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University of Saint Francis Traditional Program

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2017 Title II Reports

AY 2015-16

Institution Information

Name of Institution: University of Saint Francis
Institution/Program Type: Traditional
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 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?

Elementary Education	No
Elementary Education/Mild Intervention K-6	No
Mathematics Secondary Education	No
Mild Intervention (P-12)	No
Social Studies	No
Visual Art Education	No
Total number of teacher preparation programs: 6	

Section I.b Admissions

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

Junior 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://catalogs.sf.edu/undergrad/academic-programs/education/>

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

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

Candidates are ready for admission to teacher education once they have completed EDUC 108, EDUC 105, EDUC 207, and SPED 137 with a C- or higher, have a cumulative GPA of 2.8 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. Candidates also have an Assessment of Professional Behaviors completed on them by their cooperating teacher. One Professional Development activity and 10 hours of service engagement are also required for admission to teacher education.

Beginning Fall 2016 candidates for admission to Teacher Education are required to have a 2.8 cumulative GPA.

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	Yes	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?

2.8

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?

2.8

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

3.56

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, or 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. Criminal 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
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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.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:	24
Unduplicated number of males enrolled in 2015-16:	5
Unduplicated number of females enrolled in 2015-16:	19

2015-16	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	3
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	0
Black or African American:	0
Native Hawaiian or Other Pacific Islander:	1
White:	22
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	340
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)	98
Number of students in supervised clinical experience during this academic year	101

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

These numbers include both practicum and student teachers. There were 9 Student Teachers and 7 of them 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 (except Art Ed) are in dual licensure programs so they have two student teaching placements -One in Content and one in Special Education so they would have two cooperating teachers and two university supervisors during student teaching.

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	7
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	7
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	1
Teacher Education - Multiple Levels	1
Teacher Education - Agriculture	
Teacher Education - Art	1
Teacher Education - Business	
Teacher Education - English/Language Arts	1
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))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	7
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	1
Teacher Education - Agriculture	
Teacher Education - Art	1
Teacher Education - Business	
Teacher Education - English/Language Arts	1
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:

2015-16: 9

2014-15: 16

2013-14: 17

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 called all education applicants and accepted students prior to their enrollment. The Department also held a Welcome Reception in February for all accepted teacher education candidates for the upcoming fall.

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:

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.

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?

0

Provide any additional comments, exceptions and explanations below:

As of December 2015, the secondary education program in mathematics was deactivated. There is one secondary education mathematics candidate enrolled will be "taught out" at the university but no new secondary education majors will be allowed to enroll. Another Mathematics secondary education candidate will graduate in 2016-17 year.

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?

0

Provide any additional comments, exceptions and explanations below:

As of December 2015, the secondary education program in mathematics was deactivated. The one secondary education mathematics candidate enrolled will be "taught out" at the university but no new secondary education majors will be allowed to enroll.

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?

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:

There is currently one Life Science major in secondary education. Plans call for the candidate to graduate in spring 2017. To date, there have been no prospective candidates in science fields for the 2015-2016 academic year. As a result of the number of secondary education majors across the board declining 80% over the past five years, the department decided to stop admitting candidates to all secondary education programs beginning in Fall 2016.

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?

0

Provide any additional comments, exceptions and explanations below:

As of December 2015, the secondary education programs in Life Science and Chemistry were deactivated. The one secondary education life science candidate will be "taught out" at the university, thereby accommodating all current science education majors through to their graduation in 2017.

Academic year 2017-18

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

No

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

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?

10

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:

The EPP encourages all Elementary Education Majors to dual license in Elementary Education and Mild Intervention. Most candidates do both licenses.

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:

17 admitted.

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?

10

Provide any additional comments, exceptions and explanations below:

As the department is undergoing CAEP accreditation, special education candidate recruitment interventions will be implemented incrementally. The degree to which recruitment interventions occur will be contingent on faculty workload with accreditation reporting requirements and preparation for the CAEP site visit.

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?

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/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:

The program's focus on special education has proved to require resources that precludes recruitment of teachers of limited English proficient students.

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.

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. The hallmark of the undergraduate teacher education program is early and sustained integration of university classroom theory with practical field experience. Pre-service teacher candidates continue to meet programs' substantial field experience requirements. Requirements for candidates in elementary education and special education range from approximately 300 to more than 400 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. 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 80%, with a highly diverse student population in regard to race, religion, ethnicity, and language of origin.

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.

C. Graduates in the department's traditional programs continue to receive offers for employment in their licensing areas at a rate of more than 98%.

D. The TaskStream learning outcomes system the department employs, enables the director of field experiences and administrative assistant to track candidates' field experiences. The department's monitoring of candidates by means of the tracking system ensures that candidates work with student populations from a variety of ethnic, racial, socio-economic, and linguistic 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.

E. Teacher candidates complete a 16 week clinical internship. For the majority of candidates who seek dual licensure in elementary and special education, student teaching consists of two, eight-week sessions. One placement occurs in an elementary education general education classroom. The second placement occurs in a mild intervention exceptional needs classroom. In special education, field experiences 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.

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			
5033 -ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) All program completers, 2014-15	1			
5033 -ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) All program completers, 2013-14	8			
5032 -ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) All program completers, 2014-15	1			
5032 -ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) All program completers, 2013-14	8			
5035 -ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) All program completers, 2014-15	1			
5035 -ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) All program completers, 2013-14	8			
5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) All program completers, 2014-15	1			
5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) All program completers, 2013-14	8			
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	6			
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	7			
	8			

005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14				
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	1			
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2015-16	6			
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	7			
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	2			
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	1			
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2015-16	6			
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	6			
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	2			
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson Other enrolled students	1			
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2015-16	5			
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2014-15	6			
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2013-14	2			
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson Other enrolled students	1			
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2015-16	5			
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2014-15	6			
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2013-14	2			
5041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			

021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2015-16	1			
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2014-15	1			
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson Other enrolled students	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	6			
064 -EXCEPTIONAL NEEDS—MILD INTERVENTION: READING INST Evaluation Systems group of Pearson All program completers, 2014-15	2			
030 -FINE ARTS—VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2015-16	1			
030 -FINE ARTS—VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2014-15	2			
5551 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2013-14	2			
007 -P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	1			
007 -P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	2			
5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	2			
043 -SCIENCE—CHEMISTRY Evaluation Systems group of Pearson All program completers, 2013-14	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	15	177	15	100
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	1			
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	3			
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	5			

050 -SOCIAL STUDIES—GOVERNMENT AND CITIZENSHIP Evaluation Systems group of Pearson All program completers, 2014-15	1			
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2014-15	2			
052 -SOCIAL STUDIES—PSYCHOLOGY Evaluation Systems group of Pearson All program completers, 2014-15	1			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2015-16	9		
All program completers, 2014-15	13	12	92
All program completers, 2013-14	16	16	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.

In field courses where candidates' performance is evaluated, key assessments included criteria to measure the candidates' understanding and application of technology integration. In two courses, all candidates in elementary education, special education, and P-12 Art incorporate technology into the planning and implementation phases of lessons. In SPED 137-Foundations in Exceptionalities candidates create webquests using Google Sites. In EDUC 304 -Developing Effective Learning & Teaching Competencies, which focuses on Project-Based Learning, the emphasis of one unit is on integrating technology into planning and assessment. EDUC 304 is a field course, thereby providing

opportunities for candidates to implement technology-driven lessons in P-12 classroom settings. Throughout the program, beginning in EDUC 304, candidates create a digital strategies notebook in which they can collect resources and documents that will assist them once they graduate.

In addition to the aforementioned courses, several courses for elementary education and special education majors incorporate technology. In EDUC 303-Assessment Principles & practices, candidates specifically address technology based assessments. SPED 230-Content Interventions for Exceptional Learners II, candidates incorporate assistive technology to develop a literacy unit. In SPED 226-Content Interventions for Exceptional Learners I, candidates collaborate on case studies via Google Docs. In SPED 326-Methods & Transitions, candidates use research on assistive technology to address students' needs in content areas. Additionally, in SPED 326, candidates use Indiana's individualized education plan program to develop a mock IEP. SPED 420-Behavior Assessment & Analysis I, requires candidates to collect data and use technology to monitor and report students' academic and behavioral progress. EDUC 372-Integrated Content, candidates research web-based materials and apps to support science and math standards. Finally, in EDUC 498-Transitional Seminar III: Culminating critique, candidates use Edmodo for class discussions.

In READ 200-Foundations of Reading Instruction, READ 302-Methods and Materials in Teaching Reading for ALL Children, and EDUC 372, elementary education majors use technology, such as SmartBoards and handhelds for Dibels as in K-6 classrooms. Also, EDUC 372, candidates take virtual field trips.

All teacher education majors are required to collect and chart data using technology in their lesson plans. The rubric for the Learning Experience Map (LEM), which is the department's lesson planning format, includes criterion for utilizing technology as candidates plan lessons. Also, as part of formal lessons' post-assessment process, all teacher candidates are required to analyze data they collect in order to devise strategies to improve student performance.

Instructors regularly integrate technology in their pedagogical approaches. Integration of technology serves as a model for candidates to use in developing their own pedagogical approaches. A variety of apps and websites are used throughout courses. Examples of such are Kahoot, Padlet, Quizzlet, and Wordle. Finally, in addition to using Blackboard and TaskStream, instructors use Google Drive Tools to collect assignments, to answer questions and provide feedback on documents in real-time, and develop lessons in which candidates must collaborate on a single document to complete assignments.

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
No

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.

Specific preparation in IEP team participation is not a component of the elementary education program. However, some 80% of traditional undergraduate elementary education majors pursue dual licensure in special education. Special education courses include preparation in skills related to IEP team participation. All majors, including P-12 Art, take SPED 137, Foundations in Exceptionalities. The course text is titled: Teaching in the Inclusive Classroom: A Universal Design for Learning (UDL) Approach by Gargiulo & Metcalf. SPED 137 serves as an introduction of UDL and the principles. UDL strategies are threaded throughout the course. In EDUC 304-Developing Effective Learning & Teaching Competencies, all majors--elementary, special education, and P-12 Visual Art special address 3 UDL systems in a unit to ensure that content is accessible for all students.

In EDUC 105-Foundational Theories for Learner Success, one of the first education courses, candidates present on the principles of UDL, as well as learn how and why UDL is an effective instructional model from an educational

psychology viewpoint. Candidates gain knowledge and application of the Teacher-Based-Team process in EDUC 303: Assessment Principles and Practices. This entails disaggregation of student data to make instructional choices.

In EDUC 303: Assessment Principles and Practices, candidates learn to disaggregate student performance data and prescribe interventions based on the student performance. They also learn to create 'stretch' and modifications when creating classroom assessments.

All elementary majors complete between 200 - 300 field hours in inclusive classroom settings prior to student teaching where they work with students with special needs. As evidence for proficiency in working with students with special need, elementary education majors develop lesson plans in major field courses that must include a component for Universal Design for Learning (UDL). The candidates' performance of proficiency in working with students with exceptional needs is measured by key assessments which include UDL criteria.

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
No

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-Foundations in Exceptionalities course, which provides an overview of disabilities, diversity, legal issues, processes for developing and implementing Individualized Education Programs, co-teaching, assistive technology, and Universal Design for Learning. In SPED 230-Content Interventions for Exceptional Learners II, special education majors address 3 UDL systems in a unit to ensure content is accessible for all students. In EDUC 372-Integrated Content, candidates research web-based and apps appropriate for the 3 UDL systems to support science and math. In SPED 326-Methods & Transitions, special education majors use Indiana's individualized education plan program to develop a mock IEP.

In EDUC 303: Assessment Principles and Practices, candidates learn to disaggregate student performance data and prescribe interventions based on the student performance. They also learn to create 'stretch' and modifications when creating classroom assessments.

Candidates pursuing special education licenses are provided more in-depth study of topics covered in the introductory course in addition to coursework related to instructional methods, assessment, and behavior management. Prior to student teaching, candidates seeking a special education license spend 200+ hours in the special-education settings working with a variety of students with special needs. Since 80% of special education majors co-major in elementary education, they complete an additional 200+ field hours in inclusive elementary education settings. Thus, a significant majority of candidates participate in more than 400 field hours prior to student teaching.

Special education teacher candidates participate in the range of special educator responsibilities, including development and revision of IEPs. Candidates address IEP mandates in lesson planning, implementation, and assessment. When permitted by all parties, candidates observe students' annual case conferences. Finally, special education candidates take part in professional development events both in schools and across school districts.

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.

As noted earlier, in December 2015, all secondary education programs were officially deactivated. Therefore, the three traditional undergraduate licensure programs in the department of education are limited to elementary


education, special education, and P-12 Visual Art Education. All extant secondary education programs will be taught out in order to allow currently enrolled candidates to complete their courses of study.

Supporting Files

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

Complete Report Card

AY 2015-16

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