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Dominican University
Alternative, IHE-based Program

2016

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AY 2014-15

Institution Information

Name of Institution: Dominican University
Institution/Program Type: Alternative, IHE-based
Academic Year: 2014-15
State: Illinois

Address: 7900 W. Division

River Forest, IL, 60305

Contact Name: Dr. Victoria Chou
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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?
<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 alternative, ihe-based route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <http://www2.ed.gov/about/offices/list/oii/tqp/index.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Early Childhood	No
Elementary Education	No
K-12 Modern Foreign Language	No
Middle Childhood Education	No
Secondary Education	No
Special Education	No
Total number of teacher preparation programs: 6	

Section I.b Admissions

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

Postgraduate

Does your initial teacher certification program conditionally admit students?

Yes

Provide a link to your website where additional information about admissions requirements can be found:<http://educate.dom.edu/admission/graduate-admission>**Please provide any additional comments about or exceptions to the admissions information provided above:**

Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))**Are there initial teacher certification programs at the undergraduate level?**

No

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

Element	Required for Entry	Required for Exit
Transcript	Data not reported	Data not reported
Fingerprint check	Data not reported	Data not reported
Background check	Data not reported	Data not reported
Minimum number of courses/credits/semester hours completed	Data not reported	Data not reported
Minimum GPA	Data not reported	Data not reported
Minimum GPA in content area coursework	Data not reported	Data not reported
Minimum GPA in professional education coursework	Data not reported	Data not reported
Minimum ACT score	Data not reported	Data not reported
Minimum SAT score	Data not reported	Data not reported
Minimum basic skills test score	Data not reported	Data not reported
Subject area/academic content test or other subject matter verification	Data not reported	Data not reported
Recommendation(s)	Data not reported	Data not reported
Essay or personal statement	Data not reported	Data not reported
Interview	Data not reported	Data not reported
Other	Data not reported	Data not reported

What is the minimum GPA required for admission into the program?**What was the median GPA of individuals accepted into the program in academic year 2014-15****What is the minimum GPA required for completing the program?****What was the median GPA of individuals completing the program in academic year 2014-15****Please provide any additional comments about the information provided above:**

Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))**Are there initial teacher certification programs at the postgraduate level?**

Yes

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

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	Yes	No
Background check	Yes	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	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	Yes	Yes
Recommendation(s)	Yes	Yes
Essay or personal statement	No	No
Interview	No	No
Other	No	No

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

3

What was the median GPA of individuals accepted into the program in academic year 2014-15

3.49

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2014-15

3.61

Please provide any additional comments about the information provided above:

NA

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 2014-15:	196
Unduplicated number of males enrolled in 2014-15:	53
Unduplicated number of females enrolled in 2014-15:	142

2014-15	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	8
<i>Race</i>	
American Indian or Alaska Native:	1
Asian:	11
Black or African American:	19
Native Hawaiian or Other Pacific Islander:	0
White:	104
Two or more races:	7

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2014-15.

Average number of clock hours of supervised clinical experience required prior to student teaching	0
Average number of clock hours required for student teaching	0
Average number of clock hours required for mentoring/induction support	36
Number of full-time equivalent faculty supervising clinical experience during this academic year	0
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	0
Number of students in supervised clinical experience during this academic year	0

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

The candidates in our alternative licensure program are considered the teacher of record, and as such, the Title II Service Center indicates that serving as a teacher of

record should not be included as student teaching experience in the report. Therefore, the hours for student teaching are listed as 0. Candidates are provided with weekly mentoring support as indicated above.

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2014-15. 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	0
Teacher Education - Early Childhood Education	11
Teacher Education - Elementary Education	30
Teacher Education - Junior High/Intermediate/Middle School Education	33
Teacher Education - Secondary Education	26
Teacher Education - Multiple Levels	0
Teacher Education - Agriculture	0
Teacher Education - Art	0
Teacher Education - Business	0
Teacher Education - English/Language Arts	14
Teacher Education - Foreign Language	4
Teacher Education - Health	0
Teacher Education - Family and Consumer Sciences/Home Economics	0
Teacher Education - Technology Teacher Education/Industrial Arts	0
Teacher Education - Mathematics	0
Teacher Education - Music	0
Teacher Education - Physical Education and Coaching	0
Teacher Education - Reading	0
Teacher Education - Science Teacher Education/General Science	9
Teacher Education - Social Science	3
Teacher Education - Social Studies	0
Teacher Education - Technical Education	0
Teacher Education - Computer Science	0
Teacher Education - Biology	9
Teacher Education - Chemistry	2
Teacher Education - Drama and Dance	0
Teacher Education - French	0
Teacher Education - German	0
Teacher Education - History	3
Teacher Education - Physics	0
Teacher Education - Spanish	4
Teacher Education - Speech	0
Teacher Education - Geography	0
Teacher Education - Latin	0
Teacher Education - Psychology	0
Teacher Education - Earth Science	0
Teacher Education - English as a Second Language	0
Teacher Education - Bilingual, Multilingual, and Multicultural Education	0
Education - Other Specify:	

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2014-15. 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	0
Teacher Education - Early Childhood Education	11
Teacher Education - Elementary Education	30
Teacher Education - Junior High/Intermediate/Middle School Education	33
Teacher Education - Secondary Education	30
Teacher Education - Agriculture	0
Teacher Education - Art	0
Teacher Education - Business	0
Teacher Education - English/Language Arts	14
Teacher Education - Foreign Language	4
Teacher Education - Health	0
Teacher Education - Family and Consumer Sciences/Home Economics	0
Teacher Education - Technology Teacher Education/Industrial Arts	0
Teacher Education - Mathematics	0
Teacher Education - Music	0
Teacher Education - Physical Education and Coaching	0
Teacher Education - Reading	0
Teacher Education - Science	9
Teacher Education - Social Science	3
Teacher Education - Social Studies	0
Teacher Education - Technical Education	0
Teacher Education - Computer Science	0
Teacher Education - Biology	7
Teacher Education - Chemistry	2
Teacher Education - Drama and Dance	0
Teacher Education - French	0
Teacher Education - German	0
Teacher Education - History	3
Teacher Education - Physics	0
Teacher Education - Spanish	4
Teacher Education - Speech	0
Teacher Education - Geography	0
Teacher Education - Latin	0
Teacher Education - Psychology	0
Teacher Education - Earth Science	0
Teacher Education - English as a Second Language	0
Teacher Education - Bilingual, Multilingual, and Multicultural Education	0
Education - Curriculum and Instruction	0
Education - Social and Philosophical Foundations of Education	0
Liberal Arts/Humanities	0
Psychology	0
Social Sciences	0
Anthropology	0
Economics	0
Geography and Cartography	0
Political Science and Government	0
Sociology	0
Visual and Performing Arts	0
History	0
Foreign Languages	0

Family and Consumer Sciences/Human Sciences	0
English Language/Literature	0
Philosophy and Religious Studies	0
Agriculture	0
Communication or Journalism	0
Engineering	0
Biology	0
Mathematics and Statistics	0
Physical Sciences	0
Astronomy and Astrophysics	0
Atmospheric Sciences and Meteorology	0
Chemistry	0
Geological and Earth Sciences/Geosciences	0
Physics	0
Business/Business Administration/Accounting	0
Computer and Information Sciences	0
Other Specify:	0

Section I.f Program Completers

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

2014-15: 104

2013-14: 136

2012-13: 201

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 2014-15

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

Yes

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

10

Did your program meet the goal for prospective teachers set in mathematics in 2014-15?

No

Description of strategies used to achieve goal, if applicable:

Our alternative licensure partner is no longer recruiting candidates into the program for mathematics, therefore we are unable to continue to prepare mathematics teachers through our alternative licensure program.

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

NA

Provide any additional comments, exceptions and explanations below:

NA

Academic year 2015-16

Is your program preparing teachers in mathematics in 2015-16?

No

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

Provide any additional comments, exceptions and explanations below:

We will not be preparing any secondary math teachers in our alternative licensure program in the 2015-16 year. We will continue to prepare math teachers in our traditional program.

Academic year 2016-17

Will your program prepare teachers in mathematics in 2016-17?

Yes

How many prospective teachers does your program plan to add in mathematics in 2016-17?

5

Provide any additional comments, exceptions and explanations below:

We plan to prepare math teachers in our new middle-grades alternative licensure program.

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 2014-15

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

Yes

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

20

Did your program meet the goal for prospective teachers set in science in 2014-15?

No

Description of strategies used to achieve goal, if applicable:

We designed a new middle level science program and two new secondary science programs (Biology and Chemistry) and they were approved by the State Board of Education in 2015. We enrolled candidates in those new programs in the fall 2015.

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:

NA

Academic year 2015-16

Is your program preparing teachers in science in 2015-16?

Yes

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

10

Provide any additional comments, exceptions and explanations below:

Our new alternative licensure programs in science (secondary and middle level) are now approved and we enrolled our first cohort in 2015. The program is two years in length so therefore we have no program completers to report.

Academic year 2016-17

Will your program prepare teachers in science in 2016-17?

Yes

How many prospective teachers does your program plan to add in science in 2016-17?

5

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 2014-15

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

Yes

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

50

Did your program meet the goal for prospective teachers set in special education in 2014-15?

Yes

Description of strategies used to achieve goal, if applicable:

We are working with our alternative licensure partner to identify candidates interested in Special Education.

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

NA

Provide any additional comments, exceptions and explanations below:

The new two-year alternative licensure special education program enrolled candidates beginning in 2014.

Academic year 2015-16

Is your program preparing teachers in special education in 2015-16?

Yes

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

50

Provide any additional comments, exceptions and explanations below:

We will continue with our third cohort in our alternative licensure program in special education in 2016. The program is two years in length.

Academic year 2016-17

Will your program prepare teachers in special education in 2016-17?

Yes

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

40

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Instruction of Limited English Proficient Students

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

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

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

Academic year 2014-15

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

Yes

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

15

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2014-15?

Yes

Description of strategies used to achieve goal, if applicable:

We added the ESL endorsement as a component to the alternative licensure masters program. Our candidates complete the two-year program with the professional educator license and the ESL endorsement.

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

NA

Provide any additional comments, exceptions and explanations below:

We met our goal in preparing ESL and Bilingual teachers through our traditional program.

Academic year 2015-16

Is your program preparing teachers in instruction of limited English proficient students in 2015-16?

Yes

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

70

Provide any additional comments, exceptions and explanations below:

Our new alternative licensure programs in early childhood and elementary prepare candidates to receive an ESL or Bilingual Endorsement on their Professional Educator License.

Academic year 2016-17

Will your program prepare teachers in instruction of limited English proficient students in 2016-17?

Yes

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

40

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:

Alternative certification candidates teach in urban schools. While our current program includes coursework that prepares our candidates to provide effective instruction for linguistically and culturally diverse students, and those with disabilities, we recently completed a comprehensive program re-design effort to better meet increasing rigorous standards and expectations. In our new program course of study, all candidates will be required to take an ESL methods course and an expanded Special Education methods course in order to cover in greater depth the issues of adaptation for all students, particularly for linguistically and culturally

diverse students, and students with disabilities.

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
188-APT (ALL LEVELS) Evaluation Systems group of Pearson Other enrolled students	54	271	54	100
188-APT (ALL LEVELS) Evaluation Systems group of Pearson All program completers, 2014-15	82	265	82	100
188-APT (ALL LEVELS) Evaluation Systems group of Pearson All program completers, 2013-14	8			
101-APT: BIRTH TO GRADE 3 Evaluation Systems group of Pearson All program completers, 2013-14	13	276	13	100
101-APT: BIRTH TO GRADE 3 Evaluation Systems group of Pearson All program completers, 2012-13	37	277	37	100
103-APT: GRADES 6-12 Evaluation Systems group of Pearson All program completers, 2013-14	24	276	24	100
103-APT: GRADES 6-12 Evaluation Systems group of Pearson All program completers, 2012-13	58	276	58	100
104-APT: GRADES K-12 Evaluation Systems group of Pearson All program completers, 2013-14	4			
104-APT: GRADES K-12 Evaluation Systems group of Pearson All program completers, 2012-13	15	274	15	100
102-APT: GRADES K-9 Evaluation Systems group of Pearson All program completers, 2013-14	72	275	72	100
102-APT: GRADES K-9 Evaluation Systems group of Pearson All program completers, 2012-13	108	277	108	100
107-EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson Other enrolled students	21	259	21	100
107-EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	11	252	11	100
107-EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	13	260	13	100
107-EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2012-13	37	256	37	100
110-ELEMENTARY/MIDDLE GRADES Evaluation Systems group of Pearson Other enrolled students	43	271	43	100
110-ELEMENTARY/MIDDLE GRADES Evaluation Systems group of Pearson All program completers, 2014-15	63	273	63	100
110-ELEMENTARY/MIDDLE GRADES Evaluation Systems group of Pearson All program completers, 2013-14	76	276	76	100
110-ELEMENTARY/MIDDLE GRADES Evaluation Systems group of Pearson All program completers, 2012-13	127	274	127	100
111-ENGLISH LANGUAGE ARTS	9			

Evaluation Systems group of Pearson Other enrolled students				
111-ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2014-15	14	271	14	100
111-ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2013-14	9			
111-ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2012-13	16	274	16	100
135-FOREIGN LANGUAGE: SPANISH Evaluation Systems group of Pearson All program completers, 2014-15	4			
135-FOREIGN LANGUAGE: SPANISH Evaluation Systems group of Pearson All program completers, 2013-14	7			
135-FOREIGN LANGUAGE: SPANISH Evaluation Systems group of Pearson All program completers, 2012-13	9			
155-LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson Other enrolled students	112	266	112	100
155-LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson All program completers, 2013-14	1			
115-MATHEMATICS Evaluation Systems group of Pearson All program completers, 2013-14	3			
115-MATHEMATICS Evaluation Systems group of Pearson All program completers, 2012-13	10	281	10	100
105-SCIENCE: BIOLOGY Evaluation Systems group of Pearson Other enrolled students	8			
105-SCIENCE: BIOLOGY Evaluation Systems group of Pearson All program completers, 2014-15	7			
105-SCIENCE: BIOLOGY Evaluation Systems group of Pearson All program completers, 2013-14	12	274	12	100
105-SCIENCE: BIOLOGY Evaluation Systems group of Pearson All program completers, 2012-13	34	268	34	100
106-SCIENCE: CHEMISTRY Evaluation Systems group of Pearson Other enrolled students	2			
106-SCIENCE: CHEMISTRY Evaluation Systems group of Pearson All program completers, 2014-15	2			
106-SCIENCE: CHEMISTRY Evaluation Systems group of Pearson All program completers, 2013-14	3			
106-SCIENCE: CHEMISTRY Evaluation Systems group of Pearson All program completers, 2012-13	10	261	10	100
114-SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All program completers, 2014-15	3			
163-SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson Other enrolled students	111	265	111	100
163-SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson All program completers, 2013-14	1			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2014-15	104	104	100
All program completers, 2013-14	124	124	100
All program completers, 2012-13	245	245	100

Section IV Low-Performing

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

Is your teacher preparation program currently approved or accredited?

Yes

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

State

NCATE

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.

Integration of technology is included in multiple methods classes. Online components to all courses require candidates to demonstrate a variety of technology proficiencies. All alternative licensure candidates are now completing the edTPA. As part of this assignment, candidates collect data on student performance and analyze the impact of their teaching on student learning.

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.

All candidates take at least one course focusing on students with disabilities and special education law including the role of general education teachers in the IEP process. Coursework in special education is embedded in multiple courses in the elementary and early childhood program. Candidates are presented with information and strategies on the education of students who are ELs in various courses.

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.

Our alternative licensure program is approved by the Illinois State Board of Education as meeting all content and pedagogical preparation standards for special educators. The MSSPED (alternative licensure) program includes a range of required pedagogical courses including courses in reading, academic methods for elementary level students with disabilities, academic methods/strategies for middle and secondary level students with disabilities, methods for students with moderate to significant disabilities and behavioral methods courses. Within each of these courses, evidence-based practices, academics, communication, behavior, etc., and access to the general education curriculum are addressed. The program also includes a course called Assessment and Individualized Planning in Special Education. Within this class, IEPs and Transition Planning are studied in depth and as a course requirement, candidates write an IEP and a Transition Plan based on two different student case studies. Methods of instruction for ELL students are addressed throughout the methods courses.

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 2014-15