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Calumet College of St. Joseph
Traditional Program

2015 | Title II
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AY 2013-14

Institution Information

Name of Institution: Calumet College of St. Joseph
Institution/Program Type: Traditional
Academic Year: 2013-14
State: Indiana

Address: 2400 New York Avenue
Whiting, IN, 46394

Contact Name: Dr. John Shields
Phone: 2194734262
Email: jshields@ccsj.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? |
|---|---|
| Generalist: Early and Middle Childhood (K-6) | No |
| Total number of teacher preparation programs: 1 | |

Section I.b Admissions

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

Junior 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.ccsj.edu/academics/colleges/education/admissions.html>

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

Section I.b Undergraduate Requirements

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

Are there initial teacher certification programs at the undergraduate level?

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 | No | No |
| Background check | Yes | Yes |
| Minimum number of courses/credits/semester hours completed | Yes | Yes |
| Minimum GPA | Yes | Yes |
| Minimum GPA in content area coursework | No | Yes |
| Minimum GPA in professional education coursework | No | 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 | Yes |
| Interview | No | Yes |
| Other | Data not reported | Data not reported |

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 2013-14

3.5

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2013-14

3.1

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 | No | No |
| 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 | No | 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 | Yes |
|-----------------------------|-------------------|-------------------|
| Interview | No | Yes |
| Other | Data not reported | Data not reported |

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 2013-14

0

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2013-14

0

Please provide any additional comments about the information provided above:

There were no post graduate initial licensure students enrolled academic year 2013-2014

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 2013-14: | 60 |
| Unduplicated number of males enrolled in 2013-14: | 16 |
| Unduplicated number of females enrolled in 2013-14: | 44 |

| 2013-14 | Number enrolled |
|--|-----------------|
| <i>Ethnicity</i> | |
| Hispanic/Latino of any race: | 15 |
| <i>Race</i> | |
| American Indian or Alaska Native: | 0 |
| Asian: | 0 |
| Black or African American: | 19 |
| Native Hawaiian or Other Pacific Islander: | 0 |
| White: | 26 |
| Two or more races: | 0 |

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2013-14.

| | |
|---|-----|
| Average number of clock hours of supervised clinical experience required prior to student teaching | 97 |
| Average number of clock hours required for student teaching | 455 |
| Average number of clock hours required for mentoring/induction support | 35 |
| Number of full-time equivalent faculty supervising clinical experience during this academic year | 2 |
| Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff) | 1 |
| Number of students in supervised clinical experience during this academic year | 15 |

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

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2013-14. 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 |
|--------------|-----------------|
| | |

| | |
|--|---|
| Teacher Education - Special Education | |
| Teacher Education - Early Childhood Education | |
| Teacher Education - Elementary Education | 1 |
| Teacher Education - Junior High/Intermediate/Middle School Education | |
| Teacher Education - Secondary Education | |
| Teacher Education - Multiple Levels | |
| Teacher Education - Agriculture | |
| 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 | |
| Teacher Education - Technology Teacher Education/Industrial Arts | |
| Teacher Education - Mathematics | |
| Teacher Education - Music | |
| Teacher Education - Physical Education and Coaching | |
| Teacher Education - Reading | |
| Teacher Education - Science Teacher Education/General Science | |
| Teacher Education - Social Science | |
| Teacher Education - Social Studies | |
| Teacher Education - Technical Education | |
| Teacher Education - Computer Science | |
| Teacher Education - Biology | |
| Teacher Education - Chemistry | |
| Teacher Education - Drama and Dance | |
| Teacher Education - French | |
| Teacher Education - German | |
| Teacher Education - History | |
| Teacher Education - Physics | |
| 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 - Other Specify: | |

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2013-14. 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 | |
| Teacher Education - Elementary Education | 1 |
| Teacher Education - Junior High/Intermediate/Middle School Education | |
| Teacher Education - Secondary Education | |
| Teacher Education - Agriculture | |
| Teacher Education - Art | |
| Teacher Education - Business | |

| | |
|--|--|
| Teacher Education - Foreign Language | |
| Teacher Education - Health | |
| Teacher Education - Family and Consumer Sciences/Home Economics | |
| Teacher Education - Technology Teacher Education/Industrial Arts | |
| Teacher Education - Mathematics | |
| Teacher Education - Music | |
| Teacher Education - Physical Education and Coaching | |
| Teacher Education - Reading | |
| Teacher Education - Science | |
| Teacher Education - Social Science | |
| Teacher Education - Social Studies | |
| Teacher Education - Technical Education | |
| Teacher Education - Computer Science | |
| Teacher Education - Biology | |
| Teacher Education - Chemistry | |
| Teacher Education - Drama and Dance | |
| Teacher Education - French | |
| Teacher Education - German | |
| Teacher Education - History | |
| Teacher Education - Physics | |
| 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 | |
| Social Sciences | |
| Anthropology | |
| Economics | |
| Geography and Cartography | |
| Political Science and Government | |
| Sociology | |
| Visual and Performing Arts | |
| History | |
| Foreign Languages | |
| Family and Consumer Sciences/Human Sciences | |
| English Language/Literature | |
| Philosophy and Religious Studies | |
| Agriculture | |
| Communication or Journalism | |
| Engineering | |
| Biology | |
| Mathematics and Statistics | |
| Physical Sciences | |
| Astronomy and Astrophysics | |
| Atmospheric Sciences and Meteorology | |
| Chemistry | |
| Geological and Earth Sciences/Geosciences | |
| Physics | |

| | |
|-----------------------------------|--|
| Computer and Information Sciences | |
| Other Specify: | |

Section I.f Program Completers

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

2013-14: 1

2012-13: 5

2011-12: 30

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 2013-14

Did your program prepare teachers in mathematics in 2013-14?

No

How many prospective teachers did your program plan to add in mathematics in 2013-14?

Did your program meet the goal for prospective teachers set in mathematics in 2013-14?

NA

Description of strategies used to achieve goal, if applicable:

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:

Academic year 2014-15

Is your program preparing teachers in mathematics in 2014-15?

No

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

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

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

No

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

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 2013-14

Did your program prepare teachers in science in 2013-14?

No

How many prospective teachers did your program plan to add in science in 2013-14?

NA

Description of strategies used to achieve goal, if applicable:

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:

Academic year 2014-15

Is your program preparing teachers in science in 2014-15?

Yes

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

6

Provide any additional comments, exceptions and explanations below:

The Department is collaborating with the ICI (Independent Colleges of Indiana) in offering tuition reimbursement in math and science coursework in 2014-2015. The Department is using this incentive to encourage candidates to secure minors in math and science.

Academic year 2015-16

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

No

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

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 2013-14

Did your program prepare teachers in special education in 2013-14?

No

How many prospective teachers did your program plan to add in special education in 2013-14?

Did your program meet the goal for prospective teachers set in special education in 2013-14?

Data not reported

Description of strategies used to achieve goal, if applicable:

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:

Academic year 2014-15

Is your program preparing teachers in special education in 2014-15?

No

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

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

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

No

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

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Instruction of Limited English Proficient Students

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 2013-14

Did your program prepare teachers in instruction of limited English proficient students in 2013-14?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2013-14?

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2013-14?

Data not reported

Description of strategies used to achieve goal, if applicable:

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:

Academic year 2014-15

Is your program preparing teachers in instruction of limited English proficient students in 2014-15?

No

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

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Will your program prepare teachers in instruction of limited English proficient students in 2015-16?

No

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

Provide any additional comments, exceptions and explanations below:

Candidates do not add a minor nor an area of licensure. Within their professional education course work, all candidates learn the theories and practice the skills needed to work with limited English proficient K-12 students.

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.

NA

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:

- 1) Strategies to address these issues are embedded into all courses.
- 2) Candidates attend workshop and Education seminars on topics.
- 3) Guest speakers are invited into classroom to address these issues.

which directly address the above assurances.

5) Faculty collaborates with professional educators and partners in our richly diverse urban area.

Section III Assessment Pass Rates

| Assessment code - Assessment name Test Company Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|---|---------------------------|-------------------------|----------------------------|---------------------|
| 0100 -BUSINESS ED Educational Testing Service (ETS) All program completers, 2013-14 | 1 | | | |
| 0100 -BUSINESS ED Educational Testing Service (ETS) All program completers, 2011-12 | 1 | | | |
| 0101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12 | 1 | | | |
| 0011.1 -ELEM ED CURR INSTRUC ASSESSMENT.1 Educational Testing Service (ETS) All program completers, 2012-13 | 1 | | | |
| 0011.1 -ELEM ED CURR INSTRUC ASSESSMENT.1 Educational Testing Service (ETS) All program completers, 2011-12 | 12 | 164 | 5 | 42 |
| 5033 -ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) All enrolled students who have completed all noncl | 1 | | | |
| 5033 -ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) Other enrolled students | 9 | | | |
| 5033 -ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) All program completers, 2013-14 | 1 | | | |
| 5032 -ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) All enrolled students who have completed all noncl | 1 | | | |
| 5032 -ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) Other enrolled students | 9 | | | |
| 5032 -ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) All program completers, 2013-14 | 1 | | | |
| 5035 -ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) All enrolled students who have completed all noncl | 1 | | | |
| 5035 -ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) Other enrolled students | 9 | | | |
| 5035 -ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) All program completers, 2013-14 | 1 | | | |
| 5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) All enrolled students who have completed all noncl | 1 | | | |
| 5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) Other enrolled students | 9 | | | |
| 5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) All program completers, 2013-14 | 1 | | | |
| 005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl | 4 | | | |
| 005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson Other enrolled students | 1 | | | |
| | 1 | | | |

| | | | | |
|---|----|-----|----|-----|
| Evaluation Systems group of Pearson All program completers, 2013-14 | | | | |
| 060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl | 5 | | | |
| 061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl | 5 | | | |
| 062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All enrolled students who have completed all noncl | 5 | | | |
| 063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All enrolled students who have completed all noncl | 5 | | | |
| 0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12 | 1 | | | |
| 0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2011-12 | 1 | | | |
| 5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2012-13 | 1 | | | |
| 0300 -READING SPECIALIST Educational Testing Service (ETS) All program completers, 2012-13 | 2 | | | |
| 0300 -READING SPECIALIST Educational Testing Service (ETS) All program completers, 2011-12 | 12 | 453 | 12 | 100 |
| 006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl | 1 | | | |
| 006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14 | 1 | | | |
| 0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12 | 1 | | | |

Section III Summary Pass Rates

| Group | Number taking tests | Number passing tests | Pass rate (%) |
|---|---------------------|----------------------|---------------|
| All program completers, 2013-14 | 2 | | |
| All program completers, 2012-13 | 3 | | |
| All program completers, 2011-12 | 19 | 13 | 68 |
| All program completers, combined 3 academic years | 24 | 17 | 71 |

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:

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.

Technology is integrated into each course throughout the program. The design of all courses requires Blackboard(Bb), so candidates engage in on-line experiences. Bb provides synchronous and asynchronous discussions, opportunities for reflections, assessments, postings, virtual chats, videos and web journal access.

Each classroom is a Smart Classroom equipped with Smart Board, projector, computer, digital document projector, video and television delivery capability. Each professor utilizes the technology and requires that the candidates do so also.

Candidates utilize e-textbooks to strengthen technology performance.

All candidates take the course, Technology in Education, delivered on-line.

Student teachers utilize videos to evaluate teaching performance as well as electronic grading software and Excel for diagnostic assessment to analyze student assessment and make decisions to improve student learning.

Data on student performance are collected regularly for both individual and program assessment.

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 are prepared to work with diverse students based on influencing factors such as socio-economic status, language deficiencies or language diversity, developmental academic challenges in ability, and gender. The following courses specifically address this training through the curriculum, field experiences, clinical experiences and guest speakers:

Human Diversity, Child Development, Adolescent Development, The Exceptional Child, Developmental Reading, Corrective Reading, Reading Strategies for Secondary Education.

Candidates work in facilities that specifically service students with exceptionalities. Candidates work with special education teachers and directors and observe at IEP conferences.

Candidates also volunteer at such as local institutions as the Regional Mental Health Center and Campagna Academy.

Does your program prepare special education teachers to:

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

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.

Although teacher candidates all participate in the course The Exceptional Child, CCSJ does not have a program or path for licensure in special education.

Section VII Contextual Information

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

Please note that the traditional completer pass rate is not noted by ETS because of the small number of completers. However, the 1 completer candidates passed the licensure exams.

Supporting Files

[Basic Skills-Traditional Alternative Admissions](#)

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