title II higheeducationact

Berea College
Traditional Program

2017 | Title II
Reports

Complete Report Card

AY 2015-16

Institution Information

Name of Institution: Berea College
Institution/Program Type: Traditional
Academic Year: 2015-16
State: Kentucky

Address: Education Studies Dept.
CPO 2195
Berea, KY, 40404

Contact Name: Dr. Yolanda Carter
Phone: 859-985-3177
Email: cartery@berea.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?
Art (P-12)	No
Biological Science (8-12)	No
Chemistry (8-12)	No
Elementary Education	No
Engineering and Technology Education (5-12)	No
English (8-12)	No
Health (P-12)	No
Instrumental Music (P-12)	No
Mathematics (8-12)	No
Middle Grades Mathematics (5-9)	No
Middle Grades Science (5-9)	No

Physical Education (P-12)	No
Physics (8-12)	No
Social Studies (8-12)	No
Vocal Music (P-12)	No
Total number of teacher preparation programs: 15	

Section I.b Admissions

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

Does your initial teacher certification program conditionally admit students?
No

Provide a link to your website where additional information about admissions requirements can be found:
http://catalog.berea.edu/en/Current/Catalog/Programs-of-Study/Education-Studies

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

Section I.b Undergraduate Requirements

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

Are there initial teacher certification programs at the undergraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate level.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	Yes
Background check	Yes	No
Minimum number of courses/credits/semester hours completed	No	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	No	Yes
Minimum GPA in professional education coursework	No	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	No	No
Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	Yes
Interview	No	Yes
Other	Data not reported	Data not reported

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

2.75

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

3.73

What is the minimum GPA required for completing the program?

3

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

3.5

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

Postgraduate 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 2015-16

What is the minimum GPA required for completing the program?

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

Please provide any additional comments about the information provided above:

Section I.c Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and not an enrolled student.

Additional guidance on reporting race and ethnicity data.

Total number of students enrolled in 2015-16:	33
Unduplicated number of males enrolled in 2015-16:	4
Unduplicated number of females enrolled in 2015-16:	29

2015-16	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	2
Race	
American Indian or Alaska Native:	0
Asian:	1
Black or African American:	2
Native Hawaiian or Other Pacific Islander:	0
White:	28
Two or more races:	0

Section I.d Supervised Clinical Experience

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

Average number of clock hours of supervised clinical experience required prior to student teaching	200
Average number of clock hours required for student teaching	490
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	5

Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	1
Number of students in supervised clinical experience during this academic year	49

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

Students engage in a variety of course appropriate field experiences through which they demonstrate growing readiness to assume the responsibilities of classroom teachers. All of Berea's programs provide students with extensive opportunities to work with youth of all ages (focusing on the age group they are preparing to teach) and with youth from diverse backgrounds.

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2015–16. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	5
Teacher Education - Junior High/Intermediate/Middle School Education	2
Teacher Education - Secondary Education	7
Teacher Education - Multiple Levels	3
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	3
Teacher Education - Foreign Language	
Teacher Education - Health	1
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	1
Teacher Education - Mathematics	6
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	1
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	1
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

Section I.e Teachers Prepared by Academic Major

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	5
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	5
Teacher Education - Junior High/Intermediate/Middle School Education	2
Teacher Education - Secondary Education	7
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	1
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	2
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	1
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	

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Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	3
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	4
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:

2015-16: 17

2014-15: 15

2013-14: 21

Section II Annual Goals - Mathematics

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

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

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

Academic year 2015-16

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

Yes

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

6

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

Yes

Description of strategies used to achieve goal, if applicable:

Based on initiatives previously put into place to strengthen the relationship with the math department, we have been able to meet our goal for this year.

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

N/A

Provide any additional comments, exceptions and explanations below:

Consistent work with the math department on curriculum, goal setting and assessment is on going.

Academic year 2016-17

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

Yes

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

Provide any additional comments, exceptions and explanations below:

This number reflects the teacher-candidates who will be completing student teaching in the Fall of 2016. As a result of a strengthened partnership, EDS and the Math department anticipate a larger number of completers in Math programs beginning in Fall of 2017.

Academic year 2017-18

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

No

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

Provide any additional comments, exceptions and explanations below:

The on going initiatives between EDS and Math along with recruitment plans put into place will hopefully yield a larger number of completers in math.

Additionally, to help increase enrollment in math programs, a comprehensive recruitment plan has been adopted and outlined in the units Quality Assurance System:

Off Campus Plan:

The EDS Program will work more closely with our admissions office to ensure that we are on track with planning recruitment around admissions cycles and territories. We will also review the materials used by the admissions office that are used to recruit prospective teacher candidates. We have gone through a review of video materials used to recruit and are now working on brochures. In addition, we will work with marketing for the college to design specific recruitment materials that admissions can use specific to demographic groups. Someone in the admissions office will be designated as a point person for Education who can answer questions about teacher certification in the state of Kentucky as well as reciprocity for censurer in other states.

On Campus Plan:

Students who are already admitted to Berea College go through an orientation in the fall for all incoming freshmen to introduce them to teacher education on the Berea College campus. The orientation events are held in the fall before students must go through the process of declaring a major. In addition, we plan to begin sending Teacher Education ambassadors (juniors and seniors who are teacher candidates) to all of the required freshmen writing classes. We will also post student-made Public Service Announcements (PSAs) on our internal campus-wide TV Channel. Information tables in high traffic areas will be posted with information at the beginning of each semester.

Building partnerships with content area faculty on campus with purpose and thoughtful action toward recruiting high quality teachers will be a new focus. We are working with on-campus faculty to review/refresh curricula while also reviewing specialty standards to create contracts that ensure the EDS and the content areas are monitoring the content and pedagogical knowledge of all teacher candidates particularly in P-12 and secondary programs.

Community Recruitment:

We will work with Future Educators of America (FEA) clubs at local schools in Madison County. We will contribute teachers to our region and strengthen our commonwealth by allowing students to come to our school, sit in our classes, meet with professors, and spend time with current students.

Section II Annual Goals - Science

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

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

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

Academic year 2015-16

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

No

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

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

Data not reported

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

To help increase enrollment in science programs, a comprehensive recruitment plan has been adopted and outlined in the units Quality Assurance System:

Off Campus Plan:

The EDS Program will work more closely with our admissions office to ensure that we are on track with planning recruitment around admissions cycles and territories. We will also review the materials used by the admissions office that are used to recruit prospective teacher candidates. We have gone through a review of video materials used to recruit and are now working on brochures. In addition, we will work with marketing for the college to design specific recruitment materials that admissions can use specific to demographic groups. Someone in the admissions office will be designated as a point person for Education who can answer questions about teacher certification in the state of Kentucky as well as reciprocity for censurer in other states.

Students who are already admitted to Berea College go through an orientation in the fall for all incoming freshmen to introduce them to teacher education on the Berea College campus. The orientation events are held in the fall before students must go through the process of declaring a major. In addition, we plan to begin sending Teacher Education ambassadors (juniors and seniors who are teacher candidates) to all of the required freshmen writing classes. We will also post student-made Public Service Announcements (PSAs) on our internal campus-wide TV Channel. Information tables in high traffic areas will be posted with information at the beginning of each semester.

Building partnerships with content area faculty on campus with purpose and thoughtful action toward recruiting high quality teachers will be a new focus. We are working with on-campus faculty to review/refresh curricula while also reviewing specialty standards to create contracts that ensure the EDS and the content areas are monitoring the content and pedagogical knowledge of all teacher candidates particularly in P-12 and secondary programs.

Community Recruitment:

We will work with Future Educators of America (FEA) clubs at local schools in Madison County. We will contribute teachers to our region and strengthen our commonwealth by allowing students to come to our school, sit in our classes, meet with professors, and spend time with current students.

Academic year 2016–17

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

Yes

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

1

Provide any additional comments, exceptions and explanations below:

This number reflects the teacher-candidates who will be completing student teaching in the Fall of 2016. As a result of new recruitment efforts and science curriculum changes, we look forward to increasing the number of teacher candidates certified in these areas in the future.

Academic year 2017–18

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

Yes

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

1

Provide any additional comments, exceptions and explanations below:

As a result of new recruitment efforts and science curriculum changes, we look forward to increasing the number of teacher candidates certified in these areas in the future.

Section II Annual Goals - Special Education

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

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

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

Academic year 2015–16

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

No

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

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

Data not reported

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2016–17

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

No

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

Provide any additional comments, exceptions and explanations below:

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

No

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

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)(iii), §206(a))

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

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

Academic year 2015-16

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

No

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

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

Data not reported

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

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

No

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

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

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

No

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

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.
NA

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

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

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

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

In order to understand the varied populations that our prospective teachers will work with and serve, initiatives put into place are continuing. In the first course that our prospective teachers take (Current Issues in Education), teacher candidates study systemic inequality as it relates to marginalized populations (i.e. students who live in poverty, English language learners, special needs students, males of color, etc.). This includes a focus on the historical and sociological underpinnings of educational policy and related legislation in the United States.

In addition, continued partnerships with school districts, clinical faculty, and administrators in the state, have allowed us to gain access to the needs that exist in the field and how we must respond to those needs. Our Teacher Education Committee (made up of school administrators, clinical faculty, students, university faculty and staff) as well as focus groups are a part of the process that informs how Berea College prospective teachers are preparing to serve English language learners, students with special needs, and students who come from low income households. In other words, a greater focus on the student populations that exist within partner districts as well as a link to theory and practice has enabled our Education Studies program has helped us to better prepare our prospective teachers for their future professional practice.

Section III Assessment Pass Rates

No assessment pass rates have been reported.

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

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

Section III Summary Pass Rates

No summary pass rates have been reported.

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

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

Section IV Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?
Yes

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

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?
No

Section V Use of Technology

Provide the following information about the use of technology in your teacher preparation program. Please note that choosing "yes" indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare teachers to:

- **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.

Candidates are required to integrate technology into lesson plans, units, and their clinical practice. Specific methods courses have been identified to teach specific technology uses. For example, the Assessment and Evaluation class prepares students to collect, manage, and analyze assessment data in order to improve instruction. While in their student teaching placements, candidates learn effective use of technology through collaboration with their teacher mentors. In other courses, some candidates have been setting up electronic portfolios, and learning to use course delivery systems used in the public schools.

Additionally, a universal design policy is in place at the college which is used as the standard for instruction regarding such policy and implementation. In fall 2014, the unit moved into a newly renovated, technology-ready, LEED certified building. We are consulting with the College's Educational Technology Director on how to best prepare candidates for effective technology based teaching methods.

We are currently exploring adding an educational technology class for all of our teacher candidates that would strengthen their use of technology for a variety of purposes, including those listed above.

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.

All students completing certification programs are required to:

---Complete rigorous course work related to teaching children with special needs. Specifically, attention to modification and teaching strategies that support teaching each child are woven into all course content.

---Sufficiently prepare to participate in IEP program teams which include interviews with teachers, parents and students; classroom-based role play; case study; instruction in laws regarding special needs; and participation in IEP meetings during student teaching.

---Students receive instruction in teaching English language learners as part of their methods course work and, to the extent possible, are placed in a setting in which they can interact with students who are English language learners.

---An increased emphasis on differentiated instruction has been placed into the general methods classes for all students.

Does your program prepare special education teachers to:

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

Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

Our program does not prepare special education teachers.

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.

More information about our unit and Quality Assurance System can be found at https://www.berea.edu/eds/

Supporting Files

Complete Report Card   AY 2015-16

ED.gov This is a United States Department of Education computer system.   About Title II| Technical Assistance| Privacy Policy| Contacts