

# Title II

## Higher Education Act

### SUBMIT REPORTS

[Contact Us](#) - [Glossary](#) - [Log out](#)

Webster University  
Traditional Program  
2009-10

[Print Report Card](#)

[Program Information](#)

**Name of Institution:** Webster University  
**Institution/Program Type:** Traditional  
**Academic Year:** 2009-10  
**State:** Missouri

**Address:** 470 E Lockwood Ave  
  
St. Louis, MO, 63119

**Contact Name:** Diane Hosford  
**Phone:** 314-246-7493  
**Email:** dhosford@webster.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	Yes
Fee/Payment	Yes	Yes
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	No	No
Experience in a classroom or working with children	No	No

Minimum number of courses/credits/semester hours completed	No	No
Minimum high school GPA	No	No
Minimum undergraduate GPA	Yes	Yes
Minimum GPA in content area coursework	No	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum GRE score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	No
Minimum Miller Analogies test score	No	No
Recommendation(s)	No	No
Essay or personal statement	No	No
Interview	No	No
Resume	No	No
Beachelor's degree or higher	No	Yes
Job offer from school/district	No	No
Personality test (e.g.,Myers-Briggs Assessment)	No	No
Other (specify: B-> grade in both college level composition and math course )	Yes	Yes

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

[www.webster.edu](http://www.webster.edu)

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

Other upon completion of specific admission criteria for both undergraduate and postbacc programs

**Does your initial teacher certification program conditionally admit students? Yes**

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

### 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 2009-10:	423
Unduplicated number of males enrolled in 2009-10:	103
Unduplicated number of females enrolled in 2009-10:	320

<b>2009-10</b>	<b>Number enrolled</b>
----------------	------------------------

<i>Ethnicity</i>	
Hispanic/Latino of any race:	11
<i>Race</i>	
American Indian or Alaska Native:	1
Asian:	2
Black or African American:	46
Native Hawaiian or Other Pacific Islander:	0
White:	359
Two or more races:	4

### Section I.c Supervised Experience

**Provide the following information about supervised clinical experience in 2009-10.**

Average number of clock hours required prior to student teaching	135
Average number of clock hours required for student teaching	720
Number of full-time equivalent faculty in supervised clinical experience during this academic year	3
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	18
Number of students in supervised clinical experience during this academic year	144

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

### Section I.d Teachers Prepared

**Provide the number of teachers prepared, by academic major and subject area prepared to teach in 2009-10. (§205(b)(1)(H))**

Academic major	Number prepared
Art	4
Communication	5
Early Childhood Education	13
Elementary Education	15
English	1
Exceptional Child	3
Language Arts	2
Mathematics	2
Modern Foreign Language: German	1
Music: Instrumental	1
Music: Vocal Choral	2

Science	1
Social Studies	6
TOTAL	56

Subject area	Number prepared
Art	4
Early Childhood	13
Elementary Education	15
English	5
German	1
Journalism	1
Language Arts	2
Mathematics	2
Music	3
Science	1
Social Science	6
Special Education	3
TOTAL	56

### Section I.e Program Completers

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

2009-10: 56

2008-09: 80

2007-08: 107

### 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	<p><b>Academic year:</b> 2009-10</p> <p><b>Goal:</b> See Below</p> <p><b>Goal met?</b> Yes</p> <p><b>Description of strategies used to achieve goal:</b></p> <p>University recruiters inform prospective candidates of teacher shortage area.</p> <p>During orientation of new students, information is given about teacher shortage areas to encourage candidates.</p> <p>We continuously encourage candidates through advising to consider seeking certification in high needs areas. Webster's Math Department also advises its majors to consider seeking certification as well as major in mathematics.</p> <p>Education and Math Department advisors share access to student programs of study electronically through shared Google docs. This is done to facilitate communication with students about how to accomplish both majors and achieve teacher certification in math.</p> <p>The former MAT in Mathematics was converted to a MA in Mathematics for Educators to better reflect that it is an advanced degree program for teachers of mathematics, rather than an initial teacher certification program.</p> <p>New MAT degrees for Middle School and Secondary teachers now offer initial certification in multiple content areas (including mathematics) for career changers and others seeking initial teacher certification at the Post Baccalaureate level.</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p>
Science	<p><b>Academic year:</b> 2009-10</p> <p><b>Goal:</b> See Below</p> <p><b>Goal met?</b> Yes</p> <p><b>Description of strategies used to achieve goal:</b></p> <p>As previously stated, we regularly advise new students about teacher shortage areas and encourage them to consider pursuing these areas. In addition to individual advising, all initial certification candidates examine information about shortage areas in a required beginning course for all candidates, called Teaching/Education in a Diverse Society.</p> <p>University recruiters also communicate the teacher shortage areas to prospective students.</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>A challenge for our science education candidates is that their programs of study for teacher certification currently require 138 credit hours in order to complete all requirements. Our BA degree requires only 128 credit hours. Those students who wish to pursue a double major in science and education must complete a minimum of 152 credit hours. In 09-10 the School of Education faculty and Science Department faculty have worked together to streamline the programs of study for the education major with science certification, as well as the programs for a double major. They have explored how to fold technology requirements into content and culminating courses. In addition, these faculty participated in a University-wide committee to design a new general education</p>

	<p>program that will allow additional certification courses to be applicable to both general education and certification, thus further streamlining the programs to encourage more students to complete science certification.</p> <p>Currently all science majors are informed through advising about career paths in science teaching and helped in developing programs of study at their the undergraduate level through a dual major or by transitioning into the MAT with certification in science at the middle or secondary level after receiving the BA.</p>
Special education	<p><b>Academic year:</b> 2009-10</p> <p><b>Goal:</b> See Below</p> <p><b>Goal met?</b> Yes</p> <p><b>Description of strategies used to achieve goal:</b></p> <p>As mentioned for all other areas of teacher shortages, our university recruiters inform prospective candidates of shortage areas and encourage them to pursue these certifications. All candidates are informed about shortage areas through advising and through a required foundations course on Teaching/Education in a Diverse Society.</p> <p>A new MAT in Mild-Moderate Disabilities was begun in June 2010. This initial certification program at the post-bacc level has been promoted in the community and has attracted new candidates who enrolled in the 09-10 academic year.</p> <p>At the undergraduate and post-bacc levels we also encourage elementary majors to pursue dual certification in elementary and special education. Since special education majors take most of the coursework for elementary education certification, they are ordinarily prepared and encouraged to take the PRAXIS exam in elementary education shortly after achieving certification in special education. In the state of Missouri, teachers who already hold one initial certification can earn a second or more by passing the appropriate PRAXIS II exam(S).</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p>
Instruction of limited English proficient students	<p><b>Academic year:</b> 2009-10</p> <p><b>Goal:</b> See Below</p> <p><b>Goal met?</b> Yes</p> <p><b>Description of strategies used to achieve goal:</b></p> <p>As cohorts of teachers from our public school partnership have graduated, new cohorts have formed to replace them, thus sustaining approximately 60 candidates in cohort programs.</p> <p>In addition, we have seen a significant increase in non-cohort programs. New applicants rose from 6 candidates in 08-09 to 13 candidates in 09-10, for an increase of over 100%.</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>In Missouri, ESOL is offered only as an advanced certification at the masters level. Although Webster has been approved to offer this certification for over 10 years, we have experienced tremendous growth in this population in recent years due to a partnership with the St. Louis Public Schools. We offered the certification program on-site in the school district for two cohorts of</p>

	<p>approximately 20 teachers per cohort in the 08-09 year. A third cohort of 20 teachers was begun in 09-10. In addition, a new cohort of approximately 20 teachers was begun in partnership with a city Charter School.</p> <p>In 09-10 we began to implement a new MAT in Teaching in English as a Second Language. Prior to this year, the certification program could be embedded with a Communication Arts MAT degree or could be taken as a certification only candidate. Now the certification is embedded in a full masters degree that focuses on TESL.</p>
TEACH Grant	<p><b>Academic year:</b> 2009-10</p> <p><b>Goal:</b> See Below</p> <p><b>Goal met?</b> Yes</p> <p><b>Description of strategies used to achieve goal:</b></p> <p>Webster applied and became eligible to allow our candidates to receive TEACH grants, which are awarded only for high need areas of teacher certification. Although no students applied for this fund in 09-10, next year's report will show that we now have 11 candidates who receive financial aid through the TEACH grant program.</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p>

**Provide any additional comments, exceptions and explanations below:**

**MATHEMATICS GOAL:** Increase number of math certification seeking candidates at the undergraduate and post baccalaureate levels by 10%.

**MATHEMATICS GOAL MET:** Undergraduate math certification candidates increased by 400%. In 08-09 we had 3 candidates. In 09-10 that number increased to 13. At the post-bacc level the increase was 8% (up from 12 new candidates in 08-09 to 13 new candidates in 09-10).

**SPECIAL EDUCATION GOAL:** Increase opportunities and quality of programming for Post Baccalaureate initial certification in special education through creating and marketing of a new MAT in Mild/Moderate Disabilities. Increase number of special education majors by 10%.

**SPECIAL EDUCATION GOAL MET:** At the undergraduate level we have seen an increase of almost 70%. In 08-09 there were 16 candidates for special education. In 09-10 we had 23 candidates pursuing special education certification.

At the post-bacc level the overall numbers in special education have remained stable. From 08-09 to 09-10 there was no significant increase in new teachers pursuing special education.

**OTHER GOAL:** Overall increase in teacher shortage areas.

**OTHER GOAL MET:** Yes, as documented in each category reported above.

## 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.**

Yes

**Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.**

Yes

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

Yes

**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:**

A required foundations course for all undergraduate education majors is taught in local k-12 schools, which have diverse populations (e.g., Maplewood/Richmond Heights, which is a racially diverse urban ring district with 57% free/reduced lunch). Each of the schools where these foundations courses are offered participate in developing and supporting on-site field experiences which are integrated with the coursework. School faculty also participate in assessing the predispositions of preservice teachers in the setting and working with the on-site course instructor and/or liaison based on written agreements of expectations of both preservice candidates and classroom teachers. Classroom teachers individualize the experience to meet the skills and confidence levels of the candidates, but all candidates participate by working with pk-12 students directly.

Training related to educational decision-making related to the needs of local school districts is addressed in methods courses, classroom organization and curriculum implementation courses, and behavior management courses. Candidates explore local school district Grade Level Expectations and Missouri Standards throughout the program.

Methods of working with ELL students are addressed in the required foundations course, Education in a Diverse Society. The faculty has a goal of creating a one-credit hour course specifically focusing on ELL learners.

### Section III. Assessment Rates

<b>Assessment code - Assessment name Test Company Group</b>	<b>Number taking tests</b>	<b>Avg. scaled score</b>	<b>Number passing tests</b>	<b>Pass rate (%)</b>	<b>State Average pass rate (%)</b>	<b>State Average scaled score</b>
0133 -Art: Content Knowledge Educational Testing Service (ETS) Other enrolled students	6				94	172
0133 -Art: Content Knowledge Educational Testing Service (ETS) All program completers, 2009-10	4				100	171

0133 -Art: Content Knowledge Educational Testing Service (ETS) All program completers, 2008-09	9				99	171
0133 -Art: Content Knowledge Educational Testing Service (ETS) All program completers, 2007-08	12	181	12	100	100	171
0235 -Biology: Content Knowledge Educational Testing Service (ETS) Other enrolled students	1				92	167
0235 -Biology: Content Knowledge Educational Testing Service (ETS) All program completers, 2007-08	1				100	166
0353 -Education of Exceptional Students: Core Knowledge Educational Testing Service (ETS) Other enrolled students	12	182	12	100	91	177
0353 -Education of Exceptional Students: Core Knowledge Educational Testing Service (ETS) All program completers, 2009-10	3				98	176
0353 -Education of Exceptional Students: Core Knowledge Educational Testing Service (ETS) All program completers, 2008-09	4				97	176
0353 -Education of Exceptional Students: Core Knowledge Educational Testing Service (ETS) All program completers, 2007-08	7				100	178
0542 -Education of Exceptional Students: Mild-Mod Disabilities Educational Testing Service (ETS) Other enrolled students	12	185	10	83	85	181
0542 -Education of Exceptional Students: Mild-Mod Disabilities Educational Testing Service (ETS) All program completers, 2009-10	3				96	182
0542 -Education of Exceptional Students: Mild-Mod Disabilities Educational Testing Service (ETS) All program completers, 2008-09	4				97	183
0542 -Education of Exceptional Students: Mild-Mod Disabilities Educational Testing Service (ETS) All program completers, 2007-08	7				99	184
0021 -Education of Young Children Educational Testing Service (ETS) Other enrolled students	4				90	186

0021 -Education of Young Children Educational Testing Service (ETS) All program completers, 2009-10	12	185	12	100	99	183
0021 -Education of Young Children Educational Testing Service (ETS) All program completers, 2008-09	10	179	9	90	99	183
0021 -Education of Young Children Educational Testing Service (ETS) All program completers, 2007-08	14	184	14	100	100	185
0011 -Elem Edu: Curriculum Instruction and Assessment Educational Testing Service (ETS) Other enrolled students	26	179	25	96	80	174
0011 -Elem Edu: Curriculum Instruction and Assessment Educational Testing Service (ETS) All program completers, 2009-10	14	177	14	100	97	177
0011 -Elem Edu: Curriculum Instruction and Assessment Educational Testing Service (ETS) All program completers, 2008-09	26	181	26	100	98	178
0011 -Elem Edu: Curriculum Instruction and Assessment Educational Testing Service (ETS) All program completers, 2007-08	34	178	32	94	98	177
0041 -English Lang. Lit. and Comp. : Content Knowledge Educational Testing Service (ETS) Other enrolled students	8				95	177
0041 -English Lang. Lit. and Comp. : Content Knowledge Educational Testing Service (ETS) All program completers, 2009-10	4				99	181
0041 -English Lang. Lit. and Comp. : Content Knowledge Educational Testing Service (ETS) All program completers, 2008-09	7				99	179
0041 -English Lang. Lit. and Comp. : Content Knowledge Educational Testing Service (ETS) All program completers, 2007-08	4				100	178
0173 -French: Content Knowledge Educational Testing Service (ETS) Other enrolled students	1				67	173
0173 -French: Content Knowledge Educational Testing Service (ETS) All program completers, 2008-09	1				100	177

0173 -French: Content Knowledge Educational Testing Service (ETS) All program completers, 2007-08	1				82	175
0181 -German: Content Knowledge Educational Testing Service (ETS) Other enrolled students	1				75	153
0181 -German: Content Knowledge Educational Testing Service (ETS) All program completers, 2009-10	1				100	184
0181 -German: Content Knowledge Educational Testing Service (ETS) All program completers, 2007-08	1				100	176
0061 -Mathematics: Content Knowledge Educational Testing Service (ETS) Other enrolled students	3				83	155
0061 -Mathematics: Content Knowledge Educational Testing Service (ETS) All program completers, 2009-10	2				96	156
0061 -Mathematics: Content Knowledge Educational Testing Service (ETS) All program completers, 2008-09	2				96	155
0061 -Mathematics: Content Knowledge Educational Testing Service (ETS) All program completers, 2007-08	3				98	156
0049 -Middle School English-Language Arts Educational Testing Service (ETS) Other enrolled students	6				72	169
0049 -Middle School English-Language Arts Educational Testing Service (ETS) All program completers, 2009-10	2				96	180
0049 -Middle School English-Language Arts Educational Testing Service (ETS) All program completers, 2008-09	2				100	181
0049 -Middle School English-Language Arts Educational Testing Service (ETS) All program completers, 2007-08	2				100	179
0069 -Middle School Mathematics Educational Testing Service (ETS) Other enrolled students	2				86	173
0069 -Middle School Mathematics Educational Testing Service (ETS) All program completers, 2007-08	2				98	176
0439 -Middle School Science Educational Testing Service (ETS) Other enrolled students	1				74	160

0439 -Middle School Science Educational Testing Service (ETS) All program completers, 2009-10	1				92	163
0439 -Middle School Science Educational Testing Service (ETS) All program completers, 2008-09	2				95	161
0439 -Middle School Science Educational Testing Service (ETS) All program completers, 2007-08	3				100	166
0089 -Middle School Social Studies Educational Testing Service (ETS) All program completers, 2008-09	1				93	171
0089 -Middle School Social Studies Educational Testing Service (ETS) All program completers, 2007-08	1				98	169
0113 -Music Education: Content Knowledge Educational Testing Service (ETS) Other enrolled students	1				90	162
0113 -Music Education: Content Knowledge Educational Testing Service (ETS) All program completers, 2009-10	2				99	167
0113 -Music Education: Content Knowledge Educational Testing Service (ETS) All program completers, 2008-09	2				99	167
0113 -Music Education: Content Knowledge Educational Testing Service (ETS) All program completers, 2007-08	5				99	166
0524 -Principles of Learning and Teaching (7-12) Educational Testing Service (ETS) Other enrolled students	2				71	174
0524 -Principles of Learning and Teaching (7-12) Educational Testing Service (ETS) All program completers, 2009-10	1				83	171
0524 -Principles of Learning and Teaching (7-12) Educational Testing Service (ETS) All program completers, 2008-09	2				100	182
0081 -Social Studies: Content Knowledge Educational Testing Service (ETS) Other enrolled students	6				89	166
0081 -Social Studies: Content Knowledge Educational Testing Service (ETS) All program completers, 2009-10	5				99	170
0081 -Social Studies: Content Knowledge Educational Testing Service (ETS) All program completers, 2008-09	8				100	169

0081 -Social Studies: Content Knowledge Educational Testing Service (ETS) All program completers, 2007-08	14	170	14	100	99	171
0191 -Spanish: Content Knowledge Educational Testing Service (ETS) Other enrolled students	1				81	175
0191 -Spanish: Content Knowledge Educational Testing Service (ETS) All program completers, 2008-09	2				95	174
0690 -Special Education: Preschool/Early Childhood Educational Testing Service (ETS) All program completers, 2008-09	1				67	627

### Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2009-10	54	54	100	97
All program completers, 2008-09	83	80	96	98
All program completers, 2007-08	111	109	98	99

### 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

NCATE

Other (specify: HLC)

**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 undergraduate candidates either take a required course, Technology in the Classroom, or, if a transfer, may transfer an equivalent course from another university. Graduate candidates take a course called, Classroom Technology. Candidates with demonstrated exceptional skills and/or prior coursework in this area are eligible for a waiver.

Both classes teach how to effectively integrate technology into curricula and instruction. Further evidence of integrating technology into curricula and instruction, collection of data to improve teaching and learning, management of data to improve teaching and learning, and analysis of data to improve teaching and learning can be found in the teacher work samples completed at the end of the teacher preparation programs in conjunction with apprentice teaching.

A committee met during March and April 2009 to examine the technology requirement for all undergraduates. In order to strengthen competence in regard to the four criteria for teacher preparation in use of technology, three new one credit hour courses were created to offer additional technology education at different points in time during a candidate's program of study. These changes will be implemented starting in Fall 2010.

A graduate certification curriculum committee was charged to examine the graduate technology course, EDTC 5010, and to come up with recommendations to further strengthen outcomes in regard to the four criteria.

## 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 prospective initial certification candidates in general education take a course on "Introduction to Students with Exceptionalities," in which they learn about many kinds of disabilities and appropriate accommodations. Two additional courses required for all general education teachers address methods for supporting limited English proficient learners and a variety of differentiated instruction strategies, RTI, PBS, data-based decision making, and collaborative teaching.

**Does your program prepare special 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 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.**

All prospective candidates in special education take multiple courses that focus on effective data-based instruction. IEP development is addressed in a number of courses. Working with students who are ELL is specifically addressed in the foundations course, Education in a Diverse Society. Multiple other courses throughout the program, such as Language Development of the Exceptional Child, also address ELL, IEPs, and a variety of differentiated learning strategies to accommodate diverse learners.

## 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

Webster University  
Traditional Program  
2009-10

[Contact Us](#) - [Glossary](#) - [Log out](#)

Title II, Higher Education Act  
OMB Control No.: 1840-0744 (exp. 9/30/2012)