

Widener Univ/ Main  
Traditional Program

2016 | Title II  
Reports

Complete Report Card

AY 2014-15

## Institution Information

**Name of Institution:** Widener Univ/ Main

**Institution/Program Type:** Traditional

**Academic Year:** 2014-15

**State:** Pennsylvania

**Address:** One University Place

Chester, PA, 19013

**Contact Name:** Dr. Marcia Bolton

**Phone:** 6104994630

**Email:** mvbolton@mail.widener.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?
Elementary Education: The Early Years & Special Education (PK - 4)	No
Elementary Education: The Middle Years (4 - 8)	No
Secondary Education (7 - 12)	No
<b>Total number of teacher preparation programs: 3</b>	

## Section I.b Admissions

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

Sophomore year

Does your initial teacher certification program conditionally admit students?

No

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

<http://www.widener.edu/admissions/>

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

Undergraduate students are reviewed for admission to teacher certification candidacy at 48 completed credits or spring of their sophomore year. Post-graduate students are reviewed upon admission to the certification program of study.

## Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the undergraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the

**Undergraduate level.**

<b>Element</b>	<b>Required for Entry</b>	<b>Required for Exit</b>
Transcript	Yes	Yes
Fingerprint check	Yes	No
Background check	Yes	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	Yes	No
Minimum SAT score	Yes	No
Minimum basic skills test score	No	Yes
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	Yes
Interview	No	No
Other Resume	Yes	Yes

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

2

**What was the median GPA of individuals accepted into the program in academic year 2014-15**

2

**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

**Please provide any additional comments about the information provided above:**

## **Section I.b Postgraduate Requirements**

**Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))**

**Are there initial teacher certification programs at the postgraduate level?**

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Postgraduate level.

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

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

2

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

2

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

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:	89
Unduplicated number of males enrolled in 2014-15:	16
Unduplicated number of females enrolled in 2014-15:	73

2014-15	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	7
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	0
Black or African American:	7
Native Hawaiian or Other Pacific Islander:	0
White:	73
Two or more races:	2

## Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2014-15.

Average number of clock hours of supervised clinical experience required prior to student teaching	192
Average number of clock hours required for student teaching	560
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	10
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	20
Number of students in supervised clinical experience during this academic year	100

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

## 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	19
Teacher Education - Early Childhood Education	22
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	6
Teacher Education - Secondary Education	2
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	1
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	4
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	1
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	

Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

## Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 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	19
Teacher Education - Early Childhood Education	22
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	6
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	1
Teacher Education - Foreign Language	

Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	4
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	1
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	



Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify:	

## Section I.f Program Completers

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

2014-15: 34

2013-14: 33

2012-13: 62

## 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?

No

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

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

NA

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 mathematics in 2015-16?

No

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?

No

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

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?

No

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

Did your program meet the goal for prospective teachers set in science 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 science in 2015-16?

Yes

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

1

Provide any additional comments, exceptions and explanations below:

Recruitment through free course in summer and College of Arts and Sciences will inform potential candidates. We are optimistic that Widener will recruit candidates for science education at the Secondary level.

### Academic year 2016-17

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

No

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

Provide any additional comments, exceptions and explanations below:

## Section II Annual Goals - Special Education

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

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

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

**Academic year 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?**

25

**Did your program meet the goal for prospective teachers set in special education 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:**

Articulation agreements with local community colleges. Recruitment efforts through a free course offered to juniors in high school as well as seniors.

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?**

25

Provide any additional comments, exceptions and explanations below:

Continue with current dual certification program. There are currently only 2 Special Education faculty that serve all candidates. Without additional faculty Widener can no increase projections for candidate enrollment.

#### **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?**

5

**Provide any additional comments, exceptions and explanations below:**

### **Section II Annual Goals - Instruction of Limited English Proficient Students**

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

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

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

#### **Academic year 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?

Provide any additional comments, exceptions and explanations below:

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. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

We have included 9 credits of coursework in special education, particularly around strategies for collaboration and inclusion, instructional strategies in special education, and the education of English language learners, in addition to a course that is an introduction to special education. Our university is located in an urban setting and our students get experience visiting, observing, and assisting teachers in community schools in either Chester or Philadelphia, or school districts between both cities.

## Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2013-14	1			
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	1			
ETS5571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS0353 -ED OF EXCEPTIONAL STUDENTS CORE CK(DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	2			
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT (DISC) Educational Testing Service (ETS) All program completers, 2013-14	4			
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT (DISC) Educational Testing Service (ETS) All program completers, 2012-13	11	175	10	91
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2013-14	2			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) Other enrolled students	1			

ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5511 -FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) All program completers, 2013-14	23	163	20	87
ETS5511 -FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) All program completers, 2012-13	21	170	21	100
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	1			
ETS0069 -MIDDLE SCHOOL MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0439 -MIDDLE SCHOOL SCIENCE (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	2			
ETS5156 -PA 4-8 CORE SUBJ CONC ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2014-15	2			
ETS5158 -PA 4-8 CORE SUBJ CONC MATHEMATICS Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5158 -PA 4-8 CORE SUBJ CONC MATHEMATICS Educational Testing Service (ETS) All program completers, 2013-14	4			
ETS5159 -PA 4-8 CORE SUBJ CONC SCIENCE Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5157 -PA 4-8 CORE SUBJ CONC SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5157 -PA 4-8 CORE SUBJ CONC SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2013-14	1			



ETS5154 -PA 4-8 CORE SUBTEST ENG LANG ARTS SOC STUDIES Educational Testing Service (ETS) All program completers, 2014-15	6			
ETS5154 -PA 4-8 CORE SUBTEST ENG LANG ARTS SOC STUDIES Educational Testing Service (ETS) All program completers, 2013-14	5			
ETS5155 -PA 4-8 CORE SUBTEST MATH AND SCIENCE Educational Testing Service (ETS) All program completers, 2014-15	6			
ETS5155 -PA 4-8 CORE SUBTEST MATH AND SCIENCE Educational Testing Service (ETS) All program completers, 2013-14	5			
ETS5153 -PA 4-8 CORE SUBTEST PEDAGOGY Educational Testing Service (ETS) All program completers, 2014-15	6			
ETS5153 -PA 4-8 CORE SUBTEST PEDAGOGY Educational Testing Service (ETS) All program completers, 2013-14	5			
ESP0001 -PAPA - MODULE 1 READING Evaluation Systems group of Pearson Other enrolled students	28	215	17	61
ESP0001 -PAPA - MODULE 1 READING Evaluation Systems group of Pearson All program completers, 2014-15	25	225	19	76
ESP0001 -PAPA - MODULE 1 READING Evaluation Systems group of Pearson All program completers, 2013-14	3			
ESP0002 -PAPA - MODULE 2 MATH Evaluation Systems group of Pearson Other enrolled students	26	209	13	50
ESP0002 -PAPA - MODULE 2 MATH Evaluation Systems group of Pearson All program completers, 2014-15	25	220	17	68
ESP0002 -PAPA - MODULE 2 MATH Evaluation Systems group of Pearson All program completers, 2013-14	4			
ESP0003 -PAPA - MODULE 3 WRITING Evaluation Systems group of Pearson Other enrolled students	26	213	15	58

ESP0003 -PAPA - MODULE 3 WRITING Evaluation Systems group of Pearson All program completers, 2014-15	25	219	17	68
ESP0003 -PAPA - MODULE 3 WRITING Evaluation Systems group of Pearson All program completers, 2013-14	3			
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson Other enrolled students	1			
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2014-15	18	224	14	78
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2013-14	24	225	22	92
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2012-13	2			
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, 2014-15	16	210	12	75
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2013-14	24	221	24	100
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2012-13	2			
ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson Other enrolled students	1			
ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson All program completers, 2014-15	16	206	10	63
ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson All program completers, 2013-14	24	208	18	75

ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson All program completers, 2012-13	2			
ESP0011 -PECT SPEC ED PREK-8 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2014-15	19	230	14	74
ESP0011 -PECT SPEC ED PREK-8 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2013-14	23	235	19	83
ESP0012 -PECT SPEC ED PREK-8 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2014-15	16	223	11	69
ESP0012 -PECT SPEC ED PREK-8 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2013-14	23	227	14	61
ETS5265 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	1			
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	3			
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	65	178	59	91
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	29	177	27	93
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	1			
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	3			
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	61	177	58	95

ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	28	178	28	100
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	1			
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	3			
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	62	175	59	95
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	28	177	28	100
ETS5301 -READING SPECIALIST II Educational Testing Service (ETS) All program completers, 2014-15	3			
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2012-13	9			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	5			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	4			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2013-14	1			

### Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2014-15	35	18	51

All program completers, 2013-14	85	60	71
All program completers, 2012-13	29	25	86

## Section IV Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?

Yes

If yes, please specify the organization(s) that approved or accredited your program:

State

NCATE

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

No

## Section V Use of Technology

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

Does your program prepare teachers to:

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

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

Students are immersed in a variety of technology through hands-on activities and best practices. All activities are connected to the integration of technology in the classroom environment by discussion and observation. Students participate in the assessment process as both the student and the teacher. They collect data while evaluating each others' work and share these evaluations with the instructor and their peers. All technology learning activities emphasize the differentiation of instruction and the inclusion of the use of a variety of software and hardware to accommodate diverse students. We continue to expand the use of assistance technology and appropriate software in technology courses to emphasize the principles of universal design for all students.

## Section VI Teacher Training

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

Does your program prepare general education teachers to:

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

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

All students are required to take ED 250 (undergraduate) or ED 551 (graduate) -Introduction to Special Education. In each of our program's methods courses, faculty address accommodations for learners with special education needs that are specific to the program or content area. The ED 206-Reading in the Content Areas includes a component for adapting and including reading strategies to meet the needs of special education students in the secondary education classroom. We have also added two additional special education courses: Collaboration and Inclusion, and Literacy and Disabilities to our Elementary and Early Childhood programs. Also, we have added a course on the instruction of English Language Learners as well.

---

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 addition to Introduction to Special Education students take 4 disability (ED, PH, DD, LD) specific courses. Each of these courses has an extensive practicum requirement. They take a course in curriculum in special education and course on collaboration and consultation. Students learn about the team process in the introductory course and it is elaborated upon in all subsequent courses. In addition, all students participate in a school-wide interdisciplinary event where they learn about team functioning and conduct a simulated IEP conference. Currently, ELL issues as they relate to special education are infused in the methods courses, however, with the development of a new post-bacc program a separate course on ELL will be required. This course is already in place in the undergraduate special education program.

## 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

## Complete Report Card

AY 2014-15



This is a United States Department of Education computer system.

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