



Edgewood College
Traditional Report AY 2016-17
Wisconsin



92% COMPLETE
STATUS: IN PROGRESS

Institution Information

ADDRESS

1000 Edgewood College Drive

CITY

Madison

STATE

Wisconsin

ZIP

53711

SALUTATION

Dr.

FIRST NAME

Timothy

LAST NAME

Slekar

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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?

<https://www2.ed.gov/programs/tqpartnership/awards.html>

- Yes
 No

If yes, provide the following:

AWARD YEAR

GRANTEE NAME

PROJECT NAME

GRANT NUMBER

LIST PARTNER DISTRICTS/LEAS (ONE PER LINE)

LIST OTHER PARTNERS (ONE PER LINE)

PROJECT TYPE

- Residency
- Pre-baccalaureate
- Both Residency and Pre-baccalaureate

List of Programs

On this page, review the list of teacher preparation programs offered by your institution of higher education (IHE) or organization. If you submitted an IPRC last year, this list of programs is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to enter the programs in the appropriate reports. For the traditional report, list all traditional programs within the IHE. For the alternative report, list all alternative programs within the IHE. You may edit, delete, and insert new rows as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page. The system will automatically total the number of programs for you.

THIS PAGE INCLUDES:

>> [Program Information](#)

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 <https://www2.ed.gov/programs/tqpartnership/awards.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Education - Teaching and Learning	No	
Education-General	No	
Teacher Education - Art	No	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	No	
Teacher Education - Biology	No	
Teacher Education - Broad Field Science	No	
Teacher Education - Broad Field Social Studies	No	
Teacher Education - Business	No	
Teacher Education - Chemistry	No	
Teacher Education - Computer Science	No	
Teacher Education - Early Childhood Education	No	
Teacher Education - Earth and Space Science	No	
Teacher Education - Economics	No	
Teacher Education - Elementary Education	No	

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Teacher Education - English as a Second Language	No	
Teacher Education - English/Language Arts	No	
Teacher Education - Environmental Studies	No	
Teacher Education - French	No	
Teacher Education - History	No	
Teacher Education - Junior High/Intermediate/Middle School	No	
Teacher Education - Life and Environmental Science	No	
Teacher Education - Mathematics	No	
Teacher Education - Music (Choral)	No	
Teacher Education - Music (General Music)	No	
Teacher Education - Music (Instrumental)	No	
Teacher Education - Physical Science	No	
Teacher Education - Physics	No	
Teacher Education - Secondary Education	No	
Teacher Education - Social Studies	No	
Teacher Education - Spanish	No	
Teacher Education - Spanish	No	
Teacher Education - Special Education	No	
Teacher Education - Theatre	No	

Total number of teacher preparation programs: 33

Program Requirements

THIS PAGE INCLUDES:

- >> [Admissions](#)
- >> [Undergraduate Requirements](#)
- >> [Postgraduate Requirements](#)
- >> [Supervised Clinical Experience](#)

On this page, review and enter information about the program requirements for admission into the program, program completion, and supervised clinical experience. If you submitted an IPRC last year, much of this page is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to specify the requirements in the appropriate reports. For the traditional report, provide the requirements for traditional programs within the IHE. For the alternative report, provide the requirements for the alternative programs within the IHE.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

Admissions

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

Sophomore year



If Other, please specify:

2. Does your initial teacher certification program conditionally admit students?

- Yes
 No

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

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

Our students pass through a series of steps that result in certification. Their performance is assessed via documentation in a professional portfolio that includes evaluation at each of the steps leading up to student teaching and including evaluation of all clinical experiences.

Undergraduate Requirements

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

1. Are there initial teacher certification programs at the undergraduate level?

- Yes
 No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the undergraduate level. If no, leave the rest of the page blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Required for Entry	Required for Exit
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Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Essay or personal statement	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: Portfolio	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.75

3. What was the median GPA of individuals accepted into the program in academic year 2016-17?

3.54

4. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.75

5. What was the median GPA of individuals completing the program in academic year 2016-17?

3.81

6. Please provide any additional information about the information provided above:

Postgraduate Requirements

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

1. Are there initial teacher certification programs at the postgraduate level?

- Yes
- 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. If no, leave the rest of the page blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Required for Entry	Required for Exit
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Subject area/academic content test or other subject matter verification	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Interview	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Other Specify: <input type="text" value="Portfolio Presentation"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.75

3. What was the median GPA of individuals accepted into the program in academic year 2016-17?

3.89

4. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3

5. What was the median GPA of individuals completing the program in academic year 2016-17?

3.97

6. Please provide any additional information about the information provided above:

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2016-17. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

[Additional guidance on reporting supervised clinical experience and nonclinical coursework.](#)

Average number of clock hours of supervised clinical experience required prior to student teaching	130
Average number of clock hours required for student teaching	675
Average number of clock hours required for mentoring/induction support	10
Number of full-time equivalent faculty supervising clinical experience during this academic year	7
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	122
Number of students in supervised clinical experience during this academic year	69

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

Enrollment

THIS PAGE INCLUDES:

>> [Enrollment](#)

On this page, enter the number of candidates for an initial teaching credential who are enrolled in the initial teacher preparation programs within your institution of higher education (IHE) or organization. **Do not** report on the total number of students enrolled in the entire IHE. **Do not** include individuals who currently hold a teaching credential and are seeking additional licenses or endorsements, or individuals preparing for school-based careers other than classroom teachers (e.g., administrators, guidance counselors).

The Department recognizes that in many cases, candidates voluntarily report their race/ethnicity and gender data, and that in some cases, candidates may choose not to report this information. Please report on the race/ethnicity data you have available, though the data may not be complete. It is not expected that the sum of the enrolled students reported by race/ethnicity or by gender will necessarily equal the total number of students enrolled.

If your IHE offers both traditional and alternative programs, be sure to enter the candidates enrolled in the appropriate reports. For the traditional report, provide only the candidates enrolled in traditional programs within the IHE. For the alternative report, provide only the candidates enrolled in the alternative programs within the IHE.

After entering the enrollment data, save the page using the floating save box at the bottom of the page.

Enrollment

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 2016-17	<input type="text" value="160"/>
Unduplicated number of males enrolled in 2016-17	<input type="text" value="35"/>
Unduplicated number of females enrolled in 2016-17	<input type="text" value="125"/>

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. ([§205\(a\)\(1\)\(C\)\(ii\)\(H\)](#))

2016-17	Number Enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race	<input type="text" value="8"/>
<i>Race</i>	

2016-17

Number Enrolled

American Indian or Alaska Native

0

Asian

6

Black or African American

7

Native Hawaiian or Other Pacific Islander

0

White

135

Two or more races

4

Teachers Prepared

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

- >> [Teachers Prepared by Subject Area](#)
- >> [Teachers Prepared by Academic Major](#)

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2016-17. 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\(b\)\(1\)\(H\)](#))

[Additional guidance on reporting teachers prepared by subject area.](#)

[What are CIP Codes?](#)

No teachers prepared in academic year 2016-17

CIP Code	Subject Area	Number Prepared
13.01	Education - General	0
13.10	Teacher Education - Special Education	22
13.1210	Teacher Education - Early Childhood Education	14
13.1202	Teacher Education - Elementary Education	21
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	33
13.1205	Teacher Education - Secondary Education	17
13.1206	Teacher Education - Multiple Levels	1

CIP Code	Subject Area	Number Prepared
13.1301	Teacher Education - Agriculture	0
13.1302	Teacher Education - Art	0
13.1303	Teacher Education - Business	0
13.1305	Teacher Education - English/Language Arts	7
13.1306	Teacher Education - Foreign Language	0
13.1307	Teacher Education - Health	0
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	0
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1311	Teacher Education - Mathematics	1
13.1312	Teacher Education - Music	1
13.1314	Teacher Education - Physical Education and Coaching	0
13.1315	Teacher Education - Reading	2
13.1316	Teacher Education - Science Teacher Education/General Science	4
13.1317	Teacher Education - Social Science	0
13.1318	Teacher Education - Social Studies	4
13.1319	Teacher Education - Technical Education	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	4
13.1323	Teacher Education - Chemistry	0
13.1324	Teacher Education - Drama and Dance	0
13.1325	Teacher Education - French	0
13.1326	Teacher Education - German	0
13.1328	Teacher Education - History	3
13.1329	Teacher Education - Physics	0
13.1330	Teacher Education - Spanish	0

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	0
13.1332	Teacher Education - Geography	0
13.1333	Teacher Education - Latin	0
13.1335	Teacher Education - Psychology	0
13.1337	Teacher Education - Earth Science	0
13.14	Teacher Education - English as a Second Language	45
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	16
13.99	Education - Other Specify: Life and Environmental Science	2

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2016-17. 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\(b\)\(1\)\(H\)](#))

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

[Additional guidance on reporting teachers prepared by academic major.](#)

What are CIP Codes?

No teachers prepared in academic year 2016-17

CIP Code	Academic Major	Number Prepared
13.01	Education - General	0
13.10	Teacher Education - Special Education	11
13.1210	Teacher Education - Early Childhood Education	12
13.1202	Teacher Education - Elementary Education	20
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	0
13.1205	Teacher Education - Secondary Education	0
13.1301	Teacher Education - Agriculture	0

CIP Code	Academic Major	Number Prepared
13.1302	Teacher Education - Art	0
13.1303	Teacher Education - Business	0
13.1305	Teacher Education - English/Language Arts	7
13.1306	Teacher Education - Foreign Language	0
13.1307	Teacher Education - Health	0
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	0
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1311	Teacher Education - Mathematics	1
13.1312	Teacher Education - Music	1
13.1314	Teacher Education - Physical Education and Coaching	0
13.1315	Teacher Education - Reading	2
13.1316	Teacher Education - Science	4
13.1317	Teacher Education - Social Science	0
13.1318	Teacher Education - Social Studies	4
13.1319	Teacher Education - Technical Education	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	4
13.1323	Teacher Education - Chemistry	0
13.1324	Teacher Education - Drama and Dance	0
13.1325	Teacher Education - French	0
13.1326	Teacher Education - German	0
13.1328	Teacher Education - History	3
13.1329	Teacher Education - Physics	0
13.1330	Teacher Education - Spanish	0
13.1331	Teacher Education - Speech	0

CIP Code	Academic Major	Number Prepared
13.1332	Teacher Education - Geography	0
13.1333	Teacher Education - Latin	0
13.1335	Teacher Education - Psychology	0
13.1337	Teacher Education - Earth Science	0
13.14	Teacher Education - English as a Second Language	28
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	14
13.03	Education - Curriculum and Instruction	0
13.09	Education - Social and Philosophical Foundations of Education	0
24	Liberal Arts/Humanities	0
42	Psychology	0
45.01	Social Sciences	0
45.02	Anthropology	0
45.06	Economics	0
45.07	Geography and Cartography	0
45.10	Political Science and Government	0
45.11	Sociology	0
50	Visual and Performing Arts	0
54	History	0
16	Foreign Languages	0
19	Family and Consumer Sciences/Human Sciences	0
23	English Language/Literature	0
38	Philosophy and Religious Studies	0
01	Agriculture	0
09	Communication or Journalism	0
14	Engineering	0

CIP Code	Academic Major	Number Prepared
26	Biology	0
27	Mathematics and Statistics	0
40.01	Physical Sciences	0
40.02	Astronomy and Astrophysics	0
40.04	Atmospheric Sciences and Meteorology	0
40.05	Chemistry	0
40.06	Geological and Earth Sciences/Geosciences	0
40.08	Physics	0
52	Business/Business Administration/Accounting	0
11	Computer and Information Sciences	0
99	Other Specify: <input data-bbox="289 926 1260 968" type="text" value="Life and Environmental Science"/>	2

Program Completers

On this page, enter the total number of individuals who completed the program in AY 2016-17 and the two prior academic years. If you submitted an IPRC last year, the number of program completers for the two prior academic years are pre-loaded from your prior year's report.

A program completer is a person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as a criterion for determining who is a program completer.

An individual cannot be classified as both enrolled and as a program completer at the same time. An enrolled individual is not a program completer. Once an individual has met all the requirements of a state-approved teacher preparation program and becomes a program completer, the individual is no longer classified as enrolled.

After entering the program completers, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Program Completers](#)

Program Completers

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

2016-17	<input type="text" value="101"/>
2015-16	<input type="text" value="128"/>
2014-15	<input type="text" value="134"/>

Annual Goals

On this page, review the annual goals in each subject area listed below. If you submitted an IPRC last year, the goals you entered last year are pre-loaded from your prior year's report. Please respond to the questions to report on progress towards the goals, and set new goals for the next academic year.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

- >> [Annual Goals - Mathematics](#)
- >> [Annual Goals - Science](#)
- >> [Annual Goals - Special Education](#)
- >> [Annual Goals - Instruction of Limited English Proficient Students](#)
- >> [Assurances](#)

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 <https://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 2016-17

1. Did your program prepare teachers in mathematics in 2016-17?

- Yes
 No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in mathematics in 2016-17?

5

3. Did your program meet the goal for prospective teachers set in mathematics in 2016-17?

- Yes
 No
 Not applicable

4. Description of strategies used to achieve goal, if applicable:

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

6. Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

7. Is your program preparing teachers in mathematics in 2017-18?

- Yes
 No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in mathematics in 2017-18?

4

9. Provide any additional comments, exceptions and explanations below:

Academic year 2018-19

10. Will your program prepare teachers in mathematics in 2018-19?

- Yes
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in mathematics in 2018-19?

3

12. Provide any additional comments, exceptions and explanations below:

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 <https://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 2016-17

1. Did your program prepare teachers in science in 2016-17?

- Yes
 No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in science in 2016-17?

5

3. Did your program meet the goal for prospective teachers set in science in 2016-17?

- Yes
 No
 Not applicable

4. Description of strategies used to achieve goal, if applicable:

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

6. Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

7. Is your program preparing teachers in science in 2017-18?

- Yes
 No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in science in 2017-18?

5

9. Provide any additional comments, exceptions and explanations below:

Academic year 2018-19

10. Will your program prepare teachers in science in 2018-19?

- Yes
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in science in 2018-19?

3

12. Provide any additional comments, exceptions and explanations below:

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 <https://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 2016-17

1. Did your program prepare teachers in special education in 2016-17?

- Yes
 No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in special education in 2016-17?

10

3. Did your program meet the goal for prospective teachers set in special education in 2016-17?

- Yes
 No
 Not applicable

4. Description of strategies used to achieve goal, if applicable:

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

6. Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

7. Is your program preparing teachers in special education in 2017-18?

- Yes
 No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in special education in 2017-18?

9

9. Provide any additional comments, exceptions and explanations below:

Academic year 2018-19

10. Will your program prepare teachers in special education in 2018-19?

- Yes
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in special education in 2018-19?

10

12. Provide any additional comments, exceptions and explanations below:

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 <https://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 2016-17

1. Did your program prepare teachers in instruction of limited English proficient students in 2016-17?

- Yes
 No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2016-17?

40

3. Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2016-17?

- Yes
 No
 Not applicable

4. Description of strategies used to achieve goal, if applicable:

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

6. Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

7. Is your program preparing teachers in instruction of limited English proficient students in 2017-18?

- Yes
 No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2017-18?

30

9. Provide any additional comments, exceptions and explanations below:

10. Will your program prepare teachers in instruction of limited English proficient students in 2018-19?

- Yes
- No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2018-19?

30

12. Provide any additional comments, exceptions and explanations below:

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.

1. 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
- No

2. Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

- Yes
- No

3. Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

- Yes
- No
- Program does not prepare special education teachers

4. Prospective general education teachers are prepared to provide instruction to students with disabilities.

- Yes
- No

5. Prospective general education teachers are prepared to provide instruction to limited English proficient students.

- Yes
- No

6. Prospective general education teachers are prepared to provide instruction to students from low-income families.

- Yes
- No

7. Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

- Yes
- No

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

Students in each program engage in a set of Professional Core courses to ensure the above. Over 100 hours of practicum experiences reflect the

opportunities to learn about the areas above in PK-12 settings reflective of the specific learning occurring in the corresponding college courses. In addition, full semester, full day student teaching experiences with trained cooperating teachers supervised by college faculty are provided to match each intended program area. Our students in Early Childhood programs take have more than one student teaching experience. Students have opportunities student teaching in Cuernavaca, Mexico.

Assessment Pass Rates

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

On this page, review the assessment pass rates. Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

After reviewing, save the page using the floating save box at the bottom of the page.

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	1			
TPA0014 -EDTPA: EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2016-17	1			
TPA0001 -EDTPA: ELEMENTARY LITERACY Evaluation Systems group of Pearson All program completers, 2016-17	14	46	13	93
TPA0002 -EDTPA: ELEMENTARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	7			
TPA0021 -EDTPA: K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2016-17	1			
TPA0003 -EDTPA: SECONDARY ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2016-17	7			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TPA0004 -EDTPA: SECONDARY HISTORY-SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2016-17	4			
TPA0005 -EDTPA: SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	1			
TPA0006 -EDTPA: SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2016-17	3			
TPA0012 -EDTPA: SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	8			
TPA0020 -EDTPA: WORLD LANGUAGES Evaluation Systems group of Pearson Other enrolled students	1			
TPA0020 -EDTPA: WORLD LANGUAGES Evaluation Systems group of Pearson All program completers, 2016-17	1			
ETS5018 -ELEM ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5018 -ELEM ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	6			
ETS5014 -ELEM ED CONTENT KNOWLEDGE (DISCONTINUED) Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			
ETS5014 -ELEM ED CONTENT KNOWLEDGE (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	1			
ETS5014 -ELEM ED CONTENT KNOWLEDGE (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2016-17	17	163	17	100
ETS5014 -ELEM ED CONTENT KNOWLEDGE (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16	9			
ETS5014 -ELEM ED CONTENT KNOWLEDGE (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	10	161	10	100
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2014-15	10	194	10	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) Other enrolled students	3			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2016-17	6			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2015-16	2			
ETS5361 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES (DISC) Educational Testing Service (ETS) All program completers, 2014-15	2			
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	13	236	7	54
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson Other enrolled students	8			
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2016-17	42	254	37	88
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2015-16	47	256	45	96
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2014-15	27	256	27	100
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	1			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	4			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	1			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2014-15	4			
ETS5146 -MIDDLE SCHOOL CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	12	162	10	83
ETS5146 -MIDDLE SCHOOL CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	21	160	19	90
ETS5146 -MIDDLE SCHOOL CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	30	166	30	100
ETS5146 -MIDDLE SCHOOL CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	41	167	41	100
ETS5146 -MIDDLE SCHOOL CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	24	162	24	100
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	1			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	2			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	4			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	4			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	10	172	10	100
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	8			
ETS5641 -THEATRE Educational Testing Service (ETS) All program completers, 2014-15	1			

Summary Pass Rates

On this page, review the summary pass rates. Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

After reviewing, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2016-17	63	54	86
All program completers, 2015-16	68	66	97
All program completers, 2014-15	65	65	100

Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

On this page, review the questions regarding your program's approval/accreditation and whether your program has been designated as low performing by the state. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program. ([§205\(a\)\(1\)\(D\)](#), [§205\(a\)\(1\)\(E\)](#))

1. Is your teacher preparation program currently approved or accredited?

- Yes
 No

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

- State
 NCATE
 TEAC
 CAEP
 Other specify:

2. 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)?

- Yes
 No

Use of Technology

On this page, review the questions regarding your program's use of technology. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Use of Technology](#)

Use of Technology

1. 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. ([§205\(a\)\(1\)\(F\)](#))

Does your program prepare teachers to:

- a. integrate technology effectively into curricula and instruction

Yes
 No

- b. use technology effectively to collect data to improve teaching and learning

Yes
 No

- c. use technology effectively to manage data to improve teaching and learning

Yes
 No

- d. use technology effectively to analyze data to improve teaching and learning

Yes
 No

2. 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.

The Professional Core involves a course (ED 302) dedicated to integrating technology into curricula and instruction. Amongst other things, this course focuses on multiple computer-based techniques for representing course content in order to give students various ways of encountering , expressing , and engaging with content in order to better serve the diverse learning styles of students. This is in line with the “universal design” movement for creating learning environments affording ever widening avenues of access. As part of our new General Education model, ED 302 was revised to include gathering and analyzing data to improve student learning. In addition, the Professional Core introduces assessment issues and techniques pertaining to the ESL learner (ED 307) and the exceptional child (ED 306), especially in the context of diagnosis and curriculum planning. Finally, our ASP (Accelerated Secondary Program)courses ED 640 and ED 651 offer explorations and instruction using reading and hands on experience with technology applications appropriate to the specific content.

Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

On this page, review the questions about how your program trains general education teachers and special education teachers. For the purposes of these questions, general education teachers means those who are not specifically prepared as special education teachers. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

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. [\(§205\(a\)\(1\)\(G\)\)](#)

1. Does your program prepare general education teachers to:

a. teach students with disabilities effectively

- Yes
 No

b. participate as a member of individualized education program teams

- Yes
 No

c. teach students who are limited English proficient effectively

- Yes
 No

2. 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.

General Education students in initial licensing programs all take a set of professional core courses. Included is a course in differentiated instruction for students with disabilities (ED 306 - Exceptional Children & Youth) and one for teaching English Language Learners in the Classroom (ED 307- English Language Learners). Secondary Students in the graduate accelerated program also take ED 614 - Cross Categorical Children and Youth in a Diverse Society. Highlights of these courses include: Terminologies and definitions, categories and labels, litigation and legislation affecting special education, civil rights legislation, identification and assessment of individual differences, referral and assessment, designing individualized instructional programs as well as service delivery options using an enactment of the IEP process, various types of case studies, work with the Cutting Edge students, presentations on the disabilities, teaching strategies and interactions on experiences through class discussion, field experiences and journaling. Students learn the Tenets of IDEA with an emphasis on the historical significance of the law; roles and responsibilities of each IEP team member with emphasis on the secondary general education teacher role; the ethical responsibilities of each component of the IEP process; and the significance of determining a child is a child with a disability. The concept of informed consent is addressed as one of the critical elements in assessment: parents are informed of student progress or concerns in their mode of communication; students are assessed in their first language; and teachers learn about the importance of relationship and culture responsive pedagogy. Characteristics of individual disabilities are addressed as specific elements and through how a disability characteristic impacts the acquisition of language and curricular content. IDEA 2004 or Section 504 of the Rehabilitation Act of 1973 (a component of the American's with Disabilities Act) are addressed with regard to acquisition of curriculum and meeting state standards. Students learn about why and when a Section 504 plan is used to provide accommodations to learners under the law. Students learn it is their responsibility to execute a Section 504 plan and to educate learners with disabilities in the general education environment, Inclusive Education. The concept of Secondary Inclusion is addressed with particular emphasis on adaptation, accommodations, differentiation practices, and co-teaching. Students have the opportunities for First Person learning experiences either in practicum or through presentations by individuals with high and low incidence disabilities.

The element of Non-Discriminatory evaluation and non-discriminatory teaching practices are address with regard to assessing any child but with specific emphasis on using Response to Intervention (an evidence Based Practice) and Culturally Responsive Teaching practices with African American children and English Language Learners.

3. Does your program prepare special education teachers to:

a. teach students with disabilities effectively

- Yes
- No
- Program does not prepare special education teachers

b. participate as a member of individualized education program teams

- Yes
- No
- Program does not prepare special education teachers

c. teach students who are limited English proficient effectively

- Yes
- No
- Program does not prepare special education teachers

4. 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.

Students in ED 614 Cross Categorical Children and Youth learn the Tenets of IDEA with an emphasis on the historical significance of the law; roles and responsibilities of each IEP team member with emphasis on special education and general education teacher roles; the ethical responsibilities of each component of the IEP process; and the significance of determining a child is a child with a disability. Each disability area is addressed as a disability under IDEA 2004 or Section 504 of the Rehabilitation Act of 1973 (a component of the American's with Disabilities Act). Students learn about why and when a Section 504 plan is used to provide accommodations to learners under the law. Students have opportunities for First Person learning experiences either in practicum or through presentations by individuals with high and low incidence disabilities. The element of Non-Discriminatory evaluation is address with regard to assessing any child but with specific emphasis on using Response to Intervention (an evidence Based Practice) and Culturally Responsive Teaching practices with African American children and English Language Learners. The concept of informed consent is addressed as one of the critical elements in assessment: parents are informed of student progress or concerns in their mode of communication; students are assessed in their first language; and language and cultural components in the curriculum. Students in ED 675 Diagnosis and Assessment of Specific Learning Disabilities (SLD) learn to analyze specific assessment data across the semester. These analyses are completed through the lens of an IEP team member who is responsible to contribute to the determination of disability. The class members are assigned to specific IEP teams where they learn and experience all of the IEP evaluation and IEP program and service components. The role and responsibility of IEP team members in evaluation and in IEP program development is addressed repeatedly in these classes. Non-Discriminatory assessment practices are addressed through teaching Response to Intervention strategies and practices (an evidence based practice used prior to or as a part of the referral process and used as a progress monitoring tool), Curriculum Based Assessment practices and tools (evidence based practices), use of Information Processing assessments in the determination of specific learning disabilities, and through examination of specific evidence based formal assessment tools. Particular emphasis is placed on knowing how to complete a Functional Behavior Assessment and the responsibility to implement Behavior Intervention Plan ethically. The role of parents in all phases of the IEP process is addressed with particular emphasis on the concept of informed consent, communication in the parent's first mode, non-discriminatory assessment practices. Characteristics of each disability are taught in the context of assessment inquiry.

Contextual Information

On this page, review the contextual information about your program. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Contextual Information](#)

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 (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Supporting Files

No files have been provided.

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

Report Card Certification

Comparison with Last Year

Item	Last Year	This Year	Change
Total Enrollment	271	160	-40.96%
Male Enrollment	48	35	-27.08%
Female Enrollment	223	125	-43.95%
Hispanic/Latino Enrollment	16	8	-50.00%
American Indian or Alaska Native Enrollment	0	0	
Asian Enrollment	4	6	50.00%
Black or African American Enrollment	8	7	-12.50%
Native Hawaiian or Other Pacific Islander Enrollment	0	0	
White Enrollment	221	135	-38.91%
Two or more races Enrollment	2	4	100.00%
Average number of clock hours required prior to student teaching	130	130	0.00%
Average number of clock hours required for student teaching	675	675	0.00%
Average number of clock hours required for mentoring	0	10	
Number of full-time equivalent faculty in supervised clinical experience during this academic year	8	7	-12.50%
Number of adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	179	122	-31.84%
Number of students in supervised clinical experience during this academic year	136	69	-49.26%
Total completers for current academic year	128	101	-21.09%
Total completers for prior academic year	134	128	-4.48%
Total completers for second prior academic year	226	134	-40.71%