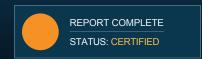# title II
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2019 TITLE II REPORTS
National Teacher Preparation Data

IN | **Indiana Wesleyan University**
Alternative, IHE-based Report AY 2017-18
Indiana

REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Academic year
- IPEDS ID

IPEDS ID

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

1900 West 50th Street

CITY

Marion

STATE

Indiana

ZIP

46953

SALUTATION

Dr.

FIRST NAME

Amber

LAST NAME

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List of Programs

On this page, review the list of teacher preparation programs offered by your institution of higher education (IHE) or organization. If you submitted an IPRC last year, this list of programs is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to enter the programs in the appropriate reports. For the traditional report, list all traditional programs within the IHE. For the alternative report, list all alternative programs within the IHE. You may edit, delete, and insert new rows as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page. The system will automatically total the number of programs for you.

Program Information

List each teacher preparation program included in your alternative, ihe-based 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 **https://www2.ed.gov/programs/tqpartnership/awards.html**.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Transition to Teaching - Elementary	No	
Transition to Teaching - Secondary	No	
Total number of teacher preparation programs: 2		

Program Requirements

On this page, review and enter information about the program requirements for admission into the program, program completion, and supervised clinical experience. If you submitted an IPRC last year, much of this page is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to specify the requirements in the appropriate reports. For the traditional report, provide the requirements for traditional programs within the IHE. For the alternative report, provide the requirements for the alternative programs within the IHE.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> Admissions

>> Undergraduate Requirements

>> Postgraduate Requirements

>> Supervised Clinical Experience

Admissions

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

Postgraduate	▼

If Other, please specify:

2. Does your initial teacher certification program conditionally admit students?

○ Yes

● No

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

http://www.indwes.edu/catalog/

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

There is an appeal process if prospective candidates do not agree with the university's interpretation of their admission documents. Minimum entrance requirements are established by the State of Indiana and all prospective candidates must meet or exceed those requirements.

Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

1. Are there initial teacher certification programs at the undergraduate level?

○ Yes

● No

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. If no, leave the rest of the page blank (or clear responses already entered) then click save at the bottom of the page.

Element	Required for Entry	Required for Exit

	Yes	No	Yes	No
Transcript	○	○	○	○
Fingerprint check	○	○	○	○
Background check	○	○	○	○
Minimum number of courses/credits/semester hours completed	○	○	○	○
Minimum GPA	○	○	○	○
Minimum GPA in content area coursework	○	○	○	○
Minimum GPA in professional education coursework	○	○	○	○
Minimum ACT score	○	○	○	○
Minimum SAT score	○	○	○	○
Minimum basic skills test score	○	○	○	○
Subject area/academic content test or other subject matter verification	○	○	○	○
Recommendation(s)	○	○	○	○
Essay or personal statement	○	○	○	○
Interview	○	○	○	○
Other Specify:	○	○	○	○

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3. What was the median GPA of individuals accepted into the program in academic year 2017-18?

4. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

5. What was the median GPA of individuals completing the program in academic year 2017-18?

6. Please provide any additional information about the information provided above:

Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

1. Are there initial teacher certification programs at the postgraduate level?

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. If no, leave the rest of the page blank (or **clear responses already entered**) then click save at the bottom of the page.

Element	Required for Entry		Required for Exit	
Transcript	● Yes	○ No	○ Yes	● No
Fingerprint check	○ Yes	● No	○ Yes	● No
Background check	● Yes	○ No	○ Yes	● No
Minimum number of courses/credits/semester hours completed	● Yes	○ No	● Yes	○ No
Minimum GPA	● Yes	○ No	● Yes	○ No
Minimum GPA in content area coursework	○ Yes	● No	● Yes	○ No
Minimum GPA in professional education coursework	○ Yes	● No	● Yes	○ No
Minimum ACT score	○ Yes	● No	○ Yes	● No
Minimum SAT score	○ Yes	● No	○ Yes	● No
Minimum basic skills test score	● Yes	○ No	○ Yes	● No
Subject area/academic content test or other subject matter verification	○ Yes	● No	● Yes	○ No
Recommendation(s)	● Yes	○ No	○ Yes	● No
Essay or personal statement	○ Yes	● No	○ Yes	● No
Interview	○ Yes	● No	○ Yes	● No
Other Specify:	○ Yes	● No	○ Yes	● No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.5

3. What was the median GPA of individuals accepted into the program in academic year 2017-18?

3.228

4. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3

5. What was the median GPA of individuals completing the program in academic year 2017-18?

3.95

6. Please provide any additional information about the information provided above:

1.Admission GPA is aligned to Indiana statute which states: 3.0 minimum GPA or 2.50-2.99 GPA with 5 years related professional work experience. 2. Options that are offered to use in place of the Basic Skills Test include SAT, ACT, GRE with a minimum score requirement or completion of a Graduate Degree.

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2017-18. **(§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))**

Additional guidance on reporting supervised clinical experience and nonclinical coursework.

Average number of clock hours of supervised clinical experience required prior to student teaching	40
Average number of clock hours required for student teaching	400
Average number of clock hours required for mentoring/induction support	18
Number of full-time equivalent faculty supervising clinical experience during this academic year	4
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	100
Number of students in supervised clinical experience during this academic year	357

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

Candidates are required to complete a 10 week, full-time supervised clinical experience as required by Indiana's Transition to Teaching program rules. Candidates are placed with a highly qualified teacher with 3 years or more of K-12 teaching experience or recommendation from the building principal. The University Supervisor holds faculty status with IWU and works with clinical faculty to complete all required field observations.

Enrollment

On this page, enter the number of candidates for an initial teaching credential who are enrolled in the initial teacher preparation programs within your institution of higher education (IHE) or organization. **Do not** report on the total number of students enrolled in the entire IHE. **Do not** include individuals who currently hold a teaching credential and are seeking additional licenses or endorsements, or individuals preparing for school-based careers other than classroom teachers (e.g., administrators, guidance counselors).

The Department recognizes that in many cases, candidates voluntarily report their race/ethnicity and gender data, and that in some cases, candidates may choose not to report this information. Please report on the race/ethnicity data you have available, though the data may not be complete. It is not expected that the sum of the enrolled students reported by race/ethnicity or by gender will necessarily equal the total number of students enrolled.

If your IHE offers both traditional and alternative programs, be sure to enter the candidates enrolled in the appropriate reports. For the traditional report, provide only the candidates enrolled in traditional programs within the IHE. For the alternative report, provide only the candidates enrolled in the alternative programs within the IHE.

After entering the enrollment data, save the page using the floating save box at the bottom of the page.

Enrollment

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 2017-18	238
Unduplicated number of males enrolled in 2017-18	68
Unduplicated number of females enrolled in 2017-18	170

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. **(§205(a)(1)(C)(ii)(H))**

2017-18	Number Enrolled
Ethnicity	
Hispanic/Latino of any race	1
Race	

2017-18	Number Enrolled
American Indian or Alaska Native	1
Asian	1
Black or African American	19
Native Hawaiian or Other Pacific Islander	0
White	212
Two or more races	4

2017-18	
American Indian or Alaska Native	1
Asian	1

Teachers Prepared

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> Teachers Prepared by Subject Area

>> Teachers Prepared by Academic Major

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2017-18. 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))**

Additional guidance on reporting teachers prepared by subject area.

What are CIP Codes?

☐ **No teachers prepared in academic year 2017-18**

CIP Code	Subject Area	Number Prepared
13.01	Education - General	
13.10	Teacher Education - Special Education	
13.1202	Teacher Education - Elementary Education	51
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	
13.1205	Teacher Education - Secondary Education	
13.1206	Teacher Education - Multiple Levels	

CIP Code	Subject Area	Number Prepared
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	7
13.1303	Teacher Education - Business	5
13.1305	Teacher Education - English/Language Arts	12
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	2
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	1
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	8
13.1312	Teacher Education - Music	3
13.1314	Teacher Education - Physical Education and Coaching	16
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	3
13.1320	Teacher Education - Trade and Industrial	
13.1319	Teacher Education - Technical Education	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	5
13.1323	Teacher Education - Chemistry	3
13.1324	Teacher Education - Drama and Dance	
13.1325	Teacher Education - French	
13.1326	Teacher Education - German	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	1

CIP Code	Subject Area	Number Prepared
13.1330	Teacher Education - Spanish	1
13.1331	Teacher Education - Speech	
13.1332	Teacher Education - Geography	
13.1333	Teacher Education - Latin	
13.1335	Teacher Education - Psychology	1
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	
13.99	Education - Other Specify:	

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2017-18. 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))

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

Additional guidance on reporting teachers prepared by academic major.

What are CIP Codes?

☐ **No teachers prepared in academic year 2017-18**

CIP Code	Academic Major	Number Prepared
13.01	Education - General	
13.10	Teacher Education - Special Education	
13.1202	Teacher Education - Elementary Education	51
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	
13.1205	Teacher Education - Secondary Education	

CIP Code	Academic Major	Number Prepared
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	7
13.1303	Teacher Education - Business	5
13.1305	Teacher Education - English/Language Arts	12
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	2
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	1
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	8
13.1312	Teacher Education - Music	3
13.1314	Teacher Education - Physical Education and Coaching	16
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	3
13.1319	Teacher Education - Technical Education	
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	5
13.1323	Teacher Education - Chemistry	3
13.1324	Teacher Education - Drama and Dance	
13.1325	Teacher Education - French	
13.1326	Teacher Education - German	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	1

CIP Code	Academic Major	Number Prepared
13.1330	Teacher Education - Spanish	1
13.1331	Teacher Education - Speech	
13.1332	Teacher Education - Geography	
13.1333	Teacher Education - Latin	
13.1335	Teacher Education - Psychology	1
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	
13.99	Education - Other Specify:	
13.03	Education - Curriculum and Instruction	
01	Agriculture	
13.09	Education - Social and Philosophical Foundations of Education	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	
45.01	Social Sciences	
09	Communication or Journalism	
45.02	Anthropology	
11	Computer and Information Sciences	
12	Personal and Culinary Services	
45.06	Economics	
14	Engineering	
45.07	Geography and Cartography	
45.10	Political Science and Government	
16	Foreign Languages, Literatures, and Linguistics	

CIP Code	Academic Major	Number Prepared
19	Family and Consumer Sciences/Human Sciences	
45.11	Sociology	
21	Technology Education/Industrial Arts	
22	Legal Professions and Studies	
23	English Language/Literature	
24	Liberal Arts/Humanities	
25	Library Science	
26	Biological and Biomedical Sciences	
27	Mathematics and Statistics	
30	Multi/Interdisciplinary Studies	
38	Philosophy and Religious Studies	
40	Physical Sciences	
41	Science Technologies/Technicians	
40.01	Physical Sciences	
42	Psychology	
40.02	Astronomy and Astrophysics	
44	Public Administration and Social Service Professions	
40.04	Atmospheric Sciences and Meteorology	
45	Social Sciences	
46	Construction	
40.05	Chemistry	
47	Mechanic and Repair Technologies	
40.06	Geological and Earth Sciences/Geosciences	
50	Visual and Performing Arts	
40.08	Physics	

CIP Code	Academic Major	Number Prepared
51	Health Professions and Related Clinical Sciences	
52	Business/Management/Marketing	
54	History	
99	Other Specify:	

Program Completers

On this page, enter the total number of individuals who completed the program in AY 2017-18 and the two prior academic years. If you submitted an IPRC last year, the number of program completers for the two prior academic years are pre-loaded from your prior year's report.

A program completer is a person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as a criterion for determining who is a program completer.

An individual cannot be classified as both enrolled and as a program completer at the same time. An enrolled individual is not a program completer. Once an individual has met all the requirements of a state-approved teacher preparation program and becomes a program completer, the individual is no longer classified as enrolled.

After entering the program completers, save the page using the floating save box at the bottom of the page.

Program Completers

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

2017-18	119
2016-17	85
2015-16	133

Annual Goals

On this page, review the annual goals in each subject area listed below. If you submitted an IPRC last year, the goals you entered last year are pre-loaded from your prior year's report. Please respond to the questions to report on progress towards the goals, and set new goals for the next academic year.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

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. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at https://www2.ed.gov/about/offices/list/ope/pol/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 2017-18

1. Did your program prepare teachers in mathematics in 2017-18?

- ● Yes
- ○ No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in mathematics in 2017-18?

> 6

3. Did your program meet the goal for prospective teachers set in mathematics in 2017-18?

- ● Yes
- ○ No
- ○ Not applicable

4. Description of strategies used to achieve goal, if applicable:

We established P-12 partners who promoted Indiana Wesleyan University as a provider of licensure programs that include STEM major pathways.

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

We continue to expand P-12 partners who promote Indiana Wesleyan University as a provider of licensure programs that include STEM major pathways.

6. Provide any additional comments, exceptions and explanations below:

Adults apply to our Transition to Teaching program with prior degrees in subjects areas that match state teaching content areas. Content knowledge for a chosen area is verified through the Indiana Pearson CORE test, which is a subject area specific exam requiring a passing score of 220.

Academic year 2018-19

7. Is your program preparing teachers in mathematics in 2018-19?

- ● Yes
- ○ No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in mathematics in 2018-19?

> 4

9. Provide any additional comments, exceptions and explanations below:

Adults apply to our Transition to Teaching program with prior degrees in subjects areas that match state teaching content areas. Content knowledge for a chosen area is verified through the Indiana Pearson CORE test, which is a subject area specific exam requiring a passing score of 220.

Academic year 2019-20

10. Will your program prepare teachers in mathematics in 2019-20?

- ● Yes
- ○ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in mathematics in 2019-20?

> 3

12. Provide any additional comments, exceptions and explanations below:

Adults apply to our Transition to Teaching program with prior degrees in subjects areas that match state teaching content areas. Content knowledge for a chosen area is verified through the Indiana Pearson CORE test, which is a subject area specific exam requiring a passing score of 220.

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. **(§205(a)(1)(A)(ii), §206(a))**

Information about teacher shortage areas can be found at **https://www2.ed.gov/about/offices/list/ope/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.
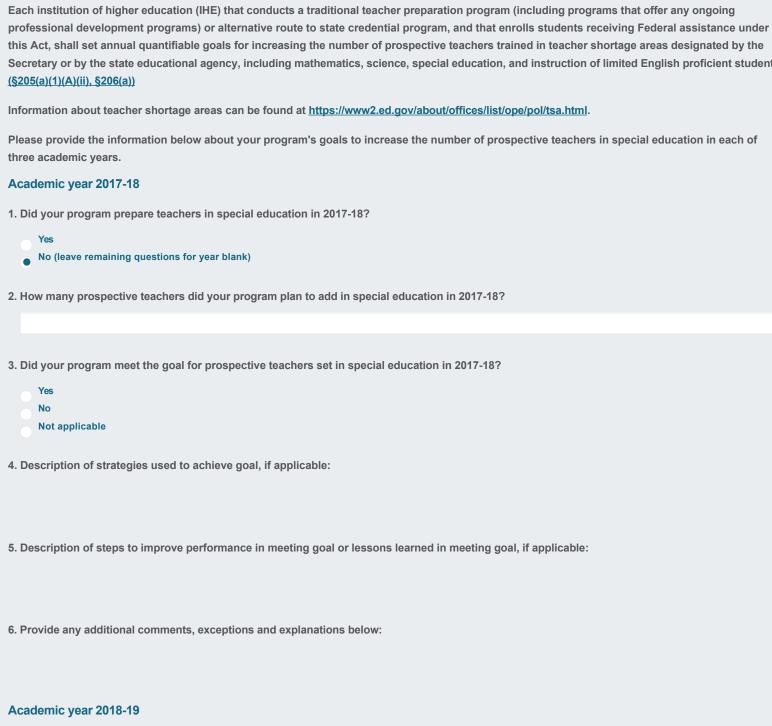
Academic year 2017-18

1. Did your program prepare teachers in science in 2017-18?

- ● Yes
- ○ No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in science in 2017-18?

6

3. Did your program meet the goal for prospective teachers set in science in 2017-18?

● Yes
○ No
○ Not applicable

4. Description of strategies used to achieve goal, if applicable:

We established P-12 partners who promoted Indiana Wesleyan University as a provider of licensure programs that include STEM major pathways.

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

We continue to expand P-12 partners who promote Indiana Wesleyan University as a provider of licensure programs that include STEM major pathways.

6. Provide any additional comments, exceptions and explanations below:

Adults apply to our Transition to Teaching program with prior degrees in subjects areas that match state teaching content areas. Content knowledge for a chosen area is verified through the Indiana Pearson CORE test, which is a subject area specific exam requiring a passing score of 220.

Academic year 2018-19

7. Is your program preparing teachers in science in 2018-19?

● Yes
○ No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in science in 2018-19?

4

9. Provide any additional comments, exceptions and explanations below:

Adults apply to our Transition to Teaching program with prior degrees in subjects areas that match state teaching content areas. Content knowledge for a chosen area is verified through the Indiana Pearson CORE test, which is a subject area specific exam requiring a passing score of 220.

Academic year 2019-20

10. Will your program prepare teachers in science in 2019-20?

● Yes
○ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in science in 2019-20?

3

12. Provide any additional comments, exceptions and explanations below:

Adults apply to our Transition to Teaching program with prior degrees in subjects areas that match state teaching content areas. Content knowledge for a chosen area is verified through the Indiana Pearson CORE test, which is a subject area specific exam requiring a passing score of 220.

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. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at https://www2.ed.gov/about/offices/list/ope/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 2017-18

1. Did your program prepare teachers in special education in 2017-18?

   ○ Yes
   ● No (leave remaining questions for year blank)

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

   [   ]

3. Did your program meet the goal for prospective teachers set in special education in 2017-18?

   ○ Yes
   ○ No
   ○ Not applicable

4. Description of strategies used to achieve goal, if applicable:

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

6. Provide any additional comments, exceptions and explanations below:

Academic year 2018-19

7. Is your program preparing teachers in special education in 2018-19?

   ○ Yes
   ● No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in special education in 2018-19?

   [   ]

9. Provide any additional comments, exceptions and explanations below:

Academic year 2019-20

10. Will your program prepare teachers in special education in 2019-20?

- ○ Yes
- ● No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in special education in 2019-20?

[   ]

12. Provide any additional comments, exceptions and explanations below:

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. **(§205(a)(1)(A)(ii), §206(a))**

Information about teacher shortage areas can be found at **https://www2.ed.gov/about/offices/list/ope/pol/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 2017-18

1. Did your program prepare teachers in instruction of limited English proficient students in 2017-18?

- ○ Yes
- ● No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2017-18?

[   ]

3. Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2017-18?

- ○ Yes
- ○ No
- ○ Not applicable

4. Description of strategies used to achieve goal, if applicable:

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

6. Provide any additional comments, exceptions and explanations below:

Academic year 2018-19

7. Is your program preparing teachers in instruction of limited English proficient students in 2018-19?

   ○ Yes

   ● No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2018-19?

   [   ]

9. Provide any additional comments, exceptions and explanations below:

Academic year 2019-20

10. Will your program prepare teachers in instruction of limited English proficient students in 2019-20?

   ○ Yes

   ● No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2019-20?

   [   ]

12. Provide any additional comments, exceptions and explanations below:

Assurances

Please certify that your institution is in compliance with the following assurances. **(§205(a)(1)(A)(iii), §206(b))** Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

1. Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

   ● Yes

   ○ No

2. Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

   ● Yes

   ○ No

3. Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

   ○ Yes

   ○ No

   ● Program does not prepare special education teachers

4. Prospective general education teachers are prepared to provide instruction to students with disabilities.

- Yes
- No

5. Prospective general education teachers are prepared to provide instruction to limited English proficient students.

- Yes
- No

6. Prospective general education teachers are prepared to provide instruction to students from low-income families.

- Yes
- No

7. Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

- Yes
- No

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

The alternative initial teacher licensure programs provide candidates with various learning opportunities in meeting the diverse learning needs of all K-12 students. The courses permit prospective teachers to gain an understanding of the content as it relates to meeting the diverse needs of students in various educational settings and situations. The courses provide an opportunity to learn and practice the skills gained before their supervised student teaching. The candidates develop the ability to effectively teach more holistically and increase student learning in their supervised clinical experience. The alternative initial teacher licensure programs were updated 2016-17 and feature a greater emphasis on prospective teachers' knowledge, skills, and professional dispositions in areas that impact student learning with diversity and technology themes threaded throughout. The content and course work is designed to facilitate greater understanding and development of necessary skills to be effective educators in diverse environments working with families and students to improve learning outcomes.

Assessment Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. **(§205(a)(1)(B))**

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Pass rate
- Scaled score
- Teacher credential assessment

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
008 -BUSINESS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
008 -BUSINESS Evaluation Systems group of Pearson Other enrolled students	4			
008 -BUSINESS Evaluation Systems group of Pearson All program completers, 2017-18	4			
010 -CAREER AND TECH EDUC—BUS AND INFORMATION TECH Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
010 -CAREER AND TECH EDUC—BUS AND INFORMATION TECH Evaluation Systems group of Pearson All program completers, 2017-18	1			
011 -CAREER AND TECH EDUC—FAMILY AND CONSUMER SCI Evaluation Systems group of Pearson All program completers, 2017-18	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
5245 -CHEMISTRY CONTENT KNOWLEDGE II (CD) Educational Testing Service (ETS) All program completers, 2016-17	1			
0011.1 -ELEM ED CURR INSTRUC ASSESSMENT.1 Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
5033 -ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) Other enrolled students	1			
5033 -ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) All program completers, 2016-17	1			
5033 -ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) All program completers, 2015-16	5			
5032 -ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) Other enrolled students	1			
5032 -ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) All program completers, 2016-17	1			
5032 -ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) All program completers, 2015-16	5			
5035 -ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) Other enrolled students	1			
5035 -ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) All program completers, 2016-17	1			
5035 -ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) All program completers, 2015-16	5			
5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) Other enrolled students	1			
5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) All program completers, 2016-17	1			
5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) All program completers, 2015-16	5			
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	8			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	5			
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	51	257	51	100
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	48	256	48	100
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	64	249	64	100
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	24	225	19	79
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	42	228	32	76
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	51	237	51	100
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2016-17	47	242	47	100
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2015-16	58	245	58	100
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	24	221	16	67
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	37	226	25	68
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	51	240	51	100
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2016-17	47	247	47	100
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2015-16	58	243	54	93
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	24	235	21	88

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson Other enrolled students	40	239	35	88
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2017-18	51	249	51	100
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2016-17	47	249	47	100
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2015-16	57	251	55	96
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	24	221	18	75
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson Other enrolled students	37	233	29	78
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2017-18	51	240	51	100
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2016-17	47	246	47	100
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2015-16	57	239	55	96
5041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
5041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	1			
5041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	1			
018 -ENGINEERING AND TECHNOLOGY EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	11	228	8	73
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	8			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2017-18	10	236	10	100
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2016-17	7			
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2015-16	5			
026 -FINE ARTS—GENERAL MUSIC Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
026 -FINE ARTS—GENERAL MUSIC Evaluation Systems group of Pearson Other enrolled students	2			
026 -FINE ARTS—GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2017-18	3			
026 -FINE ARTS—GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2016-17	1			
027 -FINE ARTS—INSTRUMENTAL MUSIC Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
027 -FINE ARTS—INSTRUMENTAL MUSIC Evaluation Systems group of Pearson Other enrolled students	1			
027 -FINE ARTS—INSTRUMENTAL MUSIC Evaluation Systems group of Pearson All program completers, 2017-18	2			
027 -FINE ARTS—INSTRUMENTAL MUSIC Evaluation Systems group of Pearson All program completers, 2016-17	1			
030 -FINE ARTS—VISUAL ARTS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	7			
030 -FINE ARTS—VISUAL ARTS Evaluation Systems group of Pearson Other enrolled students	3			
030 -FINE ARTS—VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2017-18	7			
030 -FINE ARTS—VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2016-17	4			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
030 -FINE ARTS—VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2015-16	3			
028 -FINE ARTS—VOCAL MUSIC Evaluation Systems group of Pearson Other enrolled students	1			
028 -FINE ARTS—VOCAL MUSIC Evaluation Systems group of Pearson All program completers, 2017-18	1			
066 -HEALTH Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
066 -HEALTH Evaluation Systems group of Pearson All program completers, 2017-18	2			
5551 -HEALTH EDUCATION Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
5550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2015-16	1			
035 -MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	6			
035 -MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	1			
035 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	7			
035 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	3			
035 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	3			
0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
5061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	1			
5061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
5113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	1			
5113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	2			
007 -P–12 EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	7			
007 -P–12 EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	25	242	25	100
007 -P–12 EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	9			
007 -P–12 EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	9			
5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	2			
5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	2			
5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	1			
0091.1 -PHYSICAL ED CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2015-16	1			
067 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	6			
067 -PHYSICAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	2			
067 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	14	235	14	100
067 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	1			
067 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
0300 -READING SPECIALIST Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
043 -SCIENCE—CHEMISTRY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
043 -SCIENCE—CHEMISTRY Evaluation Systems group of Pearson All program completers, 2017-18	3			
043 -SCIENCE—CHEMISTRY Evaluation Systems group of Pearson All program completers, 2015-16	2			
044 -SCIENCE—EARTH/SPACE SCIENCE Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
045 -SCIENCE—LIFE SCIENCE Evaluation Systems group of Pearson All enrolled students who have completed all noncl	6			
045 -SCIENCE—LIFE SCIENCE Evaluation Systems group of Pearson Other enrolled students	1			
045 -SCIENCE—LIFE SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	5			
045 -SCIENCE—LIFE SCIENCE Evaluation Systems group of Pearson All program completers, 2016-17	1			
045 -SCIENCE—LIFE SCIENCE Evaluation Systems group of Pearson All program completers, 2015-16	3			
046 -SCIENCE—PHYSICAL SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	1			
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	21	253	20	95
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	2			
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	43	255	43	100
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	26	260	26	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	33	260	33	100
0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	1			
0081.1 -SOCIAL STUDIES CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2016-17	1			
050 -SOCIAL STUDIES—GOVERNMENT AND CITIZENSHIP Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
050 -SOCIAL STUDIES—GOVERNMENT AND CITIZENSHIP Evaluation Systems group of Pearson All program completers, 2016-17	1			
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All enrolled students who have completed all noncl	6			
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson Other enrolled students	5			
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2017-18	3			
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2016-17	5			
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2015-16	9			
052 -SOCIAL STUDIES—PSYCHOLOGY Evaluation Systems group of Pearson Other enrolled students	1			
052 -SOCIAL STUDIES—PSYCHOLOGY Evaluation Systems group of Pearson All program completers, 2017-18	1			
052 -SOCIAL STUDIES—PSYCHOLOGY Evaluation Systems group of Pearson All program completers, 2015-16	2			
053 -SOCIAL STUDIES—SOCIOLOGY Evaluation Systems group of Pearson All program completers, 2015-16	2			
5195 -SPANISH WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2016-17	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
059 -WORLD LANGUAGES—SPANISH Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
059 -WORLD LANGUAGES—SPANISH Evaluation Systems group of Pearson Other enrolled students	1			
059 -WORLD LANGUAGES—SPANISH Evaluation Systems group of Pearson All program completers, 2017-18	1			
059 -WORLD LANGUAGES—SPANISH Evaluation Systems group of Pearson All program completers, 2016-17	3			

Summary Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. **(§205(a)(1)(B))**

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Pass rate
- Scaled score
- Teacher credential assessment

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2017-18	119	119	100
All program completers, 2016-17	83	83	100
All program completers, 2015-16	109	102	94

Low-Performing

On this page, review the questions regarding your program's approval/accreditation and whether your program has been designated as low performing by the state. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program. (§205(a)(1)(D), §205(a)(1)(E))

1. Is your teacher preparation program currently approved or accredited?

- ● Yes
- ○ No

If yes, please specify the organization(s) that approved or accredited your program:

- ☑ State
- ☐ NCATE
- ☐ TEAC
- ☑ CAEP
- ☐ Other specify:

2. 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)?

- ○ Yes
- ● No

Use of Technology

On this page, review the questions regarding your program's use of technology. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

Use of Technology

1. 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. (§205(a)(1)(F))

   Does your program prepare teachers to:

   a. integrate technology effectively into curricula and instruction

   ● Yes
   ○ No

   b. use technology effectively to collect data to improve teaching and learning

   ● Yes
   ○ No

   c. use technology effectively to manage data to improve teaching and learning

   ● Yes
   ○ No

   d. use technology effectively to analyze data to improve teaching and learning

   ● Yes
   ○ No

2. 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.

   Technology is required throughout the alternative route Transition to Teaching program. Emphasis is placed on the use of technology as an instructional tool. Additionally, during periods of assessment, technology integration to collect, analyze, and interpret student achievement data is emphasized as a part of teachers learning to be diagnostic and prescriptive in their instructional decision-making.

Teacher Training

On this page, review the questions about how your program trains general education teachers and special education teachers. For the purposes of these questions, general education teachers means those who are not specifically prepared as special education teachers. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

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. (§205(a)(1)(G))

1. **Does your program prepare general education teachers to:**

   a. **teach students with disabilities effectively**

      ◉ Yes
      ○ No

   b. **participate as a member of individualized education program teams**

      ◉ Yes
      ○ No

   c. **teach students who are limited English proficient effectively**

      ◉ Yes
      ○ No

2. **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.**

   Alternative route candidates receive instruction on researched-based methodologies that are effective in creating positive learning outcomes for all students including those who have been identified as needing additional educational services and supports. Candidates receive instruction on Response to Instruction (RTI), special education requirements, strategies for effectively teaching diverse learners and responsibilities for classroom teachers in Indiana. Candidates must demonstrate throughout the program the ability to differentiate instruction for all learners. The alternative initial teacher licensure programs provide candidates with various learning opportunities in meeting the diverse learning needs of all K-12 students. The courses permit prospective teachers to gain an understanding of the content as it relates to meeting the diverse needs of students in various educational settings and situations. The courses provide an opportunity to learn and practice the skills gained before their supervised student teaching. The candidates develop the ability to effectively teach more holistically and increase student learning in their supervised clinical experience.

3. **Does your program prepare special education teachers to:**

   a. **teach students with disabilities effectively**

      ○ Yes
      ○ No

● **Program does not prepare special education teachers**

b. **participate as a member of individualized education program teams**

○ Yes

○ No

● **Program does not prepare special education teachers**

c. **teach students who are limited English proficient effectively**

○ Yes

○ No

● **Program does not prepare special education teachers**

4. **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.**

Under current Indiana legislation, preparation of Special Education teachers with a Transition to Teaching program is not an option.

Contextual Information

On this page, review the contextual information about your program. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

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 (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

The Transition to Teaching program is reviewed, approved, and accredited through the Council for the Accreditation of Educator Preparation (CAEP) and the Indiana Department of Education. All subject areas currently offered have state approval. Full CAEP accreditation was awarded in spring 2018.

Supporting Files

No files have been provided.

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

Report Card Certification

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

Certification of submission

☑ **I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the** *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual.*

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Tony Hembrock

TITLE:

Assistant Director, EPP Reporting

Certification of review of submission

☑ **I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the** *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual.*

NAME OF REVIEWER:

Dr. Amber Reed

TITLE:

Interim Dean, School of Educational Leadership