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Saint Francis University
Traditional Program

2016 Title II Reports

Complete Report Card

AY 2014-15

Institution Information

Name of Institution: Saint Francis University
 Institution/Program Type: Traditional
 Academic Year: 2014-15
 State: Pennsylvania

 Address: 117 Evergreen Drive

 Loretto, PA, 15940

 Contact Name: Dr. Stephanie Ivory
 Phone: 814-472-2844
 Email: sivory@francis.edu

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

No

If yes, provide the following:

Award year:

Grantee name:

Project name:

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

Section I.a Program Information

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

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Early Childhood	No
Foreign Language	No
Middle Childhood English	No
Middle Childhood Math	No
Middle Childhood Science	No
Middle Childhood Social Studies	No
Secondary Biology	No
Secondary Chemistry	No
Secondary English	No
Secondary Math	No
Secondary Social Studies	No

Special Education PreK-8	No
Total number of teacher preparation programs: 13	

Section I.b Admissions

Indicate when students are formally admitted into your initial teacher certification program:
Sophomore year completion of 48 credits

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.francis.edu>

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

Students must maintain 3.0 GPA.

Students that have academic disabilities, are directed to Center for Academic Success.

Provisional status can be granted for one semester.

Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (5205(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	Yes
Background check	Yes	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	No
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	Yes	Yes
Recommendation(s)	Yes	No
Essay or personal statement	Yes	No
Interview	Yes	Yes
Other	No	No

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 2014-15

3.48

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2014-15

3.55

Please provide any additional comments about the information provided above:

Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (5205(a)(1)(C)(i))

Are there initial teacher certification programs at the postgraduate level?

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	Yes	Yes
Background check	Yes	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	No	Yes
Minimum GPA in professional education coursework	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	No	No
Interview	No	No
Other	No	No

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 2014-15

3.6

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2014-15

3.9

Please provide any additional comments about the information provided above:

Section I.c Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

Additional guidance on reporting race and ethnicity data.

Total number of students enrolled in 2014-15:	52
Unduplicated number of males enrolled in 2014-15:	6
Unduplicated number of females enrolled in 2014-15:	46

2014-15	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	0
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	0
Black or African American:	2
Native Hawaiian or Other Pacific Islander:	0
White:	50
Two or more races:	0

Section I.d Supervised Clinical Experience

Average number of clock hours of supervised clinical experience required prior to student teaching	175
Average number of clock hours required for student teaching	525
Average number of clock hours required for mentoring/induction support	157
Number of full-time equivalent faculty supervising clinical experience during this academic year	5
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	108
Number of students in supervised clinical experience during this academic year	52

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

Students are placed in certified teacher classrooms. Each student is required to complete clinical experience requirements for each course taken. An Administrator who is a half time employee and retired school principal supervises clinical placements

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2014-15. 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	2
Teacher Education - Early Childhood Education	5
Teacher Education - Elementary Education	3
Teacher Education - Junior High/Intermediate/Middle School Education	3
Teacher Education - Secondary Education	4
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	4
Teacher Education - Foreign Language	1
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	2
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	1
Teacher Education - Physics	
Teacher Education - Spanish	1
Teacher Education - Speech	
Teacher Education - Geography	1
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	

Specify:

--

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2014-15. 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	2
Teacher Education - Early Childhood Education	5
Teacher Education - Elementary Education	3
Teacher Education - Junior High/Intermediate/Middle School Education	3
Teacher Education - Secondary Education	4
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	4
Teacher Education - Foreign Language	1
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	2
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	1
Teacher Education - Physics	
Teacher Education - Spanish	1
Teacher Education - Speech	
Teacher Education - Geography	1
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	1
Political Science and Government	
Sociology	

History	1
Foreign Languages	1
Family and Consumer Sciences/Human Sciences	
English Language/Literature	4
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify:	

Section I.f Program Completers

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

2014-15: 15

2013-14: 29

2012-13: 36

Section II Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2014-15

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

Yes

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

3

Did your program meet the goal for prospective teachers set in mathematics in 2014-15?

Yes

Description of strategies used to achieve goal, if applicable:

Additional recruiting efforts and revision of paradigms.

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

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Is your program preparing teachers in mathematics in 2015-16?

Yes

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

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Will your program prepare teachers in mathematics in 2016-17?

Yes

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

3

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 2014-15

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

Yes

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

3

Did your program meet the goal for prospective teachers set in science in 2014-15?

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:

Collaborate with School of Science in efforts to meet goal.

Provide any additional comments, exceptions and explanations below:

Advertise, Open Houses, College Fairs, on campus visits, phone calls, emails and person contact through high schools.

Academic year 2015-16

Is your program preparing teachers in science in 2015-16?

Yes

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

3

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Will your program prepare teachers in science in 2016-17?

Yes

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

3

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>.

years.

Academic year 2014-15

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

Yes

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

7

Did your program meet the goal for prospective teachers set in special education in 2014-15?

Yes

Description of strategies used to achieve goal, if applicable:

Remapping curriculum to ensure PDE competencies covered.

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

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Is your program preparing teachers in special education in 2015-16?

Yes

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

7

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Will your program prepare teachers in special education in 2016-17?

Yes

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

6

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credentialing 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 2014-15

Did your program prepare teachers in instruction of limited English proficient students in 2014-15?

No

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

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2014-15?

Data not reported

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Is your program preparing teachers in instruction of limited English proficient students in 2015-16?

No

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

Academic year 2016-17

Will your program prepare teachers in instruction of limited English proficient students in 2016-17?

No

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

Provide any additional comments, exceptions and explanations below:

Section II Assurances

Please certify that your institution is in compliance with the following assurances. (5205(a)(1)(A)(iii), 5206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

Yes

Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

Yes

Prospective general education teachers are prepared to provide instruction to students with disabilities.

Yes

Prospective general education teachers are prepared to provide instruction to limited English proficient students.

Yes

Prospective general education teachers are prepared to provide instruction to students from low-income families.

Yes

Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

Yes

Describe your institution's most successful strategies in meeting the assurances listed above:

Coordination with English Department personnel on ELL instruction. Encouragement and support in study abroad opportunities. Clinical experiences in varied setting over four years. An advisory panel from regional schools that share their needs with the university. 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 that 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 with disabilities, low income students, and limited English proficient 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, 2013-14	2			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	5			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	2			
ETS5087 -CITIZENSHIP ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) Other enrolled students	1			
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) Other enrolled students	1			
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2014-15	1			
	1			

Educational Testing Service (ETS) Other enrolled students				
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS0020 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2012-13	4			
ETS0011 -ELEM ED CURR INSTRU ASSESSMENT (DISC) Educational Testing Service (ETS) All program completers, 2012-13	16	172	13	81
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2012-13	2			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2014-15	2			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS5511 -FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) All program completers, 2012-13	18	165	16	89
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2013-14	2			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2012-13	5			
ETS5156 -PA 4-8 CORE SUBJ CONC ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5156 -PA 4-8 CORE SUBJ CONC ENG LANG ARTS 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, 2012-13	2			
ETS5158 -PA 4-8 CORE SUBJ CONC MATHEMATICS Educational Testing Service (ETS) All program completers, 2013-14	2			
ETS5159 -PA 4-8 CORE SUBJ CONC SCIENCE Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5157 -PA 4-8 CORE SUBJ CONC SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	1			
ETS5157 -PA 4-8 CORE SUBJ CONC SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2014-15	2			
ETS5157 -PA 4-8 CORE SUBJ CONC SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS5154 -PA 4-8 CORE SUBTEST ENG LANG ARTS SOC STUDIES Educational Testing Service (ETS) Other enrolled students	1			
ETS5154 -PA 4-8 CORE SUBTEST ENG LANG ARTS SOC STUDIES Educational Testing Service (ETS) All program completers, 2014-15	3			
	4			

Educational Testing Service (ETS) All program completers, 2013-14				
ETS5154 -PA 4-8 CORE SUBTEST ENG LANG ARTS SOC STUDIES Educational Testing Service (ETS) All program completers, 2012-13	3			
ETS5155 -PA 4-8 CORE SUBTEST MATH AND SCIENCE Educational Testing Service (ETS) Other enrolled students	1			
ETS5155 -PA 4-8 CORE SUBTEST MATH AND SCIENCE Educational Testing Service (ETS) All program completers, 2014-15	3			
ETS5155 -PA 4-8 CORE SUBTEST MATH AND SCIENCE 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, 2012-13	3			
ETS5153 -PA 4-8 CORE SUBTEST PEDAGOGY Educational Testing Service (ETS) Other enrolled students	1			
ETS5153 -PA 4-8 CORE SUBTEST PEDAGOGY Educational Testing Service (ETS) All program completers, 2014-15	3			
ETS5153 -PA 4-8 CORE SUBTEST PEDAGOGY Educational Testing Service (ETS) All program completers, 2013-14	4			
ETS5153 -PA 4-8 CORE SUBTEST PEDAGOGY Educational Testing Service (ETS) All program completers, 2012-13	3			
ESPO001 -PAPA - MODULE 1 READING Evaluation Systems group of Pearson Other enrolled students	24	206	12	50
ESPO001 -PAPA - MODULE 1 READING Evaluation Systems group of Pearson All program completers, 2014-15	9			
ESPO001 -PAPA - MODULE 1 READING Evaluation Systems group of Pearson All program completers, 2013-14	6			
ESPO002 -PAPA - MODULE 2 MATH Evaluation Systems group of Pearson Other enrolled students	24	218	18	75
ESPO002 -PAPA - MODULE 2 MATH Evaluation Systems group of Pearson All program completers, 2014-15	9			
ESPO002 -PAPA - MODULE 2 MATH Evaluation Systems group of Pearson All program completers, 2013-14	6			
ESPO003 -PAPA - MODULE 3 WRITING Evaluation Systems group of Pearson Other enrolled students	23	214	13	57
ESPO003 -PAPA - MODULE 3 WRITING Evaluation Systems group of Pearson All program completers, 2014-15	9			
ESPO003 -PAPA - MODULE 3 WRITING Evaluation Systems group of Pearson All program completers, 2013-14	6			
ESPO006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson Other enrolled students	7			
ESPO006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2014-15	8			
ESPO006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2013-14	1			
	7			

Evaluation Systems group of Pearson Other enrolled students				
ESPO007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2014-15	8			
ESPO007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2013-14	1			
ESPO008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson Other enrolled students	7			
ESPO008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson All program completers, 2014-15	8			
ESPO008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson All program completers, 2013-14	1			
ESPO011 -PECT SPEC ED PREK-8 - MODULE 1 Evaluation Systems group of Pearson Other enrolled students	4			
ESPO011 -PECT SPEC ED PREK-8 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2014-15	2			
ESPO012 -PECT SPEC ED PREK-8 - MODULE 2 Evaluation Systems group of Pearson Other enrolled students	4			
ESPO012 -PECT SPEC ED PREK-8 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2014-15	2			
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	4			
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	11	177	10	91
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	37	179	36	97
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	4			
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	11	178	11	100
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	37	179	37	100
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	4			
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	11	175	11	100
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	37	176	37	100
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2012-13	17	169	16	94
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	2			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
	3			

Educational Testing Service (ETS) All program completers, 2012-13				
ETS5 195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2012-13	1			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2014-15	16	11	69
All program completers, 2013-14	18	15	83
All program completers, 2012-13	41	34	83

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

Pennsylvania Department of Education

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

No

Section V Use of Technology

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

Does your program prepare teachers to:

- integrate technology effectively into curricula and instruction
Yes
- use technology effectively to collect data to improve teaching and learning
Yes
- use technology effectively to manage data to improve teaching and learning
Yes
- use technology effectively to analyze data to improve teaching and learning
Yes

Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

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. A new course EDUC 225: Assistive and Instructional Technology was added to 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. An introduction to the characteristics of 21st century students and classrooms will be presented through exploration of the framework developed by the Partnership for 21st Century Skills. Students will use technology as a tool to effectively modify and supplement instruction. They will select, design, and use technology, materials and resources required to educate students whose disabilities interfere with communication, learning and/or daily living. Students will be required to demonstrate and understanding of the range and the appropriate use of assistive technology (i.e., no tech, low tech, high tech). Four hours of clinical experience includes attendance at the annual Tech Expo sponsored by CERMUSA, the Assistive Technology Expo sponsored by PATTAN, or a similar event. Students will complete four hours of field experience in an area school or educational setting.

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

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.

Students who are enrolled in a general education certification program receive instruction in the history, theory and practice of special education over 9 credits. Students receive thorough instruction on the IDEA, including the history of the special education movement, the six principles of IDEA, the 13 disability categories listed in the act, plus Developmental Delay, which is recognized in Pennsylvania, case law that defines the act, and how the principles are implemented in the school system. Special emphasis is placed on the delivery of a free and appropriate public education for all students, through the evaluation process and the creation and implementation of Individual Educational Programs (IEPs) and 504 plans. In addition, all Education majors are required to take a three credit course that is devoted to teaching students who are English Language Learners (ELLs).

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.

In the Special Education certification programs offered by the Saint Francis University Education Department, students will receive training, including classroom instruction and related field work to address the needs of diverse learners. The Early Childhood/Special Education and the Middle Childhood/Special Education dual degrees were created in accordance with the Pennsylvania Department of Education's Program Guidelines for Special Education programs, and contain all of the required candidate competencies for the Special Education PreK-8 certification. Students receive specific classroom instruction and fieldwork opportunities directly related to participation as a member of individualized education program teams, as defined in the IDEA. For example, in EDUC205 Introduction to Special Education, students are introduced to the structure and implementation of an IEP, and the responsibilities they will have as teachers who will be part of the IEP team. In EDUC305 Secondary transition and IEP Content, students construct an IEP, including a transition plan, for hypothetical students. They defend the IEP in a mock IEP meeting. In EDUC405 Low Incidence Disabilities, students create and defend an IEP for a case study student with a severe disability. In EDUC315, students are introduced to the FBA process. They conduct a simple FBA on a case study student and create a Behavioral Intervention Plan with a Measurable Annual Goal addressing a problem behavior identified in the FBA. Pre-service teachers receive instruction in meeting the needs of students who are English language learners in EDUC261 Linguistic Diversity in the Classroom (3 credits). 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 are met in EDUC261 as well as several other courses. Students spend from 4-15 hours working with students in the field for every Education course, where they connect classroom content to real life experience.

Section VII Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Supporting Files

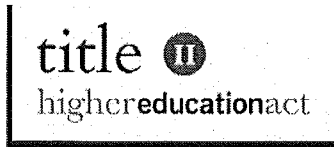
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Report Card Certification

Information in this report has been certified as accurate and complete by:

Dr. Stephanie Ivory
Department Chair

This submission was reviewed and certified as accurate and complete by:

Dr. Stephanie Ivory
Department Chair

Comparison with Last Year

Item	Last Year	This Year	Change
Total Enrollment	57	52	-8.77%
Male Enrollment	8	6	-25.00%
Female Enrollment	49	46	-6.12%
Hispanic/Latino Enrollment	1	0	
American Indian or Alaska Native Enrollment	0	0	
Asian Enrollment	0	0	
Black or African American Enrollment	2	2	0.00%
Native Hawaiian or Other Pacific Islander Enrollment	0	0	
White Enrollment	54	50	-7.41%
Two or more races Enrollment	0	0	
Average number of clock hours required prior to student teaching	175	175	0.00%
Average number of clock hours required for student teaching	525	525	0.00%
Average number of clock hours required for mentoring	157	157	0.00%
Number of full-time equivalent faculty in supervised clinical experience during this academic year	4	5	25.00%
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	120	108	-10.00%
Number of students in supervised clinical experience during this academic year	57	52	-8.77%
Total completers for current academic year	29	15	-48.28%
Total completers for prior academic year	36	29	-19.44%
Total completers for second prior academic year	51	36	-29.41%

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