# title II
higher education act

**2020 TITLE II REPORTS**
National Teacher Preparation Data

**NJ**

**New Jersey City University**
Alternative, IHE-based Report AY 2018-19
New Jersey

REPORT COMPLETE
STATUS: CERTIFIED

# Institution Information

**Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.**

- Academic year
- IPEDS ID

**IPEDS ID**

185129

☐ **THIS INSTITUTION HAS NO IPEDS ID**

**IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION**

**ADDRESS**

2039 KENNEDY BOULEVARD

**CITY**

Jersey City

**STATE**

New Jersey ▼

**ZIP**

07305

**SALUTATION**

Dr. ▼

**FIRST NAME**

Muriel

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Rand

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# List of Programs

THIS PAGE INCLUDES:

›› List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Institution Information Postgraduate level (PG), or both. **(§205(a)(C))**

**Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.**

- Teacher Preparation Program

## List of Programs

| CIP Code | Teacher Preparation Programs | UG, PG, or Both | Update |
|---|---|---|---|
| 13.121 | Early Childhood Education | PG | |
| 13.01 | General Education (alternative programs/programs providing pedagogy only) | PG | |

**Total number of teacher preparation programs:**

| 2 |
|---|

# Program Requirements

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. **(§205(a)(1)(C)(i))**

THIS PAGE INCLUDES:

>> Undergraduate Requirements

>> Postgraduate Requirements

>> Supervised Clinical Experience

**Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.**

- Full-time equivalent faculty supervising clinical experience
- Adjunct faculty supervising clinical experience
- Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience
- Supervised clinical experience

# Undergraduate Requirements

**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 table below blank (or **clear responses already entered**) then click save at the bottom of the page.

| Element | Admission | | Completion | |
|---|---|---|---|---|
| **Transcript** | ○ Yes | ○ No | ○ Yes | ○ No |
| **Fingerprint check** | ○ Yes | ○ No | ○ Yes | ○ No |
| **Background check** | ○ Yes | ○ No | ○ Yes | ○ No |
| **Minimum number of courses/credits/semester hours completed** | ○ Yes | ○ No | ○ Yes | ○ No |
| **Minimum GPA** | ○ Yes | ○ No | ○ Yes | ○ No |
| **Minimum GPA in content area coursework** | ○ Yes | ○ No | ○ Yes | ○ No |
| **Minimum GPA in professional education coursework** | ○ Yes | ○ No | ○ Yes | ○ No |
| **Minimum ACT score** | ○ Yes | ○ No | ○ Yes | ○ No |
| **Minimum SAT score** | ○ Yes | ○ No | ○ Yes | ○ No |
| **Minimum basic skills test score** | ○ Yes | ○ No | ○ Yes | ○ No |
| **Subject area/academic content test or other subject matter verification** | ○ Yes | ○ No | ○ Yes | ○ No |
| **Recommendation(s)** | ○ Yes | ○ No | ○ Yes | ○ No |
| **Essay or personal statement** | ○ Yes | ○ No | ○ Yes | ○ No |

| Element | Admission | | Completion | |
|---|---|---|---|---|
| Interview | ○ Yes | ○ No | ○ Yes | ○ No |
| Other Specify: <br> [                    ] | ○ Yes | ○ No | ○ Yes | ○ 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.)**

[                                                                      ]

**3. 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.)**

[                                                                      ]

**4. Please provide any additional information about the information provided above:**

# Postgraduate Requirements

**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 table below blank (or **clear responses already entered**) then click save at the bottom of the page.

| Element | Admission | | Completion | |
|---|---|---|---|---|
| Transcript | ● Yes | ○ No | ○ Yes | ● No |
| Fingerprint check | ○ Yes | ● No | ○ Yes | ● No |
| Background check | ○ Yes | ● No | ○ Yes | ● No |
| Minimum number of courses/credits/semester hours completed | ● Yes | ○ No | ○ Yes | ● No |
| Minimum GPA | ● Yes | ○ No | ○ Yes | ● No |
| Minimum GPA in content area coursework | ● Yes | ○ No | ○ Yes | ● No |
| Minimum GPA in professional education coursework | ● Yes | ○ No | ○ Yes | ● No |
| Minimum ACT score | ○ Yes | ● No | ○ Yes | ● No |
| Minimum SAT score | ○ Yes | ● No | ○ Yes | ● No |
| Minimum basic skills test score | ● Yes | ○ No | ○ Yes | ● No |
| Subject area/academic content test or other subject matter verification | ● Yes | ○ No | ○ Yes | ● No |
| Recommendation(s) | ● Yes | ○ No | ● Yes | ○ No |
| Essay or personal statement | ● Yes | ○ No | ● Yes | ○ No |

| Element | Admission | | Completion | |
|---|---|---|---|---|
| Interview | ○ Yes | ● No | ○ Yes | ● No |
| Other Specify:<br>edTPA | ○ Yes | ● No | ● Yes | ○ 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.)**

3

**3. 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.)**

**4. Please provide any additional information about the information provided above:**

New Jersey City University provides two alternate route teacher preparation programs. The New Pathways to Teaching in New Jersey (NPTNJ) program is for candidates with a New Jersey certificate of eligibility (CE) in K-6 elementary, any K-12 secondary subject matter, or career and technical education (CTE). The P-3 Alternate Route program is for candidates with a CE in Preschool through Grade 3. In order to enter any Alternate Route program in New Jersey, candidates must have a 3.0 if they graduated after Sept. 2016 or a 2.75 if they graduated before that date.

# Supervised Clinical Experience

**Provide the following information about supervised clinical experience in 2018-19. (§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))**

**Are there programs with student teaching models?**

○ Yes
● No

If yes, provide the next two responses. If no, leave them blank.

| Programs with student teaching models (most traditional programs) | |
|---|---|
| Number of clock hours of supervised clinical experience required prior to student teaching | |
| Number of clock hours required for student teaching | |

**Are there programs in which candidates are the teacher of record?**

● Yes
○ No

If yes, provide the next two responses. If no, leave them blank.

| Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs) | |
|---|---|
| Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom | 0 |

## Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)

| | |
|---|---|
| **Number of years required for teaching as the teacher of record in a classroom** | 0 |

## All Programs

| | |
|---|---|
| **Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)**<br><br>[Optional tool](#) for automatically calculating full-time equivalent faculty in the system | 1 |
| **Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)** | 3 |
| **Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year** | 0 |
| **Number of students in supervised clinical experience during this academic year** | 16 |

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

Students in the Early Childhood P3 Alternative Route program have a supervised clinical experience, but students in the NPTNJ Alternative Route program do not. The numbers given for faculty, adjuncts, and students in supervised clinical experience are for the Early Childhood P3 Alternative Route program only. Teachers enrolled in the NPTNJ Alternate Route program start the program by enrolling in Stage 1 of the program at which they may have a teaching job, but are not required to. By the time students enroll in Stage II, they are required to have teaching jobs. They are required to have at least 20 days of mentoring.

# Enrollment and Program Completers

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year. **(§205(a)(1)(C)(ii))**

**Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.**

- Enrolled Student
- Program Completer

# Enrollment and Program Completers

| 2018-19 Total | |
|---|---|
| Total Number of Individuals Enrolled | 305 |
| Subset of Program Completers | 71 |

| Gender | Total Enrolled | Subset of Program Completers |
|---|---|---|
| Male | 100 | 26 |
| Female | 205 | 45 |
| Non-Binary/Other | 0 | 0 |
| No Gender Reported | 0 | 0 |
| Race/Ethnicity | Total Enrolled | Subset of Program Completers |
| American Indian or Alaska Native | 0 | 0 |
| Asian | 14 | 2 |
| Black or African American | 25 | 10 |
| Hispanic/Latino of any race | 47 | 15 |
| Native Hawaiian or Other Pacific Islander | 0 | 0 |
| White | 194 | 42 |

| Race/Ethnicity | Total Enrolled | Subset of Program Completers |
|---|---|---|
| Two or more races | 12 | 2 |
| No Race/Ethnicity Reported | 13 | 0 |

# 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.

**Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.**

- Academic Major

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 2018-19.**

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))**

**What are CIP Codes?**

☐ **No teachers prepared in academic year 2018-19**

If your program has no teachers prepared, check the box above and leave the table below blank (or **clear responses already entered**).

> What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55).

| CIP Code | Subject Area | Number Prepared |
|---|---|---|
| 13.10 | Teacher Education - Special Education | |
| 13.1202 | Teacher Education - Elementary Education | 106 |

| CIP Code | Subject Area | Number Prepared |
|----------|--------------|-----------------|
| 13.1203 | Teacher Education - Junior High/Intermediate/Middle School Education | |
| 13.1210 | Teacher Education - Early Childhood Education | 11 |
| 13.1301 | Teacher Education - Agriculture | |
| 13.1302 | Teacher Education - Art | 8 |
| 13.1303 | Teacher Education - Business | 4 |
| 13.1305 | Teacher Education - English/Language Arts | 19 |
| 13.1306 | Teacher Education - Foreign Language | 19 |
| 13.1307 | Teacher Education - Health | 4 |
| 13.1308 | Teacher Education - Family and Consumer Sciences/Home Economics | |
| 13.1309 | Teacher Education - Technology Teacher Education/Industrial Arts | 5 |
| 13.1311 | Teacher Education - Mathematics | 21 |
| 13.1312 | Teacher Education - Music | 8 |
| 13.1314 | Teacher Education - Physical Education and Coaching | 2 |
| 13.1315 | Teacher Education - Reading | |
| 13.1316 | Teacher Education - Science Teacher Education/General Science | |
| 13.1317 | Teacher Education - Social Science | |
| 13.1318 | Teacher Education - Social Studies | 15 |
| 13.1320 | Teacher Education - Trade and Industrial | |
| 13.1321 | Teacher Education - Computer Science | 1 |
| 13.1322 | Teacher Education - Biology | 21 |
| 13.1323 | Teacher Education - Chemistry | 3 |
| 13.1324 | Teacher Education - Drama and Dance | 2 |
| 13.1328 | Teacher Education - History | |
| 13.1329 | Teacher Education - Physics | 6 |
| 13.1331 | Teacher Education - Speech | |

| CIP Code | Subject Area | Number Prepared |
|----------|--------------|-----------------|
| 13.1337 | Teacher Education - Earth Science | 2 |
| 13.14 | Teacher Education - English as a Second Language | 14 |
| 13.99 | Education - Other Specify: Psychology | 3 |

# Teachers Prepared by Academic Major

**Please provide the number of teachers prepared by academic major for academic year 2018-19. 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.*

**What are CIP Codes?**

**Do participants earn a degree upon completion of the program?**

- ○ Yes
- ● No

☐ **No teachers prepared in academic year 2018-19**

If your program does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or **clear responses already entered**).

| CIP Code | Academic Major | Number Prepared |
|----------|----------------|-----------------|
| 13.10 | Teacher Education - Special Education | |
| 13.1202 | Teacher Education - Elementary Education | |
| 13.1203 | Teacher Education - Junior High/Intermediate/Middle School Education | |
| 13.1210 | Teacher Education - Early Childhood Education | |
| 13.1301 | Teacher Education - Agriculture | |
| 13.1302 | Teacher Education - Art | |
| 13.1303 | Teacher Education - Business | |
| 13.1305 | Teacher Education - English/Language Arts | |
| 13.1306 | Teacher Education - Foreign Language | |
| 13.1307 | Teacher Education - Health | |

| CIP Code | Academic Major | Number Prepared |
|---|---|---|
| 13.1308 | Teacher Education - Family and Consumer Sciences/Home Economics | |
| 13.1309 | Teacher Education - Technology Teacher Education/Industrial Arts | |
| 13.1311 | Teacher Education - Mathematics | |
| 13.1312 | Teacher Education - Music | |
| 13.1314 | Teacher Education - Physical Education and Coaching | |
| 13.1315 | Teacher Education - Reading | |
| 13.1316 | Teacher Education - General Science | |
| 13.1317 | Teacher Education - Social Science | |
| 13.1318 | Teacher Education - Social Studies | |
| 13.1320 | Teacher Education - Trade and Industrial | |
| 13.1321 | Teacher Education - Computer Science | |
| 13.1322 | Teacher Education - Biology | |
| 13.1323 | Teacher Education - Chemistry | |
| 13.1324 | Teacher Education - Drama and Dance | |
| 13.1328 | Teacher Education - History | |
| 13.1329 | Teacher Education - Physics | |
| 13.1331 | Teacher Education - Speech | |
| 13.1337 | Teacher Education - Earth Science | |
| 13.14 | Teacher Education - English as a Second Language | |
| 13.99 | Education - Other Specify: | |
| 01 | Agriculture | |
| 03 | Natural Resources and Conservation | |
| 05 | Area, Ethnic, Cultural, and Gender Studies | |
| 09 | Communication or Journalism | |

| CIP Code | Academic Major | Number Prepared |
|---|---|---|
| 11 | Computer and Information Sciences | |
| 12 | Personal and Culinary Services | |
| 14 | Engineering | |
| 16 | Foreign Languages, Literatures, and Linguistics | |
| 19 | Family and Consumer Sciences/Human Sciences | |
| 21 | Technology Education/Industrial Arts | |
| 22 | Legal Professions and Studies | |
| 23 | English Language/Literature | |
| 24 | Liberal Arts/Humanities | |
| 25 | Library Science | |
| 26 | Biological and Biomedical Sciences | |
| 27 | Mathematics and Statistics | |
| 30 | Multi/Interdisciplinary Studies | |
| 38 | Philosophy and Religious Studies | |
| 40 | Physical Sciences | |
| 41 | Science Technologies/Technicians | |
| 42 | Psychology | |
| 44 | Public Administration and Social Service Professions | |
| 45 | Social Sciences | |
| 46 | Construction | |
| 47 | Mechanic and Repair Technologies | |
| 50 | Visual and Performing Arts | |
| 51 | Health Professions and Related Clinical Sciences | |
| 52 | Business/Management/Marketing | |
| 54 | History | |

| CIP Code | Academic Major | Number Prepared |
|---|---|---|
| 99 | Other Specify: | |

| CIP Code | Academic Major | Number Prepared |
|---|---|---|
| 99 | Other Specify: | |

# Program Assurances

Respond to the following assurances. Note: Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. **(§205(a)(1)(A)(iii); §206(b))**

## Program Assurances

**1. Program 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:**

Our curriculum, which is evaluated and revised as needed, annually includes lessons in teaching students with special needs, English Language Learners, in a variety of school districts and socio-economic areas. We use the CAEP Accreditation Standards to ensure the quality of our program in meeting these 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 teacher preparation 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)(i), §205(a)(1)(A)(ii), §206(a))**

**Please note that the goals you set last year are not pre-loaded into your report because the Department's changes to wording of the questions in this section make them incompatible for pre-loading from last year's data. Next year, your goals will be pre-loaded into your report based on the goals you enter this year.**

**In order to complete this section, you may find it helpful to review your goals in your 2019 report. You may download and review your 2019 report by following the following steps: 1) click the Home tab, 2) click "Academic Year 2018-19 Data" in the banner near the top of the page to expand the dropdown, and select "Academic Year 2017-18 Data," 3) Click Download Report.**

**Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.**

- Quantifiable Goals

# Report Progress on Last Year's Goal (2018-19)

**1. Did your program prepare teachers in mathematics in 2018-19?**

If no, leave remaining questions for 2018-19 blank (or **clear responses already entered**).

- ● Yes
- ○ No

**2. Describe your goal.**

Prepare 5 more mathematics teachers.

**3. Did your program meet the goal?**

- ● Yes
- ○ No

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

a. Moved program to be online b. Recruited candidates with the assistance of community colleges in the state

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

a. Provided high-level support throughout the program b. Hired effective program faculty to improve retention

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

# Review Current Year's Goal (2019-20)

**7. Is your program preparing teachers in mathematics in 2019-20? If no, leave the next question blank.**

- ● Yes
- ○ No

**8. Describe your goal.**

Maintain current preparation number – 21 total

# Set Next Year's Goal (2020-21)

**9. Will your program prepare teachers in mathematics in 2020-21? If no, leave the next question blank.**

- ● Yes
- ○ No

**10. Describe your goal.**

Increase preparation by 10% - 22 target

# 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 teacher preparation 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)(i), §205(a)(1)(A)(ii), §206(a))**

**Please note that the goals you set last year are not pre-loaded into your report because the Department's changes to wording of the questions in this section make them incompatible for pre-loading from last year's data. Next year, your goals will be pre-loaded into your report based on the goals you enter this year.**

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**Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.**

- Quantifiable Goals

# Report Progress on Last Year's Goal (2018-19)

**1. Did your program prepare teachers in science in 2018-19?**

If no, leave remaining questions for 2018-19 blank (or **clear responses already entered**).

- ● Yes
- ○ No

**2. Describe your goal.**

Prepare 5 more science teachers.

**3. Did your program meet the goal?**

- ● Yes
- ○ No

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

a. Moved program to be online b. Recruited candidates with the assistance of community colleges in the state

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

a. Provided high-level support throughout the program b. Hired effective program faculty to improve retention

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

# Review Current Year's Goal (2019-20)

**7. Is your program preparing teachers in science in 2019-20? If no, leave the next question blank.**

- ● Yes
- ○ No

**8. Describe your goal.**

Maintain current rate of preparing 30 science teachers

# Set Next Year's Goal (2020-21)

**9. Will your program prepare teachers in science in 2020-21? If no, leave the next question blank.**

- ● Yes
- ○ No

**10. Describe your goal.**

Increase rate by 10% to 33 science teachers.

# 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 teacher preparation 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)(i), §205(a)(1)(A)(ii), §206(a))**

**Please note that the goals you set last year are not pre-loaded into your report because the Department's changes to wording of the questions in this section make them incompatible for pre-loading from last year's data. Next year, your goals will be pre-loaded into your report based on the goals you enter this year.**

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- Quantifiable Goals

## Report Progress on Last Year's Goal (2018-19)

**1. Did your program prepare teachers in special education in 2018-19?**

If no, leave remaining questions for 2018-19 blank (or **clear responses already entered**).

○ Yes
● No

**2. Describe your goal.**

**3. Did your program meet the goal?**

○ Yes
○ No

**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:**

## Review Current Year's Goal (2019-20)

**7. Is your program preparing teachers in special education in 2019-20? If no, leave the next question blank.**

○ Yes
● No

**8. Describe your goal.**

## Set Next Year's Goal (2020-21)

**9. Will your program prepare teachers in special education in 2020-21? If no, leave the next question blank.**

○ Yes
● No

**10. Describe your goal.**

# 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 teacher preparation 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)(i), §205(a)(1)(A)(ii), §206(a))**

**Please note that the goals you set last year are not pre-loaded into your report because the Department's changes to wording of the questions in this section make them incompatible for pre-loading from last year's data. Next year, your goals will be pre-loaded into your report based on the goals you enter this year.**

**In order to complete this section, you may find it helpful to review your goals in your 2019 report. You may download and review your 2019 report by following the following steps: 1) click the Home tab, 2) click "Academic Year 2018-19 Data" in the banner near the top of the page to expand the dropdown, and select "Academic Year 2017-18 Data," 3) Click Download Report.**

**Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.**

- Quantifiable Goals

## Report Progress on Last Year's Goal (2018-19)

**1. Did your program prepare teachers in instruction of limited English proficient students in 2018-19?**

If no, leave remaining questions for 2018-19 blank (or **clear responses already entered**).

- ● Yes
- ○ No

**2. Describe your goal.**

Add 5 teachers in instruction of limited English proficient students

**3. Did your program meet the goal?**

- ● Yes
- ○ No

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

Combined alternate route and ESL program.

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

We need to move this program entirely online.

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

## Review Current Year's Goal (2019-20)

**7. Is your program preparing teachers in instruction of limited English proficient students in 2019-20? If no, leave the next question blank.**

- ● Yes
- ○ No

**8. Describe your goal.**

Maintain current rate of preparation – 14 teachers

## Set Next Year's Goal (2020-21)

**9. Will your program prepare teachers in instruction of limited English proficient students in 2020-21? If no, leave the next question blank.**

- ● Yes
- ○ No

**10. Describe your goal.**

Increase rate by 10% to 16 teachers.

# Assessment Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. **(§205(a)(1)(B))**

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.

**Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.**

- Pass rate
- Scaled score
- Teacher credential assessment

# 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) Other enrolled students | 3 | | | |
| ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19 | 2 | | | |
| ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18 | 2 | | | |
| ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17 | 4 | | | |
| ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students | 13 | 169 | 13 | 100 |
| ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19 | 5 | | | |

| Assessment code - Assessment name<br>Test Company<br>Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|---|---|---|---|---|
| ETS0235 -BIOLOGY CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2017-18 | 4 | | | |
| ETS0235 -BIOLOGY CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2016-17 | 9 | | | |
| ETS5101 -BUSINESS ED CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>Other enrolled students | 4 | | | |
| ETS5101 -BUSINESS ED CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2017-18 | 2 | | | |
| ETS0245 -CHEMISTRY CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>Other enrolled students | 2 | | | |
| ETS0245 -CHEMISTRY CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2018-19 | 1 | | | |
| ETS0245 -CHEMISTRY CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2017-18 | 2 | | | |
| ETS5022 -EARLY CHILDHOOD CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>Other enrolled students | 2 | | | |
| ETS5025 -EARLY CHILDHOOD EDUCATION<br>Educational Testing Service (ETS)<br>Other enrolled students | 14 | 168 | 14 | 100 |
| ETS5025 -EARLY CHILDHOOD EDUCATION<br>Educational Testing Service (ETS)<br>All program completers, 2018-19 | 2 | | | |
| ETS5571 -EARTH AND SPACE SCIENCES - CK<br>Educational Testing Service (ETS)<br>Other enrolled students | 2 | | | |
| ETS5571 -EARTH AND SPACE SCIENCES - CK<br>Educational Testing Service (ETS)<br>All program completers, 2016-17 | 2 | | | |
| ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS<br>Educational Testing Service (ETS)<br>Other enrolled students | 65 | 180 | 64 | 98 |
| ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS<br>Educational Testing Service (ETS)<br>All program completers, 2018-19 | 15 | 183 | 15 | 100 |
| ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS<br>Educational Testing Service (ETS)<br>All program completers, 2017-18 | 15 | 177 | 15 | 100 |

| Assessment code - Assessment name<br>Test Company<br>Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|---|---|---|---|---|
| ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS<br>Educational Testing Service (ETS)<br>All program completers, 2016-17 | 34 | 179 | 34 | 100 |
| ETS5033 -ELEM ED MULTI SUBJ MATHEMATICS (DISC)<br>Educational Testing Service (ETS)<br>All program completers, 2017-18 | 3 | | | |
| ETS5033 -ELEM ED MULTI SUBJ MATHEMATICS (DISC)<br>Educational Testing Service (ETS)<br>All program completers, 2016-17 | 6 | | | |
| ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS<br>Educational Testing Service (ETS)<br>Other enrolled students | 65 | 172 | 64 | 98 |
| ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS<br>Educational Testing Service (ETS)<br>All program completers, 2018-19 | 15 | 169 | 13 | 87 |
| ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS<br>Educational Testing Service (ETS)<br>All program completers, 2017-18 | 15 | 170 | 14 | 93 |
| ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS<br>Educational Testing Service (ETS)<br>All program completers, 2016-17 | 34 | 171 | 33 | 97 |
| ETS5032 -ELEM ED MULTI SUBJ READING LANG ARTS (DISC)<br>Educational Testing Service (ETS)<br>All program completers, 2017-18 | 2 | | | |
| ETS5032 -ELEM ED MULTI SUBJ READING LANG ARTS (DISC)<br>Educational Testing Service (ETS)<br>All program completers, 2016-17 | 6 | | | |
| ETS5005 -ELEM ED MULTI SUBJ SCIENCES<br>Educational Testing Service (ETS)<br>Other enrolled students | 65 | 176 | 63 | 97 |
| ETS5005 -ELEM ED MULTI SUBJ SCIENCES<br>Educational Testing Service (ETS)<br>All program completers, 2018-19 | 15 | 172 | 15 | 100 |
| ETS5005 -ELEM ED MULTI SUBJ SCIENCES<br>Educational Testing Service (ETS)<br>All program completers, 2017-18 | 15 | 169 | 15 | 100 |
| ETS5005 -ELEM ED MULTI SUBJ SCIENCES<br>Educational Testing Service (ETS)<br>All program completers, 2016-17 | 34 | 175 | 33 | 97 |
| ETS5035 -ELEM ED MULTI SUBJ SCIENCES (DISC)<br>Educational Testing Service (ETS)<br>All program completers, 2017-18 | 2 | | | |
| ETS5035 -ELEM ED MULTI SUBJ SCIENCES (DISC)<br>Educational Testing Service (ETS)<br>All program completers, 2016-17 | 6 | | | |

| Assessment code - Assessment name<br>Test Company<br>Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|---|---|---|---|---|
| ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES<br>Educational Testing Service (ETS)<br>Other enrolled students | 65 | 171 | 64 | 98 |
| ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES<br>Educational Testing Service (ETS)<br>All program completers, 2018-19 | 15 | 175 | 14 | 93 |
| ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES<br>Educational Testing Service (ETS)<br>All program completers, 2017-18 | 15 | 171 | 14 | 93 |
| ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES<br>Educational Testing Service (ETS)<br>All program completers, 2016-17 | 34 | 171 | 33 | 97 |
| ETS5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (DISC)<br>Educational Testing Service (ETS)<br>All program completers, 2017-18 | 2 | | | |
| ETS5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (DISC)<br>Educational Testing Service (ETS)<br>All program completers, 2016-17 | 6 | | | |
| ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE (DISC)<br>Educational Testing Service (ETS)<br>All program completers, 2016-17 | 1 | | | |
| ETS5038 -ENGLISH LANGUAGE ARTS: CK<br>Educational Testing Service (ETS)<br>Other enrolled students | 15 | 179 | 15 | 100 |
| ETS5038 -ENGLISH LANGUAGE ARTS: CK<br>Educational Testing Service (ETS)<br>All program completers, 2018-19 | 2 | | | |
| ETS5038 -ENGLISH LANGUAGE ARTS: CK<br>Educational Testing Service (ETS)<br>All program completers, 2017-18 | 1 | | | |
| ETS5038 -ENGLISH LANGUAGE ARTS: CK<br>Educational Testing Service (ETS)<br>All program completers, 2016-17 | 5 | | | |
| ETS5174 -FRENCH WORLD LANGUAGE<br>Educational Testing Service (ETS)<br>Other enrolled students | 2 | | | |
| ETS0435 -GENERAL SCI CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>Other enrolled students | 21 | 171 | 19 | 90 |
| ETS0435 -GENERAL SCI CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2018-19 | 9 | | | |
| ETS0435 -GENERAL SCI CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2017-18 | 6 | | | |

| Assessment code - Assessment name<br>Test Company<br>Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|---|---|---|---|---|
| ETS0435 -GENERAL SCI CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2016-17 | 12 | 168 | 11 | 92 |
| ETS5183 -GERMAN WORLD LANGUAGE<br>Educational Testing Service (ETS)<br>Other enrolled students | 1 | | | |
| ETS5857 -HEALTH AND PE<br>Educational Testing Service (ETS)<br>Other enrolled students | 2 | | | |
| ETS5857 -HEALTH AND PE<br>Educational Testing Service (ETS)<br>All program completers, 2018-19 | 1 | | | |
| ETS5857 -HEALTH AND PE<br>Educational Testing Service (ETS)<br>All program completers, 2017-18 | 1 | | | |
| ETS5161 -MATHEMATICS CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>Other enrolled students | 16 | 171 | 15 | 94 |
| ETS5161 -MATHEMATICS CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2018-19 | 3 | | | |
| ETS5161 -MATHEMATICS CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2017-18 | 2 | | | |
| ETS5161 -MATHEMATICS CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2016-17 | 6 | | | |
| ETS0113 -MUSIC CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>Other enrolled students | 7 | | | |
| ETS0113 -MUSIC CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2016-17 | 2 | | | |
| ACT1001 -OPI ARABIC<br>American Council on the Teaching of Foreign Langua<br>Other enrolled students | 1 | | | |
| ACT1005 -OPI ENGLISH<br>American Council on the Teaching of Foreign Langua<br>Other enrolled students | 3 | | | |
| ACT1005 -OPI ENGLISH<br>American Council on the Teaching of Foreign Langua<br>All program completers, 2018-19 | 4 | | | |
| ACT1005 -OPI ENGLISH<br>American Council on the Teaching of Foreign Langua<br>All program completers, 2017-18 | 3 | | | |

| Assessment code - Assessment name<br>Test Company<br>Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|---|---|---|---|---|
| ACT1006 -OPI FRENCH<br>American Council on the Teaching of Foreign Langua<br>Other enrolled students | 3 | | | |
| ACT1007 -OPI GERMAN<br>American Council on the Teaching of Foreign Langua<br>Other enrolled students | 1 | | | |
| ACT1010 -OPI ITALIAN<br>American Council on the Teaching of Foreign Langua<br>All program completers, 2017-18 | 1 | | | |
| ACT1010 -OPI ITALIAN<br>American Council on the Teaching of Foreign Langua<br>All program completers, 2016-17 | 2 | | | |
| ACT1013 -OPI MANDARIN<br>American Council on the Teaching of Foreign Langua<br>All program completers, 2017-18 | 1 | | | |
| ACT1018 -OPI SPANISH<br>American Council on the Teaching of Foreign Langua<br>Other enrolled students | 4 | | | |
| ACT1018 -OPI SPANISH<br>American Council on the Teaching of Foreign Langua<br>All program completers, 2018-19 | 3 | | | |
| ACT1018 -OPI SPANISH<br>American Council on the Teaching of Foreign Langua<br>All program completers, 2017-18 | 1 | | | |
| ACT1018 -OPI SPANISH<br>American Council on the Teaching of Foreign Langua<br>All program completers, 2016-17 | 4 | | | |
| ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>Other enrolled students | 1 | | | |
| ETS5265 -PHYSICS CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>Other enrolled students | 4 | | | |
| ETS5265 -PHYSICS CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2018-19 | 3 | | | |
| ETS5265 -PHYSICS CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2017-18 | 1 | | | |
| ETS5265 -PHYSICS CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2016-17 | 1 | | | |
| ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>Other enrolled students | 9 | | | |

| Assessment code - Assessment name<br>Test Company<br>Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|---|---|---|---|---|
| ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2018-19 | 4 | | | |
| ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2017-18 | 4 | | | |
| ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2016-17 | 6 | | | |
| ETS5195 -SPANISH WORLD LANGUAGE<br>Educational Testing Service (ETS)<br>Other enrolled students | 6 | | | |
| ETS5195 -SPANISH WORLD LANGUAGE<br>Educational Testing Service (ETS)<br>All program completers, 2018-19 | 2 | | | |
| ETS5195 -SPANISH WORLD LANGUAGE<br>Educational Testing Service (ETS)<br>All program completers, 2017-18 | 3 | | | |
| ETS5195 -SPANISH WORLD LANGUAGE<br>Educational Testing Service (ETS)<br>All program completers, 2016-17 | 4 | | | |
| ETS5051 -TECHNOLOGY EDUCATION<br>Educational Testing Service (ETS)<br>Other enrolled students | 5 | | | |
| ETS5051 -TECHNOLOGY EDUCATION<br>Educational Testing Service (ETS)<br>All program completers, 2018-19 | 2 | | | |
| ETS5051 -TECHNOLOGY EDUCATION<br>Educational Testing Service (ETS)<br>All program completers, 2016-17 | 1 | | | |
| ETS5641 -THEATRE<br>Educational Testing Service (ETS)<br>Other enrolled students | 2 | | | |
| ETS5641 -THEATRE<br>Educational Testing Service (ETS)<br>All program completers, 2017-18 | 1 | | | |
| ETS5641 -THEATRE<br>Educational Testing Service (ETS)<br>All program completers, 2016-17 | 2 | | | |
| ACT2004 -WPT ENGLISH<br>American Council on the Teaching of Foreign Langua<br>Other enrolled students | 2 | | | |
| ACT2004 -WPT ENGLISH<br>American Council on the Teaching of Foreign Langua<br>All program completers, 2018-19 | 3 | | | |

| Assessment code - Assessment name Test Company Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|---|---|---|---|---|
| ACT2004 -WPT ENGLISH American Council on the Teaching of Foreign Langua All program completers, 2017-18 | 4 | | | |

# Summary Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. **(§205(a)(1)(B))**

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.

**Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.**

- Pass rate
- Scaled score
- Teacher credential assessment

## Summary Pass Rates

| Group | Number taking tests | Number passing tests | Pass rate (%) |
|---|---|---|---|
| All program completers, 2018-19 | 45 | 40 | 89 |
| All program completers, 2017-18 | 45 | 43 | 96 |
| All program completers, 2016-17 | 83 | 79 | 95 |

# Low-Performing

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

## Low-Performing

**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

☐ CAEP

☐ AAQEP

☐ Other specify:

**2. Is your teacher preparation program currently under a designation as "low-performing" by the state?**

⚪ 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.

## 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.**

   Teachers create an electronic portfolio, a glossary of web sites for their content area as well as general education web sites. They are also required to review class assessments and analyze the data to inform their instruction as part of their edTPA portfolio.

# Teacher Training

Provide the following information about your teacher preparation program.
**(§205(a)(1)(G))**

## Teacher Training

1. **Provide a description of the activities that prepare general education teachers to:**

   a. **Teach students with disabilities effectively**

   All candidates take EDU 684 Integrating Curriculum & Instruction: Including Diverse Populations. This prepares general education teachers to teach students with disabilities and includes Special Education laws and modifications. There is also an emphasis on planning activities related to English Language Learners. Teachers create learning experiences with modifications for students with special needs, English Language Learners, and struggling readers as part of edTPA.

   b. **Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act.***

   All candidates take EDU 684 Integrating Curriculum & Instruction: Including Diverse Populations. This prepares general education teachers to teach students with disabilities and includes Special Education laws and modifications. There is also an emphasis on planning activities related to English Language Learners. Teachers create learning experiences with modifications for students with special needs, English Language Learners, and struggling readers as part of edTPA.

   c. **Effectively teach students who are limited English proficient.**

   All candidates take EDU 684 Integrating Curriculum & Instruction: Including Diverse Populations. This prepares general education teachers to teach students with disabilities and includes Special Education laws and modifications. There is also an emphasis on planning activities related to English Language Learners. Teachers create learning experiences with modifications for students with special needs, English Language Learners, and struggling readers as part of edTPA.

2. **Does your program prepare special education teachers?**

   ○ Yes
   ● No

   **If yes, provide a description of the activities that prepare *special education teachers* to:**

   a. **Teach students with disabilities effectively**

   b. **Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act.***

c.  **Effectively teach students who are limited English proficient.**

# 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.

## 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.**

In addition to a pre-service component, this program also includes a Capstone Conference at the end of the program, which provides teachers with additional information in their content area as well as in general areas such as classroom management, Common Core Standards, etc. We are currently preparing the program to be accredited by CAEP.

## 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

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

## Certification of submission

☑ **I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the** *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual.*

**NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:**

Dr. Deborah Woo

**TITLE:**

Interim Dean, College of Education

## Certification of review of submission

☑ **I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the** *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual.*

**NAME OF REVIEWER:**

Liz Hickey

**TITLE:**

Data Analyst