Name of Institution: UNIVERSITY OF CENTRAL ARKANSAS

Institution/Program Type: Alternative, IHE-based

Academic Year: 2012-13

State: Arkansas

Address: 201 Donaghey

UCA Box 5015

Conway, AR, 72035

Contact Name: Mr. Ken Vaughn

Phone: 501-450-3131

Email: kenv@uca.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)

Yes

If yes, provide the following:

Award year: 2011

Grantee name: University of Central Arkansas College of Education

Project name: UCA Partnership for Transition to Teaching

Grant number: U350A110024

List partner districts/LEAs:
Little Rock School District
North Little Rock School District
Carlisle School District
Dollarway School District
El Dorado School District
Harrison School District
Pine Bluff School District
Watson Chapel School District
West Memphis School District
White Hall School District

List other partners:
Life Skills for Youth
Troops To Teachers
Arkansas Educational Television Network (AETN)
STEM Institute
Vocational Rehabilitation and Employment (VR&E), U. S. Department of Veteran Affairs
Cumulus Media

Project Type: Residency

Section I.a Program Information

List each teacher preparation program included in your alternative, ihe-based 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?

Early Childhood Education	No
Middle Level Education	Yes
Secondary Education	Yes
Total number of teacher preparation programs: 3	

Section I.b Admissions

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

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://uca.edu/mat/mat-admission-requirements/

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

A. Individuals who are seeking licensure in a secondary (7-12) teaching field, must have thirty semester hours in the content field.

B. Individuals seeking admission to the Master of Arts in Teaching (MAT) program may use the GRE or the Praxis I for admission.

C. Praxis II subject area assessments are required to continue the MAT program, but are not necessary for the first semester of enrollment.

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?

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 Undergraduate 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 2012-13

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2012-13

Please provide any additional comments about the information provided above:

Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. ([§205(a)(1)(C)(i)](#))

Are there initial teacher certification programs at the postgraduate level?

Yes

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

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	Yes
Background check	Yes	Yes
Minimum number of courses/credits/semester hours completed	No	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	No	Yes
Minimum GPA in professional education coursework	No	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No

Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	Yes	No
Essay or personal statement	No	No
Interview	Yes	No
Other Bachelor's degree or higher	Yes	Yes

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

2.7

What was the median GPA of individuals accepted into the program in academic year 2012-13

3.2

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2012-13

3.76

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 2012-13:	289
Unduplicated number of males enrolled in 2012-13:	61
Unduplicated number of females enrolled in 2012-13:	228

2012-13	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	1
Race	
American Indian or Alaska Native:	4
Asian:	4

Black or African American:	47
Native Hawaiian or Other Pacific Islander:	0
White:	230
Two or more races:	3

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2012-13.

Average number of clock hours of supervised clinical experience required prior to student teaching	75
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	8
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	91
Number of students in supervised clinical experience during this academic year	85

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

Supervised clinical experience will be the last semester of the Master of Arts in Teaching Program. Persons who are employed to teach with a provisional license, complete this

experience in the district where they are employed to teach. Persons who have not secured employment with a provisional license, are placed in the clinical experience by the university. Regardless of whether the person is working with a provisional license or not, they are supervised by university faculty (full-time or adjunct) and each have an assigned mentor in the school setting. In 2011-12 fifty-six completed clinical experiences while holding a provisional license and thirty-one were placed by the university.

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2012-13. 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	34
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	19
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	2

Teacher Education - Art	6
Teacher Education - Business	1
Teacher Education - English/Language Arts	3
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	3
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 Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	9

Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	1
Teacher Education - Chemistry	3
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education- History	
Teacher Education - Physics	3
Teacher Education - Spanish	1
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	

Teacher Education - Earth Science	3
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 2012-13. 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	
Teacher Education - Elementary Education	34
Teacher Education - Junior High/Intermediate/Middle School Education	19

Teacher Education - Secondary Education	32
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	

Teacher Education - Social Science	
Teacher Education - Social Studies	
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	
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:

2012-13: 85

2011-12: 87

2010-11: 79

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 2012-13

Did your program prepare teachers in mathematics in 2012-13?

Yes

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

15

Did your program meet the goal for prospective teachers set in mathematics in 2012-13?

No

Description of strategies used to achieve goal, if applicable:

1. Recruit persons holding bachelor's degree, or higher, in mathematics related fields of study through attendance at Arkansas Department of Education teacher recruitment events

2. Advertising and aggressive recruiting linked to the Transition to Teaching grant.

3. Move of programs to online format at reduced tuition/fee rate and advertising push related to the online initiative featuring MAT candidates in quality media publications

4. UCA College of Education website advertisement

5. Recruitment materials distributed to partner schools

6. Presence with MAT alumni and schools who are now employing or have employed MAT provisional candidates or licensed graduates. The MAT program has proven to be very successful, and as a result has generated good formal and informal press for its reputation (e.g., word of mouth)

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

The Partnership for Transition to Teaching grant provides tuition for candidates who are enrolled in required MAT courses for up to $5000.00 to cover actual costs of the total program. Recent college or university graduates, career changers, paraprofessionals, and Science,Technology,Engineering, and Mathematics (STEM) majors are specifically targeted to become middle level and secondary mathematics and science teachers through this funding opportunity. These new incentives to recruit STEM majors into the MAT program have been made available through a $2.3 million "Transition to Teaching" grant from the U.S. Department of Education.

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Is your program preparing teachers in mathematics in 2013-14?

Yes

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

15

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

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

Yes

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

15

Provide any additional comments, exceptions and explanations below:

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 2012-13

Did your program prepare teachers in science in 2012-13?

Yes

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

15

Did your program meet the goal for prospective teachers set in science in 2012-13?

Yes

Description of strategies used to achieve goal, if applicable:

1.Recruit persons holding bachelor's degree, or higher, in science related fields of study through attendance at Arkansas Department of Education teacher recruitment events

2. Advertising and aggressive recruiting linked to the Transition to Teaching grant.

3. Move of programs to online format at reduced tuition/fee rate and advertising push related to the online initiative featuring MAT candidates in quality media publications

4. UCA College of Education website advertisement

5. Recruitment materials distributed to partner schools

6. Presence with MAT alumni and schools who are now employing or have employed MAT provisional candidates or licensed graduates. The MAT program has proven to be very

successful, and as a result has generated good formal and informal press for its reputation (e.g., word of mouth)

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

The Partnership for Transition to Teaching grant provides tuition for candidates who are enrolled in required MAT courses for up to $5000.00 to cover actual costs of the total program. Recent college or university graduates, career changers, paraprofessionals, and Science, Technology, Engineering, and Mathematics (STEM) majors are specifically targeted to become middle level and secondary mathematics and science teachers through this funding opportunity. These new incentives to recruit STEM majors into the MAT program have been made available through a $2.3 million "Transition to Teaching" grant from the U.S. Department of Education.

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Is your program preparing teachers in science in 2013-14?

Yes

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

15

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

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

Yes

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

15

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 2012-13

Did your program prepare teachers in special education in 2012-13?

No

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

Did your program meet the goal for prospective teachers set in special education in 2012-13?

Data not reported

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Is your program preparing teachers in special education in 2013-14?

No

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

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

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

No

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

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 2012-13

Did your program prepare teachers in instruction of limited English proficient students in 2012-13?

No

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

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2012-13?

Data not reported

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Is your program preparing teachers in instruction of limited English proficient students in 2013-14?

No

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

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

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

No

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

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.
NA

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 (including those in online programs) 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 graduate 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.

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0700 -AGRICULTURE Educational Testing Service (ETS) All program completers, 2012-13	2			
ETS0135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) Other enrolled students	5			
ETS0135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2012-13	3			
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	2			
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	5			
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS)	3			

All program completers, 2010-11				
ETS0132 -ART CONTENT TRAD CRITIC AESTHETICS Educational Testing Service (ETS) Other enrolled students	1			
ETS0132 -ART CONTENT TRAD CRITIC AESTHETICS Educational Testing Service (ETS) All program completers, 2012-13	2			
ETS0132 -ART CONTENT TRAD CRITIC AESTHETICS Educational Testing Service (ETS) All program completers, 2011-12	5			
ETS0132 -ART CONTENT TRAD CRITIC AESTHETICS Educational Testing Service (ETS) All program completers, 2010-11	3			
ETS0131 -ART MAKING Educational Testing Service (ETS) Other enrolled students	1			
ETS0131 -ART MAKING Educational Testing Service (ETS) All program completers, 2012-13	2			
ETS0131 -ART MAKING Educational Testing Service (ETS) All program completers, 2011-12	5			
ETS0131 -ART MAKING Educational Testing Service (ETS) All program completers, 2010-11	3			

ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	8			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	3			
ETS0100 -BUSINESS ED Educational Testing Service (ETS) Other enrolled students	1			
ETS0100 -BUSINESS ED Educational Testing Service (ETS) All program completers, 2011-12	2			
ETS0100 -BUSINESS ED Educational Testing Service (ETS) All program completers, 2010-11	4			
ETS0101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	7			
ETS0101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0101 -BUSINESS ED CONTENT KNOWLEDGE	1			

Educational Testing Service (ETS) All program completers, 2011-12				
ETS0022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	53	174	53	100
ETS0022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	32	177	32	100
ETS0022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	37	176	37	100
ETS0022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	30	175	30	100
ETS0571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) Other enrolled students	8			
ETS0571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2012-13	3			
ETS0571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2011-12	7			
ETS0044 -ENG LANG LIT COMP CONTENT & ANALYSIS Educational Testing Service (ETS)	10	181	10	100

Other enrolled students				
ETS0044 -ENG LANG LIT COMP CONTENT & ANALYSIS Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	5			
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	7			
ETS0042 -ENG LANG LIT COMP ESSAYS Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0042 -ENG LANG LIT COMP ESSAYS Educational Testing Service (ETS) All program completers, 2011-12	5			
ETS0042 -ENG LANG LIT COMP ESSAYS Educational Testing Service (ETS) All program completers, 2010-11	7			

ETS0043 -ENG LANG LIT COMP PEDAGOGY Educational Testing Service (ETS) All program completers, 2012-13	2			
ETS0043 -ENG LANG LIT COMP PEDAGOGY Educational Testing Service (ETS) All program completers, 2011-12	5			
ETS0043 -ENG LANG LIT COMP PEDAGOGY Educational Testing Service (ETS) All program completers, 2010-11	7			
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, 2012-13	3			
ETS0121 -FAMILY AND CONSUMER SCIENCES II Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0856 -HEALTH AND PE CK Educational Testing Service (ETS) Other enrolled students	4			
ETS0856 -HEALTH AND PE CK Educational Testing Service (ETS) All program completers, 2012-13	2			
ETS0856 -HEALTH AND PE CK	1			

Educational Testing Service (ETS) All program completers, 2011-12				
ETS0856 -HEALTH AND PE CK Educational Testing Service (ETS) All program completers, 2010-11	3			
ETS0234 -LIFE SCIENCE PEDAGOGY Educational Testing Service (ETS) Other enrolled students	2			
ETS0234 -LIFE SCIENCE PEDAGOGY Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0234 -LIFE SCIENCE PEDAGOGY Educational Testing Service (ETS) All program completers, 2011-12	5			
ETS0063 -MATH PROOFS MODELS PROBLEMS PART 1 Educational Testing Service (ETS) Other enrolled students	4			
ETS0063 -MATH PROOFS MODELS PROBLEMS PART 1 Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0063 -MATH PROOFS MODELS PROBLEMS PART 1 Educational Testing Service (ETS) All program completers, 2010-11	4			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS)	6			

Other enrolled students				
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	4			
ETS0065 -MATHEMATICS PEDAGOGY Educational Testing Service (ETS) Other enrolled students	3			
ETS0065 -MATHEMATICS PEDAGOGY Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0065 -MATHEMATICS PEDAGOGY Educational Testing Service (ETS) All program completers, 2010-11	4			
ETS0146 -MIDDLE SCHOOL CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	8			
ETS0146 -MIDDLE SCHOOL CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	15	167	15	100
ETS0146 -MIDDLE SCHOOL CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	21	165	21	100

ETS0146 -MIDDLE SCHOOL CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	21	160	21	100
ETS5142 -MIDDLE SCHOOL MULTI SUBJ ENG LANG ARTS (CD) Educational Testing Service (ETS) Other enrolled students	28	170	28	100
ETS5142 -MIDDLE SCHOOL MULTI SUBJ ENG LANG ARTS (CD) Educational Testing Service (ETS) All program completers, 2012-13	2			
ETS5143 -MIDDLE SCHOOL MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) Other enrolled students	22	157	17	77
ETS5143 -MIDDLE SCHOOL MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) All program completers, 2012-13	2			
ETS5145 -MIDDLE SCHOOL MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) Other enrolled students	23	150	18	78
ETS5145 -MIDDLE SCHOOL MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) All program completers, 2012-13	2			

ETS5144 -MIDDLE SCHOOL MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) Other enrolled students	25	144	16	64
ETS5144 -MIDDLE SCHOOL MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) All program completers, 2012-13	2			
ETS0112 -MUSIC ANALYSIS Educational Testing Service (ETS) Other enrolled students	1			
ETS0111 -MUSIC CONCEPTS AND PROCESSES Educational Testing Service (ETS) Other enrolled students	1			
ETS0114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) Other enrolled students	1			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0092 -PHYSICAL ED ANALYSIS AND DESIGN Educational Testing Service (ETS) All program completers, 2012-13	1			

ETS0092 -PHYSICAL ED ANALYSIS AND DESIGN Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0092 -PHYSICAL ED ANALYSIS AND DESIGN Educational Testing Service (ETS) All program completers, 2010-11	3			
ETS0095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) Other enrolled students	5			
ETS0095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0481 -PHYSICAL SCIENCE CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	4			
ETS0481 -PHYSICAL SCIENCE CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	3			
ETS0481 -PHYSICAL SCIENCE CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	4			
ETS0483 -PHYSICAL SCIENCE PEDAGOGY Educational Testing Service (ETS) Other enrolled students	1			
ETS0483 -PHYSICAL SCIENCE PEDAGOGY	3			

Educational Testing Service (ETS) All program completers, 2012-13				
ETS0483 -PHYSICAL SCIENCE PEDAGOGY Educational Testing Service (ETS) All program completers, 2011-12	4			
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) Other enrolled students	211	178	199	94
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2012-13	64	180	64	100
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2011-12	61	179	61	100
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2010-11	63	179	63	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) Other enrolled students	211	179	195	92
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2012-13	64	181	64	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS)	61	180	61	100

All program completers, 2011-12				
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2010-11	62	180	62	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) Other enrolled students	213	176	194	91
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2012-13	65	178	65	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2011-12	65	177	65	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2010-11	62	178	62	100
ETS0523 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) Other enrolled students	1			
ETS0523 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2011-12	6			
ETS0523 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2010-11	21	175	21	100

ETS0623 -PRINC LEARNING AND TEACHING 5-9 II Educational Testing Service (ETS) Other enrolled students	3			
ETS0623 -PRINC LEARNING AND TEACHING 5-9 II Educational Testing Service (ETS) All program completers, 2012-13	21	181	21	100
ETS0623 -PRINC LEARNING AND TEACHING 5-9 II Educational Testing Service (ETS) All program completers, 2011-12	17	175	17	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 program completers, 2012-13	2			
ETS0524 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0524 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2010-11	8			
ETS0624 -PRINC LEARNING AND TEACHING 7-12 II Educational Testing Service (ETS) Other enrolled students	3			
ETS0624 -PRINC LEARNING AND TEACHING 7-12 II	13	173	13	100

Educational Testing Service (ETS) All program completers, 2012-13				
ETS0624 -PRINC LEARNING AND TEACHING 7-12 II Educational Testing Service (ETS) All program completers, 2011-12	6			
ETS0521 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) Other enrolled students	5			
ETS0521 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2012-13	3			
ETS0521 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2011-12	13	182	13	100
ETS0521 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2010-11	35	181	35	100
ETS0621 -PRINC LEARNING AND TEACHING EARLY CHILD II Educational Testing Service (ETS) Other enrolled students	11	167	8	73
ETS0621 -PRINC LEARNING AND TEACHING EARLY CHILD II Educational Testing Service (ETS)	34	174	34	100

All program completers, 2012-13				
ETS0621 -PRINC LEARNING AND TEACHING EARLY CHILD II Educational Testing Service (ETS) All program completers, 2011-12	27	169	27	100
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, 2012-13	1			
ETS0082 -SOCIAL STUDIES ANALYTICAL ESSAYS Educational Testing Service (ETS) All program completers, 2011-12	3			
ETS0082 -SOCIAL STUDIES ANALYTICAL ESSAYS Educational Testing Service (ETS) All program completers, 2010-11	2			
ETS0086 -SOCIAL STUDIES CONTENT & INTERPRET Educational Testing Service (ETS) Other enrolled students	5			
ETS0086 -SOCIAL STUDIES CONTENT & INTERPRET Educational Testing Service (ETS) All program completers, 2012-13	7			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS)	1			

Other enrolled students				
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	3			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	2			
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0194 -SPANISH PEDAGOGY Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0192 -SPANISH PRODUCTIVE LANGUAGE SKILLS Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS5195 -SPANISH WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0221 -SPEECH COMMUNICATIONS Educational Testing Service (ETS) Other enrolled students	2			

ETS0640 -THEATRE Educational Testing Service (ETS) Other enrolled students	1			
ETS0841 -WORLD LANGUAGE PEDAGOGY Educational Testing Service (ETS) All program completers, 2012-13	1			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2012-13	84	84	100
All program completers, 2011-12	86	86	100
All program completers, 2010-11	79	79	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
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 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.

Candidates are expected to incorporate computer technology in planning, teaching, and/or evaluating instruction in the public school classroom. Proficiencies in technology, based on ITSE standards, are evidenced by the inclusion of artifacts in the exit portfolio. The technology and its incorporation will depend upon the particular internship setting. Candidates use Chalk-n-Wire to upload key assessments, online, throughout the Master of Arts in Teaching program.

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.

The field experiences for the Master of Arts in Teaching program are designed to give candidates a variety of opportunities to observe and engage in teaching experiences so that all are well-prepared to be successful in all settings and with all student populations. Experiences are tracked to ensure that all candidates have worked with English language learners, multiple ethnicities, and students with exceptionalities. Through these field experiences, candidates have the opportunity to put into practice their textbook knowledge in authentic settings with the guidance of supervisors, mentors, and university faculty. Candidates also take a class titled Pedagogy for Diverse Student Populations to prepare them for working with students with exceptionalities.

Does your program prepare special education teachers to:

- **teach students with disabilities effectively**
  No
- **participate as a member of individualized education program teams**
  No
- **teach students who are limited English proficient effectively**
  No

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 Master of Arts in Teaching Program does not prepare Special Education teachers.

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

Complete Report Card

AY 2012-13