

Title II Report 2000-2001

Annual Institutional Questionnaire On Teacher Education Academic Year: 2000 – 2001

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Section I. Annual Title II Report to the Indiana Professional Standards Board

Mission: The University of Saint Francis exists to serve students by facilitating learning and personal and professional development in an environment permeated by Franciscan Values. Founded in 1890 by the Sisters of Perpetual Adoration, the University is a Catholic, coeducational institution of higher education in the liberal arts tradition, offering undergraduate and graduate programs designed to meet the needs of a diverse student body.

Commitments

Committed to the mission of Catholic higher education and the Franciscan tradition we will:

1. Offer high quality, state-of-the-art academic programs, based on a core curriculum, which promote excellence in teaching and learning and foster in each student a lifelong interest in the pursuit of knowledge.

2. Provide a welcoming and secure campus community where student interests influence program and policy decisions.
3. Foster the formation, moral, and ethical values in a Christian learning atmosphere that allows students to recognize the unique dignity of each person, understand peace and justice issues and become responsible stewards of creation.
4. Facilitate the development of each student's talents and abilities by ensuring that professionally qualified faculty, rather than teaching assistants, teach all classes.
5. Encourage scholarship, critical thinking, and the development of interpersonal skills enabling students to live and learn in a complex, technological society.
6. Create an awareness of issues that affect the local and global community-enabling students to realize the value of diversity and the joy of serving others.
7. Provide an integrated academic and student life program that meets the changing needs of a diverse student body.
8. Deliver a comprehensive and affordable educational experience.

Student Demographic Characteristics: The total enrollment at the University of Saint Francis is 1,692 of which 70% attend on a full-time basis. Ninety-six students are enrolled in specialized non-degree programs. Sixty-eight percent of the total enrollment are women and 8% are minority students. Of the 1,372 undergraduate

students, most are of traditional college age. The majority of the students are from Indiana, Michigan, Ohio, and Illinois, as well as from other states and foreign countries. Students represent many religious faiths, philosophies, and ethnic backgrounds.

Of the total undergraduate enrollment, 18% (248) are education majors. Graduate enrollment is 224 and 20% (46) are enrolled in education programs. The average SAT score for entering freshmen in 2001 was 970 and the average ACT score was 20.

Type of Institution: At the University of Saint Francis, students are required to fulfill all criteria at three points prior to state licensing.

1. *Admission to Teacher Education.* Candidates must have completed a minimum of 24 semester hours with an overall grade point average of 2.5, a professional GPA of 2.8, achieve a C or above in courses in the major, minor, or in professional education, complete Education 100, 201, and Special Education 136. Candidates must also submit a letter of support from a member of the faculty of education and from a cooperating teacher from Education 201. Additionally students must pass the Praxis I basic skills test in reading, writing and mathematics. A transfer student must have completed one semester of full-time work at the University and one field placement. Faculty from the Department of Education and from the appropriate content area must approve the admission request.
2. *Admission to Student Teaching.* Candidates must have completed 94 semester hours of course work with a minimum GPA of 2.5 and a professional GPA of 2.8 including the successful completion of all required field experiences. The extensive application process includes a transcript, essay, evidence of community outreach and professional development, and an Indiana State issued Limited Criminal History.
3. *Approval for State Licensing.* Candidates must have successfully completed the student teaching experiences, all course work, the Praxis I and the Praxis II specialty area tests. Department recommendation is required.

Program Completer: At the University of Saint Francis a program completer is a teacher candidate who fulfills all degree requirements as well as all of the requirements for Indiana State licensure.

Teacher Preparation Programs: The University of Saint Francis offers eight baccalaureate programs leading to state teacher licensure and include Business Education, Elementary Education, English, Health and Safety and Physical Education, Science, Social Studies, the Special Education areas of Emotional Disabilities and Mild Disabilities, and Visual Arts. The University offers two graduate programs that include School Counseling and Special Education. A licensure program offers those who already hold a Baccalaureate or higher degree the opportunity to pursue a program leading to teacher licensure in any of the programs within the Department of Education.

Accreditation: The University of Saint Francis is accredited by the North Central Association of Colleges and Schools. The National Council for the Accreditation of Teacher Education in partnership with the Indiana Professional Standards Board accredits the school of education.

Unique Program Characteristics: The following characterize the teacher education program at the University of Saint Francis:

1. It has the only graduate program in Special Education in Northeast Indiana.
2. A four-year performance-based portfolio assessment of beginning teacher competencies is in effect.
3. Elementary Education majors also pursue a minor licensable area.
4. All education majors participate in over 100 hours of field experiences prior to student teaching.

5. Service learning is an integral component of the program.
6. Students attend local, state, regional, and national conferences.

Notable Features and Accomplishments:

1. Student participation/presentations at local, state, and national conferences.
2. Four students and professor presented two sessions at the National Conference for Service Learning, Denver, Colorado.
3. The Department of Education, Division of Special Education, extended the “Indiana Designs Equitable Access for Learning” (IDEAL) Web-based project.
4. Professors from the Department of Education presented sessions at the national convention of Council for Exceptional Children and the Association for the Advancement of Educational Research.
5. As a result of a collaborative effort between the University of Saint Francis and Fort Wayne Community Schools a faculty member taught Advanced Methods in Mathematics Instruction to a select group of Fort Wayne Community Schools elementary teachers.
7. Professor was a team member to accredit the American School in Lima, Peru for the Southern Association of Colleges and Schools.
8. As a result in a collaborative (Intra-Departmental) effort purchase was made of a portable wireless

computer laboratory.

Section II. Program Information

1. Total number of students admitted into teacher preparation, all specializations, in academic year 2000 – 2001	46 Graduate Students 248 Undergraduate Students 294 Students have declared education as a major
2. Number of students in supervised student teaching in academic year 2000 – 2001	28 (One additional student met requirements for student teaching waiver)
3. Number of faculty members who supervised student teachers:	5
a. Full time faculty in professional education	4
b. Part-time faculty in professional education, but full-time in the institution	1
c. Part-time faculty in professional education, not otherwise employed by the institution.	--
4. Student teacher/faculty ratio	3.6 to 1
5. a. The average number of student teaching hours per week required	30
b. The total number of weeks of supervised student teaching required	10 Weeks for Elementary/Secondary Majors 15 Weeks for Special Education Majors or Minors
c. Average total number of hours required	30

Indiana Sample Institutional Report Card

Table I: Single-Assessment Pass-Rate Data: Academic Year 2000 – 2001

Testing Period: 9/95 – 8/00 Number of Program Completers: 29

Type of Assessment	Code #	# Taking Assessment	# Passing Assessment	Institution Pass Rate	Statewide Pass Rate
Basic Skills					
Communication Skills	500				
General Knowledge	510				
Professional Knowledge	520				
PPST Reading	710	1	1	100%	98%
CBT Reading	711	27	27	100%	98%
PPST Writing	720	1	1	100%	99%
CBT Writing	721	27	27	100%	99%
PPST Mathematics	730	2	2	100%	96%
CBT Mathematics	731	27	26	96%	96%
Professional Knowledge					
Pre-Kindergarten	530				
Academic Content Areas					
Elementary Education	010				
Elementary Education	011	9	8	88.8%	100%
Early Childhood	020				
English Language	040				
English Language	041				
Mathematics	060				
Social Studies	080				
Social Studies	081	3	3	100%	97%
Physical Education	090	1	1	100%	
Business Education	100	2	2	100%	100%
Music Education	110				
Art Education	130	1	1	100%	100%
French	170				
German	180				
Spanish	190				
Biology	230	3	3	100%	99%
Chemistry	240				
Physics	260				
General Science	430	2	2	100%	100%

Earth/Space Science	570				
Economics	910				
Geography	920				
Government	930				
Other Content Areas					
Technology Education	050				
Home Economics	120				
Speech Communication	220				
Library/Media Specialist	310				
Psychology	390				
Health Education	550	2	2	100%	100%
Sociology	950				
Teaching Special Populations					
Reading	200				
Emotional Disabilities	370	1	1	100%	100%
Severe Disabilities	380				
Learning Disabilities	380	6	6	100%	99%
Reading Specialist	300	1	1	100%	100%

Indiana Sample Institutional Report Card

Table 2: Aggregate Institutional-Level Pass-Rate Data: Academic Year: 2000 – 2001

Testing Period: 9/95 – 8/00 Number of Program Completers: 29

Type of Assessment	# Taking Assessment	# Passing Assessment	Institution Pass Rate	Statewide Pass Rate
Basic Skills	29	27	93%	95%
Professional Knowledge				
Academic Content Areas	21	21	100%	99%
Other Content Areas	2	2	100%	97%
Teaching Special Populations	7	7	100%	99%
Summary Totals and Pass Rates	29	27	93%	95%

Certification:

I certify that to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions in the Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation.

_____ (Signature)

_____ (Name)

_____ (Title)

Certification of review of submission:

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_____ (Signature)

_____ (Name)

_____ (Title)

