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University of Saint Francis Alternative, IHE-based Program

## Complete Report Card

2017 Title II Reports

AY 2015-16

### Institution Information

Name of Institution: University of Saint Francis  
 Institution/Program Type: Alternative, IHE-based  
 Academic Year: 2015-16  
 State: Indiana

Address: 2701 Spring Street

Fort Wayne, IN, 46808

Contact Name: Ms. Maureen McCon  
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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?

Special Education	No
Transition to Teaching -All Grade Visual Art	No
Transition to Teaching in Business	No
Transition to Teaching in Chemistry	No
Transition to Teaching in Computer Education	No
Transition to Teaching in Economics	No
Transition to Teaching in English/Language Arts	No
Transition to Teaching in History	No
Transition to Teaching in Life Science	No
Transition to Teaching in Mathematics	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:  
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:

All Initial Licensure Post baccalaureate candidates must demonstrate Basic Skills by one of the following methods: passing CASA Reading, Writing and Math tests, 1100 SAT, 24 ACT, or 301 GRE for admission to the program.

In the Visual Art Transition to Teaching program, Pearson CORE Visual Art Test 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 MAT nonlicensure program or MSED Non-Licensure program in Special Education. Once they pass Pearson CASA, they can switch to our Master's with licensure track.

Subject area Pearson CORE content test is required for admission to the Transition to Teaching programs if the candidates degree is not in the subject they are trying to license in. Other initial licensure post-baccalaureate candidates are not required to take a Pearson CORE test for admission per the State of Indiana as long as their bachelors or prior masters is in the subject they hope to license in. If their bachelors is not in the subject they want to license in, then they must pass the CORE subject test to be admitted.

The only background check is a Federal Sex Offender check. Once candidates start practicum they must have an expanded 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 and CORE (if required).

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	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 2015-16

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2015-16

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
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	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	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 2015-16

3.47

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2015-16

3.91

Please provide any additional comments about the information provided above:

A national sex offender check is done at admission to the program. Fingerprint and background checks are required for Practicum and student teaching. Prior Masters Degree, 24 ACT, 1100 SAT scores, or 301 GRE can be used to demonstrate Basic Skills competency in place of CASA Test.

#### 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 2015-16:	17
Unduplicated number of males enrolled in 2015-16:	10
Unduplicated number of females enrolled in 2015-16:	7

2015-16	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:	1
Native Hawaiian or Other Pacific Islander:	0
White:	15
Two or more races:	0

#### Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2015-16.

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	1
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	11
Number of students in supervised clinical experience during this academic year	9

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 7 actual candidates of which one was in a practicum in Mild Intervention and a practicum in Intense Intervention in the fall and then in Student Teaching in the spring.

#### Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2015-16. 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	5
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	
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	
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 2015-16. 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))

<b>Academic Major</b>	<b>Number Prepared</b>
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
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	1
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	1
Biology	
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	

Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	1
Computer and Information Sciences	
Other Specify: General Studies / Communication Science Disorders	2

#### Section I.f Program Completers

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

2015-16: 5

2014-15: 4

2013-14: 4

#### 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/pol/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 2015-16

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

Yes

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

1

Did your program meet the goal for prospective teachers set in mathematics in 2015-16?

Yes

Description of strategies used to achieve goal, if applicable:

The Education Department was approved to offer a Transition to Teaching program in Secondary Education.

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:

At the end of the 2013-2014 academic year, the department began discussions to explore the development of an online secondary education Transition to Teaching (T2T) licensing program with an option for a Master of Arts in Teaching (MAT) degree. The new T2T and MAT initial licensure programs were approved in Spring 2015 and began enrolling students in fall 2015-16. To date, there are no program completers. Some MAT/T2T candidates are preparing to license in Mathematics at either the middle school or high school level.



Academic year 2016-17

Is your program preparing teachers in mathematics in 2016-17?

Yes

How many prospective teachers did your program plan to add in mathematics in 2016-17?

1

Provide any additional comments, exceptions and explanations below:

The EPP now offers a Transition to Teaching (T2T) program in Secondary Education. The T2T program prepares candidates who hold Baccalaureate degrees in content areas. The T2T program prepares candidates in pedagogy. The EPP does not prepare candidates in content disciplines. Candidates must demonstrate content knowledge and skills proficiency by passing the state of Indiana's licensure exams in content areas. Additionally, candidates must pass the state licensure exam in pedagogy in order to apply for an Indiana teaching license. To date there have been no completers.

Academic year 2017-18

Will your program prepare teachers in mathematics in 2017-18?

Yes

How many prospective teachers does your program plan to add in mathematics in 2017-18?

1

Provide any additional comments, exceptions and explanations below:

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 2015-16

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

Yes

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

1

Did your program meet the goal for prospective teachers set in science in 2015-16?

Yes

Description of strategies used to achieve goal, if applicable:

At the end of the 2013-2014 academic year, the department began discussions to explore the development of an online secondary education Transition to Teaching (T2T) licensing program with an option for a Master of Arts in Teaching (MAT) degree. The new T2T and MAT initial licensure programs were approved in Spring 2015 and began

enrolling students in fall 2015-16. To date, there are no program completers. Some MAT/T2T candidates are preparing to license in Science at either the middle school or high school level.

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 EPP now offers a Transition to Teaching (T2T) program in Secondary Education. The T2T program prepares candidates who hold Baccalaureate degrees in content areas. The T2T program prepares candidates in pedagogy. The EPP does not prepare candidates in content disciplines. Candidates must demonstrate content knowledge and skills proficiency by passing the state of Indiana's licensure exams in content areas. Additionally, candidates must pass the state licensure exam in pedagogy in order to apply for an Indiana teaching license. To date there have been no completers.

Academic year 2016-17

Is your program preparing teachers in science in 2016-17?

Yes

How many prospective teachers did your program plan to add in science in 2016-17?

1

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

Will your program prepare teachers in science in 2017-18?

Yes

How many prospective teachers does your program plan to add in science in 2017-18?

1

Provide any additional comments, exceptions and explanations below:

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 2015-16

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

Yes

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

4

Did your program meet the goal for prospective teachers set in special education in 2015-16?

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:

We enrolled 4 new candidates.

Provide any additional comments, exceptions and explanations below:

If and when the special education program is approved to be offered by a third-party provider, which will lower tuition, 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 in special education programs, but often say the cost of tuition is unaffordable.

Academic year 2016-17

Is your program preparing teachers in special education in 2016-17?

Yes

How many prospective teachers did your program plan to add in special education in 2016-17?

4

Provide any additional comments, exceptions and explanations below:

The Special Education program requirements were decreased by three credit hours to align to the Indiana state program hours. This now allows the EPP to be listed as a Special Education EPP in Indiana on the Indiana Department of Education's website.

Academic year 2017-18

Will your program prepare teachers in special education in 2017-18?

Yes

How many prospective teachers does your program plan to add in special education in 2017-18?

3

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/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 2015-16

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

No

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

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2015-16?

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 2016-17

Is your program preparing teachers in instruction of limited English proficient students in 2016-17?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2016-17?

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

Will your program prepare teachers in instruction of limited English proficient students in 2017-18?

No

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2017-18?

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.

No

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. In special education T2T programs, each candidate's practicum field placement demographic data are recorded in Taskstream. Subsequently, the Director of Field Experiences reviews the individual candidate data before assigning future clinical internship (student teaching) placements. The monitoring of field placements with TaskStream assures the department that candidates are completing field experiences in school settings with diverse populations 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. Candidates also complete 16 weeks of clinical internship (student teaching) in their program of study.

B. Transition to Teaching: Visual Art All-Grade

Beginning Fall 2015, the Transition to Teaching program in Art was approved to expand the licensure coverage from middle school and high school levels only to Pre-School through Grade 12 (P-12). The revised program will increase field experience placement settings from 2 to 3, and the field hours from 125 to 175 hours prior to student teaching. As capstone field experiences, visual art candidates complete 16 weeks of clinical internship (student teaching) in elementary, middle school or high school settings. The EPP utilizes TaskStream to track the candidates' field placements. Field placements are monitored to include geographic distinctions, such as urban, suburban and private / parochial school settings and school settings with students from diverse populations.

C. Transition to Teaching: Middle and Secondary School

the Transition to Teaching program was approved to expand the licensure coverage to middle school and high school levels for post-baccalaureate candidates seeking licensure in a middle or secondary content area such as mathematics or science. Each candidate's practicum field placement performance data are recorded in Taskstream. Subsequently, the Director of Field Experiences reviews the individual candidate data before assigning future clinical internship (student teaching) placements to assure diversity in placements. The monitoring of field placements with TaskStream assures the department that candidates are completing field experiences in school settings with diverse populations and in diverse geographic locales. Field experiences for post-baccalaureate (graduate) initial licensing 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. Candidates also complete 16 weeks of clinical internship (student teaching) in their program of study, unless they are currently employed on an Emergency License through the corporation. If they are on an Emergency License and teaching while in the program, candidates submit a Prior Learning Assessment.

### Section III Assessment Pass Rates

<b>Assessment code - Assessment name Test Company Group</b>	<b>Number taking tests</b>	<b>Avg. scaled score</b>	<b>Number passing tests</b>	<b>Pass rate (%)</b>
0133.1 -ART CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2014-15	1			
008 -BUSINESS Evaluation Systems group of Pearson Other enrolled students	1			
5101 -BUSINESS ED CONTENT KNOWLEDGE (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, 2013-14	1			
5032 -ELEM ED MULTI SUBJ READINGLANG ARTS (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, 2013-14	1			
5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) All program completers, 2013-14	1			
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	2			
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	1			
024 -EXCEPTIONAL NEEDS—INTENSE INTERVENTION Evaluation Systems group of Pearson All program completers, 2015-16	1			
024 -EXCEPTIONAL NEEDS—INTENSE INTERVENTION Evaluation Systems group of Pearson All program completers, 2014-15	1			
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2015-16	4			
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2014-15	1			
064 -EXCEPTIONAL NEEDS—MILD INTERVENTION: READING INST Evaluation Systems group of Pearson All program completers, 2015-16	4			
064 -EXCEPTIONAL NEEDS—MILD INTERVENTION: READING INST Evaluation Systems group of Pearson All program completers, 2014-15	1			
034 -MIDDLE SCHOOL MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	2			
007 -P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	2			
007 -P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	2			
007 -P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	2			
045 -SCIENCE—LIFE SCIENCE Evaluation Systems group of Pearson Other enrolled students	1			
5543 -SE CK AND MILD TO MODERATE APPL (CD) Educational Testing Service (ETS) All program completers, 2014-15	2			
5543 -SE CK AND MILD TO MODERATE APPL (CD) Educational Testing Service (ETS) All program completers, 2013-14	4			
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	2			

006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	2			
048 -SOCIAL STUDIES—ECONOMICS Evaluation Systems group of Pearson Other enrolled students	1			
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson Other enrolled students	1			

## Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2015-16	4		
All program completers, 2014-15	4		
All program completers, 2013-14	4		
All program completers, combined 3 academic years	12	12	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 EPP 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 CAEP standards.

The EPP'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, Technology Applications; SPED 613, Collaborative Models of Behavior Management; SPED 625, Instructional Methods Topics; SPED 626, Functional Curriculum/Assistive Technology; and SPED 635, Assessment Topics. READ 630, Literacy Topics, requires candidates to incorporate technology in assignments that demonstrate candidates' competencies in teaching literacy concepts.

In SPED 613, Collaborative Models of Behavior Management, for the progress monitoring assignment, candidates are required to use technology to collect and chart data in order to devise effective interventions for student behaviors. In SPED 635, Assessment Topics, candidates address the components of UDL in their signature assignment which outlines the use of UDA (Universally Designed Assessments).

The Learning Experience Map (LEM) 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 P-12 classes. Instruments utilized for the EPP's Candidate Field Assessment Process (CFAP) gauge candidates' proficiencies with collecting and analyzing student performance data. Utilizing Excel, candidates calculate and display the students' mean and median scores as well as most-missed and least-missed assessment items. 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 assessments warrant additional interventions.

## 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  
No
- 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 EPP 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 license.

The EPP has added a Reading course, READ 602, 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.

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 Plans, Functional Behavior Assessments, and Behavior Intervention Plans.

Data is collected through state exams and EPP assessments which demonstrates general education candidates' competency in teaching students with disabilities.



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 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.

As their culminating field experiences, candidates for licensing in mild intervention or intense intervention, complete a full semester (16 weeks) of student teaching/clinical internship. Candidates complete field-based hours in P-12 schools, assuming progressively more responsibility for differentiating instruction and assessment. Field-based experiences prepare them to service 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 teachers of record for P-12 students with special needs.

As non-traditional licensing candidates complete their various field-based experiences, the EPP utilizes TaskStream to track candidates' placements. The EPP utilizes TaskStream to track candidates' placements. The Director of Field Experiences and administrative assistant monitor TaskStream to ensure that candidates 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.


The EPP now offers a Transition to Teaching (T2T) program in Secondary Education. The T2T program prepares candidates who hold Baccalaureate degrees in content areas. The T2T program prepares candidates in pedagogy. The EPP does not prepare candidates in content disciplines. Candidates must demonstrate content knowledge and skills proficiency by passing the state of Indiana's licensure exams in content areas. Additionally, candidates must pass the state licensure exam in pedagogy in order to apply for an Indiana teaching license. To date, there have been no completers. The EPP offers a transition to teaching program in P-12 Visual Art. This initial licensing program of study prepares candidates to teach at all student developmental levels, Pre-K through 12. The new license is expanded from its previous focus only on grades 6-12. 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, respectively, collaborate in teaching post-baccalaureate programs. Under Indiana's 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. The Special Education program requirements were decreased by three credit hours to align to the Indiana state program hours. This now allows the EPP to be listed as a Special Education EPP in Indiana on the Indiana Department of Education's website.

#### Supporting Files

[Basic Skills/Alternative Admissions Numbers By Indiana Higher Education Institution](#)

## Complete Report Card

AY 2015-16

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