



Complete Report Card

AY 2013-14

Institution Information

**Name of Institution:** Saint Joseph's University  
**Institution/Program Type:** Traditional  
**Academic Year:** 2013-14  
**State:** Pennsylvania

**Address:** 5600 City Avenue

Philadelphia, PA, 19131

**Contact Name:** Dr. Joseph Cifelli

**Phone:** 6106603482

**Email:** jcifelli@sju.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?
Art K-12	No
Biology 7-12	No
Chemistry 7-12	No
Citizenship Education 7-12	No
Elementary K-6	No
English 7-12	No
French K-12	No
General Science 7-12	No
German K-12	No
Grades 4-8	No
Health K-12	No

Education N-12	No
Latin K-12	No
Mathematics 7-12	No
Physics 7-12	No
Reading Specialist K-12	No
Spanish K-12	No
Special Education N-12	No
<b>Total number of teacher preparation programs: 17</b>	

## Section I.b Admissions

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

Other See additional information below.

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.sju.edu/academics/cas/ocap/pacertification.html>

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

Students are not admitted to the Teacher Certification Program until they have met all of the requirements. Undergraduates must have completed 48 credits with at least a 2.7 GPA including 6 credits of Math and 6 credits of English. Undergraduate students must pass Basic Skills Tests. Graduate students must have an undergraduate degree in their content area with a minimum GPA of 3.0.

## Section I.b Undergraduate Requirements

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

Are there initial teacher certification programs at the undergraduate level?

Yes

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

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	Yes	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	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	Yes	Yes
Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	Yes
Interview	No	No
Other	Data not reported	Data not reported

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

2.7

What was the median GPA of individuals accepted into the program in academic year 2013-14

3.3

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2013-14

3.5

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	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	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	Yes	Yes
Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	Yes
Interview	Yes	Yes
Other	Data not reported	Data not reported

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

3

What was the median GPA of individuals accepted into the program in academic year 2013-14

3.4

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2013-14

3.5

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 2013-14:	436
Unduplicated number of males enrolled in 2013-14:	35
Unduplicated number of females enrolled in 2013-14:	401

2013-14	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	15
<i>Race</i>	
American Indian or Alaska Native:	1
Asian:	5

Black or African American:	31
Native Hawaiian or Other Pacific Islander:	1
White:	383
Two or more races:	0

## Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2013-14.

Average number of clock hours of supervised clinical experience required prior to student teaching	190
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	25
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	850
Number of students in supervised clinical experience during this academic year	799

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

All candidates have supervised clinical experience every semester.

## Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2013-14. 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	163
Teacher Education - Early Childhood Education	53
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	14
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	29
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	11
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	46
Teacher Education - Science Teacher Education/General Science	7
Teacher Education - Social Science	
Teacher Education - Social Studies	31
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	5
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	1

Teacher Education - Physics	1
Teacher Education - Spanish	2
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 2013-14. 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	163
Teacher Education - Early Childhood Education	53
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	14
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	29
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	11
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	46
Teacher Education - Science	7
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	5
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	31
Teacher Education - Physics	1
Teacher Education - Spanish	2
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:

2013-14: 363

2012-13: 305

2011-12: 258

## 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 2013-14

Did your program prepare teachers in mathematics in 2013-14?

Yes

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

Did your program meet the goal for prospective teachers set in mathematics in 2013-14?

Yes

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Is your program preparing teachers in mathematics in 2014-15?

Yes

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

10

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Will your program prepare teachers in mathematics in 2015-16?

Yes

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

10

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 2013-14

Did your program prepare teachers in science in 2013-14?

Yes

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

24

Did your program meet the goal for prospective teachers set in science in 2013-14?

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:

We added specialized B.A. programs in science for potential science educators.

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Is your program preparing teachers in science in 2014-15?

Yes

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

15

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Will your program prepare teachers in science in 2015-16?

Yes

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

15

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 2013-14

Did your program prepare teachers in special education in 2013-14?

Yes

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

140

Did your program meet the goal for prospective teachers set in special education in 2013-14?

Yes

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Increase online special education enrollment

Academic year 2014-15

Is your program preparing teachers in special education in 2014-15?

Yes

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

150

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Will your program prepare teachers in special education in 2015-16?

Yes

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

165

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 2013-14

Did your program prepare teachers in instruction of limited English proficient students in 2013-14?



Yes

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

250

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2013-14?

Yes

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

ELL is required of all teacher candidates.

Academic year 2014-15

Is your program preparing teachers in instruction of limited English proficient students in 2014-15?

Yes

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

250

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Will your program prepare teachers in instruction of limited English proficient students in 2015-16?

Yes

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

250

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:

Dedicated coursework includes topics in urban education.

All candidates are required to take 9 credits in special education and 3 credits in ELL.

Field experiences and student teaching occur in urban settings.

## Section III Assessment Pass Rates

Assessment code - Assessment name Test Company	Number taking	Avg. scaled	Number passing	Pass rate
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Group	tests	score	tests	(%)
ETS5134-ART CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5134-ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0133-ART CONTENT KNOWLEDGE (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0235-BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS0235-BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3			
ETS0235-BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS0235-BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	8			
ETS0235-BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	7			
ETS0245-CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0245-CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	2			
ETS5087-CITIZENSHIP ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5087-CITIZENSHIP ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5087-CITIZENSHIP ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	3			
ETS5087-CITIZENSHIP ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	2			
ETS5732-CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) Other enrolled students	1			
ETS0353-ED OF EXCEPTIONAL STUDENTS CORE CK(DISCONTINUED) Educational Testing Service (ETS) All program completers, 2011-12	5			
ETS0011-ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) Other enrolled students	4			
ETS0011-ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2013-14	2			
ETS0011-ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2012-13	120	178	105	88
ETS0011-ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2011-12	125	181	118	94
ETS0041-ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	6			
ETS0041-ENG LANG LIT COMP CONTENT KNOWLEDGE	4			

ETS0041-ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	7				
ETS0041-ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	19	180	19	100	
ETS0041-ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	18	181	18	100	
ETS5038-ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) Other enrolled students	5				
ETS5038-ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2013-14	3				
ETS5038-ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2012-13	1				
ETS5121-FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) Other enrolled students	1				
ETS5174-FRENCH WORLD LANGUAGE Educational Testing Service (ETS) Other enrolled students	1				
ETS5174-FRENCH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2012-13	2				
ETS5174-FRENCH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2011-12	2				
ETS5511-FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) All enrolled students who have completed all noncl	1				
ETS5511-FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) Other enrolled students	10	166	9	90	
ETS5511-FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) All program completers, 2013-14	4				
ETS5511-FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) All program completers, 2012-13	128	175	125	98	
ETS5511-FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) All program completers, 2011-12	136	176	132	97	
ETS0435-GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2				
ETS0435-GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1				
ETS0435-GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	5				
ETS5183-GERMAN WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2012-13	1				
ETS0601-LATIN Educational Testing Service (ETS) All program completers, 2012-13	1				
ETS0600-LATIN (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	1				
ETS0061-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	9				

ETS0061-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	2			
ETS5161-MATHEMATICS: CK Educational Testing Service (ETS) Other enrolled students	3			
ETS5161-MATHEMATICS: CK Educational Testing Service (ETS) All program completers, 2013-14	4			
ACT1010-OPI ITALIAN American Council on the Teaching of Foreign Langua All program completers, 2011-12	1			
ACT1018-OPI SPANISH American Council on the Teaching of Foreign Langua Other enrolled students	1			
ETS5156-PA 4-8 CORE SUBJ CONC ENG LANG ARTS Educational Testing Service (ETS) Other enrolled students	1			
ETS5156-PA 4-8 CORE SUBJ CONC ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2013-14	3			
ETS5158-PA 4-8 CORE SUBJ CONC MATHEMATICS Educational Testing Service (ETS) Other enrolled students	1			
ETS5158-PA 4-8 CORE SUBJ CONC MATHEMATICS Educational Testing Service (ETS) All program completers, 2013-14	3			
ETS5158-PA 4-8 CORE SUBJ CONC MATHEMATICS Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS5159-PA 4-8 CORE SUBJ CONC SCIENCE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
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) All program completers, 2013-14	2			
ETS5154-PA 4-8 CORE SUBTEST ENG LANG ARTS SOC STUDIES Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5154-PA 4-8 CORE SUBTEST ENG LANG ARTS SOC STUDIES Educational Testing Service (ETS) Other enrolled students	5			
ETS5154-PA 4-8 CORE SUBTEST ENG LANG ARTS SOC STUDIES Educational Testing Service (ETS) All program completers, 2013-14	10	178	10	100
ETS5154-PA 4-8 CORE SUBTEST ENG LANG ARTS SOC STUDIES Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS5155-PA 4-8 CORE SUBTEST MATH AND SCIENCE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5155-PA 4-8 CORE SUBTEST MATH AND SCIENCE Educational Testing Service (ETS) Other enrolled students	5			
ETS5155-PA 4-8 CORE SUBTEST MATH AND SCIENCE Educational Testing Service (ETS) All program completers, 2013-14	10	186	10	100
ETS5155-PA 4-8 CORE SUBTEST MATH AND SCIENCE Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS5153-PA 4-8 CORE SUBTEST PEDAGOGY	1			

Educational Testing Service (ETS) All enrolled students who have completed all noncl				
ETS5153-PA 4-8 CORE SUBTEST PEDAGOGY Educational Testing Service (ETS) Other enrolled students	5			
ETS5153-PA 4-8 CORE SUBTEST PEDAGOGY Educational Testing Service (ETS) All program completers, 2013-14	10	182	10	100
ETS5153-PA 4-8 CORE SUBTEST PEDAGOGY Educational Testing Service (ETS) All program completers, 2012-13	1			
ESPO001-PAPA - MODULE 1 READING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
ESPO001-PAPA - MODULE 1 READING Evaluation Systems group of Pearson Other enrolled students	56	223	43	77
ESPO001-PAPA - MODULE 1 READING Evaluation Systems group of Pearson All program completers, 2013-14	7			
ESPO001-PAPA - MODULE 1 READING Evaluation Systems group of Pearson All program completers, 2012-13	4			
ESPO002-PAPA - MODULE 2 MATH Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
ESPO002-PAPA - MODULE 2 MATH Evaluation Systems group of Pearson Other enrolled students	55	216	36	65
ESPO002-PAPA - MODULE 2 MATH Evaluation Systems group of Pearson All program completers, 2013-14	7			
ESPO002-PAPA - MODULE 2 MATH Evaluation Systems group of Pearson All program completers, 2012-13	4			
ESPO003-PAPA - MODULE 3 WRITING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
ESPO003-PAPA - MODULE 3 WRITING Evaluation Systems group of Pearson Other enrolled students	56	231	47	84
ESPO003-PAPA - MODULE 3 WRITING Evaluation Systems group of Pearson All program completers, 2013-14	7			
ESPO003-PAPA - MODULE 3 WRITING Evaluation Systems group of Pearson All program completers, 2012-13	4			
ESPO006-PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson Other enrolled students	19	211	14	74
ESPO006-PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2013-14	8			
ESPO007-PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson Other enrolled students	15	200	9	60
ESPO007-PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2013-14	8			
ESPO008-PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson Other enrolled students	14	199	7	50
ESPO008-PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson	8			

All program completers, 2013-14				
ESPO015-PECT SPEC ED 7-12 - MODULE 1 Evaluation Systems group of Pearson Other enrolled students	4			
ESPO016-PECT SPEC ED 7-12 - MODULE 2 Evaluation Systems group of Pearson Other enrolled students	4			
ESPO011-PECT SPEC ED PREK-8 - MODULE 1 Evaluation Systems group of Pearson Other enrolled students	18	225	14	78
ESPO011-PECT SPEC ED PREK-8 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2013-14	20	245	17	85
ESPO012-PECT SPEC ED PREK-8 - MODULE 2 Evaluation Systems group of Pearson Other enrolled students	18	225	13	72
ESPO012-PECT SPEC ED PREK-8 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2013-14	20	248	18	90
ETS5265-PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5265-PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0730-PRAXIS I MATHEMATICS Educational Testing Service (ETS) Other enrolled students	34	177	24	71
ETS0730-PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2013-14	42	180	42	100
ETS0730-PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2012-13	167	180	161	96
ETS0730-PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2011-12	197	181	192	97
ETS0710-PRAXIS I READING Educational Testing Service (ETS) Other enrolled students	31	176	27	87
ETS0710-PRAXIS I READING Educational Testing Service (ETS) All program completers, 2013-14	42	180	42	100
ETS0710-PRAXIS I READING Educational Testing Service (ETS) All program completers, 2012-13	165	180	162	98
ETS0710-PRAXIS I READING Educational Testing Service (ETS) All program completers, 2011-12	197	181	197	100
ETS0720-PRAXIS I WRITING Educational Testing Service (ETS) Other enrolled students	31	176	27	87
ETS0720-PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2013-14	41	179	41	100
ETS0720-PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2012-13	166	178	161	97
ETS0720-PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2011-12	196	179	196	100
ETS5301-READING SPECIALIST II Educational Testing Service (ETS) Other enrolled students	3			

ETS5301-READING SPECIALIST II Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS5354-SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2012-13	84	177	84	100
ETS5354-SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2011-12	103	177	103	100
ETS5272-SE ED OF DEAF AND HARD OF HEARING Educational Testing Service (ETS) Other enrolled students	2			
ETS0081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	4			
ETS0081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	2			
ETS0081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	6			
ETS0081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	3			
ETS0191-SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS5195-SPANISH WORLD LANGUAGE Educational Testing Service (ETS) Other enrolled students	3			
ETS5195-SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5195-SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2012-13	3			
ETS5195-SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2011-12	2			
ACT2009-WPT ITALIAN American Council on the Teaching of Foreign Langua All program completers, 2011-12	1			

### Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2013-14	64	53	83
All program completers, 2012-13	203	184	91
All program completers, 2011-12	221	211	95

### 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

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.

All candidates take two dedicated assessment courses, namely, EDU 231 Assessment & Evaluation in Education and SPE 310 Assessment: Identification and Progress Monitoring. These courses provide the background for candidates to use technology effectively to collect, manage, and analyze data in order to improved teaching and learning. SPE 310 prepares teachers to use principles of universal design for learning. Throughout the program candidates prepare and implement lesson plans using PA Standards Aligned System.

## 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 teacher candidates take 3 Special Education courses (9 credits) with field experiences in diverse settings and one dedicated course (3 credits) for English Language Learners with a field experience.

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Does your program prepare special education teachers to:

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

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

Special education candidates take the equivalent of 10 courses (30 credits) in the special education domain with extensive field experiences in diverse settings.

## 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



