

**University of Saint Francis
2701 Spring St.
Fort Wayne, IN 46808**

**Annual Institutional Questionnaire
On Teacher Education**

Academic Year: 2005-2006

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Section I. Annual Title II Report to the Indiana Professional Standards Board

Mission: The University of Saint Francis exists to challenge and engage a diverse student body by facilitating learning, personal growth and professional development in an environment permeated by Franciscan Values. Founded in 1890 by the Sisters of Perpetual Adoration, the University is a Catholic, coeducational institution of higher education in the liberal arts tradition, offering undergraduate and graduate programs to students from a broad geographic region.

Commitments

Committed to the mission of Catholic higher education and the Franciscan tradition we will:

1. Offer high quality, state-of-the-art academic programs, based on a core curriculum, which promote excellence in teaching and learning and foster in each student a lifelong interest in the pursuit of knowledge.
2. Provide a welcoming and secure campus community where student interests influence program and policy decisions.
3. Foster the formation, moral, and ethical values in a Christian learning atmosphere that allows students to recognize the unique dignity of each person, understand peace and justice issues and become responsible stewards of creation.
4. Facilitate the development of each student's talents and abilities by ensuring that professionally qualified faculty, rather than teaching assistants, teach all classes.
5. Encourage scholarship, critical thinking, and the development of interpersonal skills enabling students to live and learn in a complex, technological society.
6. Create an awareness of issues that affect the local and global community-enabling students to realize the value of diversity and the joy of serving others.
7. Provide an integrated academic and student life program that meets the changing needs of a diverse student body.
8. Deliver a comprehensive and affordable educational experience.

Student Demographic Characteristics: The total enrollment at the University of Saint Francis is 2003, of which 1768 are undergraduates. Seventy-one percent of the total enrollment is women and 7% are minority students. Another 19% are of unknown ethnicity. Sixty-nine percent are under age 25. The majority of the students are from Indiana, Michigan, and Ohio. Students represent many religious faiths, philosophies, and ethnic backgrounds.

Of the total undergraduate enrollment, 10% (185) are education majors. Graduate enrollment is 235 and 20% (46) are enrolled in education programs. The SAT 25-75 percentile range was verbal 430-570 and Math 450-590 and the ACT 25-75 percentile range was 18-23 for entering freshmen in 2005.

Type of Institution: At the University of Saint Francis, candidates seeking an initial teacher license are required to fulfill all criteria at three points prior to state licensing.

1. *Admission to Teacher Education.* Candidates at the undergraduate level must have completed a minimum of 24 semester hours with an overall grade point average of 2.5, a professional GPA of 2.8, achieve a C or above in content area courses in the major and in professional education, successfully complete Education 100, 201, and Special Education 136. Candidates must also submit an Assessment of Professional Potential Form from a member of the faculty of education and from a cooperating teacher from Education 201 or a content faculty member. Additionally, candidates must pass the Praxis I basic skills test in reading, writing and mathematics, submit an Indiana State issued Limited Criminal History, successfully submit an Initial Portfolio (undergraduates), and a Sex Offender Check. Candidates at the advanced level must have successfully completed the GRE or the MAT, provided two letters of support and two Assessment of Professional Potential forms, earned a 2.8 or above undergraduate GPA. Also, they must pass the Praxis I basic skills test in reading, writing and mathematics (for initial licensure), and submit an Indiana State issued Limited Criminal History and a Sex Offender Check. A transfer student must have completed one semester of full-time work at the University and one field placement. Faculty from the Department of Education and from the Teacher Education Committee must approve the admission request.
2. *Admission to Student Teaching.* Candidates must have completed 94 semester hours of course work with a minimum GPA of 2.5 and a professional GPA of 2.8 including the successful completion of all required field experiences. The extensive application process includes a transcript, essay, evidence of community outreach and professional development, an Indiana State issued Limited Criminal History, successful submission of the Developing Portfolio, two Assessment of Professional Potential forms, and a Sex Offender Check.
3. *Completion of Student Teaching.* Candidates must have successfully completed the student teaching experiences, all course work, and the Proficient Portfolio and Presentation. Department recommendation is required.

Program Completer: At the University of Saint Francis a program completer is a teacher education candidate who fulfills all degree and/or initial licensing requirements. Candidates are not required to complete the Praxis II test to be a program completer.

Teacher Preparation Programs: Beginning in the Fall of 2002, the University of Saint Francis implemented new teacher education programs aligned with the new State Standards and INTASC Standards. The most important change to the programs was the department decision to make all programs dual licensure, with the exception of Visual Arts. In addition, there are two programs that offer a triple licensure, the All-Grade Exceptional Needs/Elementary/Secondary and the Health/Physical Education/Mild Intervention. The University of Saint Francis offers twelve baccalaureate programs leading to state teacher licensure including: Business Education/Mild Intervention, Chemistry/Mild Intervention, Elementary Education/Mild Intervention, Health and Physical Education/Mild Intervention, Language Arts/Mild Intervention, Life Science/Mild Intervention, Mathematics/Mild Intervention, Physical Science/Mild Intervention, Social Studies/Mild Intervention, All-Grade Mild Intervention, All-Grade Visual Arts, and Secondary Visual Arts. The University offers two graduate programs that include School Counseling and Exceptional Needs (with licensure in Mild Intervention and/or Intense Intervention). A licensure program offers those who already hold a Baccalaureate or higher degree the opportunity to pursue a program leading to teacher licensure in any of the

programs within the Department of Education. There is also a Transition to Teaching licensure program available in Secondary Visual Arts which allows a qualified baccalaureate graduate to earn their teaching license in 18 semester hours.

Accreditation: The University of Saint Francis is accredited through the Academic Quality Improvement Project of the North Central Association of Colleges and Schools. The National Council for the Accreditation of Teacher Education (NCATE) in partnership with the Indiana Professional Standards Board (IPSB) which, was renamed the Indiana Division of Professional Standards (IDPS) accredits the department of education. In April 2003, the USF Department of Education had a successful continuing accreditation visit by a joint NCATE and IPSB Team.

Unique Program Characteristics: The following characterize the teacher education program at the University of Saint Francis:

1. The only graduate programs in Exceptional Needs in Northeast Indiana [Mild and Intense Intervention] which may include additional coursework for initial licensure while completing the masters. In addition, USF is approved for Pre-K Exceptional Needs Licensure.
2. A tailored performance-based portfolio assessment of advanced teacher education competencies is in effect for the graduate programs.
3. The undergraduate programs offer options in twelve baccalaureate programs leading to dual or triple state teacher licensure including: Business Education/Mild Intervention, Chemistry/Mild Intervention, Elementary Education/Mild Intervention, Health and Physical Education/Mild Intervention, Language Arts/Mild Intervention, Life Science/Mild Intervention, Mathematics/Mild Intervention, Physical Science/Mild Intervention, Social Studies/Mild Intervention, All-Grade Mild Intervention, All-Grade Visual Arts, and Secondary Visual Arts.
4. The undergraduate triple licensure All-Grade Mild Intervention/Elementary/Secondary Program is a 5-year program approved with the option of the 5th year to be completed at the graduate level.
5. A comprehensive four-year performance-based portfolio assessment of beginning teacher competencies is in effect for the undergraduate programs.
6. All undergraduate education majors participate in over 125 hours of field experiences prior to student teaching.
7. Service learning is an integral component of the program.
8. Students attend and present at local, state, regional, and national conferences.

Notable Features and Accomplishments:

1. One faculty member presented at two international conferences on education, one member presented at a national Literacy Conference in Chicago.

2. One faculty member participated in accreditation visits for the Southern Association of Colleges and Schools for Colegio Bolivar, Cali, Columbia, and the American School Foundation, Mexico City.
3. One faculty member participated in accreditation visit for the Southern Association of Colleges and Schools in Quito, Ecuador.
4. One faculty member serves as a representative for the Indiana Division of Professional Standards Board on the National Task Force for Teacher Quality (CTO) Council of Chief State School Officer.
5. The Department of Education, Division of Special Education, extended the “Indiana Designs Equitable Access for Learning” (IDEAL) Web-based project.
6. The Department of Education and the University of Saint Francis continue their partnership to offer a training program for graduate level candidates seeking initial licensure through a national grant.
7. As a result of a collaborative effort between the University of Saint Francis and one Fort Wayne Community School, students and a faculty member developed materials and hosted a Family Math Night for second grade students and their families. USF candidates analyzed the second grade students’ achievement. The results of the intervention will be compiled and analyzed as part of a longitudinal study of math achievement.
8. One undergraduate student was awarded the US Presidential Service Award for completing over 100 hours of service learning.
9. One undergraduate was a finalist in the Indiana Student Community Commitment Award.
10. One faculty member was nominated for the USF Teaching Excellence Award.
11. Three faculty members partnered with Region 8 (included 11 school districts) preparing a federal grant proposal for “Struggling Readers.”

Section II. Program Information

1. Total number of students enrolled in teacher preparation, all specializations, in academic year 2004 – 2005:	55 Graduate Students 192 Undergraduate Students 247 Students have declared education as a major.
2. Number of students in supervised student teaching in academic year 2004 – 2005:	30
3. Number of faculty members who supervised student teachers:	10
a. Full time faculty in professional education	5
b. Part-time faculty in professional education, but full-time in the institution	0
c. Part-time faculty in professional education, not otherwise employed by the institution.	5

4. Student teacher/faculty ratio	3 to 1
5. a. The average number of student teaching hours per week required	30
b. The total number of weeks of supervised student teaching required	15 Weeks for all students (Rules 2002) 10 Weeks for Elementary/Secondary Majors (Rules 46-47) 15 Weeks for Special Education Majors or Minors
c. Average total number of hours required	450

Indiana Institutional Report Card

Table I: Single-Assessment Pass-Rate Data: Academic Year 2004 – 2005

Testing Period: 9/1/04 – 8/31/05 Number of Program Completers: 24

Type of Assessment	Code #	# Taking Assessment	# Passing Assessment	Institution Pass Rate	Statewide Pass Rate
Basic Skills					
Communication Skills	500				
General Knowledge	510				
Professional Knowledge	520				
PPST Reading	710	9	7	78%	98%
CBT Reading	711	1	1	100%	98%
PPST Writing	720	9	7	78%	99%
CBT Writing	721	1	1	100%	98%
PPST Mathematics	730	9	7	78%	99%
CBT Mathematics	731	1	1	100%	97%
Computerized PPST Reading	5710	14	14	100%	99%
Computerized PPST Writing	5720	14	14	100%	100%
Computerized PPST Math	5730	14	14	100%	99%
Professional Knowledge					
Pre-Kindergarten	530				
Academic Content Areas					
Elementary Education	010				
Elementary Education	011	11	10	91%	97%
Early Childhood	020				
English Language	040				
English Language	041				
Mathematics	060				
Social Studies	080				
Social Studies	081	1	1	100%	99%
Physical Education	090				
Business Education	100	3	3	100%	100%
Music Education	110				
Art Content Knowledge	133	2	2	100%	99%
French	170				
German	180				
Spanish	190				
Biology	230				
Chemistry	240				
Physics	260				
Reading Specialist	300	11	11	100%	100%
General Science	430				
Earth/Space Science	570				
Economics	910				
Geography	920				
Government	930				

Type of Assessment	Code #	# Taking Assessment	# Passing Assessment	Institution Pass Rate	Statewide Pass Rate
Other Content Areas					
Technology Education	050				
Home Economics	120				
Speech Communication	220				
Library/Media Specialist	310				
Psychology	390				
Health Education	550	1	1	100%	100%
Sociology	950				
Teaching Special Populations					
Reading	200				
Emotional Disabilities	370				
SE Knowledge-Based Core	351	3	3	100%	100%
Educ. Exceptional Students: CK	353	14	14	100%	100%
SE Behavioral/Emotional	371				
SE Learning Disabilities	381	3	3	100%	100%
Ed Except. Students: MI/Mod	0542	14	14	100%	100%

Indiana Sample Institutional Report Card

Table 2: Aggregate Institutional-Level Pass-Rate Data: Academic Year: 2004 – 2005
 Testing Period: 9/1/04 – 8/31/05 Number of Program Completers: 24

Type of Assessment	# Taking Assessment	# Passing Assessment	Institution Pass Rate	Statewide Pass Rate
Basic Skills	24	22	92%	99%
Professional Knowledge				100%
Academic Content Areas	28	27	96%	96%
Other Content Areas	1	1	100%	100%
Teaching Special Populations	17	17	100%	100%
Performance Assessments (Praxis I & II) *# of takers high due to dual licensure	24	22	92%	99%
Summary of Individual Assessments (Praxis II) * # of takers high due to dual licensure	24	23	96%	99%

Certification:

I certify that to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions in the Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation.



(Signature)

Maureen McCon

(Name)

Licensing Advisor and UAS Coordinator

(Title)

Certification of review of submission:



(Signature)

Dr. Jane Swiss

(Name)

Chair, Department of Education

(Title)