

Institution Information

Name of Institution: UNIVERSITY OF CENTRAL ARKANSAS

Institution/Program Type: Traditional

Academic Year: 2011-12

State: Arkansas

Address: 201 Donaghey

UCA Box 5015

Conway, AR, 72035

Contact Name: Mr. Ken Vaughn

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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
Business/Marketing Technology Education	No
Early Childhood Education	No
English Education	No
Family and Consumer Science Education	No
Foreign Language Education: French	No
Foreign Language Education: Spanish	No
Mathematics Education	No
Middle Level Education	No
Music Education: Instrumental	No
Music Education: Vocal	No
Physical Education/Health Education	No
Science Education: Life/Earth	No
Science Education: Physical/Earth	No
Social Studies Education	No
Total number of teacher preparation programs: 15	

Section I.b Admissions

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

Other Completion of items listed in Section I.b but not earlier than completion of 45 semester hours.

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.uca.edu/education/teachereducation/programapps.php>

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

Candidates who transfer from another institution, who are changing majors, or who may have a degree are allowed one semester of conditional admission if they have a cumulative 2.5 GPA and have successfully completed the Praxis I exams.

This allows students to concurrently enroll in pre-admission and post-admission classes for one semester. At the end of this semester, all conditions must be removed for the candidate to continue enrollment in classes designated for candidates who are fully admitted into the teacher education 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	Yes	Yes
Fingerprint check	No	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	No	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	Yes
Recommendation(s)	Yes	No
Essay or personal statement	No	Yes
Interview	Yes	No
Other Minimum technology competencies measured by testing or completion of a basic technology class.	Yes	No

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 2011-12

3.27

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 2011-12

3.44

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

Interview	No	No
Other		

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 2011-12

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2011-12

Section I.c Program 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.

Total number of students enrolled in 2011-12:	513
Unduplicated number of males enrolled in 2011-12:	114
Unduplicated number of females enrolled in 2011-12:	399
2011-12	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	11
<i>Race</i>	
American Indian or Alaska Native:	2
Asian:	3
Black or African American:	29

Native Hawaiian or Other Pacific Islander:	0
White:	462
Two or more races:	6

Section I.d Supervised Experience

Provide the following information about supervised clinical experience in 2011-12.

Average number of clock hours of supervised clinical experience required prior to student teaching	168
Average number of clock hours required for student teaching	600
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	27
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	151
Number of students in supervised clinical experience during this academic year	143

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 2011-12. 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	
Teacher Education - Early Childhood Education	67
Teacher Education - Elementary Education	

Teacher Education - Junior High/Intermediate/Middle School Education	20
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	3
Teacher Education - Business	2
Teacher Education - English/Language Arts	8
Teacher Education - Foreign Language	
Teacher Education - Health	6
Teacher Education - Family and Consumer Sciences/Home Economics	5
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	8
Teacher Education - Music	8
Teacher Education - Physical Education and Coaching	6
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	10
Teacher Education - Technical Education	
Teacher Education - Computer Science	

Teacher Education - Biology	5
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education- History	
Teacher Education - Physics	
Teacher Education - Spanish	1
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	5
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2011-12. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more

than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	67
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	20
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	3
Teacher Education - Business	2
Teacher Education - English/Language Arts	8
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	5
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	8
Teacher Education - Music	8
Teacher Education - Physical Education and Coaching	6

Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	10
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
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	
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	5
Specify: Life/Earth Science	

Section I.f Program Completers

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

2011-12: 143

2010-11: 153

2009-10: 188

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 2011-12

Did your program prepare teachers in mathematics in 2011-12?

Yes

How many prospective teachers did your program plan to add in mathematics in 2011-12?

3

Did your program meet the goal for prospective teachers set in mathematics in 2011-12?

No

Description of strategies used to achieve goal, if applicable:

Mathematics education prospects were visited at university activities such as Bear Facts Day and Scholars Day. The university admissions office contacted several prospects and then arranged for visits with faculty in the department. We met the prospects, transfer students, and in some cases, their parents.

The policy that allows B.S. degree mathematics majors to replace the minor requirement with the education component that leads to recommendation for teacher certification made us optimistic about a possible increase in the number of candidates but the increase did not materialize for 2011-12. This option is now advertised in the university bulletin.

Department faculty members have been distributing brochures at conferences and schools and mathematics teachers in the state have been invited to bring their high school mathematics students to campus to observe in classes and meet with advisors. Faculty members who are participating in professional development delivery in the schools are working with the mathematics teachers to encourage their students to attend college and to particularly investigate the possibilities at UCA.

The implementation of the summer program in mathematics and science has also led to additional recruitment opportunities. This summer program is entitled Mathematics and Science Investigator (MSI) and it was held again in summer 2012 and provided enriched activities for high school students in central Arkansas. Another program is planned for summer 2013. The students were on campus for a week which provided the opportunity for discussion of careers in mathematics and teaching.

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

With the main goal of recruiting more mathematics and science teachers and due to a Grant to UCA from the UTeach program at the University of Texas, the BSE program will be phased out and replaced by what is called STEMTeach at UCA. Mathematics teacher education candidates will fulfill requirements for the BS in mathematics along with a STEMTeach minor. Candidates with more than two years remaining in their program will be entering STEMTeach.

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

Is your program preparing teachers in mathematics in 2012-13?

Yes

How many prospective teachers did your program plan to add in mathematics in 2012-13?

5

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

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

Yes

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

0

Provide any additional comments, exceptions and explanations below:

The number will probably not increase because the program is in transition to STEMTeach.

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 2011-12

Did your program prepare teachers in science in 2011-12?

Yes

How many prospective teachers did your program plan to add in science in 2011-12?

2

Did your program meet the goal for prospective teachers set in science in 2011-12?

Yes

Description of strategies used to achieve goal, if applicable:

1. Recruiting efforts were made for both the Life/Earth and Physical/Earth tracks. Recruiting efforts included an emphasis on teaching as a profession at Bear Facts days (a campus recruiting effort for high school students); the science education tracks were highlighted in both college and departmental sessions, majors fair, and through direct contacts with declared science majors. Recruiting efforts were also made through the UCA STEM Residential College.
2. In addition to handing out brochures during recruiting days, science education faculty and department chairs have met with potential students who visit campus for tours, recruitment posters have been posted in the both college science buildings. Science education faculty are heavily involved in the Arkansas State Science Fair, held annually on the UCA campus, this provides an opportunity to network with science teachers and direct contact with high school students involved in the science fair. The STEM Residential College is now fully operational. Faculty have visited the STEM college to recruit students into the science education programs. STEM students have been encouraged to develop outreach programs for area schools. Participation in these activities has the potential to influence STEM students to consider teaching as a profession.
3. An additional faculty member who specializes in Physics Education Research was hired by the Physics Department and started in 2012-13. This faculty member has begun to recruit specifically for the Physical/Earth track. We anticipate the presence of a role model will have a positive effect on recruiting in future years.

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

Continued recruitment activities as described above have led to greater participation of science education majors and science faculty in the teacher education program. When faculty visit high school and community college classrooms to recruit prospective students we include teaching as a potential career option. We have targeted STEM majors for recruiting into the

teacher education program. In 2011-2012 we revisited the current teacher education program, and observing the success in increasing the production of STEM teachers through UTeach replication sites, we wrote a successful proposal become a UTeach replication site. The proposal was successful, the new program, UCA STEMteach, became operational in 2012-2013.

With its streamlined majors and emphasis on recruiting, we anticipate that this model will be an effective way of increasing our production of science teachers. Early indicators are that we are succeeding.

Provide any additional comments, exceptions and explanations below:

The number of students completing the program for science licensure increased to a total of five in 2011-12 from two in 2010-11. It is expected that growth will occur in this area due to the STEMteach; however, it will be approximately two more years to see how many complete the program.

Academic year 2012-13

Is your program preparing teachers in science in 2012-13?

Yes

How many prospective teachers did your program plan to add in science in 2012-13?

2

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

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

Yes

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

3

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 2011-12

Did your program prepare teachers in special education in 2011-12?

Yes

How many prospective teachers did your program plan to add in special education in 2011-12?

3

Did your program meet the goal for prospective teachers set in special education in 2011-12?

Yes

Description of strategies used to achieve goal, if applicable:

One: (a) Special Education Dual Option Block course offerings are offered the Fall semester on annual rotation and (b) systematic, ongoing recruiting efforts continue to be built into the P-4 Early Childhood program through academic advising and Junior Block presentation.

Two: Graduate level special education licensure courses were transitioned to synchronous distance education delivery beginning 2009.

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

In fall 2010, graduate level special education licensure courses were transitioned to asynchronous distance education delivery.

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

Is your program preparing teachers in special education in 2012-13?

Yes

How many prospective teachers did your program plan to add in special education in 2012-13?

3

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

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

Yes

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

3

Provide any additional comments, exceptions and explanations below:

Special Education in Arkansas, since 2001, has been an endorsement to a teaching license (must hold a teacher's license to add special education). In 2012, the Arkansas State Board of Education voted to create a K-12 initial license (not an endorsement) in Special Education. This will likely increase the number of individuals who become licensed in special education; however, implementation of this is not required until 2014-15.

Section II. Annual Goals - LEP

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 2011-12

Did your program prepare teachers in instruction of limited English proficient students in 2011-12?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2011-12?

10

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2011-12?

No

Description of strategies used to achieve goal, if applicable:

Posting of information electronically and in hard copy form; sharing of information with Professional Education Unit faculty.

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

The local public school system changed their protocol for placing candidates in field experiences. This change restricted the opportunities candidates taking these courses had to interact effectively with English Language Learners, resulting in a negative impact on the quality of the field experience component.

Provide any additional comments, exceptions and explanations below:

A new Program Coordinator with extensive experience in ESL will begin teaching two of the endorsement courses in Fall 2013.

Academic year 2012-13

Is your program preparing teachers in instruction of limited English proficient students in 2012-13?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2012-13?

8

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

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

Yes

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

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:

Each program has designed field-based assignments to ensure that all candidates have experiences in a variety of school settings and with: (1) students from at least two ethnic groups; (2) students with exceptionalities; and (3) students who are English language learners. Further, assessment measures throughout the unit require candidates to demonstrate (1) their knowledge of multiple instructional/assessment/intervention strategies for various learning styles; (2) their ability to link to students' experiences and cultures to learning experiences; (3) capacity to incorporate multiple perspectives in their instruction and planning; and (4) how to make appropriate accommodations/modifications for the students with which they work.

Diversity statistics also are maintained for all of the public schools where candidates are placed for undergraduate programs, and the Office of Candidate Services and Field Experience works with program coordinators to develop a tighter system for ensuring all candidates have experiences with at least two ethnic groups, students with exceptionalities, and English Language Learners. Each of these experiences is now attached to a specific assignment in a specific course. Candidates cannot move forward in the program until they have successfully completed these assignments.

The manifestation of the unit’s commitment to diversity has increased in the last few years, evolving from a single “Diversity Day” workshop provided for undergraduate students just before their Internship II experience to the systemic integration of inclusion and multiculturalism throughout the unit’s curriculum.

Recruitment efforts have also increased for underrepresented populations.

Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETSo135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	5			
ETSo135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2011-12	2			
ETSo133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	1			
ETSo133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	5			
ETSo133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	7			
ETSo132 -ART CONTENT TRAD CRITIC AESTHETICS Educational Testing Service (ETS) All program completers, 2011-12	1			
ETSo132 -ART CONTENT TRAD CRITIC AESTHETICS Educational Testing Service (ETS) All program completers, 2010-11	5			
ETSo132 -ART CONTENT TRAD CRITIC AESTHETICS Educational Testing Service (ETS) All program completers, 2009-10	7			

ETSo131 -ART MAKING Educational Testing Service (ETS) All program completers, 2011-12	1			
ETSo131 -ART MAKING Educational Testing Service (ETS) All program completers, 2010-11	5			
ETSo131 -ART MAKING Educational Testing Service (ETS) All program completers, 2009-10	7			
ETSo235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETSo235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	5			
ETSo235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	2			
ETSo235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	3			
ETSo100 -BUSINESS ED Educational Testing Service (ETS) All program completers, 2009-10	4			
ETSo101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETSo101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	2			
ETSo101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	2			
ETSo022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	15	181	15	100
ETSo022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			

ETS0022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	67	180	67	100
ETS0022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	72	180	72	100
ETS0022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	71	180	71	100
ETS0571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2011-12	5			
ETS0571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2010-11	2			
ETS0571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2009-10	4			
ETS0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2009-10	1			
ETS0044 -ENG LANG LIT COMP CONTENT & ANALYSIS Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	3			
ETS0044 -ENG LANG LIT COMP CONTENT & ANALYSIS Educational Testing Service (ETS) All program completers, 2011-12	8			
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	12	174	12	100
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	10	183	10	100
ETS0042 -ENG LANG LIT COMP ESSAYS Educational Testing Service (ETS) All program completers, 2010-11	12	158	12	100
ETS0042 -ENG LANG LIT COMP ESSAYS Educational Testing Service (ETS) All program completers, 2009-10	10	159	10	100

ETS0043 -ENG LANG LIT COMP PEDAGOGY Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1			
ETS0043 -ENG LANG LIT COMP PEDAGOGY Educational Testing Service (ETS) All program completers, 2011-12	8			
ETS0043 -ENG LANG LIT COMP PEDAGOGY Educational Testing Service (ETS) All program completers, 2010-11	12	155	11	92
ETS0043 -ENG LANG LIT COMP PEDAGOGY Educational Testing Service (ETS) All program completers, 2009-10	9			
ETS0121 -FAMILY AND CONSUMER SCIENCES II Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1			
ETS0121 -FAMILY AND CONSUMER SCIENCES II Educational Testing Service (ETS) Other enrolled students	2			
ETS0121 -FAMILY AND CONSUMER SCIENCES II Educational Testing Service (ETS) All program completers, 2011-12	5			
ETS0121 -FAMILY AND CONSUMER SCIENCES II Educational Testing Service (ETS) All program completers, 2010-11	4			
ETS0121 -FAMILY AND CONSUMER SCIENCES II Educational Testing Service (ETS) All program completers, 2009-10	14	168	14	100
ETS0173 -FRENCH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1			
ETS0171 -FRENCH PRODUCTIVE LANGUAGE SKILLS Educational Testing Service (ETS) All program completers, 2009-10	1			
ETS5174 -FRENCH WORLD LANGUAGE (CD) Educational Testing Service (ETS) Other enrolled students	1			
ETS0856 -HEALTH AND PE CK Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	4			

ETSo856 -HEALTH AND PE CK Educational Testing Service (ETS) Other enrolled students	7			
ETSo856 -HEALTH AND PE CK Educational Testing Service (ETS) All program completers, 2011-12	6			
ETSo856 -HEALTH AND PE CK Educational Testing Service (ETS) All program completers, 2010-11	11	162	11	100
ETSo856 -HEALTH AND PE CK Educational Testing Service (ETS) All program completers, 2009-10	9			
ETSo234 -LIFE SCIENCE PEDAGOGY Educational Testing Service (ETS) Other enrolled students	1			
ETSo234 -LIFE SCIENCE PEDAGOGY Educational Testing Service (ETS) All program completers, 2011-12	5			
ETSo234 -LIFE SCIENCE PEDAGOGY Educational Testing Service (ETS) All program completers, 2010-11	2			
ETSo234 -LIFE SCIENCE PEDAGOGY Educational Testing Service (ETS) All program completers, 2009-10	3			
ETSo063 -MATH PROOFS MODELS PROBLEMS PART 1 Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	2			
ETSo063 -MATH PROOFS MODELS PROBLEMS PART 1 Educational Testing Service (ETS) Other enrolled students	4			
ETSo063 -MATH PROOFS MODELS PROBLEMS PART 1 Educational Testing Service (ETS) All program completers, 2011-12	8			
ETSo063 -MATH PROOFS MODELS PROBLEMS PART 1 Educational Testing Service (ETS) All program completers, 2010-11	8			
ETSo063 -MATH PROOFS MODELS PROBLEMS PART 1 Educational Testing Service (ETS) All program completers, 2009-10	8			

ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	2			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	5			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	8			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	8			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	8			
ETS0065 -MATHEMATICS PEDAGOGY Educational Testing Service (ETS) Other enrolled students	2			
ETS0065 -MATHEMATICS PEDAGOGY Educational Testing Service (ETS) All program completers, 2011-12	8			
ETS0065 -MATHEMATICS PEDAGOGY Educational Testing Service (ETS) All program completers, 2010-11	8			
ETS0065 -MATHEMATICS PEDAGOGY Educational Testing Service (ETS) All program completers, 2009-10	8			
ETS0146 -MIDDLE SCHOOL CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	19	164	19	100
ETS0146 -MIDDLE SCHOOL CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	17	165	17	100
ETS0146 -MIDDLE SCHOOL CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	19	161	19	100
ETS5142 -MIDDLE SCHOOL MULTI SUBJ ENG LANG ARTS (CD) Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	10	171	9	90

ETS5142 -MIDDLE SCHOOL MULTI SUBJ ENG LANG ARTS (CD) Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS5143 -MIDDLE SCHOOL MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	10	156	8	80
ETS5143 -MIDDLE SCHOOL MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS5145 -MIDDLE SCHOOL MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	10	151	8	80
ETS5145 -MIDDLE SCHOOL MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS5144 -MIDDLE SCHOOL MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	10	140	5	50
ETS5144 -MIDDLE SCHOOL MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0112 -MUSIC ANALYSIS Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	8			
ETS0112 -MUSIC ANALYSIS Educational Testing Service (ETS) All program completers, 2011-12	8			
ETS0112 -MUSIC ANALYSIS Educational Testing Service (ETS) All program completers, 2010-11	11	169	11	100
ETS0112 -MUSIC ANALYSIS Educational Testing Service (ETS) All program completers, 2009-10	22	171	22	100
ETS0111 -MUSIC CONCEPTS AND PROCESSES Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	10	160	9	90
ETS0111 -MUSIC CONCEPTS AND PROCESSES Educational Testing Service (ETS) All program completers, 2011-12	8			

ETSo111 -MUSIC CONCEPTS AND PROCESSES Educational Testing Service (ETS) All program completers, 2010-11	11	162	11	100
ETSo111 -MUSIC CONCEPTS AND PROCESSES Educational Testing Service (ETS) All program completers, 2009-10	22	155	22	100
ETSo113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	10	168	9	90
ETSo113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	8			
ETSo113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	11	166	11	100
ETSo113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	22	165	22	100
ETSo092 -PHYSICAL ED ANALYSIS AND DESIGN Educational Testing Service (ETS) All program completers, 2011-12	5			
ETSo092 -PHYSICAL ED ANALYSIS AND DESIGN Educational Testing Service (ETS) All program completers, 2010-11	11	161	11	100
ETSo092 -PHYSICAL ED ANALYSIS AND DESIGN Educational Testing Service (ETS) All program completers, 2009-10	9			
ETSo095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	4			
ETSo095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) Other enrolled students	6			
ETSo095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2011-12	1			
ETSo481 -PHYSICAL SCIENCE CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1			

ETSo483 -PHYSICAL SCIENCE PEDAGOGY Educational Testing Service (ETS) All program completers, 2009-10	1			
ETSo730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	54	179	54	100
ETSo730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) Other enrolled students	312	179	312	100
ETSo730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2011-12	138	179	138	100
ETSo730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2010-11	150	179	150	100
ETSo730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2009-10	182	180	182	100
ETSo710 -PRAXIS I READING Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	54	180	54	100
ETSo710 -PRAXIS I READING Educational Testing Service (ETS) Other enrolled students	311	179	311	100
ETSo710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2011-12	139	179	139	100
ETSo710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2010-11	150	179	150	100
ETSo710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2009-10	181	179	181	100
ETSo720 -PRAXIS I WRITING Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	55	177	55	100
ETSo720 -PRAXIS I WRITING Educational Testing Service (ETS) Other enrolled students	312	177	312	100

ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2011-12	140	178	140	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2010-11	151	177	151	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2009-10	183	177	183	100
ETS0523 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1			
ETS0523 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2011-12	9			
ETS0523 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2010-11	24	173	24	100
ETS0523 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2009-10	26	173	26	100
ETS0623 -PRINC LEARNING AND TEACHING 5-9 II Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	2			
ETS0623 -PRINC LEARNING AND TEACHING 5-9 II Educational Testing Service (ETS) Other enrolled students	2			
ETS0623 -PRINC LEARNING AND TEACHING 5-9 II Educational Testing Service (ETS) All program completers, 2011-12	11	175	11	100
ETS0623 -PRINC LEARNING AND TEACHING 5-9 II Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0524 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1			
ETS0524 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2011-12	2			

ETS0524 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2010-11	20	173	20	100
ETS0524 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2009-10	41	172	41	100
ETS0624 -PRINC LEARNING AND TEACHING 7-12 II Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	10	165	8	80
ETS0624 -PRINC LEARNING AND TEACHING 7-12 II Educational Testing Service (ETS) Other enrolled students	1			
ETS0624 -PRINC LEARNING AND TEACHING 7-12 II Educational Testing Service (ETS) All program completers, 2011-12	22	172	22	100
ETS0624 -PRINC LEARNING AND TEACHING 7-12 II Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0624 -PRINC LEARNING AND TEACHING 7-12 II Educational Testing Service (ETS) All program completers, 2009-10	1			
ETS0521 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1			
ETS0521 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2011-12	24	184	24	100
ETS0521 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2010-11	75	184	75	100
ETS0521 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2009-10	78	181	78	100
ETS0621 -PRINC LEARNING AND TEACHING EARLY CHILD II Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	12	170	11	92
ETS0621 -PRINC LEARNING AND TEACHING EARLY CHILD II Educational Testing Service (ETS) Other enrolled students	1			

ETS0621 -PRINC LEARNING AND TEACHING EARLY CHILD II Educational Testing Service (ETS) All program completers, 2011-12	45	169	45	100
ETS0082 -SOCIAL STUDIES ANALYTICAL ESSAYS Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1			
ETS0082 -SOCIAL STUDIES ANALYTICAL ESSAYS Educational Testing Service (ETS) Other enrolled students	1			
ETS0082 -SOCIAL STUDIES ANALYTICAL ESSAYS Educational Testing Service (ETS) All program completers, 2011-12	7			
ETS0082 -SOCIAL STUDIES ANALYTICAL ESSAYS Educational Testing Service (ETS) All program completers, 2010-11	9			
ETS0082 -SOCIAL STUDIES ANALYTICAL ESSAYS Educational Testing Service (ETS) All program completers, 2009-10	14	149	14	100
ETS0086 -SOCIAL STUDIES CONTENT & INTERPRET Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	3			
ETS0086 -SOCIAL STUDIES CONTENT & INTERPRET Educational Testing Service (ETS) Other enrolled students	7			
ETS0086 -SOCIAL STUDIES CONTENT & INTERPRET Educational Testing Service (ETS) All program completers, 2011-12	3			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	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, 2011-12	7			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	9			

ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	14	170	14	100
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	3			
ETS0194 -SPANISH PEDAGOGY Educational Testing Service (ETS) All program completers, 2009-10	3			
ETS0192 -SPANISH PRODUCTIVE LANGUAGE SKILLS Educational Testing Service (ETS) All program completers, 2009-10	3			
ETS5195 -SPANISH WORLD LANGUAGE (CD) Educational Testing Service (ETS) Other enrolled students	1			
ETS5195 -SPANISH WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0841 -WORLD LANGUAGE PEDAGOGY Educational Testing Service (ETS) All program completers, 2011-12	1			

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2011-12	143	143	100
All program completers, 2010-11	153	152	99
All program completers, 2009-10	188	188	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

Other (specify: Higher Learning Commission/North Central Association)

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. 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.

We adhere to the International Society for Technology in Education (ISTE) and the National Educational Technology Standards (NETS) contained within. Additionally, the Teacher Performance Outcomes Assessment (TPOA) standards, based upon the Pathwise Domains are used to assess each student's performance within this context. Below are the assignments and standards expected of each student enrolled in the senior level technology class. Students are expected to integrate these skills in their teaching experience during their Internship I and II semesters.

WORD:

1. Parent/Guardian Letter with "consent to video or photograph" tear-off (NETS 4; TPOA D4.1 and 4.2)
2. Class Newsletter with columns/section breaks/graphics/text boxes/line/page border/text wrapping (NETS 1 and 4; TPOA D4.1 and D 4.2)

EXCEL:

1. Gradebook with graphs (using technology to answer “what if” questions) (NETS 1, 2, 3, and 4; TPOA C3 and C7)
2. Impact on Student Learning with graphs, survey questions, and analysis (How will you know if your students met your learning objectives? Did they actually learn?) (NETS 1, 2, and 3; TPOA C7 and C8)
3. Educational Puzzle (inserting questions using comments, conditional formatting, and templates for immediate student feedback) (NETS 1 and 2; TPOA C7)

POWERPOINT:

1. Visual Presentation using PowerPoint: Discussed Copyright Laws and Fair Use Policies that relate to videos in educational settings; Using Real Player and Any Video Converter to download a video and convert to a WMV file; Creating a custom animation; Copying a discipline-specific animation from a FREE source; Narrating a slide (Why? Who? and How?); Researching FREE templates and backgrounds; Downloading the NBC Learn Offline Viewer and downloading discipline-specific videos to the library so they will play without the Internet; Inserting hyperlinks to videos and three types of video files; Using NBC Learn videos and cue cards to enhance presentations; Making presentations available online through SlideShare and a Drop Box (FREE resources); Why and how to broadcast a slideshow using PowerPoint; Zipping and unzipping file folders; Burning a CD. Music/Video/Sound/Animations/Transitions/Footer/Hyperlinks/Scanned Item/Packaged for CD (Advance slides using timings—OPTIONAL) (NETS 1, 2, 3, and 4; TPOA C7 and C8)
2. Visual Presentation using Overhead & Transparency, ELMO, SmartBoard, and PowerPoint with slide narration. Create an engaging, interactive, student-centered SmartBoard activity that includes a variety of problem, question, or activity pages and a variety of “reveal your answers” options. It must address a concept or skill related to your Core Standards or frameworks and include links to at least two related SmartBoard activities created by other teachers. It must include object animations, text boxes, pull tabs, cloning, layering, grouping, and other SmartBoard tools and features in an organized, creative, and logical design. (NETS 1, 2, and 3; TPOA C7 and C8)

Misc. Assignments or Projects:

1. Email Attachment (send and open/print) (NETS 4; TPOA D4.1 and 4.2)
2. Research: Resources for Teachers (Must include links to Copyright and Fair Use information and adaptive technologies for special needs learners and English language learners. (NETS 2, 3, and 4; TPOA D3.1 and D6) Effective Search Strategies: Lesson Plans with Objectives and RUBRICS (NETS 3 and 4; TPOA D3.1 and D6)
3. Create a WebQuest (must include a minimum of five Internet links) Save this two times, once as a WORD document and a second time as a Web page (NETS 1, 2, 3, and 4; TPOA C7 and C8)
4. Create a Podcast (teach a short lesson, introduce a new topic, or enhance learning by providing additional information) (NETS 1, 2, 3, and 4; TPOA C7 and C8)

5. Alternatives to Power Point (NETS 1,2,3,4; TPOA A4, C3, C4, C7) Research six alternatives to PowerPoint and create a Prezi that discusses the pros and cons of at least five of the alternatives; insert a video and a hyperlink; send your instructor a link to view your Prezi online. (NETS 1, 2, 3, 4; TPOA C2, C3, C4, C7)

6. Evaluating Digital-Age Communication and Collaboration Tools (NETS 1, 2, 3, 4, 5; TPOA A4, D3, D4)

7. Skype, Neat Chat, Web Cam, and Video Conferencing: How do we use these in the classroom? (NETS 1, 2, 3, 4, 5; TPOA A4, B3, C3, C7, D3, D4)

8. Digital Storybooking (NETS 1, 2, 3, 4; TPOA A4, C2, C3, C4, C7)

9. Create a WIKI (NETS 1, 2, 3, 4; TPOA A4, C3, C4, C7)

10. iPad and Apps for Classrooms (NETS 1, 2, 3, 4; TPOA A4, C2, C3, C4, C7)

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.

I. Teaching students with disabilities effectively

1. All middle and secondary teacher education candidates complete 3 credit hours focused on students with diverse learning needs (EDUC 3321: Introductory Strategies for Students With Diverse Learning Needs: Middle/Secondary).

2. All P-4 teacher education candidates complete 6 credit hours focused on students with diverse learning needs (EDUC 3320: Introductory Strategies for Students With Diverse Learning Needs: Preschool through 4th Grade and ECSE 4307: Instructional Programming and Techniques for Young Diverse Learners).

3. Teacher education candidates are introduced to strategies effective in creating environments suitable for students with exceptionalities which include adapting the social-emotional environment, teacher attitudes, student attitudes, behavioral environment, behavior management techniques, physical environment, lesson plans, instructional techniques, format of content, media/technology, and assessment/grading.

4. Teacher education candidates complete field based assignments in EDUC 3320, EDUC 3321 and ECSE 4307.

5. During Internship I and Internship II field placements, all teacher education candidates must demonstrate the ability to accommodate and modify lesson plans based on individual student need and complete a class profile which identifies students receiving special education services in the instructional setting.

6. All teacher education candidates must have a field based experience with students with diverse learning needs (i.e. disabilities).

II. Preparing teachers to participate as a member of individualized education program teams

1. All teacher education candidates are introduced to the following content designed to prepare them as effective team members: historical aspects of IEP teams and special education, P.L. 94-142 and IEP requirements, IDEA and IEP requirements, Reauthorization of IDEA, Section 504 of Rehabilitation ACT, ADA, Inclusive Schooling, general and special education collaboration and co-teaching strategies, pre-referral and referral criteria, and assessment.

Teach students who are limited English proficient effectively

1. All teacher education candidates complete 3 credit hours focused on building a working knowledge of students and families representing a wide variety of cultural diversity as they exist in their schools and communities (EDUC 3309: Cultural Perspectives: Families, Schools, and Community Partnerships).

2. In addition to EDUC 3309 course content dedicated to strategies affecting the instructional effectiveness with culturally diverse learners, all teacher education candidates complete a field based assignment with English Language Learners in a public school setting.

3. During Internship I and Internship II field placements, all teacher education candidates must demonstrate the ability to accommodate and modify lesson plans based on individual student need and complete a class profile which identifies English Language Learners present in the instructional setting.

4. All teacher education candidates must have a minimum of two field based experiences with English Language Learners.

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.

The special education program (both P-4 & 4-12) are approved by the Arkansas Department of Education and NCATE accredited. This approval and accreditation is predicated upon national recognition by CEC (Council for Exceptional Children) the specialty professional association (SPA) for special education and the university's successful inclusion of these standards in the program of study. These standards include preparation of prospective special educators to effectively teach students with disabilities; to effectively teach students who are limited English proficient; and, to prepare special educators to participate as a member of individualized education program (IEP) teams.

While the institution has an approved traditional special education program, special education is an additional area of licensure only. Those seeking licensure in special education must hold a content area license first. Due to changes in Arkansas licensure requirements, special education will become an initial licensure area (not requiring other licensure) for grades K-12. It is anticipated that these changes will be in place by 2015.

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

UNIVERSITY OF CENTRAL ARKANSAS

Traditional Program

2011-12

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Title II, Higher Education Act
OMB Control No.: 1840-0744 (exp. 12/31/2015)