Title II
Higher Education Act

SUBMIT REPORTS

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University of Tulsa
Traditional Program
2011-12

Print Report Card

Institution Information

Name of Institution: University of Tulsa
Institution/Program Type: Traditional
Academic Year: 2011-12
State: Oklahoma

Address: School of Urban Education
800 S. Tucker Dr.
Tulsa, OK, 74104

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

No

If yes, provide the following:

Award year:

Grantee name:

Project name:

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

Section I.a Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at http://www2.ed.gov/about/offices/list/oii/tqp/index.html.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Elementary Education	No
PK-12 Art	No
PK-12 Foreign Languages	No
PK-12 Music Instrumental	No
PK-12 Music Vocal	No
PK-12 Physical Education/Health/Safety	No
Secondary English	No
Secondary Mathematics	No
Secondary Science	No
Secondary Social Studies	No
Secondary Speech/Drama/Debate	No
Total number of teacher preparation programs: 11	

Section I.b Admissions

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

Does your initial teacher certification program conditionally admit students?
No

Provide a link to your website where additional information about admissions requirements can be found:
http://www.utulsa.edu/academics/colleges/Henry-Kendall-College-of-Arts-and-Sciences/Departments-and-

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

No exceptions

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	No
Fingerprint check	No	No
Background check	No	No
Minimum number of courses/credits/semester hours completed	Yes	No
Minimum GPA	Yes	No
Minimum GPA in content area coursework	Yes	No

Minimum GPA in professional education coursework	Yes	No
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	No	No
Subject area/academic content test or other subject matter verification	No	No
Recommendation(s)	Yes	No
Essay or personal statement	No	No
Interview	Yes	No
Other Oklahoma General Education Test (OGET)	Yes	No

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

3

What was the median GPA of individuals accepted into the program in academic year 2011-12

3.41

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2011-12

3.679

Section I.b Postgraduate Requirements

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

Are there initial teacher certification programs at the postgraduate level?

Yes

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

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

Interview	Yes	No
Other Oklahoma General Education Test (OGET)	Yes	No

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

3

What was the median GPA of individuals accepted into the program in academic year 2011-12

3.37

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2011-12

3.7

Section I.c Program 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.

Total number of students enrolled in 2011-12:	129
Unduplicated number of males enrolled in 2011-12:	33
Unduplicated number of females enrolled in 2011-12:	96

2011-12	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	2
Race	
American Indian or Alaska Native:	10
Asian:	1
Black or African American:	4
Native Hawaiian or Other Pacific Islander:	0
White:	101
Two or more races:	3

Section I.d Supervised Experience

Provide the following information about supervised clinical experience in 2011-12.

Average number of clock hours of supervised clinical experience required prior to student teaching	60
Average number of clock hours required for student teaching	525
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	6
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	8
Number of students in supervised clinical experience during this academic year	156

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

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2011-12. 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	0
Teacher Education - Special Education	14
Teacher Education - Early Childhood Education	0
Teacher Education - Elementary Education	6
Teacher Education - Junior High/Intermediate/Middle School Education	0
Teacher Education - Secondary Education	12
Teacher Education - Multiple Levels	9
Teacher Education - Agriculture	0
Teacher Education - Art	0
Teacher Education - Business	0
Teacher Education - English/Language Arts	5
Teacher Education - Foreign Language	4
Teacher Education - Health	0
Teacher Education - Family and Consumer Sciences/Home Economics	0
Teacher Education - Technology Teacher Education/Industrial Arts	0
Teacher Education - Mathematics	5
Teacher Education - Music	5
Teacher Education - Physical Education and Coaching	0
Teacher Education - Reading	0
Teacher Education - Science Teacher Education/General Science	0
Teacher Education - Social Science	0
Teacher Education - Social Studies	2
Teacher Education - Technical Education	0
Teacher Education - Computer Science	0
Teacher Education - Biology	0
Teacher Education - Chemistry	0
Teacher Education - Drama and Dance	0
Teacher Education - French	1
Teacher Education - German	0
Teacher Education- History	2
Teacher Education - Physics	0
Teacher Education - Spanish	3
Teacher Education - Speech	0

Teacher Education - Geography	0
Teacher Education - Latin	0
Teacher Education - Psychology	0
Teacher Education - Earth Science	0
Teacher Education - English as a Second Language	0
Teacher Education - Bilingual, Multilingual, and Multicultural Education	0
Education - Other Specify:	0

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2011-12. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Academic Major	Number Prepared
Education - General	0
Teacher Education - Special Education	14
Teacher Education - Early Childhood Education	0
Teacher Education - Elementary Education	6
Teacher Education - Junior High/Intermediate/Middle School Education	0
Teacher Education - Secondary Education	12
Teacher Education - Agriculture	0
Teacher Education - Art	0
Teacher Education - Business	0
Teacher Education - English/Language Arts	5
Teacher Education - Foreign Language	0
Teacher Education - Health	0
Teacher Education - Family and Consumer Sciences/Home Economics	0
Teacher Education - Technology Teacher Education/Industrial Arts	0
Teacher Education - Mathematics	5
Teacher Education - Music	5
Teacher Education - Physical Education and Coaching	0
Teacher Education - Reading	0
Teacher Education - Science	0
Teacher Education - Social Science	0
Teacher Education - Social Studies	0
Teacher Education - Technical Education	0
Teacher Education - Computer Science	0
Teacher Education - Biology	0
Teacher Education - Chemistry	0

Teacher Education - Drama and Dance	0
Teacher Education - French	1
Teacher Education - German	0
Teacher Education - History	2
Teacher Education - Physics	0
Teacher Education - Spanish	3
Teacher Education - Speech	0
Teacher Education - Geography	0
Teacher Education - Latin	0
Teacher Education - Psychology	0
Teacher Education - Earth Science	0
Teacher Education - English as a Second Language	0
Teacher Education - Bilingual, Multilingual, and Multicultural Education	0
Education - Curriculum and Instruction	0
Education - Social and Philosophical Foundations of Education	0
Liberal Arts/Humanities	0
Psychology	0
Social Sciences	0
Anthropology	0
Economics	0
Geography and Cartography	0
Political Science and Government	0
Sociology	0
Visual and Performing Arts	0
History	2
Foreign Languages	4
Family and Consumer Sciences/Human Sciences	0
English Language/Literature	5
Philosophy and Religious Studies	0
Agriculture	0
Communication or Journalism	0
Engineering	0
Biology	0
Mathematics and Statistics	5
Physical Sciences	0
Astronomy and Astrophysics	0
Atmospheric Sciences and Meteorology	0
Chemistry	0
Geological and Earth Sciences/Geosciences	0
Physics	0

Business/Business Administration/Accounting	0
Computer and Information Sciences	0
Other Specify:	0

Section I.f Program Completers

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

2011-12: 40

2010-11: 19

2009-10: 24

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 2011-12

Did your program prepare teachers in mathematics in 2011-12?

Yes

How many prospective teachers did your program plan to add in mathematics in 2011-12?

0

Did your program meet the goal for prospective teachers set in mathematics in 2011-12?

Yes

Description of strategies used to achieve goal, if applicable:

Develop closer alliance with the School of Engineering for STEM Majors

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

Develop closer alliance with the School of Engineering for STEM Majors

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

Is your program preparing teachers in mathematics in 2012-13?

Yes

How many prospective teachers did your program plan to add in mathematics in 2012-13?

0

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

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

Yes

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

0

Provide any additional comments, exceptions and explanations below:

Discussions to develop an MTA: STEM Program

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 2011-12

Did your program prepare teachers in science in 2011-12?

Yes

How many prospective teachers did your program plan to add in science in 2011-12?

0

Did your program meet the goal for prospective teachers set in science in 2011-12?

Yes

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:

Develop closer alliance with the School of Engineering for STEM Majors.

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

Is your program preparing teachers in science in 2012-13?

Yes

How many prospective teachers did your program plan to add in science in 2012-13?

0

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

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

Yes

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

0

Provide any additional comments, exceptions and explanations below:

Section II. Annual Goals - Special Education

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

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

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

Academic year 2011-12

Did your program prepare teachers in special education in 2011-12?

Yes

How many prospective teachers did your program plan to add in special education in 2011-12?

0

Did your program meet the goal for prospective teachers set in special education in 2011-12?

Yes

Description of strategies used to achieve goal, if applicable:

Developed closer alliance with Communication Disorders.

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 2012-13

Is your program preparing teachers in special education in 2012-13?

Yes

How many prospective teachers did your program plan to add in special education in 2012-13?

0

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

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

Yes

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

0

Provide any additional comments, exceptions and explanations below:

Section II. Annual Goals - LEP

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

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

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

Academic year 2011-12

Did your program prepare teachers in instruction of limited English proficient students in 2011-12?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2011-12?

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2011-12?

NA

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

Is your program preparing teachers in instruction of limited English proficient students in 2012-13?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2012-13?

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

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

No

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

Provide any additional comments, exceptions and explanations below:

Section II. Assurances

Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

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

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

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

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

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

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

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

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

Our School of Education has just changed its name to the School of Urban Education as we increase our focus on preparing candidates for teaching children from diverse ethnic and economic backgrounds found in our city.

Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
011 -ADVANCED MATHEMATICS Evaluation Systems group of Pearson All program completers, 2011-12	5			
011 -ADVANCED MATHEMATICS Evaluation Systems group of Pearson All program completers, 2010-11	3			
011 -ADVANCED MATHEMATICS Evaluation Systems group of Pearson All program completers, 2009-10	1			
030 -DEAF/HARD OF HEARING Evaluation Systems group of Pearson All program completers, 2011-12	2			
030 -DEAF/HARD OF HEARING Evaluation Systems group of Pearson All program completers, 2010-11	4			

030 -DEAF/HARD OF HEARING Evaluation Systems group of Pearson All program completers, 2009-10	4			
050 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2011-12	6			
050 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2010-11	8			
050 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2009-10	11	270	11	100
051 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	6			
051 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2010-11	8			
051 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2009-10	11	281	11	100
007 -ENGLISH Evaluation Systems group of Pearson All program completers, 2011-12	4			
007 -ENGLISH Evaluation Systems group of Pearson All program completers, 2009-10	1			
020 -FRENCH Evaluation Systems group of Pearson All program completers, 2011-12	1			
001 -INSTRUMENTAL/GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2011-12	2			
001 -INSTRUMENTAL/GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2010-11	1			
074 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson All program completers, 2011-12	28	275	28	100
074 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson All program completers, 2010-11	19	269	19	100
074 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson All program completers, 2009-10	24	269	24	100
076 -OPTE: 6-12 Evaluation Systems group of Pearson All program completers, 2011-12	16	271	16	100

076 -OPTE: 6-12 Evaluation Systems group of Pearson All program completers, 2010-11	9			
076 -OPTE: 6-12 Evaluation Systems group of Pearson All program completers, 2009-10	3			
075 -OPTE: PK-8 Evaluation Systems group of Pearson All program completers, 2011-12	8			
075 -OPTE: PK-8 Evaluation Systems group of Pearson All program completers, 2010-11	10	259	10	100
075 -OPTE: PK-8 Evaluation Systems group of Pearson All program completers, 2009-10	18	260	18	100
012 -PHYSICAL EDUCATION/HEALTH/SAFETY Evaluation Systems group of Pearson All program completers, 2010-11	3			
012 -PHYSICAL EDUCATION/HEALTH/SAFETY Evaluation Systems group of Pearson All program completers, 2009-10	2			
019 -SPANISH Evaluation Systems group of Pearson All program completers, 2011-12	3			
019 -SPANISH Evaluation Systems group of Pearson All program completers, 2010-11	1			
017 -US HIST/OK HIST/GOVERNMENT/ECON Evaluation Systems group of Pearson All program completers, 2011-12	1			
017 -US HIST/OK HIST/GOVERNMENT/ECON Evaluation Systems group of Pearson All program completers, 2010-11	2			
003 -VOCAL/GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2011-12	2			
003 -VOCAL/GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2010-11	1			
003 -VOCAL/GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2009-10	2			
018 -WORLD HISTORY/GEOGRAPHY Evaluation Systems group of Pearson All program completers, 2011-12	2			
018 -WORLD HISTORY/GEOGRAPHY Evaluation Systems group of Pearson All program completers, 2010-11	2			

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2011-12	28	28	100
All program completers, 2010-11	19	19	100
All program completers, 2009-10	24	24	100

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
TEAC

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. 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.

Students take a one hour course in educational technology, and, in specific methods courses, technologies are introduced and utilized by students. Students are required to use appropriate technologies in their lesson planning.

We use an on-line electronic portfolio system (Chalk and Wire) that allows us to collect and aggregate our students' competencies.

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 take "Education of the Exceptional Child," in which they are introduced to special education law and other issues of educating students with disabilities.

Does your program prepare special education teachers to:

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

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

The deaf education program is geared entirely around preparing for teaching deaf students. The program is intensive and rigorous.

Section VII. Contextual Information

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

We offer degrees leading to careers in teaching from first grade through high school, as well as several research-based Master's programs. We are nationally accredited, and offer exciting opportunities to learn while observing and working in schools in the Tulsa area. We are a small but vibrant school housed in the Henry Kendall College of Arts and Sciences, allowing us to participate in the rich environment of the liberal arts and sciences. Our students engage in serious study of the theory and practice of education, see teaching as both art and science.

Supporting Files

University of Tulsa

Traditional Program

2011-12

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