Title II
Higher Education Act

SUBMIT REPORTS

Print Report Card

Program Information

Name of Institution: Lakeland College

Institution/Program Type: Traditional

Academic Year: 2010-11

State: Wisconsin

Address: P.O. Box 359

Sheboygan, WI, 53082

Contact Name: Dr. Mehraban Khodavandi

Phone: 920-565-1251

Email: khodavandim@lakeland.edu

Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant: No

TQE partnership name or grant number, if applicable:

Section I.a Program Admission

For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.

Element	Undergraduate	Postgraduate
Application	Yes	NA
Fee/Payment	No	NA
Transcript	Yes	NA
Fingerprint check	No	NA
Background check	Yes	NA
Experience in a classroom or working with children	No	NA
Minimum number of courses/credites/semester hours completed	Yes	NA

Minimum high school GPA	No	NA
Minimum undergraduate GPA	Yes	NA
Minimum GPA in content area coursework	No	NA
Minimum GPA in professional education coursework	No	NA
Minimum ACT score	No	NA
Minimum SAT score	No	NA
Minimum GRE score	No	NA
Minimum basic skills test score	No	NA
Subject area/academic content test or other subject matter verification	No	NA
Recommendation(s)	Yes	NA
Essay or personal statement	Yes	NA
Interview	No	NA
Resume	No	NA
Bachelor's degree or higher	No	NA
Job offer from school/district	No	NA
Personality test	No	NA
Other (specify: None)	No	NA

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

http://www.lakeland.edu/academics/majors.asp

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

Does your initial teacher certification program conditionally admit students? No

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

Admissions decisions are made at the monthly Education Division meetings during the fall and spring terms. Successful admission to the teacher certification program must be completed no later than the fifth semester of full-time enrollment for students entering Lakeland as freshmen, and no later than the third full-time semester for students entering Lakeland as transfers.

A maximum of 10% of the student applicants may be waived from either the GPA or PRAXIS I requirement. In the case of the PRAXIS I waiver, student applicants must have already taken the PRAXIS I at least four times and have passed two of the three sections of reading, writing, and mathematics.

Section I.b 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 2010-11:	61
Unduplicated number of males enrolled in 2010-11:	9
Unduplicated number of females enrolled in 2010-11:	52

2010-11	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	1
Race	
American Indian or Alaska Native:	1
Asian:	1
Black or African American:	3
Native Hawaiian or Other Pacific Islander:	0
White:	55
Two or more races:	0

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2010-11.

Average number of clock hours required prior to student teaching	125
Average number of clock hours required for student teaching	720
Number of full-time equivalent faculty in supervised clinical experience during this academic year	1
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	1
Number of students in supervised clinical experience during this academic year	34

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

Section I.d Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2010-11. 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	12
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	14
Teacher Education - Elementary Education	27
Teacher Education - Junior High/Intermediate/Middle School Education	20
Teacher Education - Secondary Education	8
Teacher Education - Multiple Levels	34
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	1
Teacher Education - English/Language Arts	5

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	2
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	1
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	2
Teacher Education - Chemistry	1
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education- History	3
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	5
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

Section I.d Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2010-11. 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	12

Teacher Education - Special Education	
Teacher Education - Early Childhood Education	14
Teacher Education - Elementary Education	12
Teacher Education - Junior High/Intermediate/Middle School Education	12
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	1
Teacher Education - English/Language Arts	2
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	2
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	1
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	1
Teacher Education - Chemistry	1
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	1
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.e Program Completers

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

2010-11: 34

2009-10: 21

2008-09: 41

Section II. Annual Goals

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure 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. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the area(s) in which the IHE does not have that program.

Teacher shortage area	Goal for increasing prospective teachers trained
Mathematics	**Academic year:** 2010-11 **Goal:** N/A **Goal met?** Yes **Description of strategies used to achieve goal:** We do not believe this area is one with a teacher shortage. However, our faculty members continue discussing ways to identify existing teacher shortage areas as well as strategies Lakeland might employ to address such shortages. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** N/A
Science	**Academic year:** 2010-11 **Goal:** N/A **Goal met?** Yes **Description of strategies used to achieve goal:** Our faculty members continue discussing ways to identify existing teacher shortage areas as well as strategies Lakeland might employ to address such shortages. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** N/A
Special education	**Academic year:** 2010-11 **Goal:** N/A **Goal met?** Yes **Description of strategies used to achieve goal:** Our faculty members continue discussing ways to identify existing teacher shortage areas as well as strategies Lakeland might employ to address such shortages. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:**

	N/A
Instruction of limited English proficient students	**Academic year:** 2010-11 **Goal:** N/A **Goal met?** Yes **Description of strategies used to achieve goal:** Our faculty members continue discussing ways to identify existing teacher shortage areas as well as strategies Lakeland might employ to address such shortages. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** N/A
N/A	**Academic year:** 2010-11 **Goal:** N/A **Goal met?** Yes **Description of strategies used to achieve goal:** Our faculty members continue discussing ways to identify any other teacher shortage areas. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:**

Provide any additional comments, exceptions and explanations below:

Section II. Assurances

Please indicate whether your institution is in compliance with the following assurances.

Training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institution's graduates are likely to teach, based on past hiring and recruitment trends.
No

Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.
No

Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.
NA

General education teachers receive training in providing instruction to children with disabilities.
Yes

General education teachers receive training in providing instruction to limited English proficient students.
Yes

General education teachers receive training in providing instruction to children 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:

All students are required to complete EDUP432-Survey of the Exceptional Person. The course is a survey of developmental disorders and disabilities as they affect parents and families, students, and teachers of exceptional children. Our teacher education program trains prospective teachers to become competent and qualified teachers in providing instruction to children with disabilities and also to limited English proficient students.

Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate (%)	State Average scaled score
ETS0100 -BUSINESS EDUCATION Educational Testing Service (ETS) All program completers, 2010-11	1				100	660
ETS0100 -BUSINESS EDUCATION Educational Testing Service (ETS) All program completers, 2009-10	1				100	649
ETS0100 -BUSINESS EDUCATION Educational Testing Service (ETS) All program completers, 2008-09	2				100	660
ETS0101 -BUSINESS EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1				100	176
ETS0014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	3				100	164
ETS0014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	4				93	166
ETS0014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	14	160	14	100	100	166
ETS0014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	7				100	167
ETS0014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	5				100	166
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	2				100	181

ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	3				100	179
ETS0360 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	2				100	626
ETS0360 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) Other enrolled students	2				90	607
ETS0360 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) All program completers, 2010-11	5				100	657
ETS0360 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) All program completers, 2009-10	2				100	662
ETS0360 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) All program completers, 2008-09	5				100	654
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	2				100	174
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1				100	174
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1				100	171
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2				93	159
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	2				100	159
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	2				100	158
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1				99	158
ETS0146 -MIDDLE SCHOOL SUBJECTS: CK Educational Testing Service (ETS)	4				99	163

All enrolled students who have completed all nonclinical courses						
ETS0146 -MIDDLE SCHOOL SUBJECTS: CK Educational Testing Service (ETS) Other enrolled students	9				91	162
ETS0146 -MIDDLE SCHOOL SUBJECTS: CK Educational Testing Service (ETS) All program completers, 2010-11	12	160	12	100	100	164
ETS0146 -MIDDLE SCHOOL SUBJECTS: CK Educational Testing Service (ETS) All program completers, 2009-10	9				100	165
ETS0146 -MIDDLE SCHOOL SUBJECTS: CK Educational Testing Service (ETS) All program completers, 2008-09	27	162	27	100	100	164
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1				98	169
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1				100	170
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1				97	169
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1				94	171
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	2				100	172
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	2				100	170
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	2				95	169
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1				83	168

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2010-11	34	34	100	100

All program completers, 2009-10	21	21	100	100
All program completers, 2008-09	41	41	100	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

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 how your program 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 how your program 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.

All education students are required to complete EDU 140, Introduction to Educational Technology. This course addresses the fundamentals of educational technology and instructional design. Students explore media, computers, and related technologies as they relate to the classroom setting. Students explore and evaluate how, when, and where technology should be integrated in the classroom.

Upon completion of this course, students will be able to meet the technology standards drawn from NETS (National Educational Technology Standards), Wisconsin Model Academic Standards for Information and Technology Literacy, and the Wisconsin Standards for Teacher Development and Licensure.

Section VI. Teacher Training

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 how your program 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 are required to complete EDUP 432, Survey of the Exceptional Person. The course is a survey of developmental disorders and disabilities as they affect parents and families, students, and teachers of exceptional children. Amongst the relevant course objectives are 1.) acquire knowledge of methods of teaching pupils with exceptional educational needs effectively in the regular classroom including the development of IEPs, 2.) develop knowledge and skills for identifying and teaching children and youth with exceptional educational needs and talents and 3.) analyze the assessment strategies to evaluate and ensure the continuous effective education for pupils with disabilities.

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 how your program 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.**

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.

Supporting Files

Lakeland College
Traditional Program
2010-11

Contact Us - Glossary - Log out

Title II, Higher Education Act
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