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Webinars

Technical Assistance

User Manuals

Columbia College
Traditional Program

2017 | Title II Reports

Complete Report Card

AY 2015-16

Institution Information

Name of Institution: Columbia College
Institution/Program Type: Traditional
Academic Year: 2015-16
State: Illinois

Address: 600 S Michigan Avenue
Chicago, IL, 60605

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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?
Early Childhood Education	No
Elementary Education	No
Visual Arts Education	No
Total number of teacher preparation programs: 3	

Section I.b Admissions

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

Postgraduate Junlor year for undergraduates; end of first semester for graduate students

Does your initial teacher certification program conditionally admit students?

Yes

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

http://catalog.colum.edu/content.php?catoid=8&navoid=2253#Requirements_for_Admission

Students may be conditionally admitted to all programs if they have provided all required documents except passing scores on either the Illinois Test of Academic Proficiency or state-approved alternative tests. However, they must present passing scores by the end of their first semester of study in graduate programs, and prior to registering for primary methods courses in the undergraduate program, in order to continue as enrolled students.

Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (S205(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	Yes
Background check	No	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	Yes	No
Essay or personal statement	Yes	No
Interview	No	No
Other	No	No

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

2.5

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

3.48

What is the minimum GPA required for completing the program?

2.5

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. (S205(a)(1)(C)(ii))

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

PREREQUISITE SCORE	YU	YU
Minimum SAT score	No	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	Yes	No
Essay or personal statement	Yes	No
Interview	No	No
Other	No	No

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

3

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

0

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

3.96

Please provide any additional comments about the information provided above:

No students were admitted to the postgraduate MAT programs this year. The programs have been suspended.

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:	15
Unduplicated number of males enrolled in 2015-16:	1
Unduplicated number of females enrolled in 2015-16:	14

2015-16	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	5
Race	
American Indian or Alaska Native:	0
Asian:	0
Black or African American:	1
Native Hawaiian or Other Pacific Islander:	0
White:	9
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	270
Average number of clock hours required for student teaching	420
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	3
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	20

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

junior year.

Again, after last year's consultation with Title II staff, we are again including student-teaching supervisors in the adjunct faculty category.

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. (5205(b)(1)(H))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	2
Teacher Education - Early Childhood Education	8
Teacher Education - Elementary Education	5
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	6
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	1
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	2
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

Please provide the number of teachers prepared by academic major for academic year 2015-16. 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. (5205(b)(1)(H))

Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	8
Teacher Education - Elementary Education	5
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	6
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
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	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	

Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify:	

Section I.f Program Completers

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

2015-16: 19

2014-15: 27

2013-14: 29

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. (5205(a)(1)(A)(ii), 5206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/opeipol/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?

No

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

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

No

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

Provide any additional comments, exceptions and explanations below:

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:

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. (5205(a)(1)(A)(ii), 5206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/opei/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?

Yes

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

1

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

Yes

Description of strategies used to achieve goal, if applicable:

Reviewing undergraduate transcripts for graduate students to identify areas in which they would be eligible for endorsement.

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 science in 2016-17?

No

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

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

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

No

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

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. (5205(a)(1)(A)(ii), 5206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/opei/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?

Yes

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

3

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

No

Description of strategies used to achieve goal, if applicable:

Two candidates completed course work and testing to qualify for the Illinois Learning and Behavior Specialist 1 (LBS1) endorsement. The department offered summer hybrid courses and Directed Study to enable students to incorporate this preparation into their regular program.

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

These figures on special education are based on candidates adding the Illinois LBS1 endorsement to their Professional Educator Licenses in addition to the major endorsement of their licensure programs.

Academic year 2016-17

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

Yes

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

2

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

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

Yes

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

2

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. (5205(a)(1)(A)(iii), 5206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/opeipol/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:

While the department does not offer the specific ESL/bilingual series of courses needed for Illinois endorsement, great pains are taken within the Exceptionalities course and all methods courses to provide teaching strategies that enable English language learners to understand content and become proficient in English. In the ECE program, all students take a course in the foundations of second language learning.

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. (5205(a)(1)(A)(iii), 5206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

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

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

Early Childhood candidates (undergraduates) fulfill their field experiences in both community service agencies and K-3 classrooms within the Chicago Public Schools. They directly experience the expectations of these agencies and schools. Most of the children served in these experiences are from low-income families; many have a primary language that is not English.

Elementary and Visual Arts Education candidates (graduate programs) are required to have a minimum 135-hour distribution over a range of SES and racial/ethnic school settings. These distributions are evaluated each semester when candidates meet for individual meetings with their faculty advisers.

ESL strategies are deliberately infused in all graduate-level methods courses. In their first year, Elementary and Visual Arts Education candidates are required to differentiate all their lesson plans for ELL's. Early Childhood candidates also learn how to differentiate for students who are learning English. This occurs through class readings and discussions, lesson planning, and student teaching. Additionally, a 3-credit class, "Theoretical Foundations of ESL/BE," is now part of the Early Childhood Professional Education sequence.

Guest speakers from community agencies and local schools present information regarding children with special needs including those of English language learners. Again, course work, lesson planning, and lesson implementation include differentiation based on the needs of children with disabilities.

Section III 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 program completers, 2014-15	27	263	27	100
101-APT: BIRTH TO GRADE 3 Evaluation Systems group of Pearson All program completers, 2013-14	9			
104-APT: GRADES K-12 Evaluation Systems group of Pearson All program completers, 2013-14	11	273	11	100
102-APT: GRADES K-9 Evaluation Systems group of Pearson All program completers, 2013-14	6			
TP014-EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2015-16	8			
107-EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
107-EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	8			
107-EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	10	260	10	100
107-EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	9			
TP001-ELEMENTARY LITERACY Evaluation Systems group of Pearson All program completers, 2015-16	2			

11002-ELEMENTARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	3			
110-ELEMENTARY/MIDDLE GRADES Evaluation Systems group of Pearson Other enrolled students	1			
110-ELEMENTARY/MIDDLE GRADES Evaluation Systems group of Pearson All program completers, 2015-16	5			
110-ELEMENTARY/MIDDLE GRADES Evaluation Systems group of Pearson All program completers, 2014-15	8			
110-ELEMENTARY/MIDDLE GRADES Evaluation Systems group of Pearson All program completers, 2013-14	6			
145-VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2015-16	6			
TP015-VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2015-16	6			
145-VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2014-15	9			
145-VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2013-14	11	269	11	100

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2015-16	19	19	100
All program completers, 2014-15	27	27	100
All program completers, 2013-14	26	26	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

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.

There are specific technology courses at both the undergraduate and graduate levels. These are in addition to the systematic use of a variety of technology tools within courses. Candidates learn such things as how to use spreadsheets to analyze assessment data within a separate assessment course and are required to

study at the graduate level, and at least once at the undergraduate level.

In addition to computer labs and projection carts, two classrooms are equipped with Smartboards and banks of iPads are available for classroom use. These resources are specific to all programs in our teacher preparation programs.

During student teaching, candidates also have access to equipment for recording their teaching efforts, both for ongoing reflection on their lesson delivery efforts and as part of the edTPA assessment required for licensure.

Most Early Childhood Education majors also use iPads to document children's learning.

All graduate and undergraduate students completing courses in Exceptional Children, Characteristics of Exceptional Children, and Methods of Teaching Exceptional Children are provided extensive training in all aspects of Universal Design for Learning, including using multiple means of instructing, multiple means of having students demonstrate their learning, and using multiple means of assessment, toward promoting greater inclusion of students with disabilities and other non-traditional learners with their non-disabled and non-challenged peers. These methods include extensive use of technology to support deficits in sight, hearing, communication, understanding, focusing, sensory processing, memory and orientation.

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 candidates take a course that addresses exceptional children. Candidates are explicitly taught how to write and/or analyze an Individual Educational Plan. In addition, guest speakers from social service agencies and schools visit our classrooms to share their expertise about children with exceptionalities.

As noted in an earlier section, efforts to prepare candidates to teach ELL students include systematic attention to specific ESL strategies within all methods courses.

All candidates show their understandings of differentiation for children with exceptionalities and for those learning English. This is evident in their lesson plans prepared for methods courses and during student teaching. Across their programs, our candidates also have field experiences in classrooms with children with disabilities and with children who are learning English as a new language.

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.

NA

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.

All three teacher preparation programs at Columbia College Chicago place a special emphasis on infusion of the fine arts with other subject areas. Within the Special K-12 Visual Arts Licensure program, candidates not only learn about ways to engage students in learning about the visual arts in traditional art classrooms, but they also learn how to work with other subject area teachers to integrate the arts into their teaching, as well as to co-plan for visual arts infusion so that students connect understanding of concepts across subjects. The Elementary and Early Childhood Education Candidates also learn how to infuse different subject areas with the core arts. We believe such integration and infusion of the core arts is critical to meet the goal of preparing all students to be powerful thinkers who are capable of problem solving as a result of learning how to pursue answers and make cross-curricular connections using a variety of approaches and perspectives.

Supporting Files

Complete Report Card

AY 2015-16

