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Iowa State University
Traditional Program

2017 | Title II Reports

Complete Report Card

AY 2015-16

Institution Information

Name of Institution: Iowa State University
Institution/Program Type: Traditional
Academic Year: 2015-16
State: Iowa

Address: 1620 Lagomarcino Hall
901 Stange Road
Ames, IA, 50011

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

No

If yes, provide the following:

Award year:

Grantee name:

Project name:

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

Section I.a Program Information

List each teacher preparation program included in your 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?
Iowa State University	No
Total number of teacher preparation programs: 1	

Section I.b Admissions

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

Sophomore year

Does your initial teacher certification program conditionally admit students?

No

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

<http://www.education.iastate.edu/undergraduate-studies/undergraduate-applicants/admission/>

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

Students may appeal any of the requirements for admissions. The appeal goes before the Selection and Retention Subcommittee of the Educator Preparation Coordinating Council.

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	No	Yes
Fingerprint check	No	Yes
Background check	Yes	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	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	No
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	No	Yes
Essay or personal statement	No	No
Interview	No	No
Other	Data not reported	Data not reported

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

2.5

What was the median GPA of individuals accepted into the program in academic year 2015-16

3.34

What is the minimum GPA required for completing the program?

2.5

What was the median GPA of individuals completing the program in academic year 2015-16

3.49

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	No	Yes
Fingerprint check	No	Yes
Background check	Yes	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	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	No
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	No	No
Essay or personal statement	No	No
Interview	No	No
Other	Data not reported	Data not reported

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

2.5

What was the median GPA of individuals accepted into the program in academic year 2015-16

3.67

What is the minimum GPA required for completing the program?

2.5

What was the median GPA of individuals completing the program in academic year 2015-16

3.8

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 2015-16:	638
Unduplicated number of males enrolled in 2015-16:	137
Unduplicated number of females enrolled in 2015-16:	501

2015-16	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	15
<i>Race</i>	
American Indian or Alaska Native:	1
Asian:	10
Black or African American:	4
Native Hawaiian or Other Pacific Islander:	0
White:	603
Two or more races:	5

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2015-16.

Average number of clock hours of supervised clinical experience required prior to student teaching	135
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	33
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	72
Number of students in supervised clinical experience during this academic year	944

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

Mentoring and induction in the state of Iowa occurs as an in-service teacher not a pre-service teacher. The exception to this may be with some alternative licensure

programs.

"Supervised clinical experience" for the last question relates to pre-student teaching experiences (that are supervised) and student teaching experiences.

Adjunct faculty refers to some staff and University Supervisors hired as independent contractors. It does not refer to the cooperating teachers/mentor teachers in the school.

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2015-16. 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	85
Teacher Education - Early Childhood Education	69
Teacher Education - Elementary Education	117
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	21
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	53
Teacher Education - Foreign Language	
Teacher Education - Health	10
Teacher Education - Family and Consumer Sciences/Home Economics	21
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	36
Teacher Education - Music	20
Teacher Education - Physical Education and Coaching	37
Teacher Education - Reading	41
Teacher Education - Science Teacher Education/General Science	7
Teacher Education - Social Science	1
Teacher Education - Social Studies	38
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	36
Teacher Education - Chemistry	1
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	1
Teacher Education - History	37
Teacher Education - Physics	1
Teacher Education - Spanish	6
Teacher Education - Speech	2
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	1
Teacher Education - Earth Science	4
Teacher Education - English as a Second Language	20
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify: American Government	18

Section I.e Teachers Prepared by Academic Major

SECTION 16. Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2015-16. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	33
Teacher Education - Elementary Education	116
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	15
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	21
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	4
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	10
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	23
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	1
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	1
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	

Visual and Performing Arts	
History	19
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	16
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	1
Mathematics and Statistics	8
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify: Kinesiology and Health	8

Section I.f Program Completers

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

2015-16: 272

2014-15: 326

2013-14: 275

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 2015-16

Did your program prepare teachers in mathematics in 2015-16?

Yes

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

3

Did your program meet the goal for prospective teachers set in mathematics in 2015-16?

Yes

Description of strategies used to achieve goal, if applicable:

Recruitment of students for both the undergraduate and graduate programs.

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

Provide any additional comments, exceptions and explanations below:

Continue with recruitment efforts and be sure that teacher quality is not affected by larger numbers. We are adding a faculty member with more of a middle school emphasis. The hope is that this individual will be able to provide interesting experiences that peak the interest of potential students.

Academic year 2016-17

Is your program preparing teachers in mathematics in 2016-17?

Yes

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

4

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

Will your program prepare teachers in mathematics in 2017-18?

Yes

How many prospective teachers does your program plan to add in mathematics in 2017-18?

5

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Science

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

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

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

Academic year 2015-16

Did your program prepare teachers in science in 2015-16?

Yes

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

10

Did your program meet the goal for prospective teachers set in science in 2015-16?

Yes

Description of strategies used to achieve goal, if applicable:

Job placement rate continues to be 100% for those graduates actively seeking a secondary school teaching position.

Graduates continue to win awards, publish, and present at national and state conferences.

- Since 2003, ten of our former students have received the National Science Teachers Association (NSTA) Maitland P. Simmons Memorial Award for New Teachers.

- Since 2003, four of our former students have received the Iowa Academy of Science Exemplary Science Teacher Award (ESTA).

- Since 2003, one graduate has been recognized with a National Science Teachers Association (NSTA) New Science Teacher Academy Fellowship.

- Since 2003, one graduate has received the Conservation Teacher of the Year Award from the Iowa Conservation Districts Association.

- Since 2003, graduates of the program have published more than fifty articles in peer reviewed science education journals. Many of these published articles were submitted under the mentorship of secondary science education faculty while these individuals were still students in the program.

- Since 2003, graduates of the program have made more than a hundred presentations at state and national science education conferences.

- In 2003, anticipating the coming shortage of highly effective science teachers, we created a model 15 month graduate level (M.A.T.) secondary science teacher licensure program to attract and prepare highly effective science teachers. This program has been very successful at attracting into teaching those possessing an undergraduate degree in a science or science- related field.

- We advertise both our undergraduate and graduate level licensure programs within Iowa State University. We have instructors of introductory science classes post PowerPoint slide during their lectures that encourages students pursuing science majors to consider becoming a secondary science teacher. This slide also advertise an informational meeting that is held each fall and spring where we encourage students to consider a science teaching career.

- We note the possibility of forgivable loans and scholarships available to those interested in secondary science teaching.

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

We have learned the following through our extensive and protracted efforts to attract and prepare high quality science teachers and have them take positions in low.

and our research efforts that follow our graduates into their first 1-5 years of teaching:

- Students largely see secondary science teaching as an unattractive career. This is exacerbated by policymakers' very visible diatribes and punitive measures against schools and teachers, legislative hesitance to appropriately fund education, and the increasing top-down mandates that deny teachers their ability to make research-based pedagogical decisions to improve teaching and learning. This diminishes our ability to recruit and retain highly effective science teachers.
- In Iowa the most pressing need for science teachers is in rural areas. Generally speaking, prospective teachers: (a) find the pay and benefit packages in rural school districts disappointing; (b) do not desire to teach science subjects outside their areas of expertise; and (c) would rather be in communities where greater social opportunities exist. This diminishes our ability to recruit and retain highly effective science teachers. Recently, we have more successfully promoted teaching in rural school districts, noting the greater decision-making given to teachers in those districts.
- The quality of the cooperating teacher plays an important role in persuading graduates to seek teaching positions. School districts are imposing unreasonable policies that make finding quality placements in students' licensure areas increasingly difficult. This interferes with efforts to grow our secondary science education program, and also at times results in our losing capable prospective teachers who became disillusioned during student teaching and chose to pursue careers in industry rather than teach.
- Our published studies following former secondary science education graduates into their first years of teaching indicate that they often face aggressive institutional constraints to implementing research-based science teaching practices. The most significant constraint is the pressure school administrators and many experienced teachers exert on new teachers to teach just as they do. While we have intensified our efforts to support our students during their program and into their first few years of teaching, this requires resources that are not forthcoming.
- The bottom line is that significantly increasing the number of HIGHLY EFFECTIVE secondary science teachers requires changes that are beyond the capabilities of teacher preparation programs to achieve. These include, but are not limited to, (a) greater respect for schools, teachers and teaching among policymakers and the public; (b) supporting beginning teachers who are working to implement research-based science teaching practices that are not congruent with the status quo in schools; and (c) a more realistic and respectful climate regarding funding for education.

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Is your program preparing teachers in science in 2016-17?

Yes

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

10

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

Will your program prepare teachers in science in 2017-18?

Yes

How many prospective teachers does your program plan to add in science in 2017-18?

10

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Special Education

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

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

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

Academic year 2015-16

Did your program prepare teachers in special education in 2015-16?

Yes

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

0

Did your program meet the goal for prospective teachers set in special education in 2015-16?

Yes

Description of strategies used to achieve goal, if applicable:

We did add elementary education students who will be receiving an endorsement in special education.

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

We conducted faculty searches during the 2016-2017 year and have hired two new faculty members for fall 2017.

Provide any additional comments, exceptions and explanations below:

Unless we can secure additional resources, we do not plan to increase the size of our program.

Academic year 2016-17

Is your program preparing teachers in special education in 2016-17?

Yes

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

15

Provide any additional comments, exceptions and explanations below:

Unless we can secure additional resources, we do not plan to increase the size of our program.

Academic year 2017-18

Will your program prepare teachers in special education in 2017-18?

Yes

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

15

Provide any additional comments, exceptions and explanations below:

Unless we can secure additional resources, we do not plan to increase the size of our program.

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 2015-16

Did your program prepare 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?

20

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2015-16?

Yes

Description of strategies used to achieve goal, if applicable:

School administrators have shared the need for teachers with this endorsement and we share this need with our candidates. We share this information with our candidates in multiple ways (class discussions, administrator panels, etc).

work with our candidates to fit the required coursework into their schedules.

It's useful to ensure that there are appropriate, qualified placements available for higher numbers of these endorsement students, as it became difficult to accommodate a great number of student teachers, as we discovered in the spring of 2012.

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

From the higher numbers of interested candidates and the resources that we have in the state for mentoring and preparing students in the school, we entered into discussions about how to best prepare future students for teaching Limited English Proficiency. We have increased staffing and opportunities.

Provide any additional comments, exceptions and explanations below:

We hope to continue preparing between 15 and 25 student teachers in this area.

Academic year 2016-17

Is your program preparing teachers in instruction of limited English proficient students in 2016-17?

Yes

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

20

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

Will your program prepare teachers in instruction of limited English proficient students in 2017-18?

Yes

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

15

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:

Courses are required that integrate the above content. An e-portfolio is required to serve as program and candidate assesment.

Section III Assessment Pass Rates

No assessment pass rates have been reported.

**Please note that pass rates will be provided to Westat by the state or the testing company or companies (or entities). You do not need to upload or submit any files for this section.

You will be notified via email once pass rates have been uploaded. Please be sure to review the pass rates for accuracy once they are uploaded. Westat expects to receive and upload pass rate files for most programs by mid-April.**

Section III Summary Pass Rates

Section III Summary Pass Rates

No summary pass rates have been reported.

**Please note that pass rates will be provided to Westat by the state or the testing company or companies (or entities). You do not need to upload or submit any files for this section.

You will be notified via email once pass rates have been uploaded. Please be sure to review the pass rates for accuracy once they are uploaded. Westat expects to receive and upload pass rate files for most programs by mid-April.**

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

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.

A three-credit course (CI 201 elementary/early childhood majors or CI 202 secondary majors) in digital learning is required of all preservice candidates. These two courses focus on using technology in PK-12 classrooms and learning environments with an emphasis on integrating technology into all content areas for all students. The primary goal of these courses is to examine how technology can impact learning and how it can be used to solve instructional problems in classrooms. The courses emphasize contemporary hardware, software, and pedagogical techniques that teachers and students use in PK-12 classrooms.

In addition, several students obtain a Learning Technologies Minor that is offered in the School of Education. This is a 16-credit minor that builds upon the required courses (201 or 202) and includes additional experiences on such topics as teaching online (CI 407) and engineering and technology (MatE 370). Students must also participate in a field experience with a technology director/coordinator/teacher in a PK-12 school setting. The current enrollment in this minor is between 75-80 students.

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.

A three-credit course on exceptional learners is required for all pre-service candidates.

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.

Numerous special education courses are required to be endorsed in special education. These courses cover the aforementioned topics. In addition, all pre-service candidates are required to take a Multicultural Education course that spends a significant amount of time on English Language Learners.

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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