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Universidad Adventista de las Antillas
Traditional Program

2015 | Title II Reports

Complete Report Card

AY 2013-14

Institution Information

Name of Institution: Universidad Adventista de las Antillas
Institution/Program Type: Traditional
Academic Year: 2013-14
State: Puerto Rico

Address: P.O. Box 118

Mayaguez, PR, 00681

Contact Name: Dr. Maritza Lamboy
Phone: 7878349595
Email: mlamboy@uaa.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?
Elementary 4th-6th	No
Elementary ESL	No
Minor in Education	No
Physical Education K-12	No
Primary K-3	No
School Health Certification	No
Secondary Education ESL	No
Secondary Education History Concentration	No
Secondary Education Mathematics Concentration	No
Secondary Education Religion Concentration	No
Secondary Education Spanish Concentration	No

Special Education K-12	No
Total number of teacher preparation programs: 13	

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?
Yes

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

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

Freshman students are accepted provisionally in the School of Education. They are formally admitted as candidates to the Teacher Education Program when they have complied with requirements. This would be after they have taken 24 credits with a 3.00 GPA, submit two recommendation letters, and are interviewed by Teacher Education Program faculty.

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	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	Yes	No
Recommendation(s)	Yes	No
Essay or personal statement	No	No
Interview	Yes	Yes
Other	No	No

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

3

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

3.36

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

3.6

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?

No

level.

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

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

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

What is the minimum GPA required for completing the program?

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

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 2013-14:	92
Unduplicated number of males enrolled in 2013-14:	33
Unduplicated number of females enrolled in 2013-14:	59

2013-14	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	88
Race	
American Indian or Alaska Native:	0
Asian:	0
Black or African American:	2
Native Hawaiian or Other Pacific Islander:	0
White:	2
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	45
Average number of clock hours required for student teaching	200
Average number of clock hours required for mentoring/induction support	15
Number of full-time equivalent faculty supervising clinical experience during this academic year	4
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	1

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

The supervised clinical practicum has two components: Pre Practicum 45 hours for Fall Semester and Practicum 195 hours for Spring Semester.

Note: Prior to student teaching Elementary students have 280 hours of field experience and secondary have 115 hours.

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
Education - General	
Teacher Education - Special Education	2
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	4
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	2
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	1
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	1
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	2
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	4
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
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	2
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	1
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	1
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	
Business/Business Administration/Accounting	
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: 10

2012-13: 8

2011-12: 4

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?

Yes

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

5

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

No

Description of strategies used to achieve goal, if applicable:

The University promotes the Education Programs in public and private high schools. Also there is an annual Open House for senior high school students in the University. There are billboards on various points in the city.

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

The promotion needs to be more aggressive in order to meet our goals.

Provide any additional comments, exceptions and explanations below:

Some students that may be interested in Math, choose to enter in the Science & Technology Programs.

Academic year 2014-15

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

Yes

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

5

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Yes

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

4

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?

Yes

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

2

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

No

Description of strategies used to achieve goal, if applicable:

The University promotes the Education Programs in public and private high schools in the island. Also the University prepares an annual Open House for senior high school students. There are billboards on various points in the city.

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

Planning to be more aggressive on the promotion.

Provide any additional comments, exceptions and explanations below:

Some students that are interested in Science, choose to enter in the Science Program.

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?

5

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

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

Yes

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

5

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Special Education

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

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

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

Academic year 2013-14

Yes

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

5

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

Yes

Description of strategies used to achieve goal, if applicable:

Promotion of Education Programs in public and high schools in the island. Also the University prepares an annual Open House for senior high school students where School of Education participates actively. There are billboards on various points in the city.

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

Planning to be more aggressive on the promotion.

Provide any additional comments, exceptions and explanations below:

Students are more interested in Special Education compared to five years ago.

Academic year 2014-15

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

Yes

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

3

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

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

Yes

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

5

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Instruction of Limited English Proficient Students

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

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

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

Academic year 2013-14

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

Yes

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

3

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

No

Description of strategies used to achieve goal, if applicable:

The University promotes the Education Programs in public and private high schools in the island. Also the University prepares an annual Open House for senior high school students. There are billboards on various points in the city.

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

Planning to be more aggressive on the promotion.

Provide any additional comments, exceptions and explanations below:

Second Language in all levels, from elementary to high school.

Academic year 2014-15

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

Yes

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

5

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?

Yes

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

5

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:

1. Students are required early field experiences in almost all professional courses.

2. The Teacher Preparation Program requires candidates to take a course on the exceptional Child The training includes dealing with students with disabilities, limited language proficient (English and Spanish), low-income families, and students from different settings (urban and rural).

3. The University offers a comprehensive curriculum for preparing competent professional.

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
PR10 -FUNDAMENTAL KNOWLEDGE AND COMMUNICATION COMPETENCIES College Board All program completers, 2013-14	8			
PR10 -FUNDAMENTAL KNOWLEDGE AND COMMUNICATION COMPETENCIES College Board All program completers, 2012-13	9			
PR10 -FUNDAMENTAL KNOWLEDGE AND COMMUNICATION COMPETENCIES College Board All program completers, 2011-12	1			
PR21 -PROFESSIONAL COMPETENCIES: ELEMENTARY College Board All program completers, 2013-14	7			

College Board All program completers, 2012-13				
PR21 -PROFESSIONAL COMPETENCIES: ELEMENTARY College Board All program completers, 2011-12	1			
PR25 -PROFESSIONAL COMPETENCIES: SECUNDARY College Board All program completers, 2013-14	1			
PR25 -PROFESSIONAL COMPETENCIES: SECUNDARY College Board All program completers, 2012-13	3			
PR25 -PROFESSIONAL COMPETENCIES: SECUNDARY College Board All program completers, 2011-12	0			
PR40 -SPECIALIZATION: ENGLISH College Board All program completers, 2013-14	1			
PR40 -SPECIALIZATION: ENGLISH College Board All program completers, 2012-13	2			
PR40 -SPECIALIZATION: ENGLISH College Board All program completers, 2011-12	0			
PR50 -SPECIALIZATION: MATH College Board All program completers, 2013-14	0			
PR50 -SPECIALIZATION: MATH College Board All program completers, 2012-13	0			
PR50 -SPECIALIZATION: MATH College Board All program completers, 2011-12	0			
PR70 -SPECIALIZATION: SCIENCE College Board All program completers, 2013-14	0			
PR70 -SPECIALIZATION: SCIENCE College Board All program completers, 2012-13	1			
PR70 -SPECIALIZATION: SCIENCE College Board All program completers, 2011-12	0			
PR60 -SPECIALIZATION: SOCIAL STUDIES College Board All program completers, 2013-14	0			
PR60 -SPECIALIZATION: SOCIAL STUDIES College Board All program completers, 2012-13	1			
PR60 -SPECIALIZATION: SOCIAL STUDIES College Board All program completers, 2011-12	0			
PR30 -SPECIALIZATION: SPANISH College Board All program completers, 2013-14	1			
PR30 -SPECIALIZATION: SPANISH College Board All program completers, 2012-13	0			
PR30 -SPECIALIZATION: SPANISH College Board All program completers, 2011-12	0			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2013-14	8		
All program completers, 2012-13	9		

All program completers, 2011-12 | | | |

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.

1. Candidates take the course Integration of Technology in the Classroom (EDUC 301). This course includes preparing blogs, interactive modules for the teaching-learning process, videos and CD's of micro-teaching, a radio program using an open source software on an education topic, power point presentations, hiperlinks for resources and activities, managing audiovisual equipments, sending email using the ECAMS System, using the digital camera, among other activities.

2. Professional courses require students to use word processors, spread sheets, make power point presentations, send e-mails using ECAMS system, and use audio-visual aids for class presentations.

3. Education classrooms have computers, projectors, electronic whiteboards, and other audio-visual resources.

4. Candidates are required in field experience to provide evidence of impacting students learning using technology.

5. A PPOHA grant has been approved for the development of a ESL lab, writing lab and research lab for the School of Education. The grant includes the development of online courses and creation of virtual classrooms.

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.

1. The Teacher Education Program require candidates to take a course on teaching the exceptional child.

2. The University established a Language Institute for helping students with limited English proficiency.

3. The University received the TRIO grant with emphasis on English as a Second Language (ESL). This program will greatly benefit all UAA students and programs by providing individualized tutoring, reinforcing English skills, academic counseling, financial counseling, and visits to other institutions. These services are completely free.

Does your program prepare special education teachers to:

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.

Since 2009-2010 the Teacher Education Programs offers a concentration in Special Education.

The University received a $2.5 million dollars federal grant for Promoting Postbaccalaureatte Opportunities for Hispanic Americans. This grant is for offering a Master in Special Education and two graduate certifications: bilingual education and special education.

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.

We are currently a candidate of the Council for the Accreditation of Educator Preparation.

Supporting Files

Complete Report Card

AY 2013-14