Name of Institution: UNIVERSITY OF CENTRAL ARKANSAS

Institution/Program Type: Traditional

Academic Year: 2012-13

State: Arkansas

Address: 201 Donaghey

UCA Box 5015

Conway, AR, 72035

Contact Name: Mr. Ken Vaughn

Phone: 501-450-3131

Email: kenv@uca.edu

Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education? (http://www2.ed.gov/about/offices/list/oii/tqp/index.html)

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/education/programapps

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 I exams. This allows students to concurrently enroll in pre-admission and post-admission classes for one semester. At the end of this semester, all conditions must be removed for the candidate to continue enrollment in classes designated for candidates who are fully admitted into the teacher education program.

Section I.b Undergraduate Requirements

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

Are there initial teacher certification programs at the undergraduate level?

Yes

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

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

Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	Yes	No
Essay or personal statement	No	Yes
Interview	Yes	No
Other Minimum technology competencies measured by testing or completion of a basic technology class.	Yes	No

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

2.5

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

3.28

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 2012-13

3.52

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 2012-13

What is the minimum GPA required for completing the program?

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

Please provide any additional comments about the information provided above:

Section I.c Enrollment

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

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

Additional guidance on reporting race and ethnicity data.

Total number of students enrolled in 2012-13:	407
Unduplicated number of males enrolled in 2012-13:	107
Unduplicated number of females enrolled in 2012-13:	300

2012-13	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	9
Race	
American Indian or Alaska Native:	1
Asian:	5

Black or African American:	27
Native Hawaiian or Other Pacific Islander:	1
White:	362
Two or more races:	2

Section I.d Supervised Clinical Experience

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

Average number of clock hours of supervised clinical experience required prior to student teaching	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	22
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	174
Number of students in supervised clinical experience during this academic year	165

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 2012-13. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	64
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	11
Teacher Education - Business	
Teacher Education - English/Language Arts	14

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	13
Teacher Education - Music	12
Teacher Education - Physical Education and Coaching	12
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	7
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	2

Teacher Education - Chemistry	2
Teacher Education - Drama and Dance	
Teacher Education - French	1
Teacher Education - German	
Teacher Education- History	
Teacher Education - Physics	2
Teacher Education - Spanish	1
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	4
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	

Education - Other Specify:	

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	64
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	17
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	11

Teacher Education - Business	
Teacher Education - English/Language Arts	14
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	13
Teacher Education - Music	12
Teacher Education - Physical Education and Coaching	12
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	7
Teacher Education - Technical Education	

Teacher Education - Computer Science	
Teacher Education - Biology	
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	

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	2
Mathematics and Statistics	
Physical Sciences	2
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	

Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify:	

Section I.f Program Completers

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

2012-13: 165

2011-12: 143

2010-11: 153

Section II Annual Goals - Mathematics

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

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

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

Academic year 2012-13

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

Yes

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

5

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

Yes

Description of strategies used to achieve goal, if applicable:

Mathematics education prospects were visited at university activities such as Bear Facts Day and Scholars Day. The university admissions office will contact prospects and transfer students and arrange for visits with department faculty. In some cases, this also includes a visit with the parents of prospects.

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

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

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

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

Yes

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

5

Provide any additional comments, exceptions and explanations below:

With greater awareness of UCA STEM Teach, it is hoped that the strategies to recruit from the B.S degrees in pure or applied mathematics will begin to equal the numbers that were previously recruited as BSE Secondary Mathematics candidates.

Academic year 2014-15

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

Yes

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

5

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Science

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

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

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

Academic year 2012-13

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

Yes

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

2

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

Yes

Description of strategies used to achieve goal, if applicable:

1. Recruiting efforts were made for both the Life/Earth and Physical/Earth tracks. Recruiting efforts included an emphasis on teaching as a profession at Bear Facts days (a campus recruiting effort for high school students); the science education tracks were highlighted in both college and departmental sessions, majors fair, and through direct contacts with declared science majors. Recruiting efforts were also made through the UCA STEM Residential College.

2. In addition to handing out brochures during recruiting days, science education faculty and department chairs have met with potential students who visit campus for tours, recruitment posters have been posted in the both college science buildings. Science education faculty are heavily involved in the Arkansas State Science Fair, held annually on the UCA campus, this provides an opportunity to network with science teachers and direct contact with high school students involved in the science fair. The STEM Residential College is now fully operational. Faculty have visited the STEM college to recruit students into the science education programs. STEM students have been encouraged to develop outreach programs for area schools. Participation in these activities has the potential to influence STEM students to consider teaching as a profession.

3. A faculty member who specializes in Physics Education Research was hired by the Physics Department. This faculty member began to recruit specifically for the Physical/Earth track in 2012-13. We anticipate the presence of a role model will have a positive effect on recruiting in future years.

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

Continued recruitment activities as described above have led to greater participation of science education majors and science faculty in the teacher education program. When faculty visit high school and community college classrooms to recruit prospective students we include teaching as a potential career option. We have targeted STEM majors for recruiting into the teacher education program. UCA STEMteach, became operational in 2012-2013. These students are recruited in science education from the traditional BS majors in Biology, Chemistry, and Physics.

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

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

Yes

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

3

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

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

Yes

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

3

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Special Education

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

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

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

Academic year 2012-13

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

Yes

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

3

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

Yes

Description of strategies used to achieve goal, if applicable:

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

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

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

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

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Is your program preparing 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

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

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

Yes

How many prospective teachers does 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.

Section II Annual Goals - Instruction of Limited English Proficient Students

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

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

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

Academic year 2012-13

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

Yes

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

8

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

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:

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

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

Yes

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

10

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

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

Yes

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

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

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 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) All enrolled students who have completed all noncl	2			
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 Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	5			
ETS0132 -ART CONTENT TRAD CRITIC AESTHETICS Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0132 -ART CONTENT TRAD CRITIC AESTHETICS Educational Testing Service (ETS) All program completers, 2010-11	5			
ETS0131 -ART MAKING Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0131 -ART MAKING Educational Testing Service (ETS) All program completers, 2010-11	5			
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			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE	2			

Educational Testing Service (ETS) All program completers, 2010-11				
ETS0101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	2			
ETS0101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	2			
ETS0022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	30	178	30	100
ETS0022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3			
ETS0022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	64	180	64	100
ETS0022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	67	180	67	100
ETS0022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	72	180	72	100
ETS0571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS)	4			

All program completers, 2012-13				
ETS0571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2011-12	5			
ETS0571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2010-11	2			
ETS0044 -ENG LANG LIT COMP CONTENT & ANALYSIS Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			
ETS0044 -ENG LANG LIT COMP CONTENT & ANALYSIS Educational Testing Service (ETS) All program completers, 2012-13	14	184	14	100
ETS0044 -ENG LANG LIT COMP CONTENT & ANALYSIS Educational Testing Service (ETS) All program completers, 2011-12	8			
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	12	174	12	100
ETS0042 -ENG LANG LIT COMP ESSAYS Educational Testing Service (ETS) All program completers, 2010-11	12	158	12	100
ETS0043 -ENG LANG LIT COMP PEDAGOGY Educational Testing Service (ETS)	14	158	14	100

All program completers, 2012-13				
ETS0043 -ENG LANG LIT COMP PEDAGOGY Educational Testing Service (ETS) All program completers, 2011-12	8			
ETS0043 -ENG LANG LIT COMP PEDAGOGY Educational Testing Service (ETS) All program completers, 2010-11	12	155	11	92
ETS0121 -FAMILY AND CONSUMER SCIENCES II Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			
ETS0121 -FAMILY AND CONSUMER SCIENCES II Educational Testing Service (ETS) All program completers, 2012-13	9			
ETS0121 -FAMILY AND CONSUMER SCIENCES II Educational Testing Service (ETS) All program completers, 2011-12	5			
ETS0121 -FAMILY AND CONSUMER SCIENCES II Educational Testing Service (ETS) All program completers, 2010-11	4			
ETS5174 -FRENCH WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0856 -HEALTH AND PE CK Educational Testing Service (ETS) All enrolled students who have completed all noncl	5			

ETS0856 -HEALTH AND PE CK Educational Testing Service (ETS) Other enrolled students	4			
ETS0856 -HEALTH AND PE CK Educational Testing Service (ETS) All program completers, 2012-13	12	163	12	100
ETS0856 -HEALTH AND PE CK Educational Testing Service (ETS) All program completers, 2011-12	6			
ETS0856 -HEALTH AND PE CK Educational Testing Service (ETS) All program completers, 2010-11	11	162	11	100
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			
ETS0234 -LIFE SCIENCE PEDAGOGY Educational Testing Service (ETS) All program completers, 2010-11	2			
ETS0063 -MATH PROOFS MODELS PROBLEMS PART 1 Educational Testing Service (ETS) Other enrolled students	3			
ETS0063 -MATH PROOFS MODELS PROBLEMS PART 1	13	161	13	100

Educational Testing Service (ETS) All program completers, 2012-13				
ETS0063 -MATH PROOFS MODELS PROBLEMS PART 1 Educational Testing Service (ETS) All program completers, 2011-12	8			
ETS0063 -MATH PROOFS MODELS PROBLEMS PART 1 Educational Testing Service (ETS) All program completers, 2010-11	8			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	6			
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			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	8			
ETS0065 -MATHEMATICS PEDAGOGY Educational Testing Service (ETS) All program completers, 2012-13	13	153	13	100
ETS0065 -MATHEMATICS PEDAGOGY Educational Testing Service (ETS)	8			

All program completers, 2011-12				
ETS0065 -MATHEMATICS PEDAGOGY Educational Testing Service (ETS) All program completers, 2010-11	8			
ETS0146 -MIDDLE SCHOOL CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS0146 -MIDDLE SCHOOL CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	19	164	19	100
ETS0146 -MIDDLE SCHOOL CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	17	165	17	100
ETS5142 -MIDDLE SCHOOL MULTI SUBJ ENG LANG ARTS (CD) Educational Testing Service (ETS) All enrolled students who have completed all noncl	6			
ETS5142 -MIDDLE SCHOOL MULTI SUBJ ENG LANG ARTS (CD) Educational Testing Service (ETS) Other enrolled students	2			
ETS5142 -MIDDLE SCHOOL MULTI SUBJ ENG LANG ARTS (CD) Educational Testing Service (ETS) All program completers, 2012-13	17	177	17	100

ETS5142 -MIDDLE SCHOOL MULTI SUBJ ENG LANG ARTS (CD) Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS5143 -MIDDLE SCHOOL MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5143 -MIDDLE SCHOOL MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) Other enrolled students	6			
ETS5143 -MIDDLE SCHOOL MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) All program completers, 2012-13	15	165	15	100
ETS5143 -MIDDLE SCHOOL MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS5145 -MIDDLE SCHOOL MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5145 -MIDDLE SCHOOL MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) Other enrolled students	6			

ETS5145 -MIDDLE SCHOOL MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) All program completers, 2012-13	16	156	16	100
ETS5145 -MIDDLE SCHOOL MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS5144 -MIDDLE SCHOOL MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) All enrolled students who have completed all noncl	5			
ETS5144 -MIDDLE SCHOOL MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) Other enrolled students	2			
ETS5144 -MIDDLE SCHOOL MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) All program completers, 2012-13	12	155	12	100
ETS5144 -MIDDLE SCHOOL MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0112 -MUSIC ANALYSIS Educational Testing Service (ETS) All program completers, 2012-13	9			

ETS0112 -MUSIC ANALYSIS Educational Testing Service (ETS) All program completers, 2011-12	8			
ETS0112 -MUSIC ANALYSIS Educational Testing Service (ETS) All program completers, 2010-11	11	169	11	100
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			
ETS0111 -MUSIC CONCEPTS AND PROCESSES Educational Testing Service (ETS) All program completers, 2010-11	11	162	11	100
ETS0114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All enrolled students who have completed all noncl	7			
ETS0114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) Other enrolled students	1			
ETS0114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2012-13	2			
ETS0113 -MUSIC CONTENT KNOWLEDGE	9			

Educational Testing Service (ETS) All program completers, 2012-13				
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	8			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	11	166	11	100
ETS0092 -PHYSICAL ED ANALYSIS AND DESIGN Educational Testing Service (ETS) All program completers, 2011-12	5			
ETS0092 -PHYSICAL ED ANALYSIS AND DESIGN Educational Testing Service (ETS) All program completers, 2010-11	11	161	11	100
ETS0095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All enrolled students who have completed all noncl	5			
ETS0095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) Other enrolled students	6			
ETS0095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2012-13	12	178	12	100
ETS0095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS)	1			

All program completers, 2011-12				
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	178	66	100
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) Other enrolled students	334	179	334	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
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2010-11	150	179	150	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All enrolled students who have completed all noncl	65	178	65	100

ETS0710 -PRAXIS I READING Educational Testing Service (ETS) Other enrolled students	335	179	334	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
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2010-11	150	179	150	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All enrolled students who have completed all noncl	65	177	65	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) Other enrolled students	336	177	335	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
ETS0720 -PRAXIS I WRITING	151	177	151	100

Educational Testing Service (ETS) All program completers, 2010-11				
ETS0523 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2011-12	9			
ETS0523 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2010-11	24	173	24	100
ETS0623 -PRINC LEARNING AND TEACHING 5-9 II Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			
ETS0623 -PRINC LEARNING AND TEACHING 5-9 II Educational Testing Service (ETS) Other enrolled students	4			
ETS0623 -PRINC LEARNING AND TEACHING 5-9 II Educational Testing Service (ETS) All program completers, 2012-13	25	178	25	100
ETS0623 -PRINC LEARNING AND TEACHING 5-9 II Educational Testing Service (ETS) All program completers, 2011-12	11	175	11	100
ETS0623 -PRINC LEARNING AND TEACHING 5-9 II Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0524 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS)	1			

All program completers, 2012-13				
ETS0524 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2011-12	2			
ETS0524 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2010-11	20	173	20	100
ETS0624 -PRINC LEARNING AND TEACHING 7-12 II Educational Testing Service (ETS) All enrolled students who have completed all noncl	10	166	8	80
ETS0624 -PRINC LEARNING AND TEACHING 7-12 II Educational Testing Service (ETS) All program completers, 2012-13	37	171	37	100
ETS0624 -PRINC LEARNING AND TEACHING 7-12 II Educational Testing Service (ETS) All program completers, 2011-12	23	172	23	100
ETS0624 -PRINC LEARNING AND TEACHING 7-12 II Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0521 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0521 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS)	24	184	24	100

All program completers, 2011-12				
ETS0521 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2010-11	75	184	75	100
ETS0621 -PRINC LEARNING AND TEACHING EARLY CHILD II Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
ETS0621 -PRINC LEARNING AND TEACHING EARLY CHILD II Educational Testing Service (ETS) Other enrolled students	1			
ETS0621 -PRINC LEARNING AND TEACHING EARLY CHILD II Educational Testing Service (ETS) All program completers, 2012-13	65	170	65	100
ETS0621 -PRINC LEARNING AND TEACHING EARLY CHILD II Educational Testing Service (ETS) All program completers, 2011-12	45	169	45	100
ETS0082 -SOCIAL STUDIES ANALYTICAL ESSAYS Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0082 -SOCIAL STUDIES ANALYTICAL ESSAYS Educational Testing Service (ETS) All program completers, 2011-12	7			

ETS0082 -SOCIAL STUDIES ANALYTICAL ESSAYS Educational Testing Service (ETS) All program completers, 2010-11	9			
ETS0086 -SOCIAL STUDIES CONTENT & INTERPRET Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
ETS0086 -SOCIAL STUDIES CONTENT & INTERPRET Educational Testing Service (ETS) Other enrolled students	10	161	8	80
ETS0086 -SOCIAL STUDIES CONTENT & INTERPRET Educational Testing Service (ETS) All program completers, 2012-13	6			
ETS0086 -SOCIAL STUDIES CONTENT & INTERPRET Educational Testing Service (ETS) All program completers, 2011-12	3			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	7			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	9			
ETS5195 -SPANISH WORLD LANGUAGE (CD)	1			

Educational Testing Service (ETS) All program completers, 2012-13				
ETS5195 -SPANISH WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0841 -WORLD LANGUAGE PEDAGOGY Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS0841 -WORLD LANGUAGE PEDAGOGY Educational Testing Service (ETS) All program completers, 2012-13	2			
ETS0841 -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, 2012-13	165	164	99
All program completers, 2011-12	143	143	100
All program completers, 2010-11	153	152	99

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, the Teacher Performance Outcomes Assessment (TPOA) standards, based upon the Pathwise Domains are used to assess each student's performance within this context. Below are the assignments and standards expected of each student enrolled in the senior level technology class. Students are

expected to integrate these skills in their teaching experience during their Internship I and II semesters.

WORD:

1.Parent/Guardian Letter with "consent to video or photograph" tear-off (NETS 4; TPOA D4.1 and 4.2)

2.Class Newsletter with columns/section breaks/graphics/text boxes/line/page border/text wrapping (NETS 1 and 4; TPOA D4.1 and D 4.2)

EXCEL:

1. Gradebook with graphs (using technology to answer "what if" questions) (NETS 1, 2, 3, and 4; TPOA C3 and C7)

2.Impact on Student Learning with graphs, survey questions, and analysis (How will you know if your students met your learning objectives? Did they actually learn?) (NETS 1, 2, and 3; TPOA C7 and C8)

3.Educational Puzzle (inserting questions using comments, conditional formatting, and templates for immediate student feedback) (NETS 1 and 2; TPOA C7)

POWERPOINT:

1.Visual Presentation using PowerPoint: Discussed Copyright Laws and Fair Use Policies that relate to videos in educational settings; Using Real Player and Any Video Converter to download a video and convert to a WMV file; Creating a custom animation; Copying a discipline-specific animation from a FREE source; Narrating a slide (Why? Who? and How?); Researching FREE templates and backgrounds; Downloading the NBC Learn Offline Viewer and downloading discipline-specific videos to the library so they will play without the Internet; Inserting hyperlinks to videos and three types of video files; Using NBC Learn videos and cue cards to enhance presentations; Making presentations available online through SlideShare and a Drop Box (FREE resources); Why and how to broadcast a slideshow using PowerPoint; Zipping and unzipping file folders; Burning a CD. Music/Video/Sound/Animations/Transitions/Footer/Hyperlinks/Scanned Item/Packaged for CD (Advance slides using timings—OPTIONAL) (NETS 1, 2, 3, and 4; TPOA C7 and C8)

2.Visual Presentation using Overhead & Transparency, ELMO, SmartBoard, and PowerPoint with slide narration. Create an engaging, interactive, student-centered SmartBoard activity that includes a variety of problem, question, or activity pages and a variety of "reveal your answers" options. It must address a concept or skill related to your Core Standards or frameworks and include links to at least two related SmartBoard activities created by other teachers. It must

include object animations, text boxes, pull tabs, cloning, layering, grouping, and other SmartBoard tools and features in an organized, creative, and logical design. (NETS 1, 2, and 3; TPOA C7 and C8)

Misc. Assignments or Projects:

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

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

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

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

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

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

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

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

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

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

Section VI Teacher Training

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

Does your program prepare general education teachers to:

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

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

I. Teaching students with disabilities effectively

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

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

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

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

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

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

II. Preparing teachers to participate as a 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 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 2012-13

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ED.gov   This is a United States Department of Education computer system.