



VIEW TITLE II REPORTS

SUBMIT REPORTS

About Title II| Contacts

Login

Webinars

Technical Assistance

User Manuals

University of Scranton
Traditional Program

2017 | Title II
Reports

Complete Report Card

AY 2015-16

Institution Information

Name of Institution: University of Scranton
Institution/Program Type: Traditional
Academic Year: 2015-16
State: Pennsylvania

Address: 800 Linden Street

Scranton, PA, 18510

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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? |
|---|---|
| Early & Primary 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 |
| Total number of teacher preparation programs: 16 | |

Section I.b Admissions

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

Other 48 cr undergrad, 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 | No |
| 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 2015-16

3.44

What is the minimum GPA required for completing the program?

3

3.61

Please provide any additional comments about the information provided above:

The Department of Education follows the procedures outlined by the Pennsylvania Department of Education.

- Pennsylvania State Police Request for Criminal Records Check (Act 34).
- Department of Public Welfare Child Abuse History Clearance (Act 151).
- Federal Criminal History Record Information (CHRI) in a manner prescribed by the Department of Education

In addition, the Department of Education at the University of Scranton hired a full time staff member to handle all teacher education candidate clearances and affiliation agreements with public and private schools.

The Department of Education has implemented edTPA into their undergraduate teacher education program which is a subject-specific assessment with versions in 27 different teaching fields covering Early Childhood, Elementary, Middle Childhood and Secondary. The faculty and staff of Stanford University developed edTPA and engaged Evaluation Systems of Pearson which was endorsed by AACTE. This system requires teacher candidates to actually demonstrate the knowledge and skills required to help all students learn in real classrooms and is intended as a summative assessment.

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 | No |
| 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 2015-16

3.36

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

3.96

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

Additional guidance on reporting race and ethnicity data.

| | |
|---|-----|
| Total number of students enrolled in 2015-16: | 140 |
| Unduplicated number of males enrolled in 2015-16: | 28 |
| Unduplicated number of females enrolled in 2015-16: | 112 |

| 2015-16 | Number enrolled |
|--|-----------------|
| Ethnicity | |
| Hispanic/Latino of any race: | 5 |
| Race | |
| American Indian or Alaska Native: | 1 |
| Asian: | 1 |
| Black or African American: | 4 |
| Native Hawaiian or Other Pacific Islander: | 1 |
| White: | 130 |
| 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 | 166 |
| 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 | 4 |
| Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff) | 8 |
| Number of students in supervised clinical experience during this academic year | 241 |

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

Average number of supervised hours reflects several changes to programs. Undergraduate and postgraduate PreK-4 students are required to complete 190 hours of supervised clinical experience prior to student teaching. Grades 4-8 and undergraduate Secondary Education students are required to complete 110 hours of supervised clinical experience prior to student teaching. Postgraduate Secondary Education students 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 71 percent in 190 hour requirement, 28 percent in the 110 hour requirement, and 1 percent in the 44 hour requirement.

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 | |
| Teacher Education - Early Childhood Education | 26 |
| Teacher Education - Elementary Education | |
| Teacher Education - Junior High/Intermediate/Middle School Education | 6 |
| Teacher Education - Secondary Education | |
| Teacher Education - Multiple Levels | |
| Teacher Education - Agriculture | |
| Teacher Education - Art | |
| Teacher Education - Business | |
| Teacher Education - English/Language Arts | 3 |
| 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 | 3 |
| 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 | 1 |
| 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 | |
| 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: Citizenship | 4 |

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 | 23 |
| Teacher Education - Elementary Education | |
| Teacher Education - Junior High/Intermediate/Middle School Education | 6 |
| Teacher Education - Secondary Education | 4 |
| 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 | |
| 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 | 3 |
| Foreign Languages | 1 |
| Family and Consumer Sciences/Human Sciences | |
| English Language/Literature | 2 |
| Philosophy and Religious Studies | |
| Agriculture | |
| Communication or Journalism | |
| Engineering | |
| Biology | 1 |
| 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: Teacher Education - Citizenship(3), Intercultural Studies (1) | 4 |

Section I.f Program Completers

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

2015-16: 38

2014-15: 40

2013-14: 51

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

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:

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:

Number of program completers in mathematics for 2015-2016 increased to 3. Number of program completers in mathematics in 2014-2015 was zero.

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:

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?

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:

Offer programs in mathematics at the middle and secondary levels. Participation in the Federal Teach grant program.

Provide any additional comments, exceptions and explanations below:

Number of program completers in science for 2015-2016 was 1. Number of program completers in science for 2014-2015 was 3.

Academic year 2016-17

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

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?

0

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:

Provide any additional comments, exceptions and explanations below:

Special education program is 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.

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?

0

Provide any additional comments, exceptions and explanations below:

Special education program is 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.

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?

0

Provide any additional comments, exceptions and explanations below:

Special education program is 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

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?

Yes

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

1

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students 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:

Number of program completers remained the same over the past two years. 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 2016-17

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

Yes

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

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 2017-18

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

Yes

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

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.

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, low-income). All students take methods and foundations courses that focus on individualized instruction and meeting the needs of students.

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) All program completers, 2014-15 | 1 | | | |
| ETS0235-BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14 | 1 | | | |
| ETS0245-CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14 | 1 | | | |
| ETS5087-CITIZENSHIP ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16 | 4 | | | |
| ETS5087-CITIZENSHIP ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15 | 7 | | | |
| ETS5087-CITIZENSHIP ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14 | 5 | | | |
| ETS5732-CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) Other enrolled students | 19 | 167 | 19 | 100 |
| ETS5712-CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) Other enrolled students | 19 | 178 | 19 | 100 |
| ETS5722-CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) Other enrolled students | 18 | 172 | 17 | 94 |
| ETS0041-ENG LANG LIT COMP CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2013-14 | 1 | | | |
| ETS5038-ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) Other enrolled students | 3 | | | |
| ETS5038-ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2015-16 | 1 | | | |
| ETS5038-ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2014-15 | 7 | | | |
| ETS5038-ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2013-14 | 1 | | | |
| ETS5174-FRENCH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2013-14 | 1 | | | |
| ETS5511-FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) All program completers, 2014-15 | 1 | | | |
| ETS5511-FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) All program completers, 2013-14 | 2 | | | |
| ETS0435-GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15 | 1 | | | |

| | | | | |
|---|----|-----|----|-----|
| ETS001-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students | 1 | | | |
| ETS0061-MATHEMATICS CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2013-14 | 1 | | | |
| ETS5156-PA 4-8 CORE SUBJ CONC ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2015-16 | 2 | | | |
| ETS5156-PA 4-8 CORE SUBJ CONC ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2014-15 | 1 | | | |
| ETS5158-PA 4-8 CORE SUBJ CONC MATHEMATICS Educational Testing Service (ETS) All program completers, 2015-16 | 3 | | | |
| ETS5158-PA 4-8 CORE SUBJ CONC MATHEMATICS Educational Testing Service (ETS) All program completers, 2013-14 | 2 | | | |
| ETS5157-PA 4-8 CORE SUBJ CONC SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2013-14 | 2 | | | |
| ETS5154-PA 4-8 CORE SUBTEST ENG LANG ARTS SOC STUDIES Educational Testing Service (ETS) All program completers, 2015-16 | 5 | | | |
| ETS5154-PA 4-8 CORE SUBTEST ENG LANG ARTS SOC STUDIES Educational Testing Service (ETS) All program completers, 2014-15 | 1 | | | |
| ETS5154-PA 4-8 CORE SUBTEST ENG LANG ARTS SOC STUDIES Educational Testing Service (ETS) All program completers, 2013-14 | 4 | | | |
| ETS5155-PA 4-8 CORE SUBTEST MATH AND SCIENCE Educational Testing Service (ETS) All program completers, 2015-16 | 5 | | | |
| ETS5155-PA 4-8 CORE SUBTEST MATH AND SCIENCE Educational Testing Service (ETS) All program completers, 2014-15 | 1 | | | |
| ETS5155-PA 4-8 CORE SUBTEST MATH AND SCIENCE Educational Testing Service (ETS) All program completers, 2013-14 | 4 | | | |
| ETS5153-PA 4-8 CORE SUBTEST PEDAGOGY Educational Testing Service (ETS) All program completers, 2015-16 | 5 | | | |
| ETS5153-PA 4-8 CORE SUBTEST PEDAGOGY Educational Testing Service (ETS) All program completers, 2014-15 | 1 | | | |
| ETS5153-PA 4-8 CORE SUBTEST PEDAGOGY Educational Testing Service (ETS) All program completers, 2013-14 | 4 | | | |
| ESP0001-PAPA - MODULE 1 READING Evaluation Systems group of Pearson Other enrolled students | 33 | 235 | 28 | 85 |
| ESP0001-PAPA - MODULE 1 READING Evaluation Systems group of Pearson All program completers, 2015-16 | 31 | 240 | 29 | 94 |
| ESP0001-PAPA - MODULE 1 READING Evaluation Systems group of Pearson All program completers, 2014-15 | 25 | 237 | 25 | 100 |
| ESP0001-PAPA - MODULE 1 READING Evaluation Systems group of Pearson All program completers, 2013-14 | 4 | | | |
| ESP0002-PAPA - MODULE 2 MATH Evaluation Systems group of Pearson Other enrolled students | 33 | 257 | 33 | 100 |
| ESP0002-PAPA - MODULE 2 MATH Evaluation Systems group of Pearson All program completers, 2015-16 | 31 | 245 | 31 | 100 |

| | | | | |
|---|----|-----|----|-----|
| ESP002-PAPA - MODULE 2 MATH Evaluation Systems group of Pearson All program completers, 2014-15 | 4 | 237 | 27 | 268 |
| ESP0002-PAPA - MODULE 2 MATH Evaluation Systems group of Pearson All program completers, 2013-14 | 4 | | | |
| ESP0003-PAPA - MODULE 3 WRITING Evaluation Systems group of Pearson Other enrolled students | 33 | 236 | 27 | 82 |
| ESP0003-PAPA - MODULE 3 WRITING Evaluation Systems group of Pearson All program completers, 2015-16 | 31 | 241 | 29 | 94 |
| ESP0003-PAPA - MODULE 3 WRITING Evaluation Systems group of Pearson All program completers, 2014-15 | 25 | 238 | 25 | 100 |
| ESP0003-PAPA - MODULE 3 WRITING Evaluation Systems group of Pearson All program completers, 2013-14 | 4 | | | |
| ESP0006-PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson Other enrolled students | 13 | 209 | 10 | 77 |
| ESP0006-PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2015-16 | 26 | 224 | 24 | 92 |
| ESP0006-PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2014-15 | 19 | 223 | 16 | 84 |
| ESP0006-PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2013-14 | 35 | 234 | 33 | 94 |
| ESP0007-PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson Other enrolled students | 13 | 208 | 8 | 62 |
| ESP0007-PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2015-16 | 26 | 207 | 19 | 73 |
| ESP0007-PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2014-15 | 19 | 221 | 16 | 84 |
| ESP0007-PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2013-14 | 35 | 221 | 32 | 91 |
| ESP0008-PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson Other enrolled students | 13 | 207 | 9 | 69 |
| ESP0008-PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson All program completers, 2015-16 | 26 | 222 | 22 | 85 |
| ESP0008-PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson All program completers, 2014-15 | 19 | 209 | 11 | 58 |
| ESP0008-PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson All program completers, 2013-14 | 35 | 223 | 32 | 91 |
| ETS5265-PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16 | 1 | | | |
| ETS5265-PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15 | 1 | | | |
| ETS0730-PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students | 2 | | | |
| ETS0730-PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16 | 2 | | | |

| | | | | |
|---|----|-----|----|-----|
| ETS0730-PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15 | | | | |
| ETS0730-PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14 | 39 | 180 | 39 | 100 |
| ETS0710-PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students | 2 | | | |
| ETS0710-PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16 | 2 | | | |
| ETS0710-PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15 | 6 | | | |
| ETS0710-PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14 | 39 | 179 | 39 | 100 |
| ETS0720-PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students | 2 | | | |
| ETS0720-PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16 | 2 | | | |
| ETS0720-PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15 | 5 | | | |
| ETS0720-PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14 | 39 | 178 | 39 | 100 |
| ETS5195-SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2013-14 | 1 | | | |

Section III Summary Pass Rates

| Group | Number taking tests | Number passing tests | Pass rate (%) |
|---------------------------------|---------------------|----------------------|---------------|
| All program completers, 2015-16 | 38 | 24 | 63 |
| All program completers, 2014-15 | 38 | 25 | 66 |
| All program completers, 2013-14 | 51 | 46 | 90 |

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

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

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 Desire2Learn 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.

Special Education teachers are trained through our Graduate Special Education Program. Evidence that the program prepares Graduate pre-service teachers to teach 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.


The Pennsylvania Department of Education utilizes a GPA-based qualifying score system to determine certification eligibility for completers' licensure exam scores. The GPA-based qualifying score requirements can be accessed at <http://www.education.pa.gov/Teachers%20-%20Administrators/Certifications/Pages/Certification-Testing.aspx>. The method utilized to determine Title II pass rates does not incorporate the GPA-based qualifying score, and consequently, the pass rates as reported in

qualifying score methodology, 97% of program completers from The University of Scranton in the 2015-2016 academic year were certification eligible based on their licensure exam scores and GPA.

Supporting Files

Complete Report Card

AY 2015-16

 This is a United States Department of Education computer system.

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