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User Manuals

Elizabethtown College  
Traditional Program

2015 Title II  
Reports

## Complete Report Card

AY 2013-14

## Institution Information

**Name of Institution:** Elizabethtown College  
**Institution/Program Type:** Traditional  
**Academic Year:** 2013-14  
**State:** Pennsylvania

**Address:** One Alpha Drive

Elizabethtown, PA, 17022

**Contact Name:** Mrs. Diane DeArment  
**Phone:** 717-361-1225  
**Email:** dearmedk@etown.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
Early Childhood PreK-4	No
Elementary/Middle Level Language Arts/Reading 4-8	No
Elementary/Middle Level Math 4-8	No
Elementary/Middle Level Science 4-8	No
Elementary/Middle Level Social Studies 4-8	No
English 7-12	No
General Science 7-12	No
Math 7-12	No

Physics 7-12	No
Social Studies 7-12	No
Spanish K-12	No
Special Ed PreK-8	No
<b>Total number of teacher preparation programs: 16</b>	

### Section I.b Admissions

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

Other 54 credit hours with a 3.0 or higher and additional requirements listed below

Does your initial teacher certification program conditionally admit students?

Yes

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

<http://www.etown.edu/Education.aspx?topic=Admissions>

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

Undergraduates: 1) 54 credit hours with a cumulative grade point average of 3.0 or higher; 2) Complete at least three courses with ED prefixes; 3) Receive passing scores for Praxis I or PAPA tests; 4) formally present an electronic portfolio demonstrating continuing interest, experience, and growth in professional education and progress toward meeting required Department competencies; 5) Update clearances and TB yearly; and 6) Approval of the Ed Dept. and any other appropriate major Department.

### 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	No	No
Recommendation(s)	No	Yes
Essay or personal statement	Yes	No
Interview	No	No
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

3.52

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

3.54

Please provide any additional comments about the information provided above:

### Section I.b Postgraduate Requirements

Are there initial teacher certification programs at the postgraduate level?

No

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

Element	Required for Entry	Required for Exit
Transcript	Data not reported	Data not reported
Fingerprint check	Data not reported	Data not reported
Background check	Data not reported	Data not reported
Minimum number of courses/credits/semester hours completed	Data not reported	Data not reported
Minimum GPA	Data not reported	Data not reported
Minimum GPA in content area coursework	Data not reported	Data not reported
Minimum GPA in professional education coursework	Data not reported	Data not reported
Minimum ACT score	Data not reported	Data not reported
Minimum SAT score	Data not reported	Data not reported
Minimum basic skills test score	Data not reported	Data not reported
Subject area/academic content test or other subject matter verification	Data not reported	Data not reported
Recommendation(s)	Data not reported	Data not reported
Essay or personal statement	Data not reported	Data not reported
Interview	Data not reported	Data not reported
Other	Data not reported	Data not reported

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

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

What is the minimum GPA required for completing the program?

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

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:	60
Unduplicated number of males enrolled in 2013-14:	6
Unduplicated number of females enrolled in 2013-14:	54

2013-14	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	2
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	1
Black or African American:	0
Native Hawaiian or Other Pacific Islander:	0
White:	56
Two or more races:	1

### 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	128
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Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	5
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	160
Number of students in supervised clinical experience during this academic year	114

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

Of the 114 students, 58 are student teachers of which 30 have 2 placements, i.e. split 8 weeks / 8 weeks. As directed, the 160 # of adjunct faculty supervising includes supervisors (full-time and adjuncts) and cooperating teachers.

### 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	22
Teacher Education - Early Childhood Education	32
Teacher Education - Elementary Education	9
Teacher Education - Junior High/Intermediate/Middle School Education	9
Teacher Education - Secondary Education	11
Teacher Education - Multiple Levels	15
Teacher Education - Agriculture	
Teacher Education - Art	2
Teacher Education - Business	
Teacher Education - English/Language Arts	10
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	5
Teacher Education - Music	3
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	1
Teacher Education - Social Science	
Teacher Education - Social Studies	1
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	2
Teacher Education - Chemistry	1
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	1
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 II: 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. (S205(b)(1)(H))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	22
Teacher Education - Early Childhood Education	32
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	9
Teacher Education - Secondary Education	11
Teacher Education - Agriculture	
Teacher Education - Art	2
Teacher Education - Business	
Teacher Education - English/Language Arts	10
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	5
Teacher Education - Music	3
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	4
Teacher Education - Social Science	
Teacher Education - Social Studies	1
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	2
Teacher Education - Chemistry	1
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	1
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	

Family and Consumer Sciences/Human Sciences	
English Language/Literature	10
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	2
Mathematics and Statistics	5
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	1
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: 59

2012-13: 61

2011-12: 57

### 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. (S205(a)(1)(A)(ii), S206(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?

15

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:

We work with Admissions to recruit education majors. We have a Mathematics Education liaison with the Mathematics Department. Also, we immediately place students into field experience to expose them early on to help them decide whether or not the education major is for them.

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:

Our numbers reflect Secondary Ed Math majors and Elementary/Middle Level (grades 4-8) with a Math concentration.

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?

Provide any additional comments, exceptions and explanations below:

Our numbers reflect Secondary Ed Math majors and Elementary/Middle Level (grades 4-8) with a Math concentration.

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?

8

Provide any additional comments, exceptions and explanations below:

Our numbers reflect Secondary Ed Math majors and Elementary/Middle Level (grades 4-8) with a Math concentration.

## 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?

6

Did your program meet the goal for prospective teachers set in science 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:

The # of 4 Science majors should have been listed before, as the # of 6 included our juniors. We plan to work more closely with the Science departments to retain Science Education majors in the program.

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?

2

Provide any additional comments, exceptions and explanations below:

Currently, formally accepted students for science ed related majors number two. A third student, Biology Ed major, is provisionally accepted to number three total students. One will graduate Spring 2015, another one will graduate Spring 2016, and the third will graduate Spring 2017.

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?

2

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

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?

49

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

No

**Description of strategies used to achieve goal, if applicable:**

Total equals 48. Program completers equal 22. Other enrolled, formally accepted equal 26. One program completer dropped her Special Ed major during student teaching.

**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:**

All education majors take SED 222 Foundations of Inclusive Education. While only Early Childhood majors and Elementary/Middle Level Language Arts majors can add Special Ed, of these majors, often SED 222 proves to solidify their choices.

**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?

47

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

Formally accepted, 2015 program completers (21) and those other enrolled (26) equal a total of 46 Special Ed majors.

**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?

42

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

Potential program completers with a Special Ed major for 2015-16 equal 26 and other enrolled, formally accepted Special Ed majors equal 16, to total 42 Special Ed majors.

## 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?

No

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

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



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:

All of our education majors are required to successfully complete a 4-credit class, ED 341 ELL: Linguistic and Cultural Diversity in the Classroom. But, we do not offer an ESL major / certification preparation program.

Academic year 2014-15

Is your program preparing 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?

Provide any additional comments, exceptions and explanations below:

All of our education majors are required to successfully complete a 4-credit class, ED 341 ELL: Linguistic and Cultural Diversity in the Classroom. But, we do not offer an ESL major / certification preparation program.

Academic year 2015-16

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

No

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

Provide any additional comments, exceptions and explanations below:

All of our education majors are required to successfully complete a 4-credit class, ED 341 ELL: Linguistic and Cultural Diversity in the Classroom. But, we do not offer an ESL major / certification preparation program.

## 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:

Curriculum changes have led to even better coverage of special education, ELL, assessment and diversity. All Education students are required to successfully complete a minimum of 4 credits each of Special Ed Inclusion and ELL. Field placement components have been added to enhance and enforce the curriculum with assurance that all education students receive field experiences in a variety of grades and types of classrooms.

## Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	2			
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			

Educational Testing Service (ETS) All program completers, 2013-14				
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0020 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2012-13	5			
ETS0020 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2011-12	9			
ETS0353 -ED OF EXCEPTIONAL STUDENTS CORE CK(DISCONTINUED) Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2011-12	28	183	28	100
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	2			
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	5			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2013-14	4			
ETS5511 -FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) Other enrolled students	1			
ETS5511 -FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) All program completers, 2013-14	7			
ETS5511 -FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) All program completers, 2012-13	9			
ETS5511 -FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) All program completers, 2011-12	35	175	34	97
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	4			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	3			
ETS5161 -MATHEMATICS: CK Educational Testing Service (ETS) Other enrolled students	2			
ETS5161 -MATHEMATICS: CK Educational Testing Service (ETS) All program completers, 2013-14	2			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	3			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	3			
	6			

Educational Testing Service (ETS) All program completers, 2011-12				
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	5			
ETS5158 -PA 4-8 CORE SUBJ CONC MATHEMATICS Educational Testing Service (ETS) Other enrolled students	3			
ETS5158 -PA 4-8 CORE SUBJ CONC MATHEMATICS Educational Testing Service (ETS) All program completers, 2013-14	2			
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 program completers, 2013-14	1			
ETS5154 -PA 4-8 CORE SUBTEST ENG LANG ARTS SOC STUDIES Educational Testing Service (ETS) Other enrolled students	4			
ETS5154 -PA 4-8 CORE SUBTEST ENG LANG ARTS SOC STUDIES Educational Testing Service (ETS) All program completers, 2013-14	9			
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) Other enrolled students	4			
ETS5155 -PA 4-8 CORE SUBTEST MATH AND SCIENCE Educational Testing Service (ETS) All program completers, 2013-14	9			
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 Educational Testing Service (ETS) Other enrolled students	4			
ETS5153 -PA 4-8 CORE SUBTEST PEDAGOGY Educational Testing Service (ETS) All program completers, 2013-14	9			
ETS5153 -PA 4-8 CORE SUBTEST PEDAGOGY Educational Testing Service (ETS) All program completers, 2012-13	1			
ESP0001 -PAPA - MODULE 1 READING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
ESP0001 -PAPA - MODULE 1 READING Evaluation Systems group of Pearson Other enrolled students	56	242	55	98
ESP0001 -PAPA - MODULE 1 READING Evaluation Systems group of Pearson All program completers, 2013-14	1			
ESP0002 -PAPA - MODULE 2 MATH Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
ESP0002 -PAPA - MODULE 2 MATH Evaluation Systems group of Pearson Other enrolled students	56	258	56	100
ESP0002 -PAPA - MODULE 2 MATH Evaluation Systems group of Pearson All program completers, 2013-14	1			
	2			

Evaluation Systems group of Pearson All enrolled students who have completed all noncl				
ESPO003 -PAPA - MODULE 3 WRITING Evaluation Systems group of Pearson Other enrolled students	56	250	56	100
ESPO003 -PAPA - MODULE 3 WRITING Evaluation Systems group of Pearson All program completers, 2013-14	1			
ESPO011 -PECT SPEC ED PREK-8 - MODULE 1 Evaluation Systems group of Pearson Other enrolled students	2			
ESPO011 -PECT SPEC ED PREK-8 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2013-14	21	238	17	81
ESPO011 -PECT SPEC ED PREK-8 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2012-13	21	229	18	86
ESPO012 -PECT SPEC ED PREK-8 - MODULE 2 Evaluation Systems group of Pearson Other enrolled students	2			
ESPO012 -PECT SPEC ED PREK-8 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2013-14	21	239	19	90
ESPO012 -PECT SPEC ED PREK-8 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2012-13	21	232	18	86
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	1			
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2013-14	58	181	57	98
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2012-13	61	181	61	100
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2011-12	52	182	52	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) Other enrolled students	1			
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2013-14	58	180	58	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2012-13	61	178	61	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2011-12	52	180	52	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) Other enrolled students	1			
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2013-14	58	178	58	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2012-13	61	178	61	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2011-12	52	178	52	100
	3			

Educational Testing Service (ETS) All program completers, 2012-13				
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2011-12	6			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	4			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	7			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) Other enrolled students	1			
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, 2011-12	1			

### Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2013-14	59	56	95
All program completers, 2012-13	61	61	100
All program completers, 2011-12	52	49	94

### 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(e) 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

applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

Digication, the electronic portfolio process, is introduced to first-year education students. To apply for Provisional Acceptance and Formal Acceptance to the Education Department, students must submit electronic portfolios through Digication. Our ED161 and ED162 Integrated Technology courses also prepare students on how to use technology effectively, i.e. SmartBoard, PREZI, Google Docs and Microsoft Office.

ED258 Education Assessment and Evaluation and our Methods Block courses teach Education majors how to accurately and effectively use the Standards Aligned System website / portal (<http://www.pdesas.org>).

Special Ed majors learn about Assistive and Adaptive Technology.

Student Teachers are required to work with and submit comprehensive electronic portfolios as part of senior seminar class requirements. The principles of Universal Design for Learning (UDL) and application of tools designed to facilitate UDL planning are incorporated into our Methods Block courses, as well as our senior seminar course. Because UDL planning removes barriers and provides flexible options for engaging with and demonstrating mastery of content, use of technology is inherent to the topic. Student teachers are challenged to incorporate a variety of digital tools into planning learning experiences that remove barriers for students with diverse learning needs. The advantages of digital tools are discussed, including specific ways that technology supports students with diverse learning needs. Students are encouraged to identify and problem solve barriers to successful technology integration in the PreK-12 classroom.

On a larger scale, strategies that model UDL design and integration of technology are modeled across the program's curriculum by the Education faculty.

## 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.

Required Education curriculum for all Education majors includes: ED341 ELL Linguistic and Cultural Diversity in the Classroom (with an accompanying field placement) and SED222 Foundations of Inclusive Education (with an accompanying field placement. An additional course, SED212 Learning Environment and Social Interaction in Inclusive Settings required (with the exception of K-12 and 7-12 program majors).

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.

For those graduating 2013 through 2017, we offer an Early Childhood Ed & Special Education and an Elementary/Middle Language Arts, Reading & Special Education major. These majors are required to take 24-28 credits in Special Education with accompanying 2-3 field placements and 4 credits in Linguistic and Cultural Diversity in the Classroom with an accompanying field placement (ED341).

Beginning with students entering Fall 2013, we offer a new 4+1 Special Ed PreK-8 and 7-12 Special Education Masters Programs. These Masters Programs will require successful completion of 12 undergrad credits and 40 graduate credits with accompanying field placements in Special Education prior to student teaching. A Special Education student teaching internship will be required the final semester. The first graduating class for the 4+1 Special Ed graduate program will be Spring 2018.

## 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.

Our Education programs provide strong attention to the liberal arts and sciences with the development of high professional competence. Supported by the College's Core Program - a required emphasis, and elective course work, these major programs creatively bring together the student, the school and the curriculum. Further, the Department stresses the importance of supervised field experiences that complement on-campus education courses. Carefully designed work in the academic or interdisciplinary major, the Core program, and electives, qualify students for a degree appropriate to that major and for Pennsylvania certification. Note: Title II 2013 (2011-12 academic year) report #'s reflected enrollment with Program Completers. Title II 2014 (2012-13 academic year) #'s report students "enrolled" and did not include program completers. Therefore, it appears that our #'s dropped, but the fact is our #'s had increased by 4.

Supporting Files

## Complete Report Card

AY 2013-14

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**DeArment, Diane K**

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**From:** title2@westat.com  
**Sent:** Thursday, April 16, 2015 5:06 PM  
**To:** DeArment, Diane K  
**Subject:** Title II Institutional and Program Report Card Certification

This message confirms that the following Report Card has been certified on 4/16/2015 5:06:11 PM:

Institution: Elizabethtown College  
Program type: Traditional  
Academic year: 2013-14