Title II Higher Education Act

Menu Secondary

Linda A Kline Program User

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2020-21 Academic Year Data ▾

2022 Title II Reports National Teacher Preparation Data

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St. Francis University

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PA
St. Francis University Traditional Report AY 2020-21 Pennsylvania
Report CompleteStatus: Certified

Institution Information

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Academic year
- IPEDS ID

IPEDS ID [215743]
☐ THIS INSTITUTION HAS NO IPEDS ID

If no IPEDS ID, please provide an explanation [   ]
Address [117 Evergreen Drive]
Address line 2: [   ]
City [Loretto]
State
[Pennsylvania ▾]
Zip [15940]
Salutation
[Dr. ▾]
First Name [Stephanie]
Last Name [Ivory]
Phone [(814) 472-2844]
Email [sivory@francis.edu]

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[Print]

Section I: Program Information

List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Institution Information Postgraduate level (PG), or both. **(§205(a)(C))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Teacher Preparation Program

This Page Includes:

- List of Programs

List of Programs

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List of Programs

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	Both	• Edit • Delete
13.1203	Junior High/Intermediate/Middle School Education and Teaching	UG	• Edit • Delete
13.1	Special Education	Both	• Edit • Delete
13.1322	Teacher Education - Biology	Both	• Edit • Delete
13.1323	Teacher Education - Chemistry	Both	• Edit • Delete
13.1305	Teacher Education - English/Language Arts	Both	• Edit • Delete
13.1306	Teacher Education - Foreign Language	Both	• Edit • Delete
13.1311	Teacher Education - Mathematics	Both	• Edit • Delete
13.1318	Teacher Education - Social Studies	Both	• Edit

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update

- Delete

UG, PG, or Both ○ UG
○ PG
○ Both
○

- Insert
- Cancel

Total number of teacher preparation programs: 9

Save Option

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Section I: Program Information

Program Requirements

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. **(§205(a)(1)(C)(i))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Full-time equivalent faculty supervising clinical experience
- Adjunct faculty supervising clinical experience
- Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience
- Supervised clinical experience

This Page Includes:

- Undergraduate Requirements
- Postgraduate Requirements
- Supervised Clinical Experience

Undergraduate Requirements

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1. Are there initial teacher certification programs at the undergraduate level? ● Yes
○ No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the undergraduate level. If no, leave the table below blank (or **clear responses already entered**) then click save at the bottom of the page.

Undergraduate Requirements

Element	Admission	Completion
Transcript	Required for Entry ● Yes ○ No	Required for Exit ● Yes ○ No
Fingerprint check	Required for Entry ● Yes ○ No	Required for Exit ● Yes ○ No
Background check	Required for Entry ● Yes ○ No	Required for Exit ● Yes ○ No
Minimum number of courses/credits/semester hours completed	Required for Entry ● Yes ○ No	Required for Exit ● Yes ○ No
Minimum GPA	Required for Entry ● Yes ○ No	Required for Exit ● Yes ○ No
Minimum GPA in content area coursework	Required for Entry ● Yes ○ No	Required for Exit ● Yes ○ No
Minimum GPA in professional education coursework	Required for Entry ● Yes ○ No	Required for Exit ● Yes ○ No
Minimum ACT score	Required for Entry ○ Yes ● No	Required for Exit ○ Yes ● No
Minimum SAT score	Required for Entry ○ Yes ● No	Required for Exit ○ Yes ● No
Minimum basic skills test score	Required for Entry ● Yes ○ No	Required for Exit ● Yes ○ No
Subject area/academic content test or other subject matter verification	Required for Entry ● Yes ○ No	Required for Exit ● Yes ○ No

<div align="center">Undergraduate Requirements</div>

Element	Admission	Completion
Recommendation(s)	Required for Entry ⦿ Yes ○ No	Required for Exit ○ Yes ⦿ No
Essay or personal statement	Required for Entry ⦿ Yes ○ No	Required for Exit ○ Yes ⦿ No
Interview	Required for Entry ⦿ Yes ○ No	Required for Exit ⦿ Yes ○ No
Other Specify: **Other specify:** [_____]	Required for Entry ○ Yes ⦿ No	Required for Exit ○ Yes ⦿ No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

`3`

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

`3`

4. Please provide any additional information about the information provided above: [_____]

Postgraduate Requirements

1. Are there initial teacher certification programs at the postgraduate level? ⦿ Yes
○ 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. If no, leave the table below blank (or **clear responses already entered**) then click save at the bottom of the page.

<div align="center">Postgraduate Requirements</div>

Element	Admission	Completion
Transcript	Required for Entry ⦿ Yes ○ No	Required for Exit ⦿ Yes ○ No
Fingerprint check	Required for Entry ⦿ Yes ○ No	Required for Exit ⦿ Yes ○ No
Background check	Required for Entry ⦿ Yes ○ No	Required for Exit ⦿ Yes ○ No
Minimum number of courses/credits/semester hours completed	Required for Entry ⦿ Yes ○ No	Required for Exit ⦿ Yes ○ No
Minimum GPA	Required for Entry ⦿ Yes ○ No	Required for Exit ⦿ Yes ○ No
Minimum GPA in content area coursework	Required for Entry ○ Yes ⦿ No	Required for Exit ⦿ Yes ○ No
Minimum GPA in professional education coursework	Required for Entry ○ Yes ⦿ No	Required for Exit ⦿ Yes ○ No
Minimum ACT score	Required for Entry ○ Yes ⦿ No	Required for Exit ○ Yes ⦿ No
Minimum SAT score	Required for Entry ○ Yes ⦿ No	Required for Exit ○ Yes ⦿ No
Minimum basic skills test score	Required for Entry ○ Yes ⦿ No	Required for Exit ○ Yes ⦿ No
Subject area/academic content test or other subject matter verification	Required for Entry ○ Yes ⦿ No	Required for Exit ⦿ Yes ○ No
Recommendation(s)	Required for Entry ⦿ Yes ○ No	Required for Exit ○ Yes ⦿ No
Essay or personal statement	Required for Entry ○ Yes ⦿ No	Required for Exit ○ Yes ⦿ No
Interview	Required for Entry ○ Yes ⦿ No	Required for Exit ⦿ Yes ○ No
Other Specify: **Other specify:** [_____]	Required for Entry ○ Yes ⦿ No	Required for Exit ○ Yes ⦿ No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

`3`

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

`3`

4. Please provide any additional information about the information provided above: [_____]

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2020-21. (§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))

Are there programs with student teaching models? ◉ Yes
○ No

If yes, provide the next two responses. If no, leave them blank.

Programs with student teaching models (most traditional programs)
Programs with student teaching models (most traditional programs)

Number of clock hours of supervised clinical experience required prior to student teaching

Number of clock hours of supervised clinical experience required prior to student teaching
`175`

Number of clock hours required for student teaching

Number of clock hours required for student teaching `525`

Are there programs in which candidates are the teacher of record? ○ Yes
◉ No

If yes, provide the next two responses. If no, leave them blank.

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)
Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)

Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom

Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom `____`

Number of years required for teaching as the teacher of record in a classroom

Number of years required for teaching as the teacher of record in a classroom `____`

If there are no programs with a student teacher model or teacher of record model, please describe the teaching model(s) used:

`_____`

All Programs
All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)

Optional tool for automatically calculating full-time equivalent faculty in the system

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) `2`

Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)

Number of adjunct faculty supervising clinical experience during this academic year (IHE staff) `6`

Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year

Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year `80`

Number of students in supervised clinical experience during this academic year

Number of students in supervised clinical experience during this academic year `93`

Please provide any additional information about or descriptions of the supervised clinical experiences: Students are placed in classrooms with a certified teacher. Each student is required to complete clinical experience requirements for each course taken. An Administrator who is a half time employee, a retired school principal, and a part-time Field Service Coordinator supervise clinical placements. Additionally, faculty monitor performance during field experience placements.

`Students are placed in classrooms with a certified teacher. Each student is required to complete clinical experience requirements for each course taken. An Administrator who is a half time`

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Calculate Full-Time Equivalent Faculty in the System

For any other part-time faculty supervising clinical experience, indicate the number of faculty and the percentage that represents the part-time employment rate for those faculty members (for example, 25% for a faculty member employed at a quarter of the time compared to a full-time faculty member)

Employment Rate (%)	Number of Faculty	Update
100% (Full-Time)		
50% (Half-Time)		

75%	Employment Rate (%)		Number of Faculty	Delete
25%	Employment Rate (%)		Number of Faculty	Delete

Add Row

Calculate FTE

Section I: Program Information

Enrollment and Program Completers

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year. **(§205(a)(1)(C)(ii))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Enrolled Student
- Program Completer

This Page Includes:

- Enrollment and Program Completers

Enrollment and Program Completers

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Enrollment and Completer Totals
2020-21 Total

Total Number of Individuals Enrolled Total Number of Individuals Enrolled in 2020-21 `70`

Subset of Program Completers Subset of Program Completers in 2020-21 `36`

Program Enrollment and Completers By Gender

Gender	Total Enrolled	Subset of Program Completers
Male	Male Enrollment `25`	Male Completers `7`
Female	Female Enrollment `45`	Female Completers `29`
Non-Binary/Other	Non-Binary/Other Enrollment `0`	Non-Binary/Other Completers `0`
No Gender Reported	Nonreported gender Enrollment `0`	Nonreported gender Completers `0`

Program Enrollment and Completers By Race/Ethnicity

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	American Indian or Alaska Native Enrollment `0`	American Indian or Alaska Native Completers `0`
Asian	Asian Enrollment `0`	Asian Completers `0`

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Black or African American	Black or African American Enrollment 3	Black or African American Completers 0
Hispanic/Latino of any race	Hispanic/Latino of any race enrollment 2	Hispanic/Latino of any race Completers 0
Native Hawaiian or Other Pacific Islander	Native Hawaiian or Other Pacific Islander Enrollment 0	Native Hawaiian or Other Pacific Islander Completers 0
White	White Enrollment 62	White Completers 34
Two or more races	Two or more races Enrollment 1	Two or more races Completers 1
No Race/Ethnicity Reported	Nonreported race/ethnicity Enrollment 2	Nonreported race/ethnicity Completers 1

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[Print] [Reset Page] [Save]

Section I: Program Information

Teachers Prepared

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Academic Major

This Page Includes:

- Teachers Prepared by Subject Area
- Teachers Prepared by Academic Major

Teachers Prepared by Subject Area

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Please provide the number of teachers prepared by subject area for academic year 2020-21.

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))**

What are CIP Codes?

☐ No teachers prepared in academic year 2020-21

If your program has no teachers prepared, check the box above and leave the table below blank (or **clear responses already entered**).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55).

Teachers Prepared by Subject Area

CIP Code	Subject Area	Number Prepared	
13.10	Teacher Education - Special Education	Number Prepared	10
13.1202	Teacher Education - Elementary Education	Number Prepared	
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	Number Prepared	4
13.1210	Teacher Education - Early Childhood Education	Number Prepared	22
13.1301	Teacher Education - Agriculture	Number Prepared	
13.1302	Teacher Education - Art	Number Prepared	
13.1303	Teacher Education - Business	Number Prepared	
13.1305	Teacher Education - English/Language Arts	Number Prepared	6
13.1306	Teacher Education - Foreign Language	Number Prepared	
13.1307	Teacher Education - Health	Number Prepared	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	Number Prepared	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	Number Prepared	
13.1311	Teacher Education - Mathematics	Number Prepared	1
13.1312	Teacher Education - Music	Number Prepared	
13.1314	Teacher Education - Physical Education and Coaching	Number Prepared	
13.1315	Teacher Education - Reading	Number Prepared	
13.1316	Teacher Education - Science Teacher Education/General Science	Number Prepared	1
13.1317	Teacher Education - Social Science	Number Prepared	
13.1318	Teacher Education - Social Studies	Number Prepared	4
13.1320	Teacher Education - Trade and Industrial	Number Prepared	
13.1321	Teacher Education - Computer Science	Number Prepared	
13.1322	Teacher Education - Biology	Number Prepared	1
13.1323	Teacher Education - Chemistry	Number Prepared	1
13.1324	Teacher Education - Drama and Dance	Number Prepared	
13.1328	Teacher Education - History	Number Prepared	
13.1329	Teacher Education - Physics	Number Prepared	
13.1331	Teacher Education - Speech	Number Prepared	
13.1337	Teacher Education - Earth Science	Number Prepared	
13.14	Teacher Education - English as a Second Language	Number Prepared	
13.99	Education - Other Specify: Other specify:	Number Prepared	

Teachers Prepared by Academic Major

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Please provide the number of teachers prepared by academic major for academic year 2020-21. 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))

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

What are CIP Codes?

Do participants earn a degree upon completion of the program? ⦿ Yes
◯ No
☐ No teachers prepared in academic year 2020-21

If your program does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or **clear responses already entered**).

Teachers Prepared by Academic Major

CIP Code	Academic Major	Number Prepared	
13.10	Teacher Education - Special Education	Number Prepared	10
13.1202	Teacher Education - Elementary Education	Number Prepared	
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	Number Prepared	4
13.1210	Teacher Education - Early Childhood Education	Number Prepared	22
13.1301	Teacher Education - Agriculture	Number Prepared	
13.1302	Teacher Education - Art	Number Prepared	
13.1303	Teacher Education - Business	Number Prepared	
13.1305	Teacher Education - English/Language Arts	Number Prepared	6
13.1306	Teacher Education - Foreign Language	Number Prepared	
13.1307	Teacher Education - Health	Number Prepared	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	Number Prepared	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	Number Prepared	
13.1311	Teacher Education - Mathematics	Number Prepared	
13.1312	Teacher Education - Music	Number Prepared	
13.1314	Teacher Education - Physical Education and Coaching	Number Prepared	
13.1315	Teacher Education - Reading	Number Prepared	
13.1316	Teacher Education - General Science	Number Prepared	
13.1317	Teacher Education - Social Science	Number Prepared	4
13.1318	Teacher Education - Social Studies	Number Prepared	
13.1320	Teacher Education - Trade and Industrial	Number Prepared	
13.1321	Teacher Education - Computer Science	Number Prepared	
13.1322	Teacher Education - Biology	Number Prepared	1
13.1323	Teacher Education - Chemistry	Number Prepared	1
13.1324	Teacher Education - Drama and Dance	Number Prepared	
13.1328	Teacher Education - History	Number Prepared	4
13.1329	Teacher Education - Physics	Number Prepared	
13.1331	Teacher Education - Speech	Number Prepared	
13.1337	Teacher Education - Earth Science	Number Prepared	
13.14	Teacher Education - English as a Second Language	Number Prepared	
13.99	Education - Other Specify: Other specify:	Number Prepared	
01	Agriculture	Number Prepared	

CIP Code	Academic Major	Number Prepared	
03	Natural Resources and Conservation	Number Prepared	
05	Area, Ethnic, Cultural, and Gender Studies	Number Prepared	
09	Communication or Journalism	Number Prepared	
11	Computer and Information Sciences	Number Prepared	
12	Personal and Culinary Services	Number Prepared	
14	Engineering	Number Prepared	
16	Foreign Languages, Literatures, and Linguistics	Number Prepared	
19	Family and Consumer Sciences/Human Sciences	Number Prepared	
21	Technology Education/Industrial Arts	Number Prepared	
22	Legal Professions and Studies	Number Prepared	
23	English Language/Literature	Number Prepared	
24	Liberal Arts/Humanities	Number Prepared	
25	Library Science	Number Prepared	
26	Biological and Biomedical Sciences	Number Prepared	
27	Mathematics and Statistics	Number Prepared	
30	Multi/Interdisciplinary Studies	Number Prepared	
38	Philosophy and Religious Studies	Number Prepared	
40	Physical Sciences	Number Prepared	
41	Science Technologies/Technicians	Number Prepared	
42	Psychology	Number Prepared	
44	Public Administration and Social Service Professions	Number Prepared	
45	Social Sciences	Number Prepared	
46	Construction	Number Prepared	
47	Mechanic and Repair Technologies	Number Prepared	
50	Visual and Performing Arts	Number Prepared	
51	Health Professions and Related Clinical Sciences	Number Prepared	
52	Business/Management/Marketing	Number Prepared	
54	History	Number Prepared	
99	Other Specify: Other specify:	Number Prepared	

Save Option

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Section I: Program Information

Program Assurances

Respond to the following assurances. Note: Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the

following assurances. **(§205(a)(1)(A)(iii); §206(b))**

This Page Includes:

- Program Assurances

Program Assurances

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1. Program 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
○ No
2. Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom. ◉ Yes
○ No
3. Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects. ◉ Yes
○ No
○ Program does not prepare special education teachers
4. Prospective general education teachers are prepared to provide instruction to students with disabilities. ◉ Yes
○ No
5. Prospective general education teachers are prepared to provide instruction to limited English proficient students. ◉ Yes
○ No
6. Prospective general education teachers are prepared to provide instruction to students from low-income families. ◉ Yes
○ No
7. Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable. ◉ Yes
○ No
8. Describe your institution's most successful strategies in meeting the assurances listed above: The Education Department has a collaborative relationship with area schools that is anchored by the Professional Advisory Committee. This committee meets yearly to solicit feedback regarding program, students and graduates, and to understand the needs of school districts. Feedback about the quality of our students' program is also gained through the contact with Internship and student teaching field supervisors. Educators from area schools serve as adjunct professors and guest speakers, which gives students an authentic link to challenges surrounding children

> The Education Department has a collaborative relationship with area schools that is anchored by the Professional Advisory Committee. This committee meets yearly to solicit feedback

with disabilities, low income students, and limited English proficient students.

Save Option

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Section II: Annual Goals

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 teacher preparation 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)(i), §205(a)(1)(A)(ii), §206(a))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

This Page Includes:

- Report Progress on Last Year's Goal (2020-21)
- Review Current Year's Goal (2021-22)
- Set Next Year's Goal (2022-23)

Report Progress on Last Year's Goal (2020-21)

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1. Did your program prepare teachers in mathematics in 2020-21?

If no, leave remaining questions for 2020-21 blank (or clear responses already entered).

◉ Yes
○ No

2. Describe your goal. We plan to add 2 students.

> We plan to add 2 students.

3. Did your program meet the goal? ○ Yes
◉ No

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable: We plan to increase collaboration with secondary content faculty.

> We plan to increase collaboration with secondary content faculty.

6. Provide any additional comments, exceptions and explanations below: We plan to continue to collaborate with the Mathematics Department to better market and advertise our program.

> We plan to continue to collaborate with the Mathematics Department to better market and advertise our program.

Review Current Year's Goal (2021-22)

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7. Is your program preparing teachers in mathematics in 2021-22? If no, leave the next question blank. ◉ Yes
○ No

8. Describe your goal. We plan to add 2 students.

> We plan to add 2 students.

Set Next Year's Goal (2022-23)

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9. Will your program prepare teachers in mathematics in 2022-23? If no, leave the next question blank. ◉ Yes
○ No

10. Describe your goal. We plan to add 2.

> We plan to add 2.

Save Option

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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 teacher preparation 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)(i), §205(a)(1)(A)(ii), §206(a))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

This Page Includes:

- Report Progress on Last Year's Goal (2020-21)
- Review Current Year's Goal (2021-22)
- Set Next Year's Goal (2022-23)

Report Progress on Last Year's Goal (2020-21)

Back To Top

1. Did your program prepare teachers in science in 2020-21?

If no, leave remaining questions for 2020-21 blank (or clear responses already entered).

⦿ Yes
◯ No

2. Describe your goal. Goal set at 1.

> Goal set at 1.

3. Did your program meet the goal? ⦿ Yes
◯ No

4. Description of strategies used to achieve goal, if applicable: Revisions to the major course requirements to better reflect PDE competencies with less emphasis on medical content.

> Revisions to the major course requirements to better reflect PDE competencies with less emphasis on medical content.

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

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2021-22)

Back To Top

7. Is your program preparing teachers in science in 2021-22? If no, leave the next question blank. ⦿ Yes
◯ No

8. Describe your goal. Goal set at 1 student.

> Goal set at 1 student.

Set Next Year's Goal (2022-23)

9. Will your program prepare teachers in science in 2022-23? If no, leave the next question blank. ⊙ Yes
○ No

> We plan to add 2 majors.

10. Describe your goal. We plan to add 2 majors.

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Section II: Annual Goals

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 teacher preparation 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)(i), §205(a)(1)(A)(ii), §206(a))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

This Page Includes:

- Report Progress on Last Year's Goal (2020-21)
- Review Current Year's Goal (2021-22)
- Set Next Year's Goal (2022-23)

Report Progress on Last Year's Goal (2020-21)

1. Did your program prepare teachers in special education in 2020-21?

If no, leave remaining questions for 2020-21 blank (or clear responses already entered).

⊙ Yes
○ No

> Goal set at 5 students.

2. Describe your goal. Goal set at 5 students.

3. Did your program meet the goal? ⊙ Yes
○ No

4. Description of strategies used to achieve goal, if applicable: We increased our focus on our dual certificate program.

> We increased our focus on our dual certificate
> program.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable: Shared information relevant to current teacher shortage

> Shared information relevant to current teacher
> shortage and marketability of Educators with special

and marketability of Educators with special Education Certification.

Education Certification.

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2021-22)

7. Is your program preparing teachers in special education in 2021-22? If no, leave the next question blank. ⊙ Yes
○ No

Goal set at 7 students.

8. Describe your goal. Goal set at 7 students.

Set Next Year's Goal (2022-23)

9. Will your program prepare teachers in special education in 2022-23? If no, leave the next question blank. ⊙ Yes
○ No

We plan to add 8 students.

10. Describe your goal. We plan to add 8 students.

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Section II: Annual Goals

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 teacher preparation 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)(i), §205(a)(1)(A)(ii), §206(a))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

This Page Includes:

- Report Progress on Last Year's Goal (2020-21)
- Review Current Year's Goal (2021-22)
- Set Next Year's Goal (2022-23)

Report Progress on Last Year's Goal (2020-21)

1. Did your program prepare teachers in instruction of limited English proficient students in 2020-21?

If no, leave remaining questions for 2020-21 blank (or [clear responses already entered](#)).

○ Yes
◉ No

2. Describe your goal.

3. Did your program meet the goal? ○ Yes
○ No

4. Description of strategies used to achieve goal, if applicable:

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

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2021-22)

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7. Is your program preparing teachers in instruction of limited English proficient students in 2021-22? If no, leave the next question blank. ○ Yes
◉ No

8. Describe your goal.

Set Next Year's Goal (2022-23)

[Back To Top](#)

9. Will your program prepare teachers in instruction of limited English proficient students in 2022-23? If no, leave the next question blank. ○ Yes
◉ No

10. Describe your goal.

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Section III: Program Pass Rates

Assessment Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. **(§205(a)(1)(B))**

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact RTI's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Pass rate
- Scaled score
- Teacher credential assessment

This Page Includes:

- Assessment Pass Rates

Assessment Pass Rates

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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, 2020-21	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2020-21	2			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2018-19	3			
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2020-21	2			
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2018-19	4			
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS)	4			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
All program completers, 2018-19				
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) Other enrolled students	1			
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) All program completers, 2020-21	3			
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) Other enrolled students	2			
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) All program completers, 2020-21	3			
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) Other enrolled students	2			
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) All program completers, 2020-21	4			
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2020-21	3			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2019-20	2			
ETS5511 -FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) All program completers, 2019-20	2			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	2			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	2			
ETS5156 -PA 4-8 CORE SUBJ CONC ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2020-21	2			
ETS5158 -PA 4-8 CORE SUBJ CONC MATHEMATICS Educational Testing Service (ETS) All program completers, 2020-21	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5158 -PA 4-8 CORE SUBJ CONC MATHEMATICS Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5159 -PA 4-8 CORE SUBJ CONC SCIENCE Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5154 -PA 4-8 CORE SUBTEST ENG LANG ARTS SOC STUDIES Educational Testing Service (ETS) All program completers, 2020-21	4			
ETS5154 -PA 4-8 CORE SUBTEST ENG LANG ARTS SOC STUDIES Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5155 -PA 4-8 CORE SUBTEST MATH AND SCIENCE Educational Testing Service (ETS) All program completers, 2020-21	4			
ETS5155 -PA 4-8 CORE SUBTEST MATH AND SCIENCE Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5153 -PA 4-8 CORE SUBTEST PEDAGOGY Educational Testing Service (ETS) All program completers, 2020-21	4			
ETS5153 -PA 4-8 CORE SUBTEST PEDAGOGY Educational Testing Service (ETS) All program completers, 2019-20	1			
ESP0001 -PAPA - MODULE 1 READING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	8			
ESP0001 -PAPA - MODULE 1 READING Evaluation Systems group of Pearson All program completers, 2020-21	6			
ESP0001 -PAPA - MODULE 1 READING Evaluation Systems group of Pearson All program completers, 2019-20	8			
ESP0001 -PAPA - MODULE 1 READING Evaluation Systems group of Pearson All program completers, 2018-19	3			
ESP0002 -PAPA - MODULE 2 MATH Evaluation Systems group of Pearson All enrolled students who have completed all noncl	6			
ESP0002 -PAPA - MODULE 2 MATH Evaluation Systems group of Pearson All program completers, 2020-21	6			
ESP0002 -PAPA - MODULE 2 MATH Evaluation Systems group of Pearson All program completers, 2019-20	7			
ESP0002 -PAPA - MODULE 2 MATH Evaluation Systems group of Pearson All program completers, 2018-19	3			
ESP0003 -PAPA - MODULE 3 WRITING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	10	200	5	50
ESP0003 -PAPA - MODULE 3 WRITING Evaluation Systems group of Pearson All program completers, 2020-21	12	233	11	92
ESP0003 -PAPA - MODULE 3 WRITING Evaluation Systems group of Pearson All program completers, 2019-20	7			
ESP0003 -PAPA - MODULE 3 WRITING	4			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
Evaluation Systems group of Pearson All program completers, 2018-19				
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	6			
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2020-21	18	218	14	78
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2019-20	17	227	14	82
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2018-19	7			
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	6			
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson Other enrolled students	1			
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2020-21	18	212	12	67
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2019-20	17	225	15	88
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2018-19	7			
ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5			
ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson All program completers, 2020-21	18	217	13	72
ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson All program completers, 2019-20	17	214	12	71
ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson All program completers, 2018-19	7			
ESP0015 -PECT SPEC ED 7-12 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2019-20	2			
ESP0015 -PECT SPEC ED 7-12 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2018-19	1			
ESP0016 -PECT SPEC ED 7-12 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2019-20	2			
ESP0016 -PECT SPEC ED 7-12 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2018-19	1			
ESP0011 -PECT SPEC ED PREK-8 - MODULE 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
ESP0011 -PECT SPEC ED PREK-8 - MODULE 1 Evaluation Systems group of Pearson	7			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
All program completers, 2020-21				
ESP0011 -PECT SPEC ED PREK-8 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2019-20	6			
ESP0011 -PECT SPEC ED PREK-8 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2018-19	5			
ESP0012 -PECT SPEC ED PREK-8 - MODULE 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
ESP0012 -PECT SPEC ED PREK-8 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2020-21	7			
ESP0012 -PECT SPEC ED PREK-8 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2019-20	6			
ESP0012 -PECT SPEC ED PREK-8 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2018-19	5			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	4			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	5			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2019-20	2			

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Section III: Program Pass Rates

Summary Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. **(§205(a)(1)(B))**

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact RTI's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Pass rate
- Scaled score
- Teacher credential assessment

This Page Includes:

- Summary Pass Rates

Summary Pass Rates

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2020-21	32	19	59
All program completers, 2019-20	27	18	67
All program completers, 2018-19	14	10	71

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Section IV: Low-Performing

Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program. **(§205(a)(1)(D), §205(a)(1)(E))**

This Page Includes:

- Low-Performing

Low-Performing

1. Is your teacher preparation program currently approved or accredited? ◉ Yes
○ No

If yes, please specify the organization(s) that approved or accredited your program: ☑ State
☐ CAEP
☐ AAQEP
☑ Other specify:
Other specify: [Pennyslvania Department]

2. Is your teacher preparation program currently under a designation as "low-performing" by the state? ○ Yes
◉ No

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Section V: Use of Technology

Use of Technology

On this page, review the questions regarding your program's use of technology. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

This Page Includes:

Use of Technology

1. 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. (§205(a)(1)(F))

   Does your program prepare teachers to:
   1. integrate technology effectively into curricula and instruction ⦿ Yes
      ◯ No
   2. use technology effectively to collect data to improve teaching and learning ⦿ Yes
      ◯ No
   3. use technology effectively to manage data to improve teaching and learning ⦿ Yes
      ◯ No
   4. use technology effectively to analyze data to improve teaching and learning ⦿ Yes
      ◯ No

2. 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. Instructional media use is integrated into all methods courses where students evaluate existing programs, design programs, compile information, present information and communicate effectively both in the classroom setting and beyond. Students work with the Standards Aligned Systems, E-metrics, and other PDE tools to develop skills in data-informed instruction. EDUC 225: Assistive and Instructional Technology is included in the course sequence. This course has a dual focus: the use of technology to facilitate instruction in a diverse classroom, and assistive technology available for students with diverse needs. Students enrolled in EDUC225 Assistive and Instructional Technology will explore a wide variety of no, low and high tech assistive technology through access to Pennsylvania's Assistive Technology Lending Library. A presentation by a representative from Tobii-Dynovox will provide hands on experience with a range of Augmentative and Alternative Communication devices (AAC). Students will complete a mandatory visit to the Hiram G. Andrews Center, where they will attend mini presentations by OT, PT and Orientation and Mobility Specialists. All Education students are given a subscription to BoardMaker Online, a powerful web based program from Mayer Johnson, that allows teachers to create a wide range of visual supports using universally recognized symbols and utilize communication software that provides voice output. Education majors enrolled in EDUC305 IEP Content and Secondary Transition are given a subscription to IEP Writer, a comprehensive web based tool that allows teachers to create customizable Individual Education Programs for students receiving special education services as well as a wide range of other legal forms used by special education professionals. Districts and schools in the state of Pennsylvania currently use IEP Writer. Students in EDUC305 are required to create a legally correct IEP using this software. Students in several special education classes utilize Braille writing and labeling devices, a variety of switches and voice output devices. All students in EDUC 215 receive a semester long subscription to News2You, a leveled, online, interactive newspaper targeting diverse learners in grades K-12. The department purchased and uses a telepresence robot (Kubi) to allow pre-service students to learn to include students in K-12 who are homebound in the general education curriculum. The robot will also be used to meet the needs of pre-service students who are unable to attend classes in person due to health concerns. Additionally synchronous and asynchronous instruction was offered to meet restrictions imposed during the pandemic.

   > Instructional media use is integrated into all methods courses where students evaluate existing programs, design programs, compile information, present information and communicate effectively

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Section VI: Teacher Training

Teacher Training

Provide the following information about your teacher preparation program. **(§205(a)(1)(G))**

This Page Includes:

Teacher Training

1. Provide a description of the activities that prepare general education teachers to:

   1. Teach students with disabilities effectively All Education majors take coursework with integration of content related to teaching students with disabilities. EDUC 205 introduces students to the diversity of children and adolescents in regard to cognitive, behavioral and emotional differences. This introductory course relates strongly to careers in education, psychology, social work, occupational therapy, physical therapy, etc. The legal basis for special education and accommodations will be studied, along with the history of the special education movement. The 13 categories of exceptionality covered by the Individuals with Disabilities Education Act (IDEA) will be closely examined, along with the diagnosis of Developmental Delay. Understanding and programming for the needs of students with disabilities will be addressed through explicit instruction, group activities, and authentic assessments. Students will explore the variety of career opportunities in education and related careers helping students with special needs. Included as part of this course are four hours of field experience working with children on the autism spectrum. This course fulfills all of the PDE Special Education candidate competencies for Professional and Ethical Practices. EDUC 225 has a dual focus: the use of technology to facilitate instruction in a diverse classroom, and assistive technology to support students with diverse needs. Assignments will emphasize the use technology as a tool to plan, effectively modify, and supplement instruction. Students will select, design, and use technology, materials and resources required to educate all students, including those with complex instructional and communication needs and those with complex bodies. Students be introduced to the SETT framework for assessment and will participate in a demonstration of a wide range of high, mid and low tech assistive technology, including a variety of augmentative and alternative communication devices (AAC). In addition, students will create low tech assistive technology that will allow a case study student to access the curriculum. EDUC 420 is an introductory course on Autistic Spectrum Disorders that will focus on the range of behaviors, characteristics and educational implications of students on the Autism Spectrum. Focus will be on ABA based teaching interventions in the classroom and natural environment teaching (NET). Areas of communication, social skills, and stereotypical behaviors will be examined. Recognition of, and intervention for co-morbid conditions such as Obsessive Compulsive Disorder and Anxiety Disorder will be examined. Family relationships and long term educational planning will be addressed.

      > All Education majors take coursework with integration of content related to teaching students with disabilities.

   2. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act.* EDUC 205 introduces students to the diversity of children and adolescents in regard to cognitive, behavioral and emotional differences. This introductory course relates strongly to careers in education, psychology, social work, occupational therapy, physical therapy, etc. The legal basis for special education and accommodations will be studied, along with the history of the special education movement. The 13 categories of exceptionality covered by the Individuals with Disabilities Education Act (IDEA) will be closely examined, along with the diagnosis of Developmental Delay. Understanding and programming for the needs of students with disabilities will be addressed through explicit instruction, group activities, and authentic assessments. Students will explore the variety of career opportunities in education and related careers helping students with special needs. Students are introduced to the Individualized Education Program in EDUC205, where they are given instruction in the makeup of the IEP team, accommodations and modifications, present levels of academic achievement and functional performance, measurable annual goals and supplemental aids and services. Their assessment includes a critique of a sample IEP. Field work requirements include working directly with students in a special education transition program that provides vocational training. Students act as job coaches and collect vocational assessment data for each student. They receive information from the special education teacher on how this data relates to the students' IEP transition goals. This course fulfills all of the PDE Special Education candidate competencies for Professional and Ethical Practices. EDUC 315 includes an overview of characteristics of students with Emotional/Behavioral Disorders, and the legal basis for discipline in schools. Focus is on establishing good classroom management and identifying and meeting the needs of all students who exhibit problem behaviors. The general principles of Applied Behavior Analysis and steps to complete Functional Behavioral Assessments, Behavior Intervention Plans and measurable annual IEP goals relating to behavior will be covered. Behavioral interventions at the school, classroom and individual level will be examined within the context of a Response to Intervention model. Eight hours of field experience include observation and data collection of student behavior in a special education setting, a tour of a classroom serving adjudicated youth in a secure setting, and observation of small group instruction in

      > EDUC 205 introduces students to the diversity of children and adolescents in regard to cognitive, behavioral and emotional differences. This introductory course relates strongly to careers in

      social skills.

   3. Effectively teach students who are limited English proficient. All Education majors are required to take a three credit course that is devoted to teaching English Learners. EDUC261 incudes all of the competencies in PDE's Accommodations and Adaptations for Students with Disabilities in an Inclusive Setting and Meeting the Needs of English Language Learners Program Guidelines. Students learn a variety of effective instructional practices for English learners, demonstrate knowledge of the difference between social and academic language, the bias in instruction, materials and assessments and socio-cultural characteristics of ELs, including educational background and demographics. Students use PA ELPS to design content assessment and use that data to differentiate and modify instruction for optimal student learning. Attention is given to supporting young dual language learners with disabilities. The danger

      > All Education majors are required to take a three credit course that is devoted to teaching English Learners. EDUC261 incudes all of the competencies in PDE's Accommodations and

      of mislabeling students with limited English proficiency as students with disabilities is also covered.

2. Does your program prepare special education teachers? ⦿ Yes
   ◯ No

If yes, provide a description of the activities that prepare *special education teachers* to:

1. Teach students with disabilities effectively The Special Education programs at Saint Francis University were created in accordance with the Pennsylvania Department of Education's Certification Preparation Program Guidelines for Special Education Grades PK-12 and contain all of the required candidate competencies for classroom instruction and fieldwork. Specific examples include hands-on training in EDUC405 lab on feeding, transfers, transition and related services and medical issues such as seizures, feeding tubes, etc., for students with complex bodies. Students in EDUC405 demonstrate knowledge of students with complex instruction and communication needs by creating adapted books and reading them with children who have complex needs. Special emphasis is given to the principles delineated in Project Max, an educational initiative by the Pennsylvania Department of Education designed to meet the needs of students with complex instructional needs. Students create a standard aligned unit plan utilizing Alternate Eligible Content from the PA Standard Aligned System, with special attention given to providing vocabulary instruction in core words and removing barriers to learning. EDUC 405 and 405 Lab are taken together and require students to utilize a wide range of resources provided by PaTTAN and PDE. In EDUC 315, students are introduced to the FBA process. They complete a case study where they participate in a mock manifestation determination meeting, go through the FBA process and construction of a Behavior Intervention Plan for a hypothetical student. Students in EDUC 415 and 433 receive instruction in Direct Instruction, explicit teaching and co-teaching. They learn specific interventions and teaching methods to help students with disabilities in reading and math and executive function disorders. Instruction in working effectively with students in secure facilities and the similarities and differences this population shares with students with high incidence disabilities is covered. Students receive specific training in the characteristics, needs and strengths of students with autism in EDUC 420. They are required to demonstrate knowledge of a variety of research-based teaching methods including prompting, applied behavior analysis, discrete trial teaching, visual supports and social skills training. Fifteen to thirty hours of field work includes creating and delivering a social skills lesson. In EDUC225, students investigate and create assistive technology for a range of learners. They receive hands-on experience with assistive

   technology in areas of communication, mobility, seating, vision and learning.

   > The Special Education programs at Saint Francis University were created in accordance with the Pennsylvania Department of Education's Certification Preparation Program Guidelines for

2. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*. Students are introduced to the Individualized Education Program in EDUC205, where they are given instruction in the makeup of the IEP team, accommodations and modifications, present levels of academic achievement and functional performance, measurable annual goals and supplemental aids and services. Their assessment includes a critique of a sample IEP. Field work requirements include working directly with students in a special education transition program that provides vocational training. Students act as job coaches and collect vocational assessment data for each student. They receive information from the special education teacher on how this data relates to the students' IEP transition goals. In EDUC 305 students examine example IEPs for a variety of students with high and low incidence disabilities. They create a legally correct IEP for a hypothetical student and defend it in a mock IEP meeting. Students then review and present a case from the Office for Dispute Resolution's Hearing Officer Decisions web page where the IEP was the issue. In EDUC433, students create IEP goals, accommodations and modifications and related services for hypothetical students with high and low

   incidence disabilities.

   > Students are introduced to the Individualized Education Program in EDUC205, where they are given instruction in the makeup of the IEP team, accommodations and modifications, present levels

3. Effectively teach students who are limited English proficient. All Education majors are required to take a three credit course that is devoted to teaching English Learners. EDUC261 incudes all of the competencies in PDE's Accommodations and Adaptations for Students with Disabilities in an Inclusive Setting and Meeting the Needs of English Language Learners Program Guidelines. Students learn a variety of effective instructional practices for English learners, demonstrate knowledge of the difference between social and academic language, the bias in instruction, materials and assessments and socio-cultural characteristics of ELs, including educational background and demographics. Students use PA ELPS to design content assessment and use that data to differentiate and modify instruction for optimal student learning. Attention is given to supporting young dual language learners with disabilities. The danger

   of mislabeling students with limited English proficiency as students with disabilities is also covered.

   > All Education majors are required to take a three credit course that is devoted to teaching English Learners. EDUC261 incudes all of the competencies in PDE's Accommodations and

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Contextual Information

On this page, review the contextual information about your program. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.
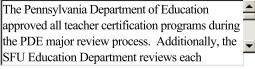
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- Contextual Information

Contextual Information

Back To Top

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 (see below). 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 approved all teacher certification programs during the PDE major review process. Additionally, the SFU Education Department reviews each program annually based upon student surveys, mentor feedback, faculty input, certification pass rates, and job placement upon graduation. Annual reports are submitted each year to the VPAA and School of Health Sciences and Education Dean reflecting upon recent accomplishments of faculty, staff, and students. Mentoring continues beyond graduation as students secure initial teaching positions. Collaboration between current students, alumni, higher-ed faculty, PreK-12 teachers, and district administrators continues to be a strength of SFU teaching programs. Despite the COVID pandemic, face-to-face instruction for all programs resumed on campus. By closely adhering to CDC guidelines, students continued with field experience opportunities and student teaching experiences. Pre-service teachers are prepared to enter the profession with a repertoire of effective methodologies for teaching face-to-face, through virtual platforms, and within hybrid models.

> The Pennsylvania Department of Education
> approved all teacher certification programs during
> the PDE major review process. Additionally, the
> SFU Education Department reviews each

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Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

Certification of submission

☑ I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

Name of responsible representative for teacher preparation program: [Dr. Stephanie Ivory]

Title: [Education Department Ch]

Certification of review of submission

☑ I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

Name of reviewer: [Linda Kline]

Title: [Coordinator Education De]

[Certify and Submit Report Card]