



VIEW TITLE II REPORTS

SUBMIT REPORTS

About Title II | Contacts

Login

Webinars

Technical Assistance

User Manuals

University of Scranton
Traditional Program

2014 | Title II
Reports

Complete Report Card

AY 2012-13

Institution Information

Name of Institution: University of Scranton

Institution/Program Type: Traditional

Academic Year: 2012-13

State: Pennsylvania

Address: 800 Linden Street

Scranton, PA, 18510

Contact Name: Dr. Debra Pellegrino

Phone: 570-941-6305

Email: pellegrinod2@scranton.edu

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

No

If yes, provide the following:

Award year:

Grantee name:

Project name:

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

Section I.a Program Information

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

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Early & Primary Education	No
Elementary Education	No
Middle Level Education	No
Secondary Education	No
Secondary Education - Biology	No
Secondary Education - Chemistry	No
Secondary Education - Citizenship/History	No
Secondary Education - Citizenship/Political Science	No
Secondary Education - Communications	No
Secondary Education - English	No
Secondary Education - French	No

Secondary Education - General Science	No
Secondary Education - German	No
Secondary Education - Latin	No
Secondary Education - Mathematics	No
Secondary Education - Physics	No
Secondary Education - Spanish	No
Special Education	No
Total number of teacher preparation programs: 18	

Section I.b Admissions

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

Other 48 cr ugrad, admission grad

Does your initial teacher certification program conditionally admit students?

Yes

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

<http://catalog.scranton.edu/>

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

Formal admission to the program occurs, upon application from the students, after completion of 48 credits for undergraduates and at the time of admission to The University of Scranton for post-baccalaureate students.

Undergraduate students may be admitted conditionally provided they meet the requirements set forth by the department. Students who do not meet these requirements are dismissed from the program.

At the post-baccalaureate level, applicants who do not meet all of the criteria for Regular Admission, but who show reasonable promise for success in graduate studies, may be accepted on a probationary basis. Applicants admitted in this status must complete nine hours of specified course work within the first twelve hours of graduate study.

Students accepted on probation may take a maximum of six credits per semester (until the conditions of probation are satisfied) and must complete the prescribed nine hours of specific course work with a cumulative grade point average of at least 3.0. Failure to accomplish this will result in dismissal from the program.

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	Yes	Yes
Fingerprint check	Yes	No
Background check	Yes	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	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	Yes
Subject area/academic content test or other subject matter verification	No	No
Recommendation(s)	Yes	No
Essay or personal statement	Yes	Yes
Interview	Yes	Yes
Other	Data not reported	Data not reported

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

3

What was the median GPA of individuals accepted into the program in academic year 2012-13

3.49

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2012-13

3.71

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	Yes
Fingerprint check	No	No
Background check	No	No
Minimum number of courses/credits/semester hours completed	No	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	No	No
Minimum GPA in professional education coursework	No	Yes
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	Yes
Recommendation(s)	Yes	No
Essay or personal statement	Yes	Yes
Interview	No	Yes
Other	Data not reported	Data not reported

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

3

What was the median GPA of individuals accepted into the program in academic year 2012-13

3.06

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2012-13

3.95

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 2012-13:	136
Unduplicated number of males enrolled in 2012-13:	28
Unduplicated number of females enrolled in 2012-13:	108

2012-13	Number enrolled
<i>Ethnicity</i>	

Hispanic/Latino of any race:	1
<i>Race</i>	
American Indian or Alaska Native:	1
Asian:	3
Black or African American:	3
Native Hawaiian or Other Pacific Islander:	1
White:	124
Two or more races:	0

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2012-13.

Average number of clock hours of supervised clinical experience required prior to student teaching	145
Average number of clock hours required for student teaching	480
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	6
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	18
Number of students in supervised clinical experience during this academic year	357

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

Average number of supervised hours reflects several changes to programs. Undergraduate PreK-4 and 4-8 enrolled under new guidelines are required to complete 190 hours of supervised clinical experience prior to student teaching. For the 2012-2013 academic year, Secondary Education students (both undergraduate and postgraduate) were required to complete 44 hours of supervised clinical experience prior to student teaching. Current average was weighted based on enrollment in various types of field requirements: Approximately 69 percent in 190 hour requirement and 31 percent in 44 hour requirement.

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2012-13. 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. (5205(b)(1)(H))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	3
Teacher Education - Early Childhood Education	45
Teacher Education - Elementary Education	1
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	8
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	6
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	3
Teacher Education - Social Science	
Teacher Education - Social Studies	1
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	2
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	

Teacher Education - French	
Teacher Education - German	
Teacher Education- History	
Teacher Education - Physics	1
Teacher Education - Spanish	2
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	1
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify: Teacher Education - Citizenship	10

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2012-13. 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	3
Teacher Education - Early Childhood Education	45
Teacher Education - Elementary Education	1
Teacher Education - Junior High/Intermediate/Middle School Education	10
Teacher Education - Secondary Education	28
Teacher Education - Agriculture	
Teacher Education - Art	
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	2
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	1
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	1
Teacher Education - Spanish	2
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	1
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	4
Foreign Languages	3
Family and Consumer Sciences/Human Sciences	
English Language/Literature	1
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	2
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	1
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other	4
Specify: Teacher Education - Citizenship	

Section I.f Program Completers

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

2012-13: 84

2011-12: 76

2010-11: 104

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 2012-13

Did your program prepare teachers in mathematics in 2012-13?

Yes

How many prospective teachers did your program plan to add in mathematics in 2012-13?

1

Did your program meet the goal for prospective teachers set in mathematics in 2012-13?

Description of strategies used to achieve goal, if applicable:

Number of program completers in mathematics increased from 4 in the 11/12 AY to 6 in the 12/13 AY. This is largely due to graduation of the first cohort of middle level mathematics candidates.

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 2013-14

Is your program preparing teachers in mathematics in 2013-14?

Yes

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

1

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Will your program prepare teachers in mathematics in 2014-15?

Yes

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

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 2012-13

Did your program prepare teachers in science in 2012-13?

Yes

How many prospective teachers did your program plan to add in science in 2012-13?

1

Did your program meet the goal for prospective teachers set in science in 2012-13?

Yes

Description of strategies used to achieve goal, if applicable:

Number of program completers in science increased from 4 in the 11/12 AY to 6 in the 12/13 AY. This was largely due to the graduation of the first cohort of middle level science candidates.

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 2013-14

Is your program preparing teachers in science in 2013-14?

Yes

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

1

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Will your program prepare teachers in science in 2014-15?

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

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/oep/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 2012-13

Did your program prepare teachers in special education in 2012-13?

Yes

How many prospective teachers did your program plan to add in special education in 2012-13?

1

Did your program meet the goal for prospective teachers set in special education in 2012-13?

No

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

The 11/12 AY represented the last year that special education was offered at the undergraduate level. As a result, the number of special education program completers dropped from 31 in the 11/12 AY to 3 in the 12/13 AY. The 12/13 AY graduates represented the last cohort of initial licensure special education candidates.

Academic year 2013-14

Is your program preparing teachers in special education in 2013-14?

No

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

Provide any additional comments, exceptions and explanations below:

Program gained state approval for new post-baccalaureate special education program during Fall 2013 semester. First cohort of new special education students will begin program in 2014-2015 AY, but these will not be initial certification candidates. All current initial certification candidates do take special education coursework to address PA's Adaptations and Accommodations competencies.

Academic year 2014-15

Will your program prepare teachers in special education in 2014-15?

Yes

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

0

Provide any additional comments, exceptions and explanations below:

New special education program will be for previously licensed candidates, so it will not lead to initial licensure. All initial certification candidates will continue to take special education coursework to address PA's Adaptations and Accommodations competencies.

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/oep/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

Academic year 2012-13**Did your program prepare teachers in instruction of limited English proficient students in 2012-13?**

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2012-13?

1

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2012-13?

Yes

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

All current initial certification candidates are required to take EDUC 359 Introduction to English Language Learners(Undergraduate), or ESLS 503 Introduction to English Language Learners (Post-Baccalaureate), as part of their curricular requirements.

Academic year 2013-14**Is your program preparing teachers in instruction of limited English proficient students in 2013-14?**

Yes

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

1

Provide any additional comments, exceptions and explanations below:

All current initial certification candidates are required to take EDUC 359 Introduction to English Language Learners (Undergraduate), or ESLS 503 Introduction to English Language Learners (Post-Baccalaureate), as part of their curricular requirements.

Academic year 2014-15**Will your program prepare teachers in instruction of limited English proficient students in 2014-15?**

Yes

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

1

Provide any additional comments, exceptions and explanations below:

All current initial certification candidates are required to take EDUC 359 Introduction to English Language Learners(Undergraduate), or ESLS 503 Introduction to English Language Learners (Post-Baccalaureate), as part of their curricular requirements.

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.

NA

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:

During their field work, all students are placed in school settings that have been identified as including diverse populations (disabilities, limited English proficient,

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	2			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	2			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	3			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0087 -CITIZENSHIP ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	7			
ETS0087 -CITIZENSHIP ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	10	164	10	100
ETS0087 -CITIZENSHIP ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	10	171	10	100
ETS0087 -CITIZENSHIP ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	11	172	11	100
ETS0800 -COMMUNICATION Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0020 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) Other enrolled students	1			
ETS0020 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2012-13	3			
ETS0020 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2011-12	16	621	16	100
ETS0020 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2010-11	15	625	15	100
ETS0353 -ED OF EXCEPTIONAL STUDENTS CORE CK Educational Testing Service (ETS) All program completers, 2010-11	44	171	44	100
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2011-12	39	177	37	95
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2010-11	65	177	53	82
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	6			

ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	7			
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	7			
ETS0511 -FUNDAMENTAL SUBJECTS CK Educational Testing Service (ETS) Other enrolled students	1			
ETS0511 -FUNDAMENTAL SUBJECTS CK Educational Testing Service (ETS) All program completers, 2012-13	10	182	10	100
ETS0511 -FUNDAMENTAL SUBJECTS CK Educational Testing Service (ETS) All program completers, 2011-12	48	173	47	98
ETS0511 -FUNDAMENTAL SUBJECTS CK Educational Testing Service (ETS) All program completers, 2010-11	78	171	77	99
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS5183 -GERMAN WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0600 -LATIN Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0600 -LATIN Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	2			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	4			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	4			
ETS0049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS5156 -PA 4-8 CORE SUBJ CONC ENG LANG ARTS (CD) Educational Testing Service (ETS) All program completers, 2012-13	2			
ETS5158 -PA 4-8 CORE SUBJ CONC MATHEMATICS (CD) Educational Testing Service (ETS) Other enrolled students	2			
ETS5158 -PA 4-8 CORE SUBJ CONC MATHEMATICS (CD) Educational Testing Service (ETS) All program completers, 2012-13	3			
ETS5159 -PA 4-8 CORE SUBJ CONC SCIENCE (CD) Educational Testing Service (ETS) All program completers, 2012-13	2			
ETS5157 -PA 4-8 CORE SUBJ CONC SOCIAL STUDIES (CD) Educational Testing Service (ETS) Other enrolled students	1			

ETS5153 -PA 4-8 CORE SUBTEST CORE SOCIAL STUDIES (CD) Educational Testing Service (ETS) All program completers, 2012-13	4			
ETS5154 -PA 4-8 CORE SUBTEST ENG LANG ARTS SOC STU (CD) Educational Testing Service (ETS) Other enrolled students	3			
ETS5154 -PA 4-8 CORE SUBTEST ENG LANG ARTS SOC STU (CD) Educational Testing Service (ETS) All program completers, 2012-13	8			
ETS5155 -PA 4-8 CORE SUBTEST MATH AND SCIENCE (CD) Educational Testing Service (ETS) Other enrolled students	3			
ETS5155 -PA 4-8 CORE SUBTEST MATH AND SCIENCE (CD) Educational Testing Service (ETS) All program completers, 2012-13	8			
ETS5153 -PA 4-8 CORE SUBTEST PEDAGOGY (CD) Educational Testing Service (ETS) Other enrolled students	3			
ETS5153 -PA 4-8 CORE SUBTEST PEDAGOGY (CD) Educational Testing Service (ETS) All program completers, 2012-13	8			
ESP0001 -PAPA - MODULE 1 READING Evaluation Systems group of Pearson Other enrolled students	45	224	33	73
ESP0001 -PAPA - MODULE 1 READING Evaluation Systems group of Pearson All program completers, 2012-13	1			
ESP0002 -PAPA - MODULE 2 MATH Evaluation Systems group of Pearson Other enrolled students	45	226	31	69
ESP0002 -PAPA - MODULE 2 MATH Evaluation Systems group of Pearson All program completers, 2012-13	1			
ESP0003 -PAPA - MODULE 3 WRITING Evaluation Systems group of Pearson Other enrolled students	45	233	37	82
ESP0003 -PAPA - MODULE 3 WRITING Evaluation Systems group of Pearson All program completers, 2012-13	1			
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson Other enrolled students	27	210	13	48
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2012-13	42	228	33	79
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson Other enrolled students	26	210	13	50
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2012-13	42	227	29	69
ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson Other enrolled students	25	207	10	40
ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson All program completers, 2012-13	42	218	24	57
ETS0265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) Other enrolled students	94	180	90	96
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2012-13	82	180	82	100

ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2011-12	73	181	74	77
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2010-11	102	181	102	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) Other enrolled students	94	179	92	98
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2012-13	82	180	82	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2011-12	75	179	75	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2010-11	102	179	102	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) Other enrolled students	93	177	91	98
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2012-13	82	178	82	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2011-12	75	177	75	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2010-11	102	178	102	100
ETS0354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2012-13	3			
ETS0354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2011-12	31	170	31	100
ETS0354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2010-11	17	169	17	100
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5195 -SPANISH WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2012-13	2			
ETS5195 -SPANISH WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS5195 -SPANISH WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2010-11	2			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2012-13	84	58	69
All program completers, 2011-12	75	73	97
All program completers, 2010-11	104	102	98

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:

TEAC

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 use of technology is integrated throughout the coursework in the programs. Faculty and students often use power-point presentations and the Smart-Board to guide class discussions and activities. Assignments often use technology and the use of the Angel LMS platform. The Education Department has a set of 15 iPads for classroom use. The iPads are kept secured in the Department Office, and professors check-out the iPads when using them with their students in class. The new Early & Primary programs includes technology instruction in at least one course in a meaningful way (EDUC 351 Integrating Science & Technology into the PreK-4 Classroom).The faculty are interacting with TASKSTREAM software and exploring the possibility of purchasing this system to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement.The University's Center for Teaching and Learning Excellence (CTLE) provides group and individual technology instruction to faculty on an ongoing basis.

Section VI Teacher Training

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

Does your program prepare general education teachers to:

- **teach students with disabilities effectively**
Yes
- **participate as a member of individualized education program teams**
Yes
- **teach students who are limited English proficient effectively**
Yes

Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

Each teacher training program contains 9-credit hours or 270 instructional hours devoted to preparing pre-service teachers to teach students with disabilities. An assignment in one 3-credit that is devoted to adaptations and accommodations, students are required to evaluate the components of an Individual Education Plan (IEP). In another 3-credit course that is devoted to adaptations and accommodations, students are taught how to develop a universal lesson plan that includes differentiated instructional strategies. Each teacher training program contains a 3-credit course devoted to introducing pre-service teachers to teaching students with English as a Second Language. Pre-service teachers participate in Field Experiences throughout their teacher training program and complete a capstone Student Teaching experience. During all of the Field Experiences and Student Teaching, it is common for pre-service teachers to interact with students with diagnosed disabilities or with students who have English as a Second Language. For those students who are interested and qualify for admission to a Graduate program, the Education Department offers acceleration into its Graduate Special Education program which leads to PA Teacher Certification in Special Education K-8 or 7-12.

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.

student with disabilities and students with English as a Second Language follows:

The University's Graduate course catalogue that shows these courses in programs of study and provides the course description for each course

The course syllabus for each course that outlines the

- a. Learning outcomes for the course
- b. Assignments to assess the outcomes

The final grades of the students who enroll in and complete the course.

Documentation of Field Experience hours performed by the pre-service teachers, often in classrooms with students diagnosed with disabilities or including students for whom English is a Second Language.

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.

Supporting Files

[The Value Add of Jesuit Teacher Preparation](#)

Complete Report Card

AY 2012-13

ED.gov This is a United States Department of Education computer system.

[About Title II](#) | [Technical Assistance](#) | [Privacy Policy](#) | [Contacts](#)