



# TITLE II ITP REPORT

Printed: 3/15/2023



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)













	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 (2022-23)	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 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 represents a variety of disciplines. Science Provide any

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 FTCE

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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