



TITLE II ITP REPORT

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CONTACT INFORMATION FOR EDUCATION DEAN OR DIRECTOR (DEPARTMENT CHAIR)

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TEACHER QUALITY ENHANCEMENT (TQE) PARTNERSHIP GRANT

Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant?	No
Award year	N/A
Grantee Name	N/A
Project Name	N/A
Grant Number	N/A
List Partner Districts/LEAs	N/A
List Other Partners	N/A
Project Type	N/A

UNDERGRADUATE REQUIREMENTS

Transcript - Entry	Yes
Transcript - Exit	No
Fingerprint Check - Entry	Yes
Fingerprint Check - Exit	No
Background Check - Entry	Yes
Background Check - Exit	No
Minimum number of courses/credits/semester hours completed - Undergraduate - Entry	Yes
Minimum number of courses/credits/semester hours completed - Undergraduate - Exit	Yes
Minimum Undergraduate GPA - Entry	Yes
Minimum Undergraduate GPA - Exit	Yes
Minimum GPA in Content Area Coursework - Undergraduate - Entry	Yes

Minimum GPA in Content Area Coursework - Undergraduate - Exit	Yes
Minimum GPA in Professional Education Coursework - Undergraduate - Entry	Yes
Minimum GPA in Professional Education Coursework - Undergraduate - Exit	Yes
Minimum ACT Score - Entry	No
Minimum ACT Score - Exit	No
Minimum SAT Score - Entry	No
Minimum SAT Score - Exit	No
Minimum Basic Skills Test Score - Undergraduate - Entry	Yes
Minimum Basic Skills Test Score - Undergraduate - Exit	Yes
Subject Area/Academic Content Test or Other Subject Matter Verification - Undergraduate - Exit	Yes
Subject Area/Academic Content Test or Other Subject Matter Verification - Undergraduate - Entry	No
Recommendation(s) - Entry	Yes
Recommendation(s) - Exit	No
Essay or Personal Statement - Entry	Yes
Essay or Personal Statement - Exit	No
Interview - Entry	No
Interview - Exit	No
Other - Entry	N/A
Other - Exit	N/A
Please specify other entry and/or exit undergraduate admission requirements.	N/A
What is the minimum GPA required for admission into the program?	2.5
What is the minimum GPA required for completing the program?	2.5
What undergraduate requirements, if any, were modified as a result of COVID-19 for Summer 2020-Spring 2021? If applicable, please include any modification to program exit requirements as well.	N/A

POSTGRADUATE REQUIREMENTS (ITP)

Does your institution have postgraduate level program? If yes please indicate the following elements required for admission (entry) into or exit from the program at the postgraduate level.	Yes
Transcript - PostGraduate - Entry	Yes
Transcript - PostGraduate - Exit	No
Fingerprint Check - PostGraduate - Entry	No
Fingerprint Check - PostGraduate - Exit	No
Background Check - PostGraduate - Entry	No
Background Check - PostGraduate - Exit	No
Minimum number of courses/credits/semester hours completed - PostGraduate - Entry	Yes
Minimum number of courses/credits/semester hours completed - PostGraduate - Exit	Yes
Minimum Postgraduate GPA - Entry	Yes
Minimum Postgraduate GPA - Exit	Yes
Minimum GPA in Content Area Coursework - PostGraduate - Entry	Yes
Minimum GPA in Content Area Coursework - PostGraduate - Exit	Yes
Minimum GPA in Professional Education Coursework - PostGraduate - Entry	Yes
Minimum GPA in Professional Education Coursework - PostGraduate - Exit	Yes
Minimum ACT Score - PostGraduate - Entry	No
Minimum ACT Score - PostGraduate - Exit	No
Minimum SAT Score - PostGraduate - Entry	No
Minimum SAT Score - PostGraduate - Exit	No
Minimum Basic Skills Test Score - PostGraduate - Entry	No
Minimum Basic Skills Test Score - PostGraduate - Exit	No
Subject Area/Academic Content Test or Other Subject Matter Verification - PostGraduate - Entry	Yes
Subject Area/Academic Content Test or Other Subject Matter Verification - PostGraduate - Exit	Yes
Recommendation(s) - PostGraduate - Entry	Yes

Recommendation(s) - PostGraduate - Exit	No
Essay or Personal Statement - PostGraduate - Entry	Yes
Essay or Personal Statement - PostGraduate - Exit	No
Interview - PostGraduate - Entry	No
Interview - PostGraduate - Exit	No
Other - Entry	N/A
Other - Exit	N/A
Please specify other entry and/or exit postgraduate admission requirements.	N/A
What is the minimum GPA required for admission into the program?	2.5
What is the minimum GPA required for completing the program?	2.5
What postgraduate requirements, if any, were modified as a result of COVID-19 for Summer 2020-Spring 2021? If applicable, please include any modification to program exit requirements as well.	N/A

ADMISSION REQUIREMENTS

SUPERVISED CLINICAL EXPERIENCES

Average number of clock hours required prior to student teaching	135 (all majors) and 195 (ESE 4+1)
Average number of clock hours required for student teaching	542.5
Number of full-time equivalent faculty in supervised clinical experience during this academic year	6
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	3
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	43
Number of students in supervised clinical experience during this academic year	184
Please provide any additional information about or descriptions of the supervised clinical experiences	Field Study experiences infused throughout the program culminating in Student Teaching as a capstone course.
What requirements, if any, for the clinical	

experience(s) were modified as a result of COVID-19? This includes adjustments that were made due to a lack of access to K-12 classrooms to complete student teaching.	N/A
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ASSURANCES

The training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based upon past hiring and recruitment trends	Yes
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The training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.	Yes
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Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.	Yes
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Prospective general education teachers receive training in providing instruction to students with disabilities.	Yes
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Provide a description of the activities that prepare general education teachers to teach students with disabilities effectively.	The activities that prepare the general education teachers to teach students with disabilities effectively are the varying hands on learning activities that occur in the classroom. Students have various disabilities/disorders reviewed one week at a time. After PowerPoints, class discussions, videos, etc. the students participate in an in class activity that puts them in the students' shoes for a class period. Students experience what is like to have Dyslexia, ADHD, fine motor deficits, etc. This is done in a creative, fun way and gives students a chance to be empathetic and aware of the challenges their students may face so when they are in the classroom they can remember these experiences and make the changes needed to meet students' needs.
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Provide a description of the activities that prepare general education teachers to participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act.	Students participate in a week long activity that breaks down the law and describes each component. The activity has many creative pieces and the final piece is the students representing each part of the IDEA law and presenting the information to the class using a poster. On the poster, they describe all indicators that describe that part of the law. The fun twist to this project is students are only allowed to put pictures/visuals- no words or symbols. Students enjoy this activity and the lack of words helps them associate a picture with the content and it helps them retain the information.
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Does your program prepare special education teachers?	Yes
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If yes, provide a description of the activities that prepare special education teachers to teach students with disabilities effectively.	All of the activities that we read about or discuss in class we actually do in class. For instance, we read that sensory learning is essential for students to make learning gains when they have special needs. We try some of the sensory learning activities in class to get a hands on approach to that strategy.
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If yes, provide a description of the activities that prepare special education teachers to participate as a member of individualized education program teams, as defined in section 314(d)(1)(B) of the Individuals with Disabilities Education Act.	Collaboration is a week long unit that we discuss. The students walk through a mock IEP where they see their roles and responsibilities as an educator. Not only attending the meetings and providing feedback to the IEP team, but also implementing the goals in the classroom and recording data if a student with an IEP is placed in their classroom. It is also discussed, through a panel, the importance of a
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Disabilities Education Act.	team approach when the IEP team is creating an IEP for the student.
If yes, provide a description of the activities that prepare special education teachers to effectively teach students who are limited English proficient.	Many lessons involve this topic and we discuss best practices for students with limited English proficiency. Research by the professor helps aid students with the (most recent) best practices such as sensory learning and providing visuals to students. New dictation programs and apps are also discussed. Students see the benefit in teacher/parent communication as well as helping students in the classroom.
Prospective general education teachers receive training in providing instruction to limited English proficient students.	Yes
Provide a description of the activities that prepare general education teachers to effectively teach students who are limited English proficient.	We prepare preservice general education teachers to be effective with ELLs by providing direct instruction on differentiation strategies that have proven to be effective with English learners. Candidates not only learn the foundation of the strategies, but they also get to implement the strategies they learn through the use of case studies, and collaborative group activities among other things. In addition, preservice general education teachers are introduced to the topic of culture and how the process of acculturation may impact academic performance. Candidates get to explore this topic in depth, and implement the knowledge they acquire through the use of case studies, classroom discussions, collaborative workgroups, experiential learning, and virtual activities. Every activity we utilize also includes a reflection component which allows the candidates to reflect on their implementation of the information acquired, and how mastering those skills will impact their work with English learners. During the fall of 2020, preservice teachers will also have the opportunity to engage in more experiential learning activities that will allow them the opportunity to tutor and mentor ELs at a neighboring elementary school.
Prospective general education teachers receive training in providing instruction to students from low-income families.	Yes
Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.	Yes
Describe your institution's most successful strategies in meeting the assurances listed above.	Field studies (Practicum) experiences and Student Internships are intentionally located at diverse settings. Our Clinical Educator's Team collaborates and coordinates with Polk County Schools to ensure placements in diverse settings. More than 90% of the public schools that SEU Field Study students are placed in have a Title I status. Field Study students may accumulate a few additional hours through the university's Community partnership with Crystal Lake Elementary School. SEU Field Study students teach lessons and read to the low-achieving students attending this school. Field Study students receive a wide variety of field study opportunities. The Field Study Coordinator cross-references previous student placements with the Field Study Database (a running record of Education Majors' field study placements) to ensure diverse placements. The Field Study Coordinator contacts school-based administrators to select appropriate classroom teacher to pair students with for the semester. Students are monitored and evaluated on a regular basis.

ACCREDITATION

Are your teacher preparation programs currently approved or accredited?	Yes
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Are your teacher preparation programs accredited by the Council for the Accreditation of Educator Preparation (CAEP)?	No
Are your teacher preparation programs accredited by the Association for Advancing Quality in Educator Preparation (AAQEP)?	No
Please specify other organization(s) that approved or accredited your programs.	SACS, ACSI, and FLOCS

USE OF TECHNOLOGY

Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction	<p>Our program effectively prepares our students to integrate technology into curricula and instruction. The lesson plans created in each course must include an element of technology integration linked to a content standard. The students must integrate technology in multiple content areas throughout their education. In the methods courses as well as the Technology Integration course, authentic engagement and learning are explored. The students in the Technology Integration course delve deeply into the element of authentic learning through the integration of technology. In Content and Design, EDUC 2123 – Students develop lesson plans that must include a technology component (e.g., videos, educational games and content practice). Many students will get the opportunity to use the lessons they create in their field study and student teaching. Students are also using Zoom.com’s virtual classroom for instructional content and group communication; this experience is giving students real-world practice with methods of virtual teaching and communication. In Behavior & Classroom Management ELED 4333 – Students completed training modules on Vanderbilt University’s IRIS (Innovative Resources for Instructional Success) web site. They also prepared PowerPoint presentations for whole- and small-group instruction. Their practice with learning via modules is transferable to the K-12 classroom: The content was relevant for teaching students with physical and intellectual disabilities, and students gained practice on teaching through modules. In Teaching Reading in the Content Areas/EDUC 3523, students incorporate digital sources of complex text into their five-day content area literacy units .</p>
Provide a description of the evidence that your program uses to show that it prepares teachers 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.	<p>In Diagnosis, Assessment, and Evaluation of Reading/EDUC 3423, students meet with the reading coach at our tutoring site for an introduction to the reading assessments students take online. They review the assessment reports for their tutoring students and learn from the coach how to interpret the data on the reports. In EDUC 3503 Instructional Technology, Our program prepares teachers to use technology effectively to collect data to improve teaching and learning by exploring many options for both collecting data, and how to understand the data that is collected. Our students are taught to alter instruction based on the data, and practice doing so while giving classroom presentations and conducting practical research. In the Instructional Technology course, the students practice using technology tools which collect and offer immediate feedback to teachers for the purposes of altering instruction based on the collection of data. Evidence of this can be seen through the following Technology Integration course’s topics, intended learning outcomes, and key performance indicators:</p> <ul style="list-style-type: none"> o Understanding the Technology Integration Matrix and lesson design o Exploring the ISTE standards for students and teachers o Researching and discussing the Universal Design for Learning (UDL) and technology o Introduction to the Substitution, Augmentation, Modification, and Redefinition (SAMR) model o Understanding and using tools for formative assessments o Student productivity: Implementing digital tools students can use to show their learning o Creating technology-infused learning activities

	and lessons o Link technology-oriented multimedia projects to Accomplished Practices, ESOL Standards, Sunshine State Standards, and ISTE Standards.
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.	In Instructional Technology EDUC 3503, Students research the concept of Universal Design for Learning. For this assignment, they summarize the concept of UDL, the three pillars of UDL, and at least three specific ways technology can be used to address the pillars and meet the needs of all learners. Then, reflect on three takeaways that can be used in the classroom.
Include planning activities and a timeline if any of the four elements listed above are not currently in place.	N/A
Does your program prepare teachers to integrate technology effectively into curricula and instruction	Yes
Does your program prepare teachers to use technology effectively to collect data to improve teaching and learning	Yes
Does your program prepare teachers to use technology effectively to manage data to improve teaching and learning	Yes
Does your program prepare teachers to use technology effectively to analyze data to improve teaching and learning	Yes

ANNUAL GOALS

Teacher Shortage Area: Mathematics Goal (2020-21)	For the 2020-2021 academic year, we strived to increase teacher shortage in mathematics by 20%.
Teacher Shortage Area: Mathematics Goal Met? (2020-21)	No
Teacher Shortage Area: Mathematics Description of Strategies Used to Achieve Goal (2020-21)	Increased marketing and strategic partnership with Polk County School District. SEU Preview Days with potential high school students regarding shortage areas in the teaching profession.
Teacher Shortage Area: Mathematics Description of Steps to Improve Performance in Meeting Goal or Lessons Learned in Meeting Goal (2020-21)	We will continue to increase marketing and strategic partnership with Polk County School District. Meet regularly with Chair and Faculty from the College of Math and Natural Sciences to promote math education as a potential teacher career path. One of the math professors serves as an adjunct faculty for our program. Collaboration and partnership is important.
Teacher Shortage Area: Mathematics Goal (2021-22)	For the 2021-2022 academic year, we continue to strive with the goal to increase enrollment by 10%.
Teacher Shortage Area: Mathematics Goal (2022-23)	For the 2022-23 academic year, COE leadership will continue to explore ways to partner and promote secondary math as a career. We continue to have low numbers in the secondary content areas and continue to brainstorm on ways to increase enrollment in this shortage area.
Teacher Shortage Area: Mathematics Provide any additional comments, exceptions and explanations.	N/A

Teacher Shortage Area: Science Goal (2020-21)	For the 2020-21 academic year, the goal was to increase enrollment by 10%
Teacher Shortage Area: Science Goal Met? (2020-21)	No
Teacher Shortage Area: Science Description of Strategies Used to Achieve Goal (2020-21)	At our monthly college preview days with prospective families and students, we share the degree offerings and critical shortage areas in the teaching field.
Teacher Shortage Area: Science Description of Steps to Improve Performance in Meeting Goal or Lessons Learned in Meeting Goal (2020-21)	N/A
Teacher Shortage Area: Science Goal (2021-22)	N/A
Teacher Shortage Area: Science Goal (2022-23)	For the 2022-23 year, the COE will continue to increase marketing regarding teacher education programs and critical shortage areas. In addition, the COE collaborates with the College of Natural Sciences for students who may be a fit for the teaching profession.
Teacher Shortage Area: Science Provide any additional comments, exceptions and explanations.	At our college preview days, we share with prospective families and students the degree offerings and critical shortage areas in the teaching field. We also partner with our school district for teaching positions.
Teacher Shortage Area: Special Education Goal (2020-21)	For the 2020-21 academic year, the goal is to increase enrollment by 10%.
Teacher Shortage Area: Special Education Goal Met? (2020-21)	Yes
Teacher Shortage Area: Special Education Description of Strategies Used to Achieve Goal (2020-21)	At our College of Education preview days, faculty representatives share with prospective families and students the various teacher education programs. The Special Education degree 4+1 continues to be a strong degree program of interest.
Teacher Shortage Area: Special Education Description of Steps to Improve Performance in Meeting Goal or Lessons Learned in Meeting Goal (2020-21)	Continue to partner with marketing! In addition, faculty conduct Professional Development at K-12 schools where we have the opportunity to share about the College of Education and the field of education.
Teacher Shortage Area: Special Education Goal (2021-22)	For the 2021-2022 academic year, the goal is to increase enrollment by 10%.
Teacher Shortage Area: Special Education Goal (2022-23)	For the 2022-23 academic year, the goal is to increase enrollment by 10%. This degree is a strong degree program of interest. In addition, we have a lab school for special needs on campus and our education majors have the opportunity to volunteer and serve in this teacher shortage area gaining experiential learning.
Teacher Shortage Area: Special Education Provide any additional comments, exceptions and explanations.	N/A
Teacher Shortage Area: Instruction of limited English proficient students Goal (2020-21)	N/A
Teacher Shortage Area: Instruction of limited English proficient students Goal Met? (2020-21)	N/A
Teacher Shortage Area: Instruction of limited English proficient students Description of	N/A

Strategies Used to Achieve Goal (2020-21)	
Teacher Shortage Area: Instruction of limited English proficient students Description of Steps to Improve Performance in Meeting Goal or Lessons Learned in Meeting Goal (2020-21)	N/A
Teacher Shortage Area: Instruction of limited English proficient students Goal (2021-22)	N/A
Teacher Shortage Area: Instruction of limited English proficient students Goal (2022-23)	N/A
Teacher Shortage Area: Instruction of limited English proficient students Provide any additional comments, exceptions and explanations.	N/A

PASS RATES ON FTCEs

What impact, if any, has COVID-19 had on FTCE accessibility and pass rates for the Summer 2020-Spring 2021 cohort?	N/A
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