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Taylor University  
Indiana Program

# 2016 Title II Reports

## Complete Report Card

AY 2014-15

### Institution Information

**Name of Institution:** Taylor University  
**Institution/Program Type:** Traditional  
**Academic Year:** 2014-15  
**State:** Indiana

**Address:** 236 West Reade Ave  
 Upland, IN, 46989

**Contact Name:** Dr. Alexis Armstrong  
**Phone:** 765-998-5220  
**Email:** alarmstrong@taylor.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 Education	No
Biology Education	No
Chemistry Education	No
Elementary Education	No
Elementary Education K-6 with Middle School/Junior High Language Arts	No
Elementary Education K-6 with Middle School/Junior High Mathematics	No
Elementary Education K-6 with Middle School/Junior High Science	No
Elementary Education K-6 with Middle School/Junior High Social Studies	No

English Education	No
Health and Physical Education	No
Mathematics Education	No
Music Education	No
Physics Education	No
Physics/Mathematics Education	No
Social Studies - Economics	No
Social Studies - Geography	No
Social Studies - Government and Citizenship	No
Social Studies - Historical Perspectives	No
Social Studies - Sociology	No
Social Studies - Psychology	No
Spanish Education	No
Special Education	No
Teaching English as a Second Language	No
<b>Total number of teacher preparation programs: 23</b>	

## Section I.b Admissions

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

Does your initial teacher certification program conditionally admit students?  
No

Provide a link to your website where additional information about admissions requirements can be found:  
<http://www.taylor.edu/academics/files/undergrad-catalog/current/EDU.pdf>

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

Students are admitted to the Teacher Education Program usually during the spring semester of the sophomore year. A university wide Teacher Education Committee admits students to the program. All candidates must have a specific grade point average and have passed reading, writing, and math CASA tests at state qualifying scores, received at least a satisfactory on their Education Portfolio, and received departmental recommendation to be admitted to program.

## 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	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	No	No
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)	Yes	No
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?

2.5

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

3.83

What is the minimum GPA required for completing the program?

2.5

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

3.53

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?

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 2014-15

What is the minimum GPA required for completing the program?

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

Please provide any additional comments about the information provided above:

### Section I.c Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

Additional guidance on reporting race and ethnicity data.

Total number of students enrolled in 2014-15:	
Unduplicated number of males enrolled in 2014-15:	
Unduplicated number of females enrolled in 2014-15:	

*see next page*

2014-15	Number enrolled
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Section I.c Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

Additional guidance on reporting race and ethnicity data.

Total number of students enrolled in 2014-15:	98
Unduplicated number of males enrolled in 2014-15:	17
Unduplicated number of females enrolled in 2014-15:	81

2014-15	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	2
<i>Race</i>	
American Indian or Alaska Native:	1
Asian:	4
Black or African American:	0
Native Hawaiian or Other Pacific Islander:	0
White:	91
Two or more races:	0

Ethnicity	
Hispanic/Latino of any race:	
Race	
American Indian or Alaska Native:	
Asian:	
Black or African American:	
Native Hawaiian or Other Pacific Islander:	
White:	
Two or more races:	

*See previous page*

### Section I.d Supervised Clinical Experience

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

Average number of clock hours of supervised clinical experience required prior to student teaching	216
Average number of clock hours required for student teaching	560
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	6
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	131
Number of students in supervised clinical experience during this academic year	61

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

### Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2014-15. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (S205(b)(1)(H))

Subject Area	Number Prepared
Education - General	4
Teacher Education - Special Education	6
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	41
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	21
Teacher Education - Multiple Levels	5
Teacher Education - Agriculture	
Teacher Education - Art	3
Teacher Education - Business	
Teacher Education - English/Language Arts	7
Teacher Education - Foreign Language	
Teacher Education - Health	2
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	9
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	2
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	2
Teacher Education - Social Science	
Teacher Education - Social Studies	5
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	2
Teacher Education - Chemistry	

Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	5
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	9
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

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

Please provide the number of teachers prepared by academic major for academic year 2014-15. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (\$205(b)(1)(H))

Academic Major	Number Prepared
Education - General	4
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	41
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	21
Teacher Education - Agriculture	
Teacher Education - Art	3
Teacher Education - Business	
Teacher Education - English/Language Arts	7
Teacher Education - Foreign Language	1
Teacher Education - Health	2
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	1
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	2
Teacher Education - Reading	
Teacher Education - Science	2
Teacher Education - Social Science	
Teacher Education - Social Studies	5
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	2
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	5
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	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify:	

## Section I.f Program Completers

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

2014-15: 62

2013-14: 70

2012-13: 77

## Section II Annual Goals - Mathematics

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

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

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

Academic year 2014-15

Did your program prepare teachers in mathematics in 2014-15?

Yes

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

1

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

Yes

Description of strategies used to achieve goal, if applicable:

There were 8 elementary education majors that added a junior high math licensure to their license. This made the total of 9 math completers

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

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Is your program preparing teachers in mathematics in 2015-16?

Yes

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

0

Provide any additional comments, exceptions and explanations below:

We believe that 9 is a good number for our program.

Academic year 2016-17

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

Yes

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

0

Provide any additional comments, exceptions and explanations below:

We believe that 9 is a good number for our program. It would be difficult to recruit any more than that.

## Section II Annual Goals - Science

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

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

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

Academic year 2014-15

Did your program prepare teachers in science in 2014-15?

Yes

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

2

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

Yes

Description of strategies used to achieve goal, if applicable:

We really tried to give secondary education majors a place in the education department to include them and to advise them of courses they needed in order to finish the program. Science was one of the areas that benefited from this.

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 had 0 completers in 2013-14 so we added two.



**Academic year 2015-16**

Is your program preparing teachers in science in 2015-16?

Yes

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

1

Provide any additional comments, exceptions and explanations below:

Continue to give advising tips and information.

**Academic year 2016-17**

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

Yes

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

1

Provide any additional comments, exceptions and explanations below:

## Section II Annual Goals - Special Education

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

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

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

**Academic year 2014-15**

Did your program prepare teachers in special education in 2014-15?

Yes

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

2

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

No

Description of strategies used to achieve goal, if applicable:

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

We have a new Director of Special Education and she has reached out to the majors and begun many activities to work with children with special needs. She has also taken several to a conference with her. This should result in an increase in numbers, but the previous year was quite high (14) therefore we did not add any but lost some in 2014-15.

Provide any additional comments, exceptions and explanations below:

**Academic year 2015-16**

Is your program preparing teachers in special education in 2015-16?

Yes

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

1

Provide any additional comments, exceptions and explanations below:

**Academic year 2016-17**

Will your program prepare teachers in special education in 2016-17?

Yes

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

1

Provide any additional comments, exceptions and explanations below:

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

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

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

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

Academic year 2014-15

Did your program prepare teachers in instruction of limited English proficient students in 2014-15?

Yes

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

0

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2014-15?

Yes

Description of strategies used to achieve goal, if applicable:

We didn't plan to add any since 2013-14 had 10 completers which is a good number for us.

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 had 10 TESOL completers in 2013-14, so do not expect more in 2014-15.

Academic year 2015-16

Is your program preparing 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?

0

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Will your program prepare teachers in instruction of limited English proficient students in 2016-17?

Yes

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

0

Provide any additional comments, exceptions and explanations below:

## Section II Assurances

Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Licensure in Indiana requires that the university "include methods for teaching English as a new language..." While Taylor has an English as a New Language licensure program approved by the Indiana Department of Education, all candidates do not obtain this licensure. Therefore the curriculum for general education teacher candidates was revised to include an ENL component beginning in fall 2010. Courses which now include an ENL component are EDU 260, Educational Psychology; ED 306/307 Classroom Management and Discipline; SED 220, Exceptional Children; EDU 309, Secondary Special Methods; and EDU 385, Perspectives on Diversity.

As previously stated, Taylor University has an English as a New Language licensure program approved by the Indiana Department of Education. This licensure is available as an additional licensure for both elementary candidates and secondary candidates.

### Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
0133-ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
0133.1-ART CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2013-14	1			
0133.1-ART CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2012-13	5			
5235-BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
0235.1-BIOLOGY CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2012-13	1			
5011-ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2012-13	1			
0011.1-ELEM ED CURR INSTRUC ASSESSMENT.1 Educational Testing Service (ETS) All program completers, 2012-13	15	186	15	100
5033-ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) All program completers, 2013-14	42	179	41	98
5033-ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) All program completers, 2012-13	24	175	21	88
5032-ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) All program completers, 2013-14	42	184	42	100
5032-ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) All program completers, 2012-13	24	183	22	92
5035-ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) All program completers, 2013-14	42	170	42	100
5035-ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) All program completers, 2012-13	24	170	21	88
5034-ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) All program completers, 2013-14	42	171	42	100
5034-ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) All program completers, 2012-13	24	170	22	92

005-ELEMENTARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	12	250	11	92
005-ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	41	243	40	98
005-ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	40	241	37	93
060-ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	10	238	8	80
060-ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	38	226	33	87
060-ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	1			
061-ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	10	260	10	100
061-ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	39	230	33	85
061-ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	1			
062-ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson Other enrolled students	10	248	9	90
062-ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2014-15	37	235	32	86
062-ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2013-14	1			
063-ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson Other enrolled students	10	234	8	80
063-ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2014-15	38	229	34	89
063-ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2013-14	1			
0041.1-ENG LANG LIT COMP CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2013-14	3			
0041.1-ENG LANG LIT COMP CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2012-13	3			
021-ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2014-15	7			
019-ENGLISH LEARNERS Evaluation Systems group of Pearson All program completers, 2014-15	6			
5361-ENGLISH TO SPEAKERS OF OTHER LANGUAGES CD Educational Testing Service (ETS) All program completers, 2013-14	5			
0361-ENGLISH TO SPEAKERS OF OTHER LANGUAGES II Educational Testing Service (ETS) All program completers, 2013-14	2			
025-EXCEPTIONAL NEEDS—MILD INTERVENTION	3			

Evaluation Systems group of Pearson All program completers, 2014-15				
030-FINE ARTS—VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2014-15	2			
0921-GEOGRAPHY II Educational Testing Service (ETS) All program completers, 2013-14	2			
0930-GOVERNMENT POLITICAL SCIENCE Educational Testing Service (ETS) All program completers, 2013-14	2			
5551-HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2014-15	2			
5551-HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2013-14	4			
5550-HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2012-13	3			
035-MATHEMATICS Evaluation Systems group of Pearson All program completers, 2014-15	1			
0061-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	4			
5061-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
0061-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	3			
5049-MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2012-13	1			
0049.1-MIDDLE SCHOOL ENGLISH LANGUAGE ARTS.1 Educational Testing Service (ETS) All program completers, 2012-13	1			
034-MIDDLE SCHOOL MATHEMATICS Evaluation Systems group of Pearson All program completers, 2014-15	2			
0069-MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2013-14	2			
0069-MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2012-13	1			
5089-MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2012-13	2			
5113-MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
0113.1-MUSIC CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2012-13	2			
007-P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	4			
007-P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	3			
007-P-12 EDUCATION Evaluation Systems group of Pearson	1			

All program completers, 2012-13				
5091-PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	2			
5091-PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	4			
5091-PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	3			
5265-PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2012-13	1			
0300-READING SPECIALIST Educational Testing Service (ETS) All program completers, 2012-13	20	567	20	100
045-SCIENCE—LIFE SCIENCE Evaluation Systems group of Pearson All program completers, 2014-15	2			
5543-SE CK AND MILD TO MODERATE APPL (CD) Educational Testing Service (ETS) All program completers, 2013-14	11	176	11	100
006-SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	16	247	16	100
006-SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	14	242	12	86
006-SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2012-13	1			
0081.1-SOCIAL STUDIES CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2012-13	1			
048-SOCIAL STUDIES—ECONOMICS Evaluation Systems group of Pearson All program completers, 2013-14	1			
049-SOCIAL STUDIES—GEOGRAPHICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2014-15	1			
050-SOCIAL STUDIES—GOVERNMENT AND CITIZENSHIP Evaluation Systems group of Pearson All program completers, 2014-15	1			
051-SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2014-15	4			
051-SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2012-13	1			
5195-SPANISH WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2013-14	3			
5195-SPANISH WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2012-13	2			
0941-WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2013-14	2			
5941-WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2013-14	4			
0941-WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2012-13	2			

5941-WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2012-13	3			
059-WORLD LANGUAGES—SPANISH Evaluation Systems group of Pearson All program completers, 2014-15	1			

### Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2014-15	61	48	79
All program completers, 2013-14	67	60	90
All program completers, 2012-13	73	67	92

### 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.

Taylor prepares teachers to integrate technology effectively into curricula and instruction, and to use technology to increase student learning. All candidates are required to develop an electronic portfolio in their freshmen year. It is then updated for admission to student teaching and in student teaching. Candidates document mastery of content and professional skills as well as the InTASC standards. An electronic portfolio is required as a portion of the student teaching experience. One portfolio task is to document student learning. All elementary candidates are required to take EDU 242, Computers in Educational Settings. Students become aware of a variety of software and hardware and its application to classroom instruction. All secondary candidates are required to take COS 104, Computing and Information Concepts. Topics include hardware, software, operating systems, graphical user interfaces, data storage technologies, spreadsheets, concepts of computation, and ethical issues. All candidates are expected to develop and utilize technology in the educational classes as well as many Arts and Sciences classes. All candidates in elementary and secondary methods classes are expected to develop and apply technology as class projects and for class presentations to address student learning. During student teaching, technology is used by student teachers to enhance student learning.

### Section VI Teacher Training

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

Does your program prepare general education teachers to:

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

Yes

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

All teacher education candidates are introduced to the concept of P-12 students with disabilities in the first class: EDU 150, Introduction to Education. Further concept development occurs in EDU 260, Educational Psychology. All candidates take SED 220, Exceptional Children which addresses students with disabilities as well as gifted and talented students.

The new licensure in Indiana requires that the university "include methods for teaching English as a new language..." While Taylor has an English as a New Language licensure program approved by the Indiana Department of Education, all candidates do not obtain this licensure. Therefore the curriculum for general education teacher candidates has been revised to include an ENL component beginning in fall 2010. Courses which now include an ENL component are EDU 260, Educational Psychology; EDU 306/307 Classroom Management and Discipline; SED 220, Exceptional Children; EDU 309, Secondary Special Methods; and EDU 385, Perspectives on Diversity.

As previously stated, Taylor University has an English as a New Language licensure program approved by the Indiana Department of Education. This licensure is available as an additional licensure for both elementary candidates and secondary candidates.

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.

Taylor University has a Special Education: Mild Intervention program that is approved for licensure by the Indiana Department of Education. Two years ago, the program expanded from K-6 to K-12 and is approved as an additional licensure area for elementary education or secondary education candidates. The program includes SED 220, Exceptional Children; SED 330, Foundations of Special Education; SED 335, Critical Issues in Mild Intervention; SED 340, Assessment of Exceptional Learners; SED 350, Behavioral Management; and SED 355, Methods of Special Education. Field experiences are a major component of three of the classes. One of the two student teaching experiences is in a special education school setting. The Director of the Special Education Program has a doctorate in special education.

The new licensure in Indiana requires that the university "include methods for teaching English as a new language..." While Taylor has an English as a New Language licensure program approved by the Indiana Department of Education, all candidates do not obtain this licensure. Therefore the curriculum for general education teacher candidates has been revised to include an ENL component beginning in fall 2010. Courses which now include an ENL component are EDU 260, Educational Psychology; EDU 306/307 Classroom Management and Discipline; SED 220, Exceptional Children; EDU 309, Secondary Special Methods; and EDU 385, Perspectives on Diversity.

As previously stated, Taylor University has an English as a New Language licensure program approved by the Indiana Department of Education. This licensure is available as an additional licensure for both elementary candidates and secondary candidates.

## 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.

Taylor University is an evangelical, independent, interdenominational Christian liberal arts college. Taylor was organized in 1846 in Fort Wayne, Indiana, as Fort Wayne Female College. In 1890, it changed its name to Taylor University in honor of Bishop William Taylor; and in 1893 moved to Upland, Indiana. Taylor acquired Summit Christian College in Fort Wayne in 1992 and became Taylor Fort Wayne. However in May 2009, the Fort Wayne campus was closed by the Taylor Board of Trustees. As an interdenominational Christian institution, Taylor's mission is to educate men and women for lifelong learning and for ministering the redemptive love of Jesus Christ to a world in need. All Taylor University education programs hold to a Christian world view and are characterized by the integration of faith and learning. Taylor University Education Department's mission is to "Develop Competent, Caring, and Reflective Teachers Prepared for World Service." The belief that teachers who have experienced a vigorous professional preparation within the framework of evangelical Christian values will have a profound influence on the students they teach in public, private and/or overseas schools pervades the education program. The conceptual framework involves developing teachers who are competent in their subject matter concentration and pedagogical skills, caring and learner centered, and thoughtful individuals who reflect upon all aspects of their professional growth. The Taylor University Teacher Education Program is a four-year undergraduate program. The major strengths of the program include a freshman introductory education course with an extensive field placement, a four-year portfolio, a full semester of student teaching including two placements, and clinical field placements throughout the entire program. The Education Department requires and guarantees that all teacher education candidates have field experiences in school settings that provide for socio-economic, cultural, ethnic, and/or racially diverse student populations. Students are continually evaluated by multiple assessments throughout the four-year program. During the sophomore year, students formally apply to the Teacher Education Program. The criteria include a cumulative grade point average of 2.5, a departmental recommendation that includes dispositions, passing Praxis I tests at state qualifying scores, and meeting the portfolio requirement. During the junior year, students formally apply for the Student Teaching Program. The criteria include a cumulative grade point average of 2.5, a major grade point average of 2.67, departmental recommendation that includes dispositions, and meeting the portfolio requirement. A four-year electronic portfolio requires students to document growth in meeting INTASC principles and state developmental and content standards as required by the Indiana Department of Education. Extensive field experiences are prevalent in courses prior to student teaching. Candidates participate in field experiences in all three years prior to student teaching. Taylor requires a full semester of student teaching in which the candidate has two student teaching experiences. This is a major strength of the education



program. Students currently student teach in their major area and in the area of their endorsement/minor as well as at different grade levels. Candidates are supervised by cooperating teachers as well as university supervisors who make at least five formal and documented observations during the student teaching experience. The Education Department utilizes three centers for student teaching placements: Indianapolis, Fort Wayne, and Upland. Candidates may also participate in an overseas student teaching experience or a urban student teaching experience in Los Angeles or New Jersey as the second experience. The diversity of placements enhances opportunities for education students to experience students of diverse student populations. As a component of program evaluation, the Education Department surveys principals of graduates during the first and third year of employment. Principals returning the Teacher Education Program surveys indicated that Taylor graduates are consistently rated outstanding or above average in such areas as reflects upon and analyzes performance to increase teaching effectiveness; knowledge and application of technology; demonstrates knowledge of subject matter in the teaching assignment; demonstrates understanding and sensitivity to individuals of other races, cultures, religions, disabilities and gender; and effectively evaluates student learning. Principals who hire Taylor University graduates indicate that they are quality professionals in the classroom.

### Supporting Files

Basic Skills Alternative

## Complete Report Card

AY 2014-15

 <https://title2.ed.gov/Secured/DataCollection/Institution/PrintReport.aspx?Year=2016> <https://title2.ed.gov/Secured/DataCollection/Institution/PrintReport.aspx?Year=2016>