

Name of Institution: UNIVERSITY CENTRAL ARKANSAS
 Institution/Program Type: Traditional
 Academic Year: 2010-11
 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 a Teacher Quality Enhancement (TQE) partnership grant: No
 TQE partnership name or grant number, if applicable:

Section I.a Program Admission

For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.

Element	Undergraduate	Postgraduate
Application	Yes	NA
Fee/Payment	No	NA
Transcript	Yes	NA
Fingerprint check	No	NA
Background check	Yes	NA
Experience in a classroom or working with children	No	NA
Minimum number of courses/credits/semester hours completed	Yes	NA
Minimum high school GPA	No	NA
Minimum undergraduate GPA	Yes	NA
Minimum GPA in content area coursework	No	NA
Minimum GPA in professional education coursework	Yes	NA
Minimum ACT score	No	NA
Minimum SAT score	No	NA

Element	Undergraduate	Postgraduate
Minimum GRE score	No	NA
Minimum basic skills test score	Yes	NA
Subject area/academic content test or other subject matter verification	No	NA
Recommendation(s)	Yes	NA
Essay or personal statement	No	NA
Interview	Yes	NA
Resume	No	NA
Bachelor's degree or higher	No	NA
Job offer from school/district	No	NA
Personality test	No	NA
Other (specify: Minimum technology competencies measured by testing or completion of a basic technology class)	Yes	NA

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

<http://www.uca.edu/education/teachereducation/programapps.php>

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

Other Completion of items listed above, but not earlier than completion of 45 semester hours.

Does your initial teacher certification program conditionally admit students? Yes

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

Candidates who transfer from another institution, who are changing majors, or who may have a degree are allowed one semester of conditional admission if they have a cumulative 2.5 GPA and have successfully completed the Praxis I exams. This allows students to concurrently enroll in pre-admission and post-admission classes for one semester. At the end of this semester, all conditions must be removed for the candidate to continue enrollment in classes designated for candidates who are fully admitted into the teacher education program.

Section I.b Program Enrollment

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

Total number of students enrolled in 2010-11:	406
Unduplicated number of males enrolled in 2010-11:	85
Unduplicated number of females enrolled in 2010-11:	321

2010-11	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	10
<i>Race</i>	
American Indian or Alaska Native:	1
Asian:	1
Black or African American:	22
Native Hawaiian or Other Pacific Islander:	3
White:	363
Two or more races:	4

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2010-11.

Average number of clock hours required prior to student teaching	168
Average number of clock hours required for student teaching	600
Number of full-time equivalent faculty in supervised clinical experience during this academic year	22
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	157.5
Number of students in supervised clinical experience during this academic year	153

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

Section I.d Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2010-11. 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	72
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	17
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	5
Teacher Education - Business	2
Teacher Education - English/Language Arts	12
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	4

Subject Area	Number Prepared
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	8
Teacher Education - Music	11
Teacher Education - Physical Education and Coaching	11
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	
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	

Subject Area	Number Prepared
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 - Other Specify: Life/Earth Science-2	2

Section I.d Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2010-11. 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	72
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	17
Teacher Education - Secondary Education	

Academic Major	Number Prepared
Teacher Education - Agriculture	
Teacher Education - Art	5
Teacher Education - Business	2
Teacher Education - English/Language Arts	12
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	4
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	8
Teacher Education - Music	11
Teacher Education - Physical Education and Coaching	11
Teacher Education - Reading	
Teacher Education - Science	2
Teacher Education - Social Science	
Teacher Education - Social Studies	9
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	

Academic Major	Number Prepared
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	

Academic Major	Number Prepared
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	

Academic Major	Number Prepared
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify:	

Section I.e Program Completers

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

2010-11: 153

2009-10: 188

2008-09: 188

Section II. Annual Goals

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure 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. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the area(s) in which the IHE does not have that program.

Teacher shortage area	Goal for increasing prospective teachers trained
Mathematics	Academic year: 2010-11

	<p>Goal: 10% student increase</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <ol style="list-style-type: none"> 1. Mathematics education prospects were visited on the university recruiting days and at the on-site visits to other institutions. The university admissions office contacted several prospects and then arranged for visits with prospects, transfer students, and in some cases, their parents. 2. The new policy that allows B.S. degree mathematics majors to replace the minor requirement with the education component that leads to recommendation for teacher certification has led to an increase in the number of candidates by approximately two per year for the last two years. This option is now advertised in the university bulletin. <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Department faculty members have been distributing brochures at conferences and schools and mathematics teachers in the state have been invited to bring their high school mathematics students to campus to observe in classes and meet with advisors. Faculty members who are participating in professional development delivery in the schools are working with the mathematics teachers to encourage their students to attend college and to particularly investigate the possibilities at UCA.</p> <p>Faculty members have traveled to schools and given presentations to spark interest in the major. The implementation of the summer program in mathematics and science has also led to additional recruitment opportunities. This summer program is entitled Mathematics and Science Investigator (MSI) and it was held again in summer 2011 and provided enriched activities for high school students in central Arkansas. Another program is planned for summer 2012. The students were on campus for a week which provided the opportunity for discussion of careers in mathematics and teaching.</p> <p>We have learned that presentations and refreshments encourage attendance at the recruitment events.</p>
Science	<p>Academic year: 2010-11</p> <p>Goal: 5%</p>

Goal met? No

Description of strategies used to achieve goal:

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

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

Continued recruitment activities as described above have led to greater participation of science education majors and science faculty in the teacher education program. When faculty visit high school and community college classrooms to recruit prospective students we include teaching as a potential career option. We have targeted STEM majors for recruiting into the STEM program. We have also revisited the current teacher education tracks, and observing the success in increasing the production of STEM teachers through UTeach replication sites, we have a proposal pending at the University of Texas to become a UTeach replication site. If this proposal is successful, the new program will become operational in 2012-2013. With its streamlined majors and emphasis on recruiting, we anticipate that this model will be an effective way of increasing our production of science

	teachers.
Special education	<p>Academic year: 2010-11</p> <p>Goal: 5% student increase</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>One: (a) Special Education Dual Option Block course offerings are offered the Fall semester on annual rotation and (b) systematic, ongoing recruiting efforts continue to be built into the P-4 Early Childhood program through academic advising and Junior Block presentation.</p> <p>Two: Graduate level special education licensure courses were transitioned to synchronous distance education delivery beginning 2009.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>The entire special education graduate degree curriculum, with the exception of the practicum, was transitioned to synchronous distance education delivery in fall 2010.</p>
Instruction of limited English proficient students	<p>Academic year: 2010-11</p> <p>Goal: 10 ESL completers</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Posting of ESL Endorsement fliers in buildings and on websites; announcements regarding courses made in EDUC 3309 classes; requirement that all foreign language teacher candidates also complete the ESL Endorsement program; addition of MAT students and Reading Specialist students at the graduate level.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>The new requirement that candidates in the 4000-level ESL Endorsement courses be fully admitted to the teacher education program has improved retention, but the numbers of students taking the courses has decreased. Since the ESL Endorsement program is an “add-on” component, only candidates willing to actually add the additional courses opt to do the</p>

	program. Act 747 (limits degrees to 120 semester hours) will require changes in required course offerings, which may influence candidate numbers in these courses in the future.
NA	<p>Academic year: 2010-11</p> <p>Goal: NA</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>NA</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>

Provide any additional comments, exceptions and explanations below:

Special education is not considered as an initial licensure area in Arkansas. Licensed teachers may add special education upon completion of the approved program of study and Praxis II assessments. Undergraduate students majoring in Early Childhood Education may complete the courses for the special education additional license prior to degree completion; however, Early Childhood Education is the initial licensure area. Students completing the courses must also complete the required Praxis assessments before the area is added to the license. English as a Second Language is not an initial licensure area. Students may complete the program of study at the graduate or undergraduate level, but must hold a content area license prior to adding this endorsement.

Section II. Assurances

Please indicate whether your institution is in compliance with the following assurances.

Training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institution's graduates are likely to teach, based on past hiring and recruitment trends.

Yes

Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.

Yes

General education teachers receive training in providing instruction to children with disabilities.

Yes

General education teachers receive training in providing instruction to limited English proficient students.

Yes

General education teachers receive training in providing instruction to children from low-income families.

Yes

Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.

Yes

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

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

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

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

Recruitment efforts have also increased for underrepresented populations.

Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate (%)	State Average scaled score
ETS0700 -AGRICULTURE Educational Testing Service (ETS) All program completers, 2008-09	1				94	579
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1				100	170
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	5				91	170
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	7				100	175
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	7				100	173
ETS0132 -ART CONTENT TRAD CRITIC AESTHETICS Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1				100	150
ETS0132 -ART CONTENT TRAD CRITIC AESTHETICS Educational Testing Service (ETS) All program completers, 2010-11	5				94	148
ETS0132 -ART CONTENT TRAD CRITIC AESTHETICS Educational Testing Service (ETS) All program completers, 2009-10	7				98	148
ETS0132 -ART CONTENT TRAD CRITIC AESTHETICS Educational Testing Service (ETS) All program completers, 2008-09	6				100	148

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate (%)	State Average scaled score
ETS0131 -ART MAKING Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1				100	159
ETS0131 -ART MAKING Educational Testing Service (ETS) All program completers, 2010-11	5				94	158
ETS0131 -ART MAKING Educational Testing Service (ETS) All program completers, 2009-10	7				96	162
ETS0131 -ART MAKING Educational Testing Service (ETS) All program completers, 2008-09	6				100	162
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	3				100	170
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1					
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	2				100	165
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	3				100	161
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	3				100	160
ETS0100 -BUSINESS EDUCATION Educational Testing Service (ETS) All program completers, 2009-10	4				100	621

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate (%)	State Average scaled score
ETS0100 -BUSINESS EDUCATION Educational Testing Service (ETS) All program completers, 2008-09	1				100	632
ETS0101 -BUSINESS EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	2				92	175
ETS0022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	30	178	30	100	100	177
ETS0022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3				98	174
ETS0022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	72	180	72	100	100	177
ETS0022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	68	179	68	100	100	177
ETS0022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	95	179	95	100	100	177
ETS0020 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2009-10	3					
ETS0571 -EARTH AND SPACE SCIENCES - CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	3				85	162

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate (%)	State Average scaled score
ETS0571 -EARTH AND SPACE SCIENCES - CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1					
ETS0571 -EARTH AND SPACE SCIENCES - CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	2				91	156
ETS0571 -EARTH AND SPACE SCIENCES - CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	4				96	159
ETS0571 -EARTH AND SPACE SCIENCES - CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	6				100	160
ETS0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2009-10	1					
ETS0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2008-09	12	181	12	100	100	179
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	12	174	12	100	97	178
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	10	183	10	100	100	182
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	11	184	11	100	100	181
ETS0042 -ENG LANG LIT COMP	12	158	12	100	98	158

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate (%)	State Average scaled score
ESSAYS Educational Testing Service (ETS) All program completers, 2010-11						
ETS0042 -ENG LANG LIT COMP ESSAYS Educational Testing Service (ETS) All program completers, 2009-10	10	159	10	100	100	159
ETS0042 -ENG LANG LIT COMP ESSAYS Educational Testing Service (ETS) All program completers, 2008-09	11	157	11	100	99	159
ETS0043 -ENG LANG LIT COMP PEDAGOGY Educational Testing Service (ETS) All program completers, 2010-11	12	153	10	83	92	157
ETS0043 -ENG LANG LIT COMP PEDAGOGY Educational Testing Service (ETS) All program completers, 2009-10	9				100	157
ETS0043 -ENG LANG LIT COMP PEDAGOGY Educational Testing Service (ETS) All program completers, 2008-09	11	159	11	100	100	161
ETS0120 -FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) All program completers, 2008-09	4					
ETS0121 -FAMILY AND CONSUMER SCIENCES II Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	4				100	166
ETS0121 -FAMILY AND CONSUMER SCIENCES II Educational Testing Service (ETS) All program completers, 2010-11	4				100	169
ETS0121 -FAMILY AND CONSUMER	14	168	14	100	100	168

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate (%)	State Average scaled score
SCIENCES II Educational Testing Service (ETS) All program completers, 2009-10						
ETS0121 -FAMILY AND CONSUMER SCIENCES II Educational Testing Service (ETS) All program completers, 2008-09	2				100	172
ETS0173 -FRENCH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1					
ETS0171 -FRENCH PRODUCTIVE LANGUAGE SKILLS Educational Testing Service (ETS) All program completers, 2009-10	1					
ETS0856 -HEALTH AND PE: CK Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	6				96	161
ETS0856 -HEALTH AND PE: CK Educational Testing Service (ETS) All program completers, 2010-11	11	162	11	100	98	160
ETS0856 -HEALTH AND PE: CK Educational Testing Service (ETS) All program completers, 2009-10	9				99	162
ETS0856 -HEALTH AND PE: CK Educational Testing Service (ETS) All program completers, 2008-09	20	162	20	100	100	162
ETS0234 -LIFE SCIENCE: PEDAGOGY Educational Testing Service (ETS) Other enrolled students	2					
ETS0234 -LIFE SCIENCE: PEDAGOGY Educational Testing Service (ETS) All program completers, 2010-11	2				100	157
ETS0234 -LIFE SCIENCE: PEDAGOGY Educational Testing Service (ETS)	3				100	154

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate (%)	State Average scaled score
All program completers, 2009-10						
ETS0234 -LIFE SCIENCE: PEDAGOGY Educational Testing Service (ETS) All program completers, 2008-09	3				100	157
ETS0063 -MATH PROOFS MODELS PROBLEMS PART 1 Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1				94	166
ETS0063 -MATH PROOFS MODELS PROBLEMS PART 1 Educational Testing Service (ETS) Other enrolled students	2				82	159
ETS0063 -MATH PROOFS MODELS PROBLEMS PART 1 Educational Testing Service (ETS) All program completers, 2010-11	8				100	163
ETS0063 -MATH PROOFS MODELS PROBLEMS PART 1 Educational Testing Service (ETS) All program completers, 2009-10	8				100	167
ETS0063 -MATH PROOFS MODELS PROBLEMS PART 1 Educational Testing Service (ETS) All program completers, 2008-09	11	162	11	100	96	162
ETS0065 -MATHEMATICS PEDAGOGY Educational Testing Service (ETS) Other enrolled students	2				42	132
ETS0065 -MATHEMATICS PEDAGOGY Educational Testing Service (ETS) All program completers, 2010-11	8				97	148
ETS0065 -MATHEMATICS PEDAGOGY Educational Testing Service (ETS) All program completers, 2009-10	8				100	153

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate (%)	State Average scaled score
ETS0065 -MATHEMATICS PEDAGOGY Educational Testing Service (ETS) All program completers, 2008-09	11	157	11	100	98	151
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1				88	147
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3				91	145
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	8				100	151
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	8				100	153
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	11	141	11	100	100	144
ETS0146 -MIDDLE SCHOOL SUBJECTS: CK Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	12	165	12	100	95	160
ETS0146 -MIDDLE SCHOOL SUBJECTS: CK Educational Testing Service (ETS) Other enrolled students	5				94	158
ETS0146 -MIDDLE SCHOOL SUBJECTS: CK Educational Testing Service (ETS)	17	165	17	100	96	161

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate (%)	State Average scaled score
All program completers, 2010-11						
ETS0146 -MIDDLE SCHOOL SUBJECTS: CK Educational Testing Service (ETS) All program completers, 2009-10	19	161	19	100	99	163
ETS0146 -MIDDLE SCHOOL SUBJECTS: CK Educational Testing Service (ETS) All program completers, 2008-09	45	162	45	100	99	165
ETS0112 -MUSIC ANALYSIS Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1				100	171
ETS0112 -MUSIC ANALYSIS Educational Testing Service (ETS) Other enrolled students	2				94	164
ETS0112 -MUSIC ANALYSIS Educational Testing Service (ETS) All program completers, 2010-11	11	169	11	100	98	168
ETS0112 -MUSIC ANALYSIS Educational Testing Service (ETS) All program completers, 2009-10	22	171	22	100	100	169
ETS0112 -MUSIC ANALYSIS Educational Testing Service (ETS) All program completers, 2008-09	12	178	12	100	100	174
ETS0111 -MUSIC CONCEPTS AND PROCESSES Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	2				96	156
ETS0111 -MUSIC CONCEPTS AND PROCESSES Educational Testing Service (ETS) Other enrolled students	1				87	151
ETS0111 -MUSIC CONCEPTS AND PROCESSES	11	162	11	100	96	161

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate (%)	State Average scaled score
Educational Testing Service (ETS) All program completers, 2010-11						
ETS0111 -MUSIC CONCEPTS AND PROCESSES Educational Testing Service (ETS) All program completers, 2009-10	22	155	22	100	98	157
ETS0111 -MUSIC CONCEPTS AND PROCESSES Educational Testing Service (ETS) All program completers, 2008-09	12	162	12	100	99	159
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	2				90	162
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2				74	158
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	11	166	11	100	95	164
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	22	165	22	100	99	165
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	12	165	12	100	100	165
ETS0092 -PHYSICAL ED ANALYSIS AND DESIGN Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	6				96	161
ETS0092 -PHYSICAL ED ANALYSIS	11	161	11	100	99	161

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate (%)	State Average scaled score
AND DESIGN Educational Testing Service (ETS) All program completers, 2010-11						
ETS0092 -PHYSICAL ED ANALYSIS AND DESIGN Educational Testing Service (ETS) All program completers, 2009-10	9				100	161
ETS0092 -PHYSICAL ED ANALYSIS AND DESIGN Educational Testing Service (ETS) All program completers, 2008-09	20	162	20	100	99	161
ETS0481 -PHYSICAL SCIENCE CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1					
ETS0481 -PHYSICAL SCIENCE CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	3				100	173
ETS0483 -PHYSICAL SCIENCE PEDAGOGY Educational Testing Service (ETS) All program completers, 2009-10	1					
ETS0483 -PHYSICAL SCIENCE PEDAGOGY Educational Testing Service (ETS) All program completers, 2008-09	3				100	170
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	62	179	62	100	97	179
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) Other enrolled students	185	179	185	100	100	179
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2010-11	150	179	150	100	100	179

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate (%)	State Average scaled score
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2009-10	182	180	182	100	100	179
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2008-09	228	179	228	100	100	179
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	62	179	62	100	98	179
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) Other enrolled students	186	180	186	100	100	179
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2010-11	150	179	150	100	100	179
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2009-10	181	179	181	100	100	179
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2008-09	228	180	228	100	100	179
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	62	177	62	100	97	176
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) Other enrolled students	188	177	188	100	100	176
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2010-11	151	177	151	100	100	177
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2009-10	183	177	183	100	100	177
ETS0720 -PRAXIS I WRITING	232	177	232	100	100	177

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate (%)	State Average scaled score
Educational Testing Service (ETS) All program completers, 2008-09						
ETS0523 -PRINCIPLES LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	8				72	168
ETS0523 -PRINCIPLES LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) Other enrolled students	2				61	162
ETS0523 -PRINCIPLES LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2010-11	25	172	24	96	91	172
ETS0523 -PRINCIPLES LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2009-10	26	173	26	100	96	174
ETS0523 -PRINCIPLES LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2008-09	59	174	59	100	99	173
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	3				78	169
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	1				51	166
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2010-11	30	173	28	93	88	171
ETS0524 -PRINCIPLES LEARNING	56	173	55	98	94	172

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate (%)	State Average scaled score
AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2009-10						
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2008-09	48	173	48	100	97	172
ETS0521 -PRINCIPLES LEARNING AND TEACHING EARLY CHILDHOOD Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	25	183	24	96	98	181
ETS0521 -PRINCIPLES LEARNING AND TEACHING EARLY CHILDHOOD Educational Testing Service (ETS) Other enrolled students	2				91	176
ETS0521 -PRINCIPLES LEARNING AND TEACHING EARLY CHILDHOOD Educational Testing Service (ETS) All program completers, 2010-11	75	184	75	100	100	182
ETS0521 -PRINCIPLES LEARNING AND TEACHING EARLY CHILDHOOD Educational Testing Service (ETS) All program completers, 2009-10	78	181	78	100	100	181
ETS0521 -PRINCIPLES LEARNING AND TEACHING EARLY CHILDHOOD Educational Testing Service (ETS) All program completers, 2008-09	110	184	110	100	100	181
ETS0082 -SOCIAL STUDIES: ANALYTICAL ESSAYS Educational Testing Service (ETS) All enrolled students who have completed	1				94	150

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate (%)	State Average scaled score
all nonclinical courses						
ETS0082 -SOCIAL STUDIES: ANALYTICAL ESSAYS Educational Testing Service (ETS) Other enrolled students	11	145	7	64	76	146
ETS0082 -SOCIAL STUDIES: ANALYTICAL ESSAYS Educational Testing Service (ETS) All program completers, 2010-11	9				97	150
ETS0082 -SOCIAL STUDIES: ANALYTICAL ESSAYS Educational Testing Service (ETS) All program completers, 2009-10	14	149	14	100	96	149
ETS0082 -SOCIAL STUDIES: ANALYTICAL ESSAYS Educational Testing Service (ETS) All program completers, 2008-09	17	151	17	100	100	150
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1				94	170
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	11	164	7	64	67	163
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	9				97	168
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	14	170	14	100	94	169
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS)	17	169	17	100	98	168

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate (%)	State Average scaled score
All program completers, 2008-09						
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1					
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	3				100	174
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	7				100	171
ETS0192 -SPANISH PRODUCTIVE LANGUAGE SKILLS Educational Testing Service (ETS) Other enrolled students	1					
ETS0192 -SPANISH PRODUCTIVE LANGUAGE SKILLS Educational Testing Service (ETS) All program completers, 2009-10	3				100	164
ETS0192 -SPANISH PRODUCTIVE LANGUAGE SKILLS Educational Testing Service (ETS) All program completers, 2008-09	7				100	166
ETS0194 -SPANISH: PEDAGOGY Educational Testing Service (ETS) All program completers, 2009-10	3				100	179
ETS0194 -SPANISH: PEDAGOGY Educational Testing Service (ETS) All program completers, 2008-09	7				100	173
ETS5195 -SPANISH: WORLD LANGUAGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1					

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate (%)	State Average scaled score
ETS0841 -WORLD LANGUAGE PEDAGOGY Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1					

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate(%)
All program completers, 2010-11	153	148	97	94
All program completers, 2009-10	188	187	99	96
All program completers, 2008-09	252	252	100	98

Section IV. Low-Performing

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

Is your teacher preparation program currently approved or accredited?

Yes

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

State

NCATE

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

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

No

Section V. Technology

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 how your program 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 how your program prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

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

WORD:

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

EXCEL:

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

POWERPOINT:

1. Visual Presentation using PowerPoint: Discussed Copyright Laws and Fair Use Policies that relate to videos in educational settings; Using Real Player and Any Video Converter to download

a video and convert to a WMV file; Creating a custom animation; Copying a discipline-specific animation from a FREE source; Narrating a slide (Why? Who? and How?); Researching FREE templates and backgrounds; Downloading the NBC Learn Offline Viewer and downloading discipline-specific videos to the library so they will play without the Internet; Inserting hyperlinks to videos and three types of video files; Using NBC Learn videos and cue cards to enhance presentations; Making presentations available online through SlideShare and a Drop Box (FREE resources); Why and how to broadcast a slideshow using PowerPoint; Zipping and unzipping file folders; Burning a CD.

Music/Video/Sound/Animations/Transitions/Footer/Hyperlinks/Scanned Item/Packaged for CD (Advance slides using timings—OPTIONAL) (NETS 1, 2, 3, and 4; TPOA C7 and C8)

2. Visual Presentation using Overhead & Transparency, ELMO, SmartBoard, and PowerPoint with slide narration. Create an engaging, interactive, student-centered SmartBoard activity that includes a variety of problem, question, or activity pages and a variety of “reveal your answers” options. It must address a concept or skill related to your Core Standards or frameworks and include links to at least two related SmartBoard activities created by other teachers. It must include object animations, text boxes, pull tabs, cloning, layering, grouping, and other SmartBoard tools and features in an organized, creative, and logical design. (NETS 1, 2, and 3; TPOA C7 and C8)

Misc. Assignments or Projects:

1. Email Attachment (send and open/print) (NETS 4; TPOA D4.1 and 4.2)

2. Research: Resources for Teachers (Must include links to Copyright and Fair Use information and adaptive technologies for special needs learners and English language learners. (NETS 2, 3, and 4; TPOA D3.1 and D6) Effective Search Strategies: Lesson Plans with Objectives and RUBRICS (NETS 3 and 4; TPOA D3.1 and D6)

3. Create a WebQuest (must include a minimum of five Internet links) Save this two times, once as a WORD document and a second time as a Web page (NETS 1, 2, 3, and 4; TPOA C7 and C8)

4. Create a Podcast (teach a short lesson, introduce a new topic, or enhance learning by providing additional information) (NETS 1, 2, 3, and 4; TPOA C7 and C8)

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

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

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

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

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

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

Section VI. Teacher Training

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 how your program 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.

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

Does your program prepare **special education** teachers to:

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

Provide a description of how your program 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.

Section VII. Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Supporting Files

UNIVERSITY CENTRAL ARKANSAS
Traditional Program
2010-11

[Contact Us](#) - [Glossary](#) - [Log out](#)

Title II, Higher Education Act
OMB Control No.: 1840-0744 (exp. 9/30/2012)