



National-Louis University
Traditional Report AY 2016-17
Illinois

REPORT COMPLETE

STATUS: CERTIFIED

Institution Information

ADDRESS

CITY

STATE

ZIP

SALUTATION

FIRST NAME

LAST NAME

PHONE

EMAIL

Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?

(<https://www2.ed.gov/programs/tqpartnership/awards.html>)

☒ Yes☐ No

If yes, provide the following:

AWARD YEAR

2014

GRANTEE NAME

NLU, AUSL and Illinois Institute of Technology

PROJECT NAME

SER: Science Excellence through Residency

GRANT NUMBER

U336S140051

LIST PARTNER DISTRICTS/LEAS (ONE PER LINE)

Chicago Public Schools

LIST OTHER PARTNERS (ONE PER LINE)

PROJECT TYPE

- ☒ Residency
- ☐ Pre-baccalaureate
- ☐ Both Residency and Pre-baccalaureate

List of Programs

On this page, review the list of teacher preparation programs offered by your institution of higher education (IHE) or organization. If you submitted an IPRC last year, this list of programs is pre-loaded from your prior year’s report. If your IHE offers both traditional and alternative programs, be sure to enter the programs in the appropriate reports. For the traditional report, list all traditional programs within the IHE. For the alternative report, list all alternative programs within the IHE. You may edit, delete, and insert new rows as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page. The system will automatically total the number of programs for you.

THIS PAGE INCLUDES:

>> [Program Information](#)

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 <https://www2.ed.gov/programs/tqpartnership/awards.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Early Childhood	No	
Elementary Education	Yes	
Middle Grades Education	No	
Secondary Education	No	
Special Education	No	
Total number of teacher preparation programs: 5		

Program Requirements

On this page, review and enter information about the program requirements for admission into the program, program completion, and supervised clinical experience. If you submitted an IPRC last year, much of this page is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to specify the requirements in the appropriate reports. For the traditional report, provide the requirements for traditional programs within the IHE. For the alternative report, provide the requirements for the alternative programs within the IHE.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

- >> [Admissions](#)
- >> [Undergraduate Requirements](#)
- >> [Postgraduate Requirements](#)
- >> [Supervised Clinical Experience](#)

Admissions

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

Junior year



If Other, please specify:

2. Does your initial teacher certification program conditionally admit students?

- ☒ Yes
- ☐ No

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

http://www.nl.edu/academics/educationmastersteacherprep

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

Undergraduate candidates are admitted in their junior year. Graduate candidates are admitted at the post-graduate level. Fingerprint and background check required prior to clinical experiences for all candidates. Subject area/academic content test or other subject matter verification is an admission requirement for Secondary Education students. Copy of teaching license is required for NCE applicants seeking additional (subsequent) endorsement.

Undergraduate Requirements

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

1. Are there initial teacher certification programs at the undergraduate level?

- ☒ Yes
- ☐ No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the undergraduate level. If no, leave the rest of the page blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Required for Entry	Required for Exit
Transcript	☒ Yes ☐ No	☐ Yes ☒ No
Fingerprint check	☐ Yes ☒ No	☐ Yes ☒ No
Background check	☐ Yes ☒ No	☐ Yes ☒ No
Minimum number of courses/credits/semester hours completed	☒ Yes ☐ No	☒ Yes ☐ No
Minimum GPA	☒ Yes ☐ No	☒ Yes ☐ No
Minimum GPA in content area coursework	☒ Yes ☐ No	☒ Yes ☐ No
Minimum GPA in professional education coursework	☒ Yes ☐ No	☒ Yes ☐ No
Minimum ACT score	☐ Yes ☒ No	☐ Yes ☒ No
Minimum SAT score	☐ Yes ☒ No	☐ Yes ☒ No
Minimum basic skills test score	☒ Yes ☐ No	☒ Yes ☐ No
Subject area/academic content test or other subject matter verification	☐ Yes ☒ No	☒ Yes ☐ No
Recommendation(s)	☐ Yes ☒ No	☐ Yes ☒ No
Essay or personal statement	☐ Yes ☒ No	☐ Yes ☒ No
Interview	☐ Yes ☒ No	☐ Yes ☒ No
Other Specify: 	☐ Yes ☒ No	☐ Yes ☒ No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.5

3. What was the median GPA of individuals accepted into the program in academic year 2016-17?

2.37

4. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2

5. What was the median GPA of individuals completing the program in academic year 2016-17?

3.76

6. Please provide any additional information about the information provided above:

Minimum basic skills test score: The state of Illinois requires passing the Test of Academic Proficiency (TAP), or an approved equivalent. At this time, ISBE also allows use of "passing" scores (set by the state) on the ACT and SAT.

1. Are there initial teacher certification programs at the postgraduate level?

- ☒ Yes
- ☐ No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the postgraduate level. If no, leave the rest of the page blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Required for Entry	Required for Exit
Transcript	☒ Yes ☐ No	☐ Yes ☒ No
Fingerprint check	☐ Yes ☒ No	☐ Yes ☒ No
Background check	☐ Yes ☒ No	☐ Yes ☒ No
Minimum number of courses/credits/semester hours completed	☒ Yes ☐ No	☒ Yes ☐ No
Minimum GPA	☒ Yes ☐ No	☒ Yes ☐ No
Minimum GPA in content area coursework	☒ Yes ☐ No	☒ Yes ☐ No
Minimum GPA in professional education coursework	☐ Yes ☒ No	☒ Yes ☐ No
Minimum ACT score	☐ Yes ☒ No	☐ Yes ☒ No
Minimum SAT score	☐ Yes ☒ No	☐ Yes ☒ No
Minimum basic skills test score	☒ Yes ☐ No	☒ Yes ☐ No
Subject area/academic content test or other subject matter verification	☒ Yes ☐ No	☒ Yes ☐ No
Recommendation(s)	☐ Yes ☒ No	☐ Yes ☒ No
Essay or personal statement	☐ Yes ☒ No	☐ Yes ☒ No
Interview	☐ Yes ☒ No	☐ Yes ☒ No
Other Specify:	☐ Yes ☒ No	☐ Yes ☒ No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.5

3. What was the median GPA of individuals accepted into the program in academic year 2016-17?

3.3

4. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3

5. What was the median GPA of individuals completing the program in academic year 2016-17?

4

6. Please provide any additional information about the information provided above:

Minimum basic skills test score: The state of Illinois requires passing the Test of Academic Proficiency (TAP), or an approved equivalent. At this time, ISBE also allows use of "passing" scores (set by the state) on the ACT and SAT.

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2016-17. [\(\\$205\(a\)\(1\)\(C\)\(iii\).](#) [\\$205\(a\)\(1\)\(C\)\(iv\)\)](#)

[Additional guidance on reporting supervised clinical experience and nonclinical coursework.](#)

Average number of clock hours of supervised clinical experience required prior to student teaching	120
Average number of clock hours required for student teaching	400
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	7
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	82
Number of students in supervised clinical experience during this academic year	638

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

The number of students in supervised clinical experiences during the academic year is a duplicated headcount. Practicum and full-day student teaching field experiences are each counted separately. To support our teacher candidates in the field, across teacher preparation programs we are working to increase the number of supervised clinical hours prior to full-day student teaching through linked placements that culminate in a minimum of 11 weeks of full-day student teaching.

Enrollment

On this page, enter the number of candidates for an initial teaching credential who are enrolled in the initial teacher preparation programs within your institution of higher education (IHE) or organization. **Do not** report on the total number of students enrolled in the entire IHE. **Do not** include individuals who currently hold a teaching credential and are seeking additional licenses or endorsements, or individuals preparing for school-based careers other than classroom teachers (e.g., administrators, guidance counselors).

The Department recognizes that in many cases, candidates voluntarily report their race/ethnicity and gender data, and that in some cases, candidates may choose not to report this information. Please report on the race/ethnicity data you have available, though the data may not be complete. It is not expected that the sum of the enrolled students reported by race/ethnicity or by gender will necessarily equal the total number of students enrolled.

If your IHE offers both traditional and alternative programs, be sure to enter the candidates enrolled in the appropriate reports. For the traditional report, provide only the candidates enrolled in traditional programs within the IHE. For the alternative report, provide only the candidates enrolled in the alternative programs within the IHE.

After entering the enrollment data, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Enrollment](#)

Enrollment

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 2016-17	767
Unduplicated number of males enrolled in 2016-17	232
Unduplicated number of females enrolled in 2016-17	535

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. ([§205\(a\)\(1\)\(C\)\(ii\)\(H\)](#))

2016-17	Number Enrolled
Ethnicity	
Hispanic/Latino of any race	96
Race	

2016-17	Number Enrolled
American Indian or Alaska Native	0
Asian	28
Black or African American	73
Native Hawaiian or Other Pacific Islander	0
White	526
Two or more races	13

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

- >> [Teachers Prepared by Subject Area](#)
- >> [Teachers Prepared by Academic Major](#)

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2016-17. 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\(b\)\(1\)\(H\)\)](#)

[Additional guidance on reporting teachers prepared by subject area.](#)

What are CIP Codes?

☐

 No teachers prepared in academic year 2016-17

CIP Code	Subject Area	Number Prepared
13.01	Education - General	
13.10	Teacher Education - Special Education	49
13.1210	Teacher Education - Early Childhood Education	16
13.1202	Teacher Education - Elementary Education	119
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	14
13.1205	Teacher Education - Secondary Education	103
13.1206	Teacher Education - Multiple Levels	

CIP Code	Subject Area	Number Prepared
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	35
13.1306	Teacher Education - Foreign Language	2
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	16
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	6
13.1317	Teacher Education - Social Science	8
13.1318	Teacher Education - Social Studies	
13.1319	Teacher Education - Technical Education	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	15
13.1323	Teacher Education - Chemistry	4
13.1324	Teacher Education - Drama and Dance	
13.1325	Teacher Education - French	2
13.1326	Teacher Education - German	
13.1328	Teacher Education - History	14
13.1329	Teacher Education - Physics	1
13.1330	Teacher Education - Spanish	7

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	
13.1332	Teacher Education - Geography	
13.1333	Teacher Education - Latin	1
13.1335	Teacher Education - Psychology	5
13.1337	Teacher Education - Earth Science	1
13.14	Teacher Education - English as a Second Language	
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	
13.99	Education - Other Specify: 	

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2016-17. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

[Additional guidance on reporting teachers prepared by academic major.](#)

What are CIP Codes?

☐ No teachers prepared in academic year 2016-17

CIP Code	Academic Major	Number Prepared
13.01	Education - General	
13.10	Teacher Education - Special Education	49
13.1210	Teacher Education - Early Childhood Education	16
13.1202	Teacher Education - Elementary Education	119
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	14
13.1205	Teacher Education - Secondary Education	103
13.1301	Teacher Education - Agriculture	

CIP Code	Academic Major	Number Prepared
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	35
13.1306	Teacher Education - Foreign Language	2
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	16
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science	6
13.1317	Teacher Education - Social Science	8
13.1318	Teacher Education - Social Studies	
13.1319	Teacher Education - Technical Education	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	15
13.1323	Teacher Education - Chemistry	4
13.1324	Teacher Education - Drama and Dance	
13.1325	Teacher Education - French	2
13.1326	Teacher Education - German	
13.1328	Teacher Education - History	14
13.1329	Teacher Education - Physics	1
13.1330	Teacher Education - Spanish	7
13.1331	Teacher Education - Speech	

CIP Code	Academic Major	Number Prepared
13.1332	Teacher Education - Geography	
13.1333	Teacher Education - Latin	1
13.1335	Teacher Education - Psychology	5
13.1337	Teacher Education - Earth Science	1
13.14	Teacher Education - English as a Second Language	
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	
13.03	Education - Curriculum and Instruction	
13.09	Education - Social and Philosophical Foundations of Education	
24	Liberal Arts/Humanities	
42	Psychology	
45.01	Social Sciences	
45.02	Anthropology	
45.06	Economics	
45.07	Geography and Cartography	
45.10	Political Science and Government	
45.11	Sociology	
50	Visual and Performing Arts	
54	History	
16	Foreign Languages	
19	Family and Consumer Sciences/Human Sciences	
23	English Language/Literature	
38	Philosophy and Religious Studies	
01	Agriculture	
09	Communication or Journalism	
14	Engineering	

CIP Code	Academic Major	Number Prepared
26	Biology	
27	Mathematics and Statistics	
40.01	Physical Sciences	
40.02	Astronomy and Astrophysics	
40.04	Atmospheric Sciences and Meteorology	
40.05	Chemistry	
40.06	Geological and Earth Sciences/Geosciences	
40.08	Physics	
52	Business/Business Administration/Accounting	
11	Computer and Information Sciences	
99	Other Specify: 	

On this page, enter the total number of individuals who completed the program in AY 2016-17 and the two prior academic years. If you submitted an IPRC last year, the number of program completers for the two prior academic years are pre-loaded from your prior year's report.

A program completer is a person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as a criterion for determining who is a program completer.

An individual cannot be classified as both enrolled and as a program completer at the same time. An enrolled individual is not a program completer. Once an individual has met all the requirements of a state-approved teacher preparation program and becomes a program completer, the individual is no longer classified as enrolled.

After entering the program completers, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Program Completers](#)

Program Completers

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

2016-17	301
2015-16	295
2014-15	345

Annual Goals

On this page, review the annual goals in each subject area listed below. If you submitted an IPRC last year, the goals you entered last year are pre-loaded from your prior year's report. Please respond to the questions to report on progress towards the goals, and set new goals for the next academic year.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

- >> [Annual Goals - Mathematics](#)
- >> [Annual Goals - Science](#)
- >> [Annual Goals - Special Education](#)
- >> [Annual Goals - Instruction of Limited English Proficient Students](#)
- >> [Assurances](#)

Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route 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 <https://www2.ed.gov/about/offices/list/oep/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 2016-17

1. Did your program prepare teachers in mathematics in 2016-17?

- ☒ Yes
- ☐ No (leave remaining questions for year blank)

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

15

3. Did your program meet the goal for prospective teachers set in mathematics in 2016-17?

- ☒ Yes
- ☐ No
- ☐ Not applicable

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

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

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

We have been offering an M.Ed.in Mathematics Education for middle-grades educators. However, state licensure rules have changed and we are now offering the middle-grades mathematics endorsement as part of an initial licensure program and a subsequent endorsement option. This may or may not impact total enrollment.

Academic year 2017-18

7. Is your program preparing teachers in mathematics in 2017-18?

- ☒ Yes
☐ No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in mathematics in 2017-18?

15

9. Provide any additional comments, exceptions and explanations below:

We will continue to offer the middle-grades mathematics endorsement as part of an initial licensure program and a subsequent endorsement option.

Academic year 2018-19

10. Will your program prepare teachers in mathematics in 2018-19?

- ☒ Yes
☐ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in mathematics in 2018-19?

15

12. Provide any additional comments, exceptions and explanations below:

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 <https://www2.ed.gov/about/offices/list/oep/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 2016-17

1. Did your program prepare teachers in science in 2016-17?

- ☒ Yes
☐ No (leave remaining questions for year blank)

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

18

3. Did your program meet the goal for prospective teachers set in science in 2016-17?

- ☒ Yes
☐ No
☐ Not applicable

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

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

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

Academic year 2017-18

7. Is your program preparing teachers in science in 2017-18?

- ☒ Yes
☐ No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in science in 2017-18?

20

9. Provide any additional comments, exceptions and explanations below:

Academic year 2018-19

10. Will your program prepare teachers in science in 2018-19?

- ☒ Yes
☐ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in science in 2018-19?

15

12. Provide any additional comments, exceptions and explanations below:

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 <https://www2.ed.gov/about/offices/list/oep/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 2016-17

1. Did your program prepare teachers in special education in 2016-17?

- ☒ Yes
- ☐ No (leave remaining questions for year blank)

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

45

3. Did your program meet the goal for prospective teachers set in special education in 2016-17?

- ☒ Yes
- ☐ No
- ☐ Not applicable

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

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

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

Some candidates for the LBS I endorsement are enrolled in an M.Ed. program that allows candidates to earn several endorsements as part of the degree. These candidates, though, are not earning initial licensure and are not reflected in the projections above.

Academic year 2017-18

7. Is your program preparing teachers in special education in 2017-18?

- ☒ Yes
- ☐ No (leave remaining questions for year blank)

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

45

9. Provide any additional comments, exceptions and explanations below:

Academic year 2018-19

10. Will your program prepare teachers in special education in 2018-19?

- ☒ Yes
- ☐ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in special education in 2018-19?

12. Provide any additional comments, exceptions and explanations below:

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 <https://www2.ed.gov/about/offices/list/oep/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 2016-17

1. Did your program prepare teachers in instruction of limited English proficient students in 2016-17?

- ☒ Yes
☐ No (leave remaining questions for year blank)

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

150

3. Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2016-17?

- ☒ Yes
☐ No
☐ Not applicable

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

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

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

The majority of ESL candidates continue to be enrolled in an M.Ed. that enables candidates to earn several endorsements as part of their degree work. These candidates are not enrolled in an initial licensure program. In terms of initial licensure programs there is an increase in the integration of coursework preparing teachers in instruction of limited English proficient students. Specific examples of this trend include the inclusion of ESL coursework as electives in the recently approved MAT Middle Grades Education Traditional Program. Once candidates have completed one or more ESL/Bilingual courses, they may be more motivated to complete coursework for the entire endorsement.

Academic year 2017-18

7. Is your program preparing teachers in instruction of limited English proficient students in 2017-18?

- ☒ Yes
☐ No (leave remaining questions for year blank)

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

160

9. Provide any additional comments, exceptions and explanations below:

We are currently working with Chicago Public Schools to establish a cohort for Bilingual initial teacher preparation candidates; these individuals have been working as para-professionals in the district. The majority of ESL candidates continue to be enrolled in an M.Ed. that enables candidates to earn several endorsements as part of their degree work. These candidates are not enrolled in an initial licensure program. In terms of initial licensure programs there is an increase in the integration of coursework preparing teachers in instruction of limited English proficient students. Specific examples of this trend include the inclusion of ESL coursework as electives in the recently approved MAT Middle Grades Education Traditional Program. Once candidates have completed one or more ESL/Bilingual courses, they may be more motivated to complete coursework for the entire endorsement.

Academic year 2018-19

10. Will your program prepare teachers in instruction of limited English proficient students in 2018-19?

- ☒ Yes
☐ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2018-19?

150

12. Provide any additional comments, exceptions and explanations below:

Many teacher preparation programs include one or more ESL/Bilingual courses; candidates may be more motivated to complete coursework for the entire endorsement once they have completed one or two ESL/Bilingual courses. The projection above reflects initial and advanced candidates who already hold a license and add an ESL and/or Bilingual endorsement.

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.

1. Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

- ☒ Yes
☐ No

2. Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

- ☒ Yes
☐ No

3. Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

- ☒ Yes
☐ No
☐ Program does not prepare special education teachers

4. Prospective general education teachers are prepared to provide instruction to students with disabilities.

- ☒ Yes
☐ No

5. Prospective general education teachers are prepared to provide instruction to limited English proficient students.

- ☒ Yes
☐ No

6. Prospective general education teachers are prepared to provide instruction to students from low-income families.

- ☒ Yes
☐ No

7. Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

- ☒ Yes
☐ No

8. Describe your institution's most successful strategies in meeting the assurances listed above:

Please see Section VI on Teacher Training in this report. Several of our teacher preparation programs are offered jointly with our partners. In addition to university faculty support, candidates also receive support from partners and assigned school officials. Special Education M.A.T. candidates have two courses in literacy and one math course focused on special needs students. Special Education B.A. candidates complete two math content for teachers courses, two literacy in inclusive education courses, and a mathematics and inclusive education course. All special education candidates must pass a state general curriculum test for special educators.

On this page, review the assessment pass rates. Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

After reviewing, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
188 -APT (ALL LEVELS) Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
188 -APT (ALL LEVELS) Evaluation Systems group of Pearson Other enrolled students	18	263	18	100
188 -APT (ALL LEVELS) Evaluation Systems group of Pearson All program completers, 2016-17	5			
188 -APT (ALL LEVELS) Evaluation Systems group of Pearson All program completers, 2015-16	25	261	25	100
188 -APT (ALL LEVELS) Evaluation Systems group of Pearson All program completers, 2014-15	223	264	223	100
TP014 -EARLY CHILDHOOD Evaluation Systems group of Pearson Other enrolled students	1			
TP014 -EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2016-17	16	42	16	100
TP014 -EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2015-16	14	42	14	100
107 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson Other enrolled students	15	259	13	87
107 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	16	258	16	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
107 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	15	256	14	93
107 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	24	261	24	100
197 -ELEM. EDUC. SUBTEST 1: LANGUAGE AND LITERACY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	13	249	13	100
197 -ELEM. EDUC. SUBTEST 1: LANGUAGE AND LITERACY Evaluation Systems group of Pearson Other enrolled students	22	245	17	77
197 -ELEM. EDUC. SUBTEST 1: LANGUAGE AND LITERACY Evaluation Systems group of Pearson All program completers, 2016-17	1			
198 -ELEM. EDUC. SUBTEST 2: MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	13	254	13	100
198 -ELEM. EDUC. SUBTEST 2: MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	22	251	18	82
198 -ELEM. EDUC. SUBTEST 2: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	1			
199 -ELEM. EDUC. SUBTEST 3: SCIENCE/SOCIAL SCIENCE Evaluation Systems group of Pearson All enrolled students who have completed all noncl	13	266	13	100
199 -ELEM. EDUC. SUBTEST 3: SCIENCE/SOCIAL SCIENCE Evaluation Systems group of Pearson Other enrolled students	22	256	19	86
199 -ELEM. EDUC. SUBTEST 3: SCIENCE/SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2016-17	1			
200 -ELEM. EDUC. SUBTEST 4: FINE ARTSPHYS.DEV.&HEALTH Evaluation Systems group of Pearson All enrolled students who have completed all noncl	13	261	13	100
200 -ELEM. EDUC. SUBTEST 4: FINE ARTSPHYS.DEV.&HEALTH Evaluation Systems group of Pearson Other enrolled students	22	263	22	100
200 -ELEM. EDUC. SUBTEST 4: FINE ARTSPHYS.DEV.&HEALTH Evaluation Systems group of Pearson All program completers, 2016-17	1			
TP001 -ELEMENTARY LITERACY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	17	45	16	94

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	
TP001 -ELEMENTARY LITERACY Evaluation Systems group of Pearson Other enrolled students	6				
TP001 -ELEMENTARY LITERACY Evaluation Systems group of Pearson All program completers, 2016-17	51	45	50	98	
TP001 -ELEMENTARY LITERACY Evaluation Systems group of Pearson All program completers, 2015-16	72	46	72	100	
TP002 -ELEMENTARY MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	10	48	10	100	
TP002 -ELEMENTARY MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	4				
TP002 -ELEMENTARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	26	47	26	100	
TP002 -ELEMENTARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	46	49	46	100	
110 -ELEMENTARY/MIDDLE GRADES Evaluation Systems group of Pearson All enrolled students who have completed all noncl	18	267	18	100	
110 -ELEMENTARY/MIDDLE GRADES Evaluation Systems group of Pearson Other enrolled students	85	264	82	96	
110 -ELEMENTARY/MIDDLE GRADES Evaluation Systems group of Pearson All program completers, 2016-17	123	268	123	100	
110 -ELEMENTARY/MIDDLE GRADES Evaluation Systems group of Pearson All program completers, 2015-16	147	268	147	100	
110 -ELEMENTARY/MIDDLE GRADES Evaluation Systems group of Pearson All program completers, 2014-15	114	269	114	100	
111 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4				
111 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	39	270	39	100	
111 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2016-17	32	266	32	100	

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
111 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2015-16	30	267	30	100
111 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2014-15	26	272	26	100
126 -FOREIGN LANGUAGE: CHINESE (MANDARIN) Evaluation Systems group of Pearson Other enrolled students	7			
126 -FOREIGN LANGUAGE: CHINESE (MANDARIN) Evaluation Systems group of Pearson All program completers, 2016-17	2			
127 -FOREIGN LANGUAGE: FRENCH Evaluation Systems group of Pearson Other enrolled students	7			
127 -FOREIGN LANGUAGE: FRENCH Evaluation Systems group of Pearson All program completers, 2016-17	2			
127 -FOREIGN LANGUAGE: FRENCH Evaluation Systems group of Pearson All program completers, 2015-16	1			
127 -FOREIGN LANGUAGE: FRENCH Evaluation Systems group of Pearson All program completers, 2014-15	2			
128 -FOREIGN LANGUAGE: GERMAN Evaluation Systems group of Pearson Other enrolled students	1			
128 -FOREIGN LANGUAGE: GERMAN Evaluation Systems group of Pearson All program completers, 2015-16	1			
130 -FOREIGN LANGUAGE: ITALIAN Evaluation Systems group of Pearson All program completers, 2015-16	1			
133 -FOREIGN LANGUAGE: LATIN Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
133 -FOREIGN LANGUAGE: LATIN Evaluation Systems group of Pearson All program completers, 2016-17	1			
133 -FOREIGN LANGUAGE: LATIN Evaluation Systems group of Pearson All program completers, 2014-15	2			
135 -FOREIGN LANGUAGE: SPANISH Evaluation Systems group of Pearson Other enrolled students	13	267	12	92

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	
135 -FOREIGN LANGUAGE: SPANISH Evaluation Systems group of Pearson All program completers, 2016-17	8				
135 -FOREIGN LANGUAGE: SPANISH Evaluation Systems group of Pearson All program completers, 2015-16	10	282	10	100	
135 -FOREIGN LANGUAGE: SPANISH Evaluation Systems group of Pearson All program completers, 2014-15	11	279	11	100	
155 -LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson Other enrolled students	54	265	53	98	
155 -LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson All program completers, 2016-17	51	270	51	100	
155 -LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson All program completers, 2015-16	22	267	22	100	
155 -LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson All program completers, 2014-15	54	269	54	100	
115 -MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2				
115 -MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	21	261	20	95	
115 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	13	260	13	100	
115 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	15	267	15	100	
115 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2014-15	10	270	10	100	
TP018 -MIDDLE CHILDHOOD ENGLISH-LANGUAGE ARTS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1				
TP018 -MIDDLE CHILDHOOD ENGLISH-LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	2				
TP018 -MIDDLE CHILDHOOD ENGLISH-LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2016-17	12	49	12	100	

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TP018 -MIDDLE CHILDHOOD ENGLISH-LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2015-16	9			
TP019 -MIDDLE CHILDHOOD HISTORY/SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2016-17	5			
TP019 -MIDDLE CHILDHOOD HISTORY/SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2015-16	1			
TP016 -MIDDLE CHILDHOOD MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	10	44	10	100
TP016 -MIDDLE CHILDHOOD MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	5			
TP017 -MIDDLE CHILDHOOD SCIENCE Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
TP017 -MIDDLE CHILDHOOD SCIENCE Evaluation Systems group of Pearson All program completers, 2016-17	10	49	10	100
TP017 -MIDDLE CHILDHOOD SCIENCE Evaluation Systems group of Pearson All program completers, 2015-16	5			
201 -MIDDLE GRADES LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	7			
202 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	6			
203 -MIDDLE GRADES SCIENCE Evaluation Systems group of Pearson Other enrolled students	12	250	10	83
105 -SCIENCE: BIOLOGY Evaluation Systems group of Pearson Other enrolled students	24	261	23	96
105 -SCIENCE: BIOLOGY Evaluation Systems group of Pearson All program completers, 2016-17	15	264	15	100
105 -SCIENCE: BIOLOGY Evaluation Systems group of Pearson All program completers, 2015-16	13	269	13	100
105 -SCIENCE: BIOLOGY Evaluation Systems group of Pearson All program completers, 2014-15	15	265	15	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	
106 -SCIENCE: CHEMISTRY Evaluation Systems group of Pearson Other enrolled students	9				
106 -SCIENCE: CHEMISTRY Evaluation Systems group of Pearson All program completers, 2016-17	4				
106 -SCIENCE: CHEMISTRY Evaluation Systems group of Pearson All program completers, 2015-16	4				
106 -SCIENCE: CHEMISTRY Evaluation Systems group of Pearson All program completers, 2014-15	3				
108 -SCIENCE: EARTH AND SPACE SCIENCE Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1				
108 -SCIENCE: EARTH AND SPACE SCIENCE Evaluation Systems group of Pearson All program completers, 2016-17	1				
108 -SCIENCE: EARTH AND SPACE SCIENCE Evaluation Systems group of Pearson All program completers, 2015-16	1				
112 -SCIENCE: ENVIRONMENTAL SCIENCE Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1				
112 -SCIENCE: ENVIRONMENTAL SCIENCE Evaluation Systems group of Pearson Other enrolled students	2				
112 -SCIENCE: ENVIRONMENTAL SCIENCE Evaluation Systems group of Pearson All program completers, 2016-17	1				
112 -SCIENCE: ENVIRONMENTAL SCIENCE Evaluation Systems group of Pearson All program completers, 2014-15	2				
116 -SCIENCE: PHYSICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1				
116 -SCIENCE: PHYSICS Evaluation Systems group of Pearson Other enrolled students	7				
116 -SCIENCE: PHYSICS Evaluation Systems group of Pearson All program completers, 2016-17	1				
116 -SCIENCE: PHYSICS Evaluation Systems group of Pearson All program completers, 2015-16	2				

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
116 -SCIENCE: PHYSICS Evaluation Systems group of Pearson All program completers, 2014-15	3			
TP003 -SECONDARY ENGLISH-LANGUAGE ARTS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
TP003 -SECONDARY ENGLISH-LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	5			
TP003 -SECONDARY ENGLISH-LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2016-17	30	46	30	100
TP003 -SECONDARY ENGLISH-LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2015-16	23	48	23	100
TP004 -SECONDARY HISTORY/SOCIAL STUDIES Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
TP004 -SECONDARY HISTORY/SOCIAL STUDIES Evaluation Systems group of Pearson Other enrolled students	2			
TP004 -SECONDARY HISTORY/SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2016-17	27	46	27	100
TP004 -SECONDARY HISTORY/SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2015-16	22	46	22	100
TP005 -SECONDARY MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
TP005 -SECONDARY MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	1			
TP005 -SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	12	42	12	100
TP005 -SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	12	42	12	100
TP006 -SECONDARY SCIENCE Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
TP006 -SECONDARY SCIENCE Evaluation Systems group of Pearson Other enrolled students	4			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	
TP006 -SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2016-17	22	44	22	100	
TP006 -SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2015-16	15	46	15	100	
121 -SOC.SCI: SOCIOLOGY AND ANTHROPOLOGY Evaluation Systems group of Pearson Other enrolled students	3				
121 -SOC.SCI: SOCIOLOGY AND ANTHROPOLOGY Evaluation Systems group of Pearson All program completers, 2016-17	5				
121 -SOC.SCI: SOCIOLOGY AND ANTHROPOLOGY Evaluation Systems group of Pearson All program completers, 2015-16	1				
121 -SOC.SCI: SOCIOLOGY AND ANTHROPOLOGY Evaluation Systems group of Pearson All program completers, 2014-15	4				
109 -SOCIAL SCIENCE: ECONOMICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1				
109 -SOCIAL SCIENCE: ECONOMICS Evaluation Systems group of Pearson Other enrolled students	6				
109 -SOCIAL SCIENCE: ECONOMICS Evaluation Systems group of Pearson All program completers, 2016-17	1				
109 -SOCIAL SCIENCE: ECONOMICS Evaluation Systems group of Pearson All program completers, 2015-16	1				
109 -SOCIAL SCIENCE: ECONOMICS Evaluation Systems group of Pearson All program completers, 2014-15	1				
113 -SOCIAL SCIENCE: GEOGRAPHY Evaluation Systems group of Pearson Other enrolled students	1				
113 -SOCIAL SCIENCE: GEOGRAPHY Evaluation Systems group of Pearson All program completers, 2015-16	1				
114 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5				
114 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson Other enrolled students	22	265	22	100	

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
114 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All program completers, 2016-17	14	265	14	100
114 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All program completers, 2015-16	18	267	18	100
114 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All program completers, 2014-15	19	268	19	100
117 -SOCIAL SCIENCE: POLITICAL SCIENCE Evaluation Systems group of Pearson Other enrolled students	6			
117 -SOCIAL SCIENCE: POLITICAL SCIENCE Evaluation Systems group of Pearson All program completers, 2016-17	4			
117 -SOCIAL SCIENCE: POLITICAL SCIENCE Evaluation Systems group of Pearson All program completers, 2015-16	6			
117 -SOCIAL SCIENCE: POLITICAL SCIENCE Evaluation Systems group of Pearson All program completers, 2014-15	2			
118 -SOCIAL SCIENCE: PSYCHOLOGY Evaluation Systems group of Pearson Other enrolled students	2			
118 -SOCIAL SCIENCE: PSYCHOLOGY Evaluation Systems group of Pearson All program completers, 2016-17	5			
118 -SOCIAL SCIENCE: PSYCHOLOGY Evaluation Systems group of Pearson All program completers, 2014-15	3			
163 -SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson Other enrolled students	48	258	47	98
163 -SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson All program completers, 2016-17	51	261	51	100
163 -SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson All program completers, 2015-16	22	260	22	100
163 -SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson All program completers, 2014-15	54	260	54	100
TP012 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	48	45	48	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TP012 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	20	46	20	100
TP020 -WORLD LANGUAGE Evaluation Systems group of Pearson All program completers, 2016-17	11	38	11	100
TP020 -WORLD LANGUAGE Evaluation Systems group of Pearson All program completers, 2015-16	13	41	13	100

Summary Pass Rates

On this page, review the summary pass rates. Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

After reviewing, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2016-17	300	298	99
All program completers, 2015-16	292	290	99
All program completers, 2014-15	281	281	100

Low-Performing

On this page, review the questions regarding your program's approval/accreditation and whether your program has been designated as low performing by the state. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Low-Performing](#)

Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program. [\(\\$205\(a\)\(1\)\(D\), \\$205\(a\)\(1\)\(E\)\)](#)

1. Is your teacher preparation program currently approved or accredited?

- ☒ Yes
- ☐ No

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

- ☒ State
- ☒ NCATE
- ☐ TEAC
- ☐ CAEP
- ☐ Other specify:

2. 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)?

- ☐ Yes
- ☒ No

Use of Technology

On this page, review the questions regarding your program's use of technology. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Use of Technology](#)

Use of Technology

1. Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. [\(\\$205\(a\)\(1\)\(F\)\)](#)

Does your program prepare teachers to:

- a. integrate technology effectively into curricula and instruction

☒ Yes
☐ No

- b. use technology effectively to collect data to improve teaching and learning

☒ Yes
☐ No

- c. use technology effectively to manage data to improve teaching and learning

☒ Yes
☐ No

- d. use technology effectively to analyze data to improve teaching and learning

☒ Yes
☐ No

2. Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

By creating a college wide Technology Assessment aligned to the ISTE Standards for Educators, we will be able to assess the extent to which our teacher candidates demonstrate characteristics that are important to ensure the proper and effective use of technology for teaching and learning. As an educator preparation program we are committed to preparing classroom ready teachers with the necessary technological literacies. In order to facilitate and monitor that development, candidates will submit artifacts multiple times throughout a program demonstrating various technology competencies aligned with the ISTE Standards for Educators (2017) to create a Technology Portfolio. To develop an assessment based on the ISTE Standards for Educators, we conducted a content validity panel. We invited the members of our Academic Technology Committee to participate as well as nominate others with expertise in technology. We had a total of nine subject matter experts in the field of educational technology agree to participate in the panel, including three external stakeholders. Panel members were asked to rate each of the standards/elements from the ISTE Standards for Educators as essential; useful, but not essential; and not necessary for a pre-service and in-service teacher. Based on Ayre and Scally (2014) as a guide for using panel results to determine the items to include in the assessment, we narrowed the items from 24 to 5 for pre-service teacher candidates. In additional work done at the college level by the assessment committee and internal subject matter experts, we also included an addition substandard (ISTE *E 5b) because it is important for candidates to be able to design authentic learning opportunities using technology. We will begin piloting the NCE Technology Assessment in Spring 2018, with a college wide launch in Fall 2018. Once data have been collected and analyzed, we will be able to make program

changes to better prepare our candidates to impact P-12. The ISTE standards identified by our expert panel for preservice candidates align well with the elements outlined in the Title II report: integration of technology into curricula and instruction paired with a UDL approach, and collection and use of data to increase student achievement:

- **Learner.** Educators set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness. (ISTE *E 1a)
- **Citizen.** Educators establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency. (ISTE *E 3b)
- **Collaborator.** Educators demonstrate cultural competency when communicating with students, parents and colleagues and interact with them as co-collaborators in student learning. (ISTE *E 4d)
- **Designer.** Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning. (ISTE *E 5b)
- **Facilitator.** Educators foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings. (ISTE *E 6a)
- **Analyst.** Educators use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction. (ISTE *E 7c)

Ayre, C. & Scally, A.J. (2014). Critical values for Lawshe's content validity ratio: Revisiting the original methods of calculation. *Measurement and Evaluation in Counseling and Development*, 47(1), 79-86.

On this page, review the questions about how your program trains general education teachers and special education teachers. For the purposes of these questions, general education teachers means those who are not specifically prepared as special education teachers. If you submitted an IPRC last year, this section is pre-loaded from your prior year’s report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

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. [\(§205\(a\)\(1\)\(G\)\)](#)

1. Does your program prepare general education teachers to:

a. teach students with disabilities effectively

☒ Yes

☐ No

b. participate as a member of individualized education program teams

☒ Yes

☐ No

c. teach students who are limited English proficient effectively

☒ Yes

☐ No

2. 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.

National Louis University’s mission and core belief is that all children can learn. Thus, we provide opportunities for our teacher candidates to learn about and interact with diverse/exceptional populations through placement in field experiences. Our teacher candidates show evidence of proficiencies related to diversity in their professional roles through positive assessments on competency appraisals from university supervisors as well as cooperating teachers/mentor teachers in the field. Faculty continues to share techniques, professional articles and strategies to help our teacher candidates excel in this area. Additionally, all our candidates learn and focus on the Universal Design for Learning (UDL) in order to become valuable members of Individualized Education Program (IEP) Teams. The ESL/Bilingual faculty has developed undergraduate ESL courses to allow undergraduate candidates to take coursework toward an ESL endorsement. All BA and MAT candidates, then, may take six courses as program electives or as courses outside their programs for an endorsement in ESL (and bilingual education if they meet the language requirement).

3. Does your program prepare special education teachers to:

a. teach students with disabilities effectively

☒ Yes

☐ No

☐ Program does not prepare special education teachers

b. participate as a member of individualized education program teams

☒ Yes

☐ No

☐ Program does not prepare special education teachers

c. teach students who are limited English proficient effectively

☒ Yes

☐ No

☐ Program does not prepare special education teachers

- 4. 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.**

Special Education teacher candidates at NLU are provided initial teacher preparation through coursework and field experiences that equip them to be effective special education teachers, including skills needed to participate as active members of the IEP team. Teacher candidates receive training in state and federal special education law, regulations and related professional practices. Candidates are prepared according to specialty guidelines for the Council for Exceptional Children which include empirically based strategies for assessment, instructional planning, creating classroom environments that facilitate learning and progress in general education curriculum and toward a student's individual educational goals. Coursework includes specific preparation regarding language development and culturally responsive approaches to assessment, differentiation and specialized instruction needed for identification, referral, development of linguistically and culturally appropriate interventions and instruction. All special education teacher candidates complete a minimum of 100 pre-clinical hours. They are expected to visit various school and community settings to observe and work with students with exceptional learning needs in special education settings on all aspects of the continuum—from least restrictive environments for students seen on a consultative basis—to students in residential settings. In addition, candidates are expected to visit settings serving students of different age, grade and education levels, from Pre-Kindergarten to Transition settings with students up to 21 years of age. While completing various experiences, candidates are working with children of different levels and complexity of disability, from different socioeconomic, cultural and linguistic backgrounds. These experiences are documented through Live Text. Practicum and student teaching experiences, provided through the office of field experience provide additional documentation and assurance that candidates are well prepared to serve students who have disabilities.

Contextual Information

On this page, review the contextual information about your program. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Contextual Information](#)

Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

NOTE: For Section I. Teachers Prepared by Academic Major--The NLU database does not record UG major for graduate candidates (e.g., Biology).

NOTE: For Section I. Program Completers are defined as those who completed program requirements qualifying them for licensure. *** ADDITIONAL CONTEXTUAL INFORMATION. *** From its beginnings in 1886 as Miss Harrison's Training School for kindergarten teachers, National Louis University has focused on a commitment to improving the lives of children, adults, and organizations. For example, NCE was instrumental in the founding of the PTA and later played a major role in launching the national Head Start program. The mission of National Louis University is to provide access to quality higher education that nurtures opportunity for students through innovative teaching, scholarship, community engagement, and service excellence. Central to this mission is a commitment to lifelong learning. As an independent, not-for-profit University that values teaching, NLU links tested theory and practice with the on-going experiences of its students. We have programs that are offered across a variety of preparation pathways including traditional, residency, and alternative routes. Building on its commitment to access, NLU has implemented a new Undergraduate College, in which the BA Elementary, Early Childhood and Special Education programs reside. The structure of the new college provides unparalleled wrap-around support for BA students and also fully incorporates a practice focused model for undergraduate teacher preparation. The undergraduate programs at NLU continue to implement its Adaptive Cycles of Teaching (ACT) model for teacher preparation. The goal of the ACT design is to improve the consistency and quality of teacher candidates' learning through their field experiences. The design utilizes a cloud-based mobile technology platform that incorporates modeling and guided practice to support teacher candidates in implementing core teaching practices with students in elementary classroom environments. Through the ACT model, teacher candidates engage in multiple cycles of teaching a core practice such as word study or shared reading. Each teaching cycle entails four steps: a) lesson planning; b) enacting the lesson while video recording; c) reflecting on the lesson video; and d) analyzing feedback from observers and student assessment data. For each lesson cycle, teacher candidates review and critique their own lesson videos using teaching performance templates, and they receive timely focused feedback from faculty and mentors. Teacher candidates also analyze student progress on formative assessments to inform the next lesson plan. This structure is intended to scaffold teacher candidates' learning across instructional domains and to promote habits of mind to continually learn from teaching (Hiebert, Morris, Berk, & Jansen, 2007). Data from the initial pilot suggests that we are on the right track with the design of this model: Teacher candidates are more prepared to implement core practices than teacher candidates who have not experienced the ACT model. The pilot data also directed us toward needed refinements. During the 2014-2015 academic year, the BA elementary education program developed the ACT model across subject matter methods courses (i.e., literacy, science, social studies, and math) and all field seminars (i.e., practica and student teaching). The model has helped to forge a strong collaboration among the faculty teaching these courses and to shift their classroom instructional focus to emphasize focused feedback and coaching around core teaching practices. This past year, MAT faculty piloted a practice centered model for teacher preparation focused on the practice of facilitating effective discussions. We simultaneously implemented a design-based research approach to studying our pilot so that we could continue to learn about and improve our efforts on a quarterly basis. Each quarter, interested faculty have come together to share artifacts of their implementation of the discussion practice, either through video or student learning artifacts, and collectively take stock on lessons learned, which inform the next set of faculty pilots. Our final "data step back" will occur in the summer months, and afford us an opportunity to take stock of candidate and faculty learning through this pilot and inform our improvement work moving forward. Our goal, by 2020, is to identify a set of core practices and develop related video observation protocols for each of them that will cut across all undergraduate and graduate programs, as well as across all preparation pathways. We will continue to elicit the input of key stakeholders such as school partners, university supervisors, and cooperating teachers in this effort. In 2017 and 2018, we received state approval for several new programs including an Early Childhood Education (ECE) Birth-Grade 2 Bachelor of Arts program, which will begin to enroll candidates in the summer of 2018. This new program offers candidates the opportunity to pursue their ECE degree fully online. This new program also aligns best practices in the field, including coursework leading to a "Gateways to Opportunity" state of Illinois ECE Credential, a new requirement put forth by the state, and continues to incorporate the ACT into its coursework. We also received approval for a new bilingual residency/early childhood program, which launched in the fall of 2017 in partnership with Chicago Public Schools (CPS), which has become a district partner over the last year. In the fall of 2018, working with CPS and the National Center for Teacher Residencies (NCTR) we will launch a new bilingual elementary residency model. We have continued our partnership with the Academy for Urban School Leadership (AUSL) to prepare selected urban teaching residents. In a second TQP grant received by the MAT AUSL/NLU teacher residency model, the focus is on strengthening preparation for teaching science in high need settings. We have set the stage to launch a research study in the spring of 2018 that examines the impact of the science

curriculum (which includes components of the ACT model) with a sample of ten program graduates. This investigation will help us explore the impact of the residency structure and curriculum on graduates' science teaching, as well as impact on student learning through an examination of student work samples across time.

Supporting Files

No files have been provided.

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

Report Card Certification

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

Enrollment Confirmation

Total Title II enrollment from Section I: Program Information, Enrollment is **767**.

Number of program completers from Section I: Program Information, Program Completers is **301**.

For a total enrollment of **1068**.

☐ I certify the total enrollment shown above is correct.

Certification of submission

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

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Arlene C. Borthwick

TITLE:

Associate Dean, National College of Education

Certification of review of submission

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

NAME OF REVIEWER:

Debbi Hjelle

TITLE:

NCE Assessment & Reporting Coordinator

Comparison with Last Year

Item	Last Year	This Year	Change
Total Enrollment	980	767	-21.73%
Male Enrollment	299	232	-22.41%
Female Enrollment	681	535	-21.44%
Hispanic/Latino Enrollment	116	96	-17.24%
American Indian or Alaska Native Enrollment	0	0	
Asian Enrollment	39	28	-28.21%
Black or African American Enrollment	114	73	-35.96%

Item	Last Year	This Year	Change
Native Hawaiian or Other Pacific Islander Enrollment	2	0	
White Enrollment	656	526	-19.82%
Two or more races Enrollment	15	13	-13.33%
Average number of clock hours required prior to student teaching	85	120	41.18%
Average number of clock hours required for student teaching	300	400	33.33%
Average number of clock hours required for mentoring	0	0	
Number of full-time equivalent faculty in supervised clinical experience during this academic year	12	7	-41.67%
Number of adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	81	82	1.23%
Number of students in supervised clinical experience during this academic year	332	638	92.17%
Total completers for current academic year	295	301	2.03%
Total completers for prior academic year	345	295	-14.49%
Total completers for second prior academic year	285	345	21.05%