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User Manuals

Dominican University  
Traditional Program

2016 | Title II  
Reports

## Complete Report Card

AY 2014-15

### Institution Information

**Name of Institution:** Dominican University  
**Institution/Program Type:** Traditional  
**Academic Year:** 2014-15  
**State:** Illinois

**Address:** 7900 W. Division

River Forest, IL, 60305

**Contact Name:** Dr. Therese Hogan  
**Phone:** 708-524-6920  
**Email:** tfhogan@dom.edu

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

No

If yes, provide the following:

**Award year:**

**Grantee name:**

**Project name:**

**Grant number:**

**List partner districts/LEAs:**

**List other partners:**

**Project Type:**

### Section I.a Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <http://www2.ed.gov/about/offices/list/oii/tqp/index.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Early Childhood Education	No
Elementary Education	No
English as a Second Language/Bi-lingual Education	No
K-12 Modern Foreign Language	No
K-12 Visual Art	No
Reading Specialist	No
Secondary Education	No
Special Education	No
<b>Total number of teacher preparation programs: 8</b>	

### Section I.b Admissions

**SECTION I.B ADMISSIONS**

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

Other upon completion of admission requirements

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

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

Candidates who are conditionally accepted into the graduate programs must have a cumulative GPA of 3.0 after the first four courses in order to be fully accepted. Candidates with less than a 3.0 GPA after four courses are not able to continue in the program.

**Section I.b Undergraduate Requirements**

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

Are there initial teacher certification programs at the undergraduate level?

Yes

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

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	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	Yes	No
Minimum SAT score	Yes	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	No	Yes
Essay or personal statement	Yes	Yes
Interview	No	Yes
Other	Data not reported	Data not reported

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

2.75

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

3.1

What is the minimum GPA required for completing the program?

2.75

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

3.54

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	No	Yes
Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	Yes
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

3.75

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

3.88

Please provide any additional comments about the information provided above:

## Section I.c Enrollment

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

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

[Additional guidance on reporting race and ethnicity data.](#)

Total number of students enrolled in 2014-15:	533
Unduplicated number of males enrolled in 2014-15:	86
Unduplicated number of females enrolled in 2014-15:	447

2014-15	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	86
<i>Race</i>	
American Indian or Alaska Native:	3
Asian:	13
Black or African American:	58
Native Hawaiian or Other Pacific Islander:	1
White:	276
Two or more races:	1

## 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	100
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Average number of clock hours required for student teaching	560
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	4
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	67
Number of students in supervised clinical experience during this academic year	61

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

NA

## 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	12
Teacher Education - Early Childhood Education	23
Teacher Education - Elementary Education	64
Teacher Education - Junior High/Intermediate/Middle School Education	0
Teacher Education - Secondary Education	41
Teacher Education - Multiple Levels	10
Teacher Education - Agriculture	0
Teacher Education - Art	5
Teacher Education - Business	0
Teacher Education - English/Language Arts	14
Teacher Education - Foreign Language	7
Teacher Education - Health	0
Teacher Education - Family and Consumer Sciences/Home Economics	0
Teacher Education - Technology Teacher Education/Industrial Arts	0
Teacher Education - Mathematics	8
Teacher Education - Music	0
Teacher Education - Physical Education and Coaching	0
Teacher Education - Reading	24
Teacher Education - Science Teacher Education/General Science	0
Teacher Education - Social Science	5
Teacher Education - Social Studies	0
Teacher Education - Technical Education	0
Teacher Education - Computer Science	0
Teacher Education - Biology	11
Teacher Education - Chemistry	3
Teacher Education - Drama and Dance	0
Teacher Education - French	0
Teacher Education - German	0
Teacher Education - History	4
Teacher Education - Physics	0
Teacher Education - Spanish	6
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	21
Teacher Education - Bilingual, Multilingual, and Multicultural Education	5

Education - Other Specify:	
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## 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	12
Teacher Education - Early Childhood Education	22
Teacher Education - Elementary Education	61
Teacher Education - Junior High/Intermediate/Middle School Education	0
Teacher Education - Secondary Education	57
Teacher Education - Agriculture	0
Teacher Education - Art	3
Teacher Education - Business	0
Teacher Education - English/Language Arts	8
Teacher Education - Foreign Language	5
Teacher Education - Health	0
Teacher Education - Family and Consumer Sciences/Home Economics	0
Teacher Education - Technology Teacher Education/Industrial Arts	0
Teacher Education - Mathematics	4
Teacher Education - Music	0
Teacher Education - Physical Education and Coaching	0
Teacher Education - Reading	24
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	0
Teacher Education - Technical Education	0
Teacher Education - Computer Science	0
Teacher Education - Biology	11
Teacher Education - Chemistry	3
Teacher Education - Drama and Dance	0
Teacher Education - French	0
Teacher Education - German	0
Teacher Education - History	0
Teacher Education - Physics	0
Teacher Education - Spanish	12
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	21
Teacher Education - Bilingual, Multilingual, and Multicultural Education	5
Education - Curriculum and Instruction	1
Education - Social and Philosophical Foundations of Education	0
Liberal Arts/Humanities	0
Psychology	1
Social Sciences	0
Anthropology	0
Economics	0

Geography and Cartography	0
Political Science and Government	0
Sociology	0
Visual and Performing Arts	1
History	1
Foreign Languages	2
Family and Consumer Sciences/Human Sciences	0
English Language/Literature	5
Philosophy and Religious Studies	0
Agriculture	0
Communication or Journalism	0
Engineering	0
Biology	0
Mathematics and Statistics	4
Physical Sciences	1
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:	

## Section I.f Program Completers

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

2014-15: 205

2013-14: 279

2012-13: 260

## 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?

5

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

Yes

Description of strategies used to achieve goal, if applicable:

We worked closely with our colleagues in the mathematics department of our liberal arts and sciences college to encourage talented students to apply for the teacher education 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?

Yes

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

3

Provide any additional comments, exceptions and explanations below:

We plan to launch a comprehensive re-design of our secondary mathematics program in the 2016-18 academic years to meet new teacher preparation standards for content and pedagogy.

**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?

3

Provide any additional comments, exceptions and explanations below:

We will have fewer program completers in Secondary Mathematics while our former graduate program is being taught out and the newly re-designed program (to be redesigned in 2016-18) seeks approval and can begin matriculating students.

## 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. (**S205(a)(1)(A)(ii), S206(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?

5

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

Yes

Description of strategies used to achieve goal, if applicable:

We exceeded our goal with 14 program completers in Science. We worked closely with our science colleagues in the liberal arts and sciences college to encourage talented students to apply to the teacher preparation 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 science in 2015-16?

Yes

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

5

Provide any additional comments, exceptions and explanations below:

NA

#### 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?

3

Provide any additional comments, exceptions and explanations below:

We will have fewer program completers in Secondary Science while our former graduate program is being taught out and the newly re-designed program (to be redesigned in 2016-18) seeks approval and can begin matriculating students.

## 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. (S205(a)(1)(A)(ii), S206(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?

5

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:

NA

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

We are offering additional tuition discounts to encourage more students to enroll in the MS SPED program, and that is proving successful in attracting more students.

Provide any additional comments, exceptions and explanations below:

NA

#### 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?

5

Provide any additional comments, exceptions and explanations below:

NA

#### 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?

10

Provide any additional comments, exceptions and explanations below:

We are currently in the process of designing an undergraduate program in Special Education that we expect to launch in 2017.



## 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?

10

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 launched a fully online ESL and Bilingual endorsement program in 2015 which has increased our enrollment substantially in this content area.

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 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?

100

Provide any additional comments, exceptions and explanations below:

We continue to reach out to new regions across our state where ESL and Bilingual teacher shortages are a critical issue.

### 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?

75

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:**

Candidates complete field hours in classrooms and classroom settings that include students with disabilities as well as students who are ELL students in urban settings. All education teachers currently take five credit hours of course work related to education of students with disabilities including a focus on collaboration and adaptations. Our new program designs now include an additional required ESL methods course and an expanded the Special Education methods course which changed from 2 hours to 3 hours.

### 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 All enrolled students who have completed all noncl	4			
188-APT (ALL LEVELS) Evaluation Systems group of Pearson Other enrolled students	83	267	82	99
188-APT (ALL LEVELS) Evaluation Systems group of Pearson All program completers, 2014-15	42	258	39	93
188-APT (ALL LEVELS) Evaluation Systems group of Pearson All program completers, 2013-14	5			
101-APT: BIRTH TO GRADE 3 Evaluation Systems group of Pearson All program completers, 2013-14	7			
101-APT: BIRTH TO GRADE 3 Evaluation Systems group of Pearson All program completers, 2012-13	18	275	18	100
103-APT: GRADES 6-12 Evaluation Systems group of Pearson All program completers, 2013-14	19	276	19	100
103-APT: GRADES 6-12 Evaluation Systems group of Pearson All program completers, 2012-13	29	267	29	100
104-APT: GRADES K-12 Evaluation Systems group of Pearson All program completers, 2013-14	12	263	12	100
104-APT: GRADES K-12 Evaluation Systems group of Pearson All program completers, 2012-13	34	266	34	100
102-APT: GRADES K-9 Evaluation Systems group of Pearson All program completers, 2013-14	49	279	49	100
102-APT: GRADES K-9 Evaluation Systems group of Pearson All program completers, 2012-13	22	268	21	95
107-EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
107-EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson Other enrolled students	30	253	30	100
107-EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	22	260	22	100

107-EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	7			
107-EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2012-13	19	260	19	100
110-ELEMENTARY/MIDDLE GRADES Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
110-ELEMENTARY/MIDDLE GRADES Evaluation Systems group of Pearson Other enrolled students	62	271	62	100
110-ELEMENTARY/MIDDLE GRADES Evaluation Systems group of Pearson All program completers, 2014-15	60	270	60	100
110-ELEMENTARY/MIDDLE GRADES Evaluation Systems group of Pearson All program completers, 2013-14	50	276	50	100
110-ELEMENTARY/MIDDLE GRADES Evaluation Systems group of Pearson All program completers, 2012-13	25	264	25	100
111-ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
111-ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	10	270	10	100
111-ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2014-15	14	273	14	100
111-ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2013-14	8			
111-ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2012-13	9			
127-FOREIGN LANGUAGE: FRENCH Evaluation Systems group of Pearson Other enrolled students	1			
130-FOREIGN LANGUAGE: ITALIAN Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
130-FOREIGN LANGUAGE: ITALIAN Evaluation Systems group of Pearson Other enrolled students	1			
130-FOREIGN LANGUAGE: ITALIAN Evaluation Systems group of Pearson All program completers, 2012-13	1			
135-FOREIGN LANGUAGE: SPANISH Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
135-FOREIGN LANGUAGE: SPANISH Evaluation Systems group of Pearson Other enrolled students	5			
135-FOREIGN LANGUAGE: SPANISH Evaluation Systems group of Pearson All program completers, 2014-15	6			
135-FOREIGN LANGUAGE: SPANISH Evaluation Systems group of Pearson All program completers, 2013-14	4			
135-FOREIGN LANGUAGE: SPANISH Evaluation Systems group of Pearson All program completers, 2012-13	4			
155-LEARNING BEHAVIOR SPECIALIST I	2			

Evaluation Systems group of Pearson All enrolled students who have completed all noncl				
155-LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson Other enrolled students	9			
155-LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson All program completers, 2014-15	12	269	12	100
155-LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson All program completers, 2013-14	8			
155-LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson All program completers, 2012-13	19	278	19	100
115-MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
115-MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	2			
115-MATHEMATICS Evaluation Systems group of Pearson All program completers, 2014-15	8			
115-MATHEMATICS Evaluation Systems group of Pearson All program completers, 2013-14	2			
115-MATHEMATICS Evaluation Systems group of Pearson All program completers, 2012-13	5			
105-SCIENCE: BIOLOGY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
105-SCIENCE: BIOLOGY Evaluation Systems group of Pearson Other enrolled students	2			
105-SCIENCE: BIOLOGY Evaluation Systems group of Pearson All program completers, 2014-15	11	267	11	100
105-SCIENCE: BIOLOGY Evaluation Systems group of Pearson All program completers, 2013-14	7			
105-SCIENCE: BIOLOGY Evaluation Systems group of Pearson All program completers, 2012-13	5			
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	3			
106-SCIENCE: CHEMISTRY Evaluation Systems group of Pearson All program completers, 2013-14	1			
106-SCIENCE: CHEMISTRY Evaluation Systems group of Pearson All program completers, 2012-13	1			
114-SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson Other enrolled students	3			
114-SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All program completers, 2014-15	5			
114-SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All program completers, 2013-14	3			

114-SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All program completers, 2012-13	6			
117-SOCIAL SCIENCE: POLITICAL SCIENCE Evaluation Systems group of Pearson All program completers, 2012-13	1			
118-SOCIAL SCIENCE: PSYCHOLOGY Evaluation Systems group of Pearson All program completers, 2013-14	1			
118-SOCIAL SCIENCE: PSYCHOLOGY Evaluation Systems group of Pearson All program completers, 2012-13	1			
163-SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
163-SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson Other enrolled students	9			
163-SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson All program completers, 2014-15	11	253	11	100
163-SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson All program completers, 2013-14	8			
163-SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson All program completers, 2012-13	19	262	19	100
145-VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2014-15	5			
145-VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2013-14	1			
145-VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2012-13	6			

### Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2014-15	146	141	97
All program completers, 2013-14	93	92	99
All program completers, 2012-13	105	104	99

### Section IV Low-Performing

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

Is your teacher preparation program currently approved or accredited?

Yes

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

State  
NCATE

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.

Candidates take a course titled "Integrating Technology in the Curriculum." In addition, integration of technology is included in multiple methods classes. Candidates are also expected to demonstrate their use of technology in completing the edTPA.

## 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.

Candidates currently take two courses related to the education of students with disabilities. The courses focus on characteristics of students with disabilities, special education law, collaboration (including co-teaching) and development of adaptations or modifications. As part of their study of IDEA, candidates receive training on participation of general education teachers as members of IEP teams. Candidates are presented with information on education of students who are ELL in various courses.

In our newly designed programs, we added an ESL methods course as a requirement for our early childhood, elementary and secondary candidates. Also, the special education methods course has been expanded from 2 credit hours to 3 credit hours to allow for substantially more content related to instruction of individuals with disabilities.

Does your program prepare special education teachers to:

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

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

The MSSPED program includes a range of required pedagogical courses including courses in reading, academic methods for elementary level students, academic methods/strategies for middle and secondary level students with disabilities, methods for students with moderate to significant disabilities, and two 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 has included for the past 10 years and will continue to include a course on Planning and Assessment. Within this class IEP's and Transition Planning are studied in depth and as course requirements, candidates write an IEP and a Transition Plan based on two different student case studies. Candidates in the MSSPED program take the ELL Foundations course as part of their required program. In addition, methods of instruction for ELL students is addressed in two of the required methods courses in the MSSPED Program.

## 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

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