title II higher education act

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UNIVERSITY OF CENTRAL ARKANSAS
Traditional Program

2015 | Title II Reports

Complete Report Card

AY 2013-14

Institution Information

Name of Institution: UNIVERSITY OF CENTRAL ARKANSAS
Institution/Program Type: Traditional
Academic Year: 2013-14
State: Arkansas

Address: 201 Donaghey Avenue
College of Education
Conway, AR, 72035

Contact Name: Dr. Gary Bunn
Phone: 501-450-5057
Email: garyb@uca.edu

Is your institution a member of an HEA Title III 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
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: 14	

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

Please provide any additional comments 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 Core 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 2013-14

3.327

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 2013-14

3.457

Please provide any additional comments about the information provided above:

Section I.b Postgraduate Requirements

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

Are there initial teacher certification programs at the postgraduate level?

No

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

Element	Required for Entry	Required for Exit
Transcript	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	Data not reported	Data not reported

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

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

What is the minimum GPA required for completing the program?

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

Please provide any additional comments about the information provided above:

Section I.c Enrollment

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

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

Additional guidance on reporting race and ethnicity data.

Total number of students enrolled in 2013-14:	426
Unduplicated number of males enrolled in 2013-14:	110
Unduplicated number of females enrolled in 2013-14:	316

2013–14	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	7
Race	
American Indian or Alaska Native:	1
Asian:	3
Black or African American:	26
Native Hawaiian or Other Pacific Islander:	0
White:	373
Two or more races:	7

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2013-14.

Average number of clock hours of supervised clinical experience required prior to student teaching	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	19
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	187
Number of students in supervised clinical experience during this academic year	180

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 2013-14. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	83
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	12
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	5
Teacher Education - Business	
Teacher Education - English/Language Arts	11
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	9
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	8
Teacher Education - Music	18
Teacher Education - Physical Education and Coaching	14
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	12
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	1
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	1
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	1
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 2013–14. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	83
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	12
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	5
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	9
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	8
Teacher Education - Music	18
Teacher Education - Physical Education and Coaching	14
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	12
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	1
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	1
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	1
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:

2013-14: 176

2012-13: 165

2011-12: 143

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 2013-14

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

Yes

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

5

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

Yes

Description of strategies used to achieve goal, if applicable:

The university now replicates the UTeach model for preparing mathematics and science teachers. Though these candidates were all prepared with the previous model, the heightened attention to the need for mathematics teachers has focused our efforts on recruiting more candidates to this program.

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Is your program preparing teachers in mathematics in 2014-15?

Yes

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

5

Provide any additional comments, exceptions and explanations below:

Converting our mathematics preparation program from a B.S.E. to a B.S. degree increases the opportunity for more mathematics majors to add the teaching option to their B.S. degrees through our replication of the UTeach model. Any mathematics major can now add a teaching credential by completing a STEM education minor and the state's licensure requirements.

Academic year 2015-16

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

Yes

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

8

Provide any additional comments, exceptions and explanations below:

As our STEM education programs continues to develop, our production of mathematics teachers should increase.

Section II Annual Goals - Science

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

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

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

Academic year 2013-14

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

Yes

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

3

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

No

Description of strategies used to achieve goal, if applicable:

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

With the implementation of the UTeach model, all of our science majors can now add a teaching credential by completing the STEM education minor and the state's required licensure requirements. Previously, students had to select between a B.S. degree or the B.S.E. degree. Students reported that the B.S.E. degree limited them to a teaching career only. Now, students can add the teaching credential while completing the B.S. degree that allows them to continue to complete graduate or professional degrees.

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Is your program preparing teachers in science in 2014-15?

Yes

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

3

Provide any additional comments, exceptions and explanations below:

As the STEM education program continues to develop, production of science teachers should increase.

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

Yes

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

5

Provide any additional comments, exceptions and explanations below:

As the STEM education program continues to develop, production of science teachers should increase.

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 2013-14

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

Yes

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

3

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

Yes

Description of strategies used to achieve goal, if applicable:

With the current option of completing a program of study to add the special education endorsement to the license, we were able to meet our goal through those candidates who completed the early childhood education program and the special education endorsement. Effective 2014-15, we now offer an initial license in special education.

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 2014-15

Is your program preparing teachers in special education in 2014-15?

Yes

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

5

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. When this transition occurs (September 2014), students will be recruited into this major. Freshman students entering in 2014 will not be eligible for admission until 2015 (completion of 45 semester hours), so any numbers admitted in 2014-15 will be those who may already be enrolled, but who choose to change majors.

Academic year 2015-16

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

Yes

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

5

Provide any additional comments, exceptions and explanations below:

Candidates who are now completing the B.S.E. in special education (initial license rather than endorsement) will be completing their programs of study in the 2016-17 AY. At this time, we hope to see an increase in the production of special education teachers.

Section II Annual Goals - Instruction of Limited English Proficient Students

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)(iii), §206(a))

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

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

Academic year 2013-14

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

Yes

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

10

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

No

Description of strategies used to achieve goal, if applicable:

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

The Department of World Languages (who coordinate our English Language Learners endorsement program) has marketed the program to teacher education candidates without the desired results. We will continue to make teacher candidates aware of this endorsement area through printed, electronic, and face-to-face communications.

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Is your program preparing teachers in instruction of limited English proficient students in 2014-15?

Yes

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

8

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

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

Yes

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

8

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

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 Pass Rates

Assessment code – Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) Other enrolled students	1			
ETS0135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2013-14	5			
ETS0135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2012-13	11	173	11	100
ETS0135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2011-12	2			
ETS0133 -ART CONTENT KNOWLEDGE (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0132 -ART CONTENT TRAD CRITIC AESTHETICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0131 -ART MAKING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	2			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	5			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	2			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) Other enrolled students	53	170	53	100
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) Other enrolled students	54	182	54	100
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) Other enrolled students	55	173	55	100

ETS5022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	43	180	43	100
ETS5022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	5			
ETS5022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	79	178	79	100
ETS5022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	64	180	64	100
ETS5022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	67	180	67	100
ETS5571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) Other enrolled students	1			
ETS5571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2012-13	4			
ETS5571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2011-12	5			
ETS5044 -ENG LANG LIT COMP CONTENT & ANALYSIS Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5044 -ENG LANG LIT COMP CONTENT & ANALYSIS Educational Testing Service (ETS) Other enrolled students	2			
ETS5044 -ENG LANG LIT COMP CONTENT & ANALYSIS Educational Testing Service (ETS) All program completers, 2013-14	11	178	11	100
ETS5044 -ENG LANG LIT COMP CONTENT & ANALYSIS Educational Testing Service (ETS) All program completers, 2012-13	14	184	14	100
ETS5044 -ENG LANG LIT COMP CONTENT & ANALYSIS Educational Testing Service (ETS) All program completers, 2011-12	8			
ETS0043 -ENG LANG LIT COMP PEDAGOGY Educational Testing Service (ETS) All program completers, 2012-13	14	158	14	100
ETS0043 -ENG LANG LIT COMP PEDAGOGY Educational Testing Service (ETS) All program completers, 2011-12	8			
ETS5121 -FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5121 -FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) Other enrolled students	3			
ETS5121 -FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) All program completers, 2013-14	8			
ETS5121 -FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) All program completers, 2012-13	9			
ETS5121 -FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) All program completers, 2011-12	5			
ETS5174 -FRENCH WORLD LANGUAGE Educational Testing Service (ETS)	1			

All program completers, 2012-13

ETS5856 -HEALTH AND PE Educational Testing Service (ETS) All enrolled students who have completed all noncl	5			
ETS5856 -HEALTH AND PE Educational Testing Service (ETS) Other enrolled students	3			
ETS5856 -HEALTH AND PE Educational Testing Service (ETS) All program completers, 2013-14	14	162	14	100
ETS5856 -HEALTH AND PE Educational Testing Service (ETS) All program completers, 2012-13	12	163	12	100
ETS5856 -HEALTH AND PE Educational Testing Service (ETS) All program completers, 2011-12	6			
ETS0234 -LIFE SCIENCE PEDAGOGY Educational Testing Service (ETS) All program completers, 2012-13	2			
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) All program completers, 2013-14	8			
ETS0063 -MATH PROOFS MODELS PROBLEMS PART 1 Educational Testing Service (ETS) All program completers, 2012-13	13	161	13	100
ETS0063 -MATH PROOFS MODELS PROBLEMS PART 1 Educational Testing Service (ETS) All program completers, 2011-12	8			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	8			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	13	148	13	100
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	8			
ETS0065 -MATHEMATICS PEDAGOGY Educational Testing Service (ETS) All program completers, 2012-13	13	153	13	100
ETS0065 -MATHEMATICS PEDAGOGY Educational Testing Service (ETS) All program completers, 2011-12	8			
ETS5146 -MIDDLE SCHOOL CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	19	164	19	100
ETS5047 -MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5047 -MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) Other enrolled students	4			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) Other enrolled students	5			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2013-14	3			

ETS5142 -MIDDLE SCHOOL MULTI SUBJ ENG LANG ARTS Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5142 -MIDDLE SCHOOL MULTI SUBJ ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2013-14	8			
ETS5142 -MIDDLE SCHOOL MULTI SUBJ ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2012-13	14	177	14	100
ETS5142 -MIDDLE SCHOOL MULTI SUBJ ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS5143 -MIDDLE SCHOOL MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) Other enrolled students	1			
ETS5143 -MIDDLE SCHOOL MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2013-14	4			
ETS5143 -MIDDLE SCHOOL MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2012-13	15	165	15	100
ETS5143 -MIDDLE SCHOOL MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS5145 -MIDDLE SCHOOL MULTI SUBJ SCIENCES Educational Testing Service (ETS) Other enrolled students	1			
ETS5145 -MIDDLE SCHOOL MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2013-14	4			
ETS5145 -MIDDLE SCHOOL MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2012-13	16	156	16	100
ETS5145 -MIDDLE SCHOOL MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS5144 -MIDDLE SCHOOL MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2013-14	7			
ETS5144 -MIDDLE SCHOOL MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2012-13	14	149	9	64
ETS5144 -MIDDLE SCHOOL MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All enrolled students who have completed all noncl	5			
ETS0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) Other enrolled students	8			
ETS0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2013-14	3			
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	6			
ETS0112 -MUSIC ANALYSIS Educational Testing Service (ETS) All program completers, 2012-13	9			
ETS0112 -MUSIC ANALYSIS Educational Testing Service (ETS)	8			

All program completers, 2011-12

ETS0111 -MUSIC CONCEPTS AND PROCESSES Educational Testing Service (ETS) All program completers, 2012-13	9			
ETS0111 -MUSIC CONCEPTS AND PROCESSES Educational Testing Service (ETS) All program completers, 2011-12	8			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) Other enrolled students	2			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2013-14	16	166	13	81
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2012-13	2			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	9			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	8			
ETS0092 -PHYSICAL ED ANALYSIS AND DESIGN Educational Testing Service (ETS) All program completers, 2011-12	5			
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All enrolled students who have completed all noncl	5			
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) Other enrolled students	3			
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2013-14	14	176	14	100
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2012-13	12	178	12	100
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0481 -PHYSICAL SCIENCE CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0481 -PHYSICAL SCIENCE CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	2			
ETS0483 -PHYSICAL SCIENCE PEDAGOGY Educational Testing Service (ETS) All program completers, 2012-13	2			
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	66	179	66	100
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) Other enrolled students	244	179	244	100
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2013-14	157	179	157	100
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2012-13	162	180	162	100

ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2011-12	138	179	138	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All enrolled students who have completed all noncl	59	178	59	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) Other enrolled students	232	179	231	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2013-14	156	179	156	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2012-13	161	180	161	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2011-12	139	179	139	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All enrolled students who have completed all noncl	59	176	59	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) Other enrolled students	231	177	230	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2013-14	156	177	156	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2012-13	163	177	163	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2011-12	140	178	140	100
ETS5623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All enrolled students who have completed all noncl	5			
ETS5623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) Other enrolled students	3			
ETS5623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2013-14	17	172	17	100
ETS5623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2012-13	25	178	25	100
ETS5623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2011-12	11	175	11	100
ETS0523 -PRINC LEARNING AND TEACHING 5-9 (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2011-12	9			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	3			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2013-14	46	171	44	96
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2012-13	38	171	38	100
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2011-12	29	173	29	100
ETS0524 -PRINC LEARNING AND TEACHING 7-12 (DISCONTINUED) Educational Testing Service (ETS)	1			

All program completers, 2012-13

ETS0524 -PRINC LEARNING AND TEACHING 7-12 (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2011-12	3			
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2013-14	78	171	78	100
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2012-13	65	170	65	100
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2011-12	45	169	45	100
ETS0521 -PRINC LEARNING AND TEACHING EARLY CHILD (DISC) Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0521 -PRINC LEARNING AND TEACHING EARLY CHILD (DISC) Educational Testing Service (ETS) All program completers, 2011-12	24	184	24	100
ETS0082 -SOCIAL STUDIES ANALYTICAL ESSAYS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0082 -SOCIAL STUDIES ANALYTICAL ESSAYS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2011-12	7			
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) Other enrolled students	17	161	14	82
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2013-14	12	162	12	100
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2012-13	6			
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2011-12	3			
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	7			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS5841 -WORLD LANGUAGE PEDAGOGY Educational Testing Service (ETS) All program completers, 2013-14	2			
ETS5841 -WORLD LANGUAGE PEDAGOGY Educational Testing Service (ETS) All program completers, 2012-13	2			
ETS5841 -WORLD LANGUAGE PEDAGOGY Educational Testing Service (ETS) All program completers, 2011-12	1			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2013-14	175	171	98
All program completers, 2012-13	165	164	99
All program completers, 2011-12	143	143	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.

We adhere to the International Society for Technology in Education (ISTE)and the National Educational Technology Standards (NETS) contained within. Additionally, for graduates in the 2013-14 AY, 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

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 members 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.

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

Complete Report Card

AY 2013-14