90% of new special education courses have been developed and implemented. Administratively, the School of Professional Studies (SoPS) and the School of Arts and Sciences (SoAS) consolidated as of July 1, 2014. The new name is the School of Liberal Arts and Sciences. The Department of Education is no longer one of three departments in a school. The department of education is one of seven departments in the new consolidated school. During New Student Orientation (Registration) sessions the department plans to inform new students and prospective teacher education candidates of the "test into a second license" option once they have secured an initial license in either elementary education or special education.


Supporting Files

Supporting Files

Basic Skills Report

## Complete Report Card

AY 2013-14

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