

**Middle Grades
Undergraduate and Graduate**

Number of Candidates Formally Admitted to and Enrolled in the Program at the time of Visit	U = 25 LO = 20 G = 57
Number of Candidates who have completed the Program Since the Last Visit	U = 85 LO = 70 G = 140
Aggregated Praxis Pass Rate for the Specialty Area Since the Last Visit	84%

Findings:

The middle grades program at Bozo University is designed to prepare undergraduate and graduate candidates to be reflective practitioners. The conceptual framework has been in place for ten years and provides clear direction for the program. There is evidence to verify that the conceptual framework is periodically reviewed by the Teacher Education Committee, which is composed of faculty, public school partners, and an undergraduate and graduate candidate. The most recent review verified that the conceptual framework remains consistent with the unit and program's mission and continues to be knowledge-based, articulated, shared, coherent, and evaluated.

The program has clearly articulated knowledge, skills, and dispositions that teacher candidates are expected to acquire and demonstrate. There is evidence (portfolios, candidate papers, reflections, field placement evaluations, etc.) that candidates meet the core, diversity, technology, and specialty area standards. Interviews with candidates indicate that candidates work with families. Student teaching exit criteria and interviews with cooperating teachers verify that candidates demonstrate that they have acquired the knowledge, skills, and dispositions necessary to help all students learn. Portfolios (as products of learning) completed by graduate candidates verify that candidates have acquired the advanced knowledge, skills, and dispositions to help all students learn.

Undergraduate degree-seeking candidates are required to have a cumulative 2.50 grade point average and pass PRAXIS I for admission into teacher education. Policies limit progression of candidates until formal admission has been granted. Review of student files indicates that candidates are admitted at least one semester prior to student teaching. The program offers candidates alternative routes to licensure, including collaboration with the Charlotte Regional Alternative Licensing Center to serve lateral entry teachers.

There is an assessment system that includes multiple measures of candidate performance and program operations. An annual review of the specialty area is conducted and the resulting data are applied, as appropriate, to program improvement.

Field experiences begin in EDUC 201 Introduction to Education, the first class that candidates take in their program. Additional experiences occur in EDUC 309 Middle Grades Curriculum, EDUC 351 Introduction to Exceptional Children, EDUC 390 Middle Grades Methods, and EDUC 425 Student Teaching. Candidates complete a semester-long, fifteen-week student teaching experience. All clinical experiences are adequately evaluated and feedback is provided to candidates, as appropriate. There is evidence that input on clinical experiences is regularly solicited from public school partners. Clinical experiences are completed by all graduate candidates.

The undergraduate and graduate curricula ensure that candidates acquire knowledge, skills, and dispositions reflecting a commitment to help diverse students learn. While undergraduate teacher education candidates reflect limited diversity, there is greater diversity among graduate candidates. Bozo University has partnerships with area institutions to ensure that candidates interact with diverse peers.

Specialty Area Team Report Template with Sample Responses

Among the program faculty there is diversity of gender, ethnicity, and cultural backgrounds. Candidates work with diverse students in area P-12 schools.

Faculty model best practices in their teaching as evidenced by interviews and syllabi. Full-time faculty have current, substantive involvement with the public schools. They are active in professional associations. They routinely present papers at state and regional conferences. All faculty assignments reflect their professional preparation and areas of expertise.

One full-time faculty member coordinates and teaches in both the undergraduate and graduate programs. In addition, six full-time and fifteen adjunct faculty deliver specialty area courses. These adjunct faculty teach off-campus cohorts; full-time faculty have limited involvement at the off-campus sites. Adjuncts have little communication with the full-time program faculty or program coordinator; are unfamiliar with the conceptual framework, assessment checkpoints, and program requirements; and are not evaluated. Candidates reported that while adjunct faculty are knowledgeable of current public school practices, they are generally uninformed about the program, not accessible outside of class time, and unable to address candidate questions and concerns.

There are adequate resources to support the program. A curriculum materials center houses instructional resources that candidates find helpful and appropriate. A part-time secretary and three graduate assistants are available to assist faculty. The program is represented on the Teacher Education Committee.

Institutional policies specify that faculty are to teach 12 undergraduate hours each semester. However, faculty in the program are routinely assigned teaching overloads in addition to supervising student teachers, managing grants, carrying heavy advising loads, and chairing ad hoc committees.

Areas for IHE Action and Follow-Up:

Standard	Area for Follow-Up
Standard 5A	The quality of the undergraduate program is negatively impacted by the use of adjunct faculty who have limited involvement with the program and are generally uninformed about the program, not accessible outside of class time, and unable to address candidate questions and concerns.
Standard 6A	Because faculty are regularly assigned teaching overloads in addition to supervising student teachers, they do not have sufficient time for teaching, scholarship, and service.