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Cardinal Stritch University  
Traditional Program

2017 | Title II  
Reports

## Complete Report Card

AY 2015-16

### Institution Information

**Name of Institution:** Cardinal Stritch University  
**Institution/Program Type:** Traditional  
**Academic Year:** 2015-16  
**State:** Wisconsin

**Address:** 6801 N. Yates Rd.

Milwaukee , WI, 53217

**Contact Name:** Mrs. Kimberly Wood  
**Phone:** 414-410-4339  
**Email:** kawood@stritch.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?
Bilingual Certification (supplemental category)	No
Early Adolescence-Adolescence Biology	No
Early Adolescence-Adolescence Broadfield Science	No
Early Adolescence-Adolescence Broadfield Social Studies	No
Early Adolescence-Adolescence Chemistry	No
Early Adolescence-Adolescence Computer Science	No
Early Adolescence-Adolescence Cross Categorical Special Ed	No
Early Adolescence-Adolescence Economics	No
Early Adolescence-Adolescence English	No
Early Adolescence-Adolescence Environmental Science	No

Early Adolescence-Adolescence Geography	No
Early Adolescence-Adolescence History	No
Early Adolescence-Adolescence Mathematics	No
Early Adolescence-Adolescence Physics	No
Early Adolescence-Adolescence Political Science	No
Early Adolescence-Adolescence Psychology	No
Early Adolescence-Adolescence Sociology	No
Early Childhood Regular Education	No
Early Childhood-Adolescence Art	No
Early Childhood-Adolescence French	No
Early Childhood-Adolescence Spanish	No
Early Childhood-Adolescence Theatre	No
Early Childhood-Middle Childhood Regular Education	No
Middle Childhood-Early Adolescence Cross Categorical Special Ed	No
Middle Childhood-Early Adolescence Regular Education	No
<b>Total number of teacher preparation programs: 25</b>	

## Section I.b Admissions

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

Sophomore year

Does your initial teacher certification program conditionally admit students?

Yes

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

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

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

Students at the graduate level are directly admitted to the certification programs.

## 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	No	No
Fingerprint check	No	No
Background check	No	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	No
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	No	No
Essay or personal statement	No	No
Interview	No	No
Other	No	No

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

2.75

What was the median GPA of individuals accepted into the program in academic year 2015-16

3.59

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2015-16

3.72

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

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

2.75

What was the median GPA of individuals accepted into the program in academic year 2015-16

3.92

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2015-16

3.97

Please provide any additional comments about the information provided above:

GPA information not available for incoming students

### 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 2015-16:	322
Unduplicated number of males enrolled in 2015-16:	81
Unduplicated number of females enrolled in 2015-16:	241

2015-16	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	39
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	3
Black or African American:	31
Native Hawaiian or Other Pacific Islander:	1
White:	225
Two or more races:	2

## Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2015-16.

Average number of clock hours of supervised clinical experience required prior to student teaching	100
Average number of clock hours required for student teaching	720
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	2
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	36
Number of students in supervised clinical experience during this academic year	102

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

## Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2015-16. 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	0
Teacher Education - Special Education	23
Teacher Education - Early Childhood Education	6
Teacher Education - Elementary Education	37
Teacher Education - Junior High/Intermediate/Middle School Education	39
Teacher Education - Secondary Education	30
Teacher Education - Multiple Levels	0
Teacher Education - Agriculture	0
Teacher Education - Art	0
Teacher Education - Business	0
Teacher Education - English/Language Arts	5
Teacher Education - Foreign Language	0
Teacher Education - Health	0
Teacher Education - Family and Consumer Sciences/Home Economics	0
Teacher Education - Technology Teacher Education/Industrial Arts	0
Teacher Education - Mathematics	5
Teacher Education - Music	0
Teacher Education - Physical Education and Coaching	0
Teacher Education - Reading	0
Teacher Education - Science Teacher Education/General Science	1
Teacher Education - Social Science	0
Teacher Education - Social Studies	0

Teacher Education - Social Studies	3
Teacher Education - Technical Education	0
Teacher Education - Computer Science	0
Teacher Education - Biology	4
Teacher Education - Chemistry	3
Teacher Education - Drama and Dance	1
Teacher Education - French	1
Teacher Education - German	0
Teacher Education - History	4
Teacher Education - Physics	0
Teacher Education - Spanish	2
Teacher Education - Speech	1
Teacher Education - Geography	1
Teacher Education - Latin	0
Teacher Education - Psychology	1
Teacher Education - Earth Science	0
Teacher Education - English as a Second Language	0
Teacher Education - Bilingual, Multilingual, and Multicultural Education	9
Education - Other Specify: Environmental Studies	1

### Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2015-16. 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	0
Teacher Education - Special Education	37
Teacher Education - Early Childhood Education	6
Teacher Education - Elementary Education	60
Teacher Education - Junior High/Intermediate/Middle School Education	0
Teacher Education - Secondary Education	16
Teacher Education - Agriculture	0
Teacher Education - Art	0
Teacher Education - Business	0
Teacher Education - English/Language Arts	0
Teacher Education - Foreign Language	0
Teacher Education - Health	0
Teacher Education - Family and Consumer Sciences/Home Economics	0
Teacher Education - Technology Teacher Education/Industrial Arts	0
Teacher Education - Mathematics	0
Teacher Education - Music	0
Teacher Education - Physical Education and Coaching	0
Teacher Education - Reading	0
Teacher Education - Science	0
Teacher Education - Social Science	0
Teacher Education - Social Studies	0
Teacher Education - Technical Education	0
Teacher Education - Computer Science	0
Teacher Education - Biology	0
Teacher Education - Chemistry	0
Teacher Education - Drama and Dance	0
Teacher Education - French	0

Teacher Education - German	0
Teacher Education - History	0
Teacher Education - Physics	0
Teacher Education - Spanish	0
Teacher Education - Speech	0
Teacher Education - Geography	0
Teacher Education - Latin	0
Teacher Education - Psychology	0
Teacher Education - Earth Science	0
Teacher Education - English as a Second Language	0
Teacher Education - Bilingual, Multilingual, and Multicultural Education	0
Education - Curriculum and Instruction	0
Education - Social and Philosophical Foundations of Education	0
Liberal Arts/Humanities	0
Psychology	0
Social Sciences	0
Anthropology	0
Economics	0
Geography and Cartography	0
Political Science and Government	0
Sociology	0
Visual and Performing Arts	0
History	0
Foreign Languages	0
Family and Consumer Sciences/Human Sciences	0
English Language/Literature	2
Philosophy and Religious Studies	0
Agriculture	0
Communication or Journalism	0
Engineering	0
Biology	0
Mathematics and Statistics	1
Physical Sciences	0
Astronomy and Astrophysics	0
Atmospheric Sciences and Meteorology	0
Chemistry	0
Geological and Earth Sciences/Geosciences	0
Physics	0
Business/Business Administration/Accounting	0
Computer and Information Sciences	0
Other Specify:	

## Section I.f Program Completers

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

2015-16: 77

2014-15: 112

2013-14: 148

## 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 2015-16

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

Yes

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

10

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

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:

Provide any additional comments, exceptions and explanations below:

We are finding that the tendency for math and science majors is to focus their talents away from teaching and instead focus on myriad of other careers open to them. This is a circumstance beyond our control, yet we continue to pursue a general goal of attracting math students to teaching. Low numbers of students in teacher preparation programs in Mathematics is an issue which is larger than our institution. The teacher shortage nationally and in Wisconsin is affecting our capability of meeting this goal.

#### Academic year 2016-17

Is your program preparing teachers in mathematics in 2016-17?

Yes

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

0

Provide any additional comments, exceptions and explanations below:

#### Academic year 2017-18

Will your program prepare teachers in mathematics in 2017-18?

Yes

How many prospective teachers does your program plan to add in mathematics in 2017-18?

5

Provide any additional comments, exceptions and explanations below:

We will focus on three strategies to increase enrollment in this area: 1) Taking advantage of the teacher shortage, we will create teacher education focus messages with University Marketing, which include updated print collateral. 2) The College of Education and Leadership will target internal undecided students and invite these students to join us annually at socials that we will host in the university. 3) The College of Education and Leadership will work with the Wisconsin Department of Public Instruction with their proposal to streamline licensing requirements, which will help create opportunities to attract new teachers.

## 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 2015-16

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

Yes

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

10

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

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:

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Is your program preparing teachers in science in 2016-17?

Yes

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

8

Provide any additional comments, exceptions and explanations below:

We are finding that the tendency for math and science majors is to focus their talents away from teaching and instead focus on myriad of other careers open to them. This is a circumstance beyond our control, yet we continue to pursue a general goal of attracting science students to teaching. Low numbers of students in teacher preparation programs in Science is an issue which is larger than our institution. The teacher shortage nationally and in Wisconsin is affecting our capability of meeting this goal.

Academic year 2017-18

Will your program prepare teachers in science in 2017-18?

Yes

How many prospective teachers does your program plan to add in science in 2017-18?

5

Provide any additional comments, exceptions and explanations below:

We will focus on three strategies to increase enrollment in this area: 1) Taking advantage of the teacher shortage, we will create teacher education focus messages with University Marketing, which include updated print collateral. 2) The College of Education and Leadership will target internal undecided students and invite these students to join us annually at socials that we will host in the university. 3) The College of Education and Leadership will work with the Wisconsin Department of Public Instruction with their proposal to streamline licensing requirements, which will help create opportunities to attract new teachers.

## 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 2015-16

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

Yes

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

50

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

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:

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Is your program preparing teachers in special education in 2016-17?

Yes



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

50

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

Will your program prepare teachers in special education in 2017-18?

Yes

How many prospective teachers does your program plan to add in special education in 2017-18?

50

Provide any additional comments, exceptions and explanations below:

Due to demands in the area of special education we intend to maintain this goal.

## 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 2015-16

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

Yes

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

15

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2015-16?

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:

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Is your program preparing teachers in instruction of limited English proficient students in 2016-17?

Yes

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

10

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

Will your program prepare teachers in instruction of limited English proficient students in 2017-18?

Yes

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2017-18?

10

Provide any additional comments, exceptions and explanations below:

The College of Education and Leadership will continue its intentional recruitment of candidates in this area. We have submitted a program approval to the State of Wisconsin to add a licensable English as a Second Language minor to our traditional undergraduate program beginning in Fall 2017.

## 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:**

On-going revision to meet current needs based on current research and our graduate follow-up data.

### 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, 2015-16	1			
ETS5134-ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5014-ELEM ED CONTENT KNOWLEDGE (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	53	171	52	98
ETS5014-ELEM ED CONTENT KNOWLEDGE (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16	23	177	23	100
ETS5014-ELEM ED CONTENT KNOWLEDGE (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	35	174	35	100
ETS5014-ELEM ED CONTENT KNOWLEDGE (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	42	174	42	100
ETS0041-ENG LANG LIT COMP CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2014-15	11	180	11	100
ETS0041-ENG LANG LIT COMP CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2013-14	6			
ETS5038-ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2015-16	4			
ETS5038-ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2014-15	1			
ESP0090-FOUNDATIONS OF READING Evaluation Systems group of Pearson Other enrolled students	60	247	41	68
ESP0090-FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2015-16	61	262	61	100
ESP0090-FOUNDATIONS OF READING	35	254	35	100

Evaluation Systems group of Pearson All program completers, 2014-15				
ETS0435-GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3			
ETS0435-GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	5			
ETS0435-GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	3			
ETS0435-GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	4			
ETS5161-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
ETS5161-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5161-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS0061-MATHEMATICS CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS0061-MATHEMATICS CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2013-14	2			
ETS5146-MIDDLE SCHOOL CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	94	165	86	91
ETS5146-MIDDLE SCHOOL CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	46	170	46	100
ETS5146-MIDDLE SCHOOL CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	60	166	60	100
ETS5146-MIDDLE SCHOOL CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	81	172	81	100
ETS0113-MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0113-MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	2			
ACT1006-OPI FRENCH American Council on the Teaching of Foreign Langua All program completers, 2014-15	1			
ACT1018-OPI SPANISH American Council on the Teaching of Foreign Langua Other enrolled students	1			
ACT1018-OPI SPANISH American Council on the Teaching of Foreign Langua All program completers, 2013-14	1			
ACT3003-OPIC FRENCH American Council on the Teaching of Foreign Langua All program completers, 2015-16	1			
ACT3003-OPIC FRENCH American Council on the Teaching of Foreign Langua All program completers, 2013-14	1			
ACT3002-OPIC SPANISH American Council on the Teaching of Foreign Langua	10	7	10	100

Other enrolled students				
ACT3002-OPIC SPANISH American Council on the Teaching of Foreign Langua All program completers, 2015-16	1			
ACT3002-OPIC SPANISH American Council on the Teaching of Foreign Langua All program completers, 2014-15	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, 2015-16	5			
ETS0081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	7			
ETS0081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	7			
ETS5641-THEATRE Educational Testing Service (ETS) All program completers, 2015-16	1			
ACT2005-WPT FRENCH American Council on the Teaching of Foreign Langua All program completers, 2015-16	1			
ACT2005-WPT FRENCH American Council on the Teaching of Foreign Langua All program completers, 2014-15	1			
ACT2005-WPT FRENCH American Council on the Teaching of Foreign Langua All program completers, 2013-14	1			
ACT2015-WPT SPANISH American Council on the Teaching of Foreign Langua Other enrolled students	4			
ACT2015-WPT SPANISH American Council on the Teaching of Foreign Langua All program completers, 2015-16	1			
ACT2015-WPT SPANISH American Council on the Teaching of Foreign Langua All program completers, 2014-15	1			
ACT2015-WPT SPANISH American Council on the Teaching of Foreign Langua All program completers, 2013-14	1			

### Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2015-16	77	77	100
All program completers, 2014-15	112	112	100
All program completers, 2013-14	129	129	100

### Section IV Low-Performing

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

Is your teacher preparation program currently approved or accredited?

Yes

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

State

NCATE

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

No

## Section V Use of Technology

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

Does your program prepare teachers to:

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

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

The Dean of the College of Education and Leadership and local PK-12 superintendents have added an ongoing discussion on data literacy and the need for teacher candidates to become data literate to their biannual meetings. 21st Century Skills are interwoven into the curriculum of all of our teacher education programs. The College of Education and Leadership developed new courses to assure the teaching of technology as a classroom tool for learning. The courses developed were EMA 539 Technologies to Teach for graduate students and ED 385 Technologies to Teach for undergraduate students.

## Section VI Teacher Training

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

Does your program prepare general education teachers to:

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

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

Faculty in the College of Education and Leadership have designed a program where special education content is infused into regular education courses. Program courses include content covering individual disabilities and how to meet those needs, behavior management, assessment and the IEP Team. The programs model and teach collaboration between special education, literacy, and general education; consequently, programs in all degree levels are inclusive models.

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.

Faculty in the College of Education and Leadership have designed a program where special education content is infused into regular education courses. Program courses include content covering individual disabilities and how to meet those needs, behavior management, assessment and the IEP Team. The programs model and teach collaboration between special education, literacy, and general education; consequently, programs in all degree levels are inclusive models.

Faculty members are experienced in the field of special education and are current in special education research. For further information about the design of the special education program please see: <http://www.stritch.edu/Academic-Programs/education-leadership/Programs/BS-Elementary-Education/> and <https://www.stritch.edu/maie/>.

The Office of Field Experience is working toward placing all Regular Education/Special Education dual certification teacher candidates in inclusive environments.

## Section VII Contextual Information

**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**

[Cardinal Stritch University COEL Snapshot 2016](#)

**Complete Report Card**

AY 2015-16

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