[Title II Higher Education Act](#)

Menu Secondary

- [My Account](#)
- [Technical Assistance](#)
- [Log Out](#)

Tom Freel Program User

Select Academic Year Menu

2022 Title II Reports National Teacher Preparation Data
Indiana Wesleyan University

Main Menu

- [Home](#)
- [ALT IHE-Based Report AY 2020-21](#)
    - [Report Home](#)
    - [Instructions](#)
    - [General Guidance](#)
    - [Institution Information](#)
    - 2022 Program 1
    - [Section I: Program Information](#)
        -
        - [List of Programs](#)
        -
        - [Program Requirements](#)
        -
        - [Enrollment and Program Completers](#)
        -
        - [Teachers Prepared](#)
        -
        - [Program Assurances](#)
    - 2022 Program 2
    - [Section II: Annual Goals](#)
        -
        - [Annual Goals: Mathematics](#)
        -
        - [Annual Goals: Science](#)
        -
        - [Annual Goals: Special Education](#)
        -
        - [Annual Goals: Instruction of Limited English Proficient Students](#)
    - 2022 Program 3
    - [Section III: Program Pass Rates](#)
        -
        - [Assessment Pass Rates](#)
        -
        - [Summary Pass Rates](#)
    - 2022 Program 4
    - [Section IV: Low-Performing](#)
        -
        - [Low-Performing](#)
    - 2022 Program 5
    - [Section V: Use of Technology](#)
        -
        - [Use of Technology](#)
    - 2022 Program 6

IN

Indiana Wesleyan University Traditional Report AY 2020-21 Indiana
Report CompleteStatus: 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 [4201 S. Washington]

Address line 2: [   ]

City [Marion]

State

[Indiana ▾]

Zip [46952]

Salutation

[Dr. ▾]

First Name [Anita]

Last Name [Manwell]

Phone [(765) 677-2220]

Email [anita.manwell@indwes.ed]

[Save/Stay]

[Reset]

[Print]

Section I: Program Information

List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Institution Information Postgraduate level (PG), or both. **(§205(a)(C))**

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

- Teacher Preparation Program

This Page Includes:

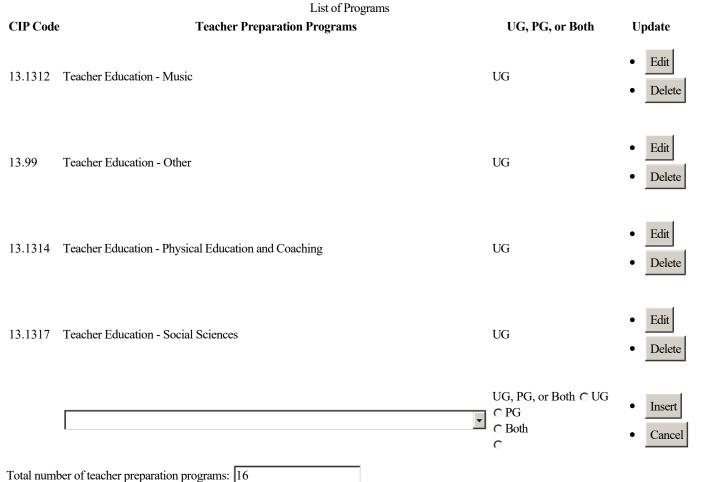- List of Programs

List of Programs

Back To Top

List of Programs

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	UG	• Edit • Delete
13.1202	Elementary Education	UG	• Edit • Delete
13.1	Special Education	UG	• Edit • Delete
13.1302	Teacher Education - Art	UG	• Edit • Delete
13.1322	Teacher Education - Biology	UG	• Edit • Delete
13.1323	Teacher Education - Chemistry	UG	• Edit • Delete
13.14	Teacher Education - English as a Second Language	UG	• Edit • Delete
13.1305	Teacher Education - English/Language Arts	UG	• Edit • Delete
13.1306	Teacher Education - Foreign Language	UG	• Edit • Delete
13.1316	Teacher Education - General Science	UG	• Edit • Delete
13.1307	Teacher Education - Health	UG	• Edit • Delete
13.1311	Teacher Education - Mathematics	UG	• Edit • Delete

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1312	Teacher Education - Music	UG	• Edit • Delete
13.99	Teacher Education - Other	UG	• Edit • Delete
13.1314	Teacher Education - Physical Education and Coaching	UG	• Edit • Delete
13.1317	Teacher Education - Social Sciences	UG	• Edit • Delete
	[▼]	UG, PG, or Both ○ UG ○ PG ○ Both ○	• Insert • Cancel

Total number of teacher preparation programs: [16]

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Section I: Program Information

Program Requirements

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. **(§205(a)(1)(C)(i))**

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

- Full-time equivalent faculty supervising clinical experience
- Adjunct faculty supervising clinical experience
- Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience
- Supervised clinical experience

This Page Includes:

- Undergraduate Requirements
- Postgraduate Requirements
- Supervised Clinical Experience

Undergraduate Requirements

Back To Top

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 table below blank (or **clear responses already entered**) then click save at the bottom of the page.

Undergraduate Requirements

Element	Admission	Completion
Transcript	Required for Entry ○ Yes ● No ○	Required for Exit ○ Yes ● No ○
Fingerprint check	Required for Entry ○ Yes ● No ○	Required for Exit ○ Yes ● No ○
Background check	Required for Entry ● Yes ○ No ○	Required for Exit ○ Yes ● No ○
Minimum number of courses/credits/semester hours completed	Required for Entry ● Yes ○ No ○	Required for Exit ● Yes ○ No ○
Minimum GPA	Required for Entry ● Yes ○ No ○	Required for Exit ● Yes ○ No ○
Minimum GPA in content area coursework	Required for Entry ● Yes ○ No ○	Required for Exit ● Yes ○ No ○
Minimum GPA in professional education coursework	Required for Entry ● Yes ○ No ○	Required for Exit ● Yes ○ No ○
Minimum ACT score	Required for Entry ○ Yes ● No ○	Required for Exit ○ Yes ● No ○
Minimum SAT score	Required for Entry ○ Yes ● No ○	Required for Exit ○ Yes ● No ○
Minimum basic skills test score	Required for Entry ● Yes ○ No ○	Required for Exit ● Yes ○ No ○
Subject area/academic content test or other subject matter verification	Required for Entry ○ Yes ● No ○	Required for Exit ○ Yes ● No ○
Recommendation(s)	Required for Entry ○ Yes ● No ○	Required for Exit ○ Yes ● No ○
Essay or personal statement	Required for Entry ● Yes ○ No ○	Required for Exit ● Yes ○ No ○
Interview	Required for Entry ● Yes ○ No ○	Required for Exit ● Yes ○ No ○
Other Specify: Other specify: [_____]	Required for Entry ○ Yes ● No ○	Required for Exit ○ 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.)
[2.75]

3. 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.)
[2.75]

4. Please provide any additional information about the information provided above: Two GPA benchmarks are required for program admission: 2.75 cumulative and 3.0

[Two GPA benchmarks are required for program admission: 2.75 cumulative and 3.0 in the major field of study.]

in the major field of study.

Postgraduate Requirements

Back To Top

1. Are there initial teacher certification programs at the postgraduate 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 postgraduate level. If no, leave the table below blank (or **clear responses already entered**) then click save at the bottom of the page.

Postgraduate Requirements

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

Element	Admission	Completion
Other Specify:		
Other specify: [＿＿＿＿＿＿＿＿]	Required for Entry ○ Yes ○ No ◉ Required for Exit ○ 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.)

[＿＿＿＿＿＿＿]

3. 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.)

[＿＿＿＿＿＿＿]

4. Please provide any additional information about the information provided above: [＿＿＿＿＿＿＿]

Supervised Clinical Experience

Back To Top

Provide the following information about supervised clinical experience in 2020-21. (§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))

Are there programs with student teaching models? ◉ Yes
○ No

If yes, provide the next two responses. If no, leave them blank.

Programs with student teaching models (most traditional programs)
Programs with student teaching models (most traditional programs)

Number of clock hours of supervised clinical experience required prior to student teaching	Number of clock hours of supervised clinical experience required prior to student teaching [195]
Number of clock hours required for student teaching	Number of clock hours required for student teaching [560]

You have programs with the teacher of record model, but "clock hours of supervised clinical experience required prior to teaching as the teacher of record" and "years required for teaching as the teacher of record" are 0. Please correct the data, or confirm.

☑ I confirm that there are 0 hours required
Are there programs in which candidates are the teacher of record? ◉ Yes
○ No

If yes, provide the next two responses. If no, leave them blank.

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)
Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)

Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom [0]
Number of years required for teaching as the teacher of record in a classroom	Number of years required for teaching as the teacher of record in a classroom [0]

If there are no programs with a student teacher model or teacher of record model, please describe the teaching model(s) used:

[＿＿＿＿＿＿＿＿＿]

All Programs
All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)	Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) [18]
Optional tool for automatically calculating full-time equivalent faculty in the system	

All Programs

Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	Number of adjunct faculty supervising clinical experience during this academic year (IHE staff) `21`
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year `207`
Number of students in supervised clinical experience during this academic year	Number of students in supervised clinical experience during this academic year `232`

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

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Calculate Full-Time Equivalent Faculty in the System

For any other part-time faculty supervising clinical experience, indicate the number of faculty and the percentage that represents the part-time employment rate for those faculty members (for example, 25% for a faculty member employed at a quarter of the time compared to a full-time faculty member)

Employment Rate (%)	Number of Faculty	Update
100% (Full-Time)		
50% (Half-Time)		
`75%` Employment Rate (%)	Number of Faculty	[Delete]
`25%` Employment Rate (%)	Number of Faculty	[Delete]

[Add Row]

[Calculate FTE]

Section I: Program Information

Enrollment and Program Completers

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year. **(§205(a)(1)(C)(ii))**

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

- Enrolled Student
- Program Completer

This Page Includes:

- Enrollment and Program Completers

Enrollment and Program Completers

Back To Top

Enrollment and Completer Totals

2020-21 Total

2020-21 Total

Total Number of Individuals Enrolled Total Number of Individuals Enrolled in 2020-21 `414`

Subset of Program Completers Subset of Program Completers in 2020-21 `83`

Program Enrollment and Completers By Gender

Gender	Total Enrolled	Subset of Program Completers
Male	Male Enrollment `58`	Male Completers `13`
Female	Female Enrollment `356`	Female Completers `70`
Non-Binary/Other	Non-Binary/Other Enrollment `0`	Non-Binary/Other Completers `0`
No Gender Reported	Nonreported gender Enrollment `0`	Nonreported gender Completers `0`

Program Enrollment and Completers By Race/Ethnicity

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	American Indian or Alaska Native Enrollment `0`	American Indian or Alaska Native Completers `0`
Asian	Asian Enrollment `4`	Asian Completers `1`
Black or African American	Black or African American Enrollment `18`	Black or African American Completers `2`
Hispanic/Latino of any race	Hispanic/Latino of any race enrollment `13`	Hispanic/Latino of any race Completers `2`
Native Hawaiian or Other Pacific Islander	Native Hawaiian or Other Pacific Islander Enrollment `0`	Native Hawaiian or Other Pacific Islander Completers `0`
White	White Enrollment `363`	White Completers `74`
Two or more races	Two or more races Enrollment `11`	Two or more races Completers `2`
No Race/Ethnicity Reported	Nonreported race/ethnicity Enrollment `5`	Nonreported race/ethnicity Completers `2`

Save Option

To save this page, indicate whether it is still in progress (indicating you may have entered data, but have not yet completed all portions of the page) or completed (indicating you have completed all portions of the page). When pages are marked as complete, the red dot next to the section on the right side menu will change to a green dot. You will still be able to edit all pages of your report until you certify the full report through the Certification link.

[Info]

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Section I: Program Information

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.

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

- Academic Major

This Page Includes:

- Teachers Prepared by Subject Area
- Teachers Prepared by Academic Major

Teachers Prepared by Subject Area

Back To Top

Please provide the number of teachers prepared by subject area for academic year 2020-21.

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))**

What are CIP Codes?

☐ No teachers prepared in academic year 2020-21

If your program has no teachers prepared, check the box above and leave the table below blank (or **clear responses already entered**).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55).

Teachers Prepared by Subject Area

CIP Code	Subject Area	Number Prepared	
13.10	Teacher Education - Special Education	Number Prepared	14
13.1202	Teacher Education - Elementary Education	Number Prepared	28
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	Number Prepared	
13.1210	Teacher Education - Early Childhood Education	Number Prepared	18
13.1301	Teacher Education - Agriculture	Number Prepared	
13.1302	Teacher Education - Art	Number Prepared	2
13.1303	Teacher Education - Business	Number Prepared	
13.1305	Teacher Education - English/Language Arts	Number Prepared	5
13.1306	Teacher Education - Foreign Language	Number Prepared	1
13.1307	Teacher Education - Health	Number Prepared	2
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	Number Prepared	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	Number Prepared	
13.1311	Teacher Education - Mathematics	Number Prepared	1
13.1312	Teacher Education - Music	Number Prepared	5
13.1314	Teacher Education - Physical Education and Coaching	Number Prepared	2
13.1315	Teacher Education - Reading	Number Prepared	
13.1316	Teacher Education - Science Teacher Education/General Science	Number Prepared	
13.1317	Teacher Education - Social Science	Number Prepared	
13.1318	Teacher Education - Social Studies	Number Prepared	2
13.1320	Teacher Education - Trade and Industrial	Number Prepared	
13.1321	Teacher Education - Computer Science	Number Prepared	

Teachers Prepared by Subject Area

CIP Code	Subject Area	Number Prepared
13.1322	**Teacher Education - Biology**	Number Prepared 4
13.1323	**Teacher Education - Chemistry**	Number Prepared
13.1324	**Teacher Education - Drama and Dance**	Number Prepared
13.1328	**Teacher Education - History**	Number Prepared
13.1329	**Teacher Education - Physics**	Number Prepared
13.1331	**Teacher Education - Speech**	Number Prepared
13.1337	**Teacher Education - Earth Science**	Number Prepared
13.14	**Teacher Education - English as a Second Language**	Number Prepared 1
13.99	**Education - Other Specify:** Other specify:	Number Prepared

Teachers Prepared by Academic Major

Back To Top

Please provide the number of teachers prepared by academic major for academic year 2020-21. 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.

What are CIP Codes?

Do participants earn a degree upon completion of the program? ⦿ Yes
◯ No
☐ No teachers prepared in academic year 2020-21

If your program does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or **clear responses already entered**).

Teachers Prepared by Academic Major

CIP Code	Academic Major	Number Prepared
13.10	**Teacher Education - Special Education**	Number Prepared 14
13.1202	**Teacher Education - Elementary Education**	Number Prepared 28
13.1203	**Teacher Education - Junior High/Intermediate/Middle School Education**	Number Prepared
13.1210	**Teacher Education - Early Childhood Education**	Number Prepared 18
13.1301	**Teacher Education - Agriculture**	Number Prepared
13.1302	**Teacher Education - Art**	Number Prepared 2
13.1303	**Teacher Education - Business**	Number Prepared
13.1305	**Teacher Education - English/Language Arts**	Number Prepared 5
13.1306	**Teacher Education - Foreign Language**	Number Prepared 1
13.1307	**Teacher Education - Health**	Number Prepared 2
13.1308	**Teacher Education - Family and Consumer Sciences/Home Economics**	Number Prepared
13.1309	**Teacher Education - Technology Teacher Education/Industrial Arts**	Number Prepared
13.1311	**Teacher Education - Mathematics**	Number Prepared 1
13.1312	**Teacher Education - Music**	Number Prepared 5
13.1314	**Teacher Education - Physical Education and Coaching**	Number Prepared 2

Teachers Prepared by Academic Major

CIP Code	Academic Major	Number Prepared
13.1315	Teacher Education - Reading	Number Prepared
13.1316	Teacher Education - General Science	Number Prepared
13.1317	Teacher Education - Social Science	Number Prepared
13.1318	Teacher Education - Social Studies	Number Prepared 2
13.1320	Teacher Education - Trade and Industrial	Number Prepared
13.1321	Teacher Education - Computer Science	Number Prepared
13.1322	Teacher Education - Biology	Number Prepared 4
13.1323	Teacher Education - Chemistry	Number Prepared
13.1324	Teacher Education - Drama and Dance	Number Prepared
13.1328	Teacher Education - History	Number Prepared
13.1329	Teacher Education - Physics	Number Prepared
13.1331	Teacher Education - Speech	Number Prepared
13.1337	Teacher Education - Earth Science	Number Prepared
13.14	Teacher Education - English as a Second Language	Number Prepared 1
13.99	Education - Other Specify: Other specify:	Number Prepared
01	Agriculture	Number Prepared
03	Natural Resources and Conservation	Number Prepared
05	Area, Ethnic, Cultural, and Gender Studies	Number Prepared
09	Communication or Journalism	Number Prepared
11	Computer and Information Sciences	Number Prepared
12	Personal and Culinary Services	Number Prepared
14	Engineering	Number Prepared
16	Foreign Languages, Literatures, and Linguistics	Number Prepared
19	Family and Consumer Sciences/Human Sciences	Number Prepared
21	Technology Education/Industrial Arts	Number Prepared
22	Legal Professions and Studies	Number Prepared
23	English Language/Literature	Number Prepared
24	Liberal Arts/Humanities	Number Prepared
25	Library Science	Number Prepared
26	Biological and Biomedical Sciences	Number Prepared
27	Mathematics and Statistics	Number Prepared
30	Multi/Interdisciplinary Studies	Number Prepared
38	Philosophy and Religious Studies	Number Prepared
40	Physical Sciences	Number Prepared
41	Science Technologies/Technicians	Number Prepared
42	Psychology	Number Prepared
44	Public Administration and Social Service Professions	Number Prepared
45	Social Sciences	Number Prepared
46	Construction	Number Prepared

CIP Code	Academic Major	Number Prepared	
47	Mechanic and Repair Technologies	Number Prepared	
50	Visual and Performing Arts	Number Prepared	
51	Health Professions and Related Clinical Sciences	Number Prepared	
52	Business/Management/Marketing	Number Prepared	
54	History	Number Prepared	
99	Other Specify: Other specify:	Number Prepared	

Save Option

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Section I: Program Information

Program Assurances

Respond to the following assurances. Note: Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. **(§205(a)(1)(A)(iii); §206(b))**

This Page Includes:

- Program Assurances

Program Assurances

Back To Top

1. Program 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: Each program is carefully developed to meet and exceed the requirements of the Indiana Department of Education and the Specialized Professional Association for each teaching field.

Each program is carefully developed to meet and exceed the requirements of the Indiana Department of Education and the Specialized Professional Association for each teaching field.

Save Option

To save this page, indicate whether it is still in progress (indicating you may have entered data, but have not yet completed all portions of the page) or completed (indicating you have completed all portions of the page). When pages are marked as complete, the red dot next to the section on the right side menu will change to a green dot. You will still be able to edit all pages of your report until you certify the full report through the Certification link.

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Section II: Annual Goals

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 teacher preparation 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)(i), §205(a)(1)(A)(ii), §206(a))**

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

- Quantifiable Goals

This Page Includes:

- Report Progress on Last Year's Goal (2020-21)
- Review Current Year's Goal (2021-22)
- Set Next Year's Goal (2022-23)

Report Progress on Last Year's Goal (2020-21)

Back To Top

1. Did your program prepare teachers in mathematics in 2020-21?

If no, leave remaining questions for 2020-21 blank (or clear responses already entered).

● Yes
○ No

2. Describe your goal. It is Indiana Wesleyan University's goal to maintain a minimum of one-two mathematics candidates enrolled in the program for the 2020-2021

It is Indiana Wesleyan University's goal to maintain a minimum of one-two mathematics candidates enrolled in the program for the 2020-2021 year.

year.

3. Did your program meet the goal? ● Yes
○ No

We utilize program marketing.

4. Description of strategies used to achieve goal, if applicable: We utilize program marketing.

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:

Review Current Year's Goal (2021-22)

Back To Top

7. Is your program preparing teachers in mathematics in 2021-22? If no, leave the next question blank. ● Yes
○ No

8. Describe your goal. It is Indiana Wesleyan University's goal to increase enrollment for mathematics by one student for 2021-2022.

It is Indiana Wesleyan University's goal to increase

enrollment for mathematics by one student for 2021-2022.

Set Next Year's Goal (2022-23)

Back To Top

9. Will your program prepare teachers in mathematics in 2022-23? If no, leave the next question blank. ⦿ Yes
○ No
10. Describe your goal. It is Indiana Wesleyan University's goal to increase enrollment for mathematics by one student for 2022-2023.

It is Indiana Wesleyan University's goal to increase enrollment for mathematics by one student for 2022-2023.

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Print   Reset Page   Save

Section II: Annual Goals

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 teacher preparation 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)(i), §205(a)(1)(A)(ii), §206(a))**

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

- Quantifiable Goals

This Page Includes:

- Report Progress on Last Year's Goal (2020-21)
- Review Current Year's Goal (2021-22)
- Set Next Year's Goal (2022-23)

Report Progress on Last Year's Goal (2020-21)

Back To Top

1. Did your program prepare teachers in science in 2020-21?

If no, leave remaining questions for 2020-21 blank (or clear responses already entered).

⦿ Yes
○ No
2. Describe your goal. It is Indiana Wesleyan University's goal to maintain enrollment of 2-3 science candidates for 2020-2021.

It is Indiana Wesleyan University's goal to maintain enrollment of 2-3 science candidates for 2020-2021.

3. Did your program meet the goal? ⦿ Yes
○ No

We utilize program marking.

4. Description of strategies used to achieve goal, if applicable: We utilize program marking.

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:

Review Current Year's Goal (2021-22)

7. Is your program preparing teachers in science in 2021-22? If no, leave the next question blank. ⊙ Yes
○ No

8. Describe your goal. It is Indiana Wesleyan University's goal to enroll 2-3 science candidates for 2021-2022.

> It is Indiana Wesleyan University's goal to enroll 2-3 science candidates for 2021-2022.

Set Next Year's Goal (2022-23)

9. Will your program prepare teachers in science in 2022-23? If no, leave the next question blank. ⊙ Yes
○ No

10. Describe your goal. It is Indiana Wesleyan University's goal to enroll 2-3 science candidates for 2021-2022.

> It is Indiana Wesleyan University's goal to enroll 2-3 science candidates for 2021-2022.

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Section II: Annual Goals

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 teacher preparation 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)(i), §205(a)(1)(A)(ii), §206(a))**

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

- Quantifiable Goals

This Page Includes:

- Report Progress on Last Year's Goal (2020-21)
- Review Current Year's Goal (2021-22)
- Set Next Year's Goal (2022-23)

Report Progress on Last Year's Goal (2020-21)

1. Did your program prepare teachers in special education in 2020-21?

If no, leave remaining questions for 2020-21 blank (or clear responses already entered).

⦿ Yes
○ No

2. Describe your goal. It is Indiana Wesleyan University's goal to add eight to ten new special education candidates for 2020-2021.

> It is Indiana Wesleyan University's goal to add eight to ten new special education candidates for 2020-2021.

3. Did your program meet the goal? ⦿ Yes
○ No

4. Description of strategies used to achieve goal, if applicable: We utilize program marketing.

> We utilize program marketing.

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:

Review Current Year's Goal (2021-22)

7. Is your program preparing teachers in special education in 2021-22? If no, leave the next question blank. ⦿ Yes
○ No

8. Describe your goal. It is Indiana Wesleyan University's goal to add six to eight new special education candidates for 2021-2022.

> It is Indiana Wesleyan University's goal to add six to eight new special education candidates for 2021-2022.

Set Next Year's Goal (2022-23)

9. Will your program prepare teachers in special education in 2022-23? If no, leave the next question blank. ⦿ Yes
○ No

10. Describe your goal. It is Indiana Wesleyan University's goal to add six to eight new special education candidates for 2022-2023.

> It is Indiana Wesleyan University's goal to add six to eight new special education candidates for 2022-2023.

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To save this page, indicate whether it is still in progress (indicating you may have entered data, but have not yet completed all portions of the page) or completed (indicating you have completed all portions of the page). When pages are marked as complete, the red dot next to the section on the right side menu will change to a green dot. You will still be able to edit all pages of your report until you certify the full report through the Certification link.

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Section II: Annual Goals

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 teacher preparation 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)(i), §205(a)(1)(A)(ii), §206(a))**

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

- Quantifiable Goals

This Page Includes:

- Report Progress on Last Year's Goal (2020-21)
- Review Current Year's Goal (2021-22)
- Set Next Year's Goal (2022-23)

Report Progress on Last Year's Goal (2020-21)

Back To Top

1. Did your program prepare teachers in instruction of limited English proficient students in 2020-21?

If no, leave remaining questions for 2020-21 blank (or clear responses already entered).

⦿ Yes
○ No

2. Describe your goal. It is Indiana Wesleyan University's goal to maintain one-two new limited English proficient candidates for 2020-2021.

> It is Indiana Wesleyan University's goal to maintain one-two new limited English proficient candidates for 2020-2021.

3. Did your program meet the goal? ○ Yes
⦿ No

> We used program marketing.

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

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable: While we did not meet our goal of admitting 1-2 new TESOL Ed majors to the Teacher Education Program, we currently have 3 TESOL Education majors who have not yet been admitted to the Teacher Education

> While we did not meet our goal of admitting 1-2 new TESOL Ed majors to the Teacher Education Program, we currently have 3 TESOL Education majors who have not yet been admitted to the

Program.

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

Review Current Year's Goal (2021-22)

Back To Top

7. Is your program preparing teachers in instruction of limited English proficient students in 2021-22? If no, leave the next question blank. ⦿ Yes
○ No

8. Describe your goal. It is Indiana Wesleyan University's goal to maintain one-two new limited English proficient candidates for 2021-2022.

It is Indiana Wesleyan University's goal to maintain one-two new limited English proficient candidates for 2021-2022.

Set Next Year's Goal (2022-23)

Back To Top

9. Will your program prepare teachers in instruction of limited English proficient students in 2022-23? If no, leave the next question blank. ● Yes
○ No

10. Describe your goal. It is Indiana Wesleyan University's goal to maintain one-two new limited English proficient candidates for 2022-2023.

It is Indiana Wesleyan University's goal to maintain one-two new limited English proficient candidates for 2022-2023.

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Section III: Program Pass Rates

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 RTI'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

This Page Includes:

- Assessment Pass Rates

Assessment Pass Rates

Back To Top

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
PIN0004 - EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
PIN0004 - EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson Other enrolled students	2			
PIN0004 - EARLY CHILDHOOD EDUCATION	18	232	16	89

Assessment code - Assessment name **Test Company** **Group**	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
Evaluation Systems group of Pearson All program completers, 2020-21				
PIN0004 -EARLY CHILDHOOD EDUCATION	3			
Evaluation Systems group of Pearson All program completers, 2019-20				
PIN0004 -EARLY CHILDHOOD EDUCATION	5			
Evaluation Systems group of Pearson All program completers, 2018-19				
PIN0014 -EARLY CHILDHOOD GENERALIST SUBTEST 1	4			
Evaluation Systems group of Pearson All enrolled students who have completed all noncl				
PIN0014 -EARLY CHILDHOOD GENERALIST SUBTEST 1	6			
Evaluation Systems group of Pearson Other enrolled students				
PIN0014 -EARLY CHILDHOOD GENERALIST SUBTEST 1	16	236	16	100
Evaluation Systems group of Pearson All program completers, 2020-21				
PIN0014 -EARLY CHILDHOOD GENERALIST SUBTEST 1	2			
Evaluation Systems group of Pearson All program completers, 2019-20				
PIN0014 -EARLY CHILDHOOD GENERALIST SUBTEST 1	6			
Evaluation Systems group of Pearson All program completers, 2018-19				
PIN0015 -EARLY CHILDHOOD GENERALIST SUBTEST 2	3			
Evaluation Systems group of Pearson All enrolled students who have completed all noncl				
PIN0015 -EARLY CHILDHOOD GENERALIST SUBTEST 2	6			
Evaluation Systems group of Pearson Other enrolled students				
PIN0015 -EARLY CHILDHOOD GENERALIST SUBTEST 2	16	243	16	100
Evaluation Systems group of Pearson All program completers, 2020-21				
PIN0015 -EARLY CHILDHOOD GENERALIST SUBTEST 2	2			
Evaluation Systems group of Pearson All program completers, 2019-20				
PIN0015 -EARLY CHILDHOOD GENERALIST SUBTEST 2	6			
Evaluation Systems group of Pearson All program completers, 2018-19				
PIN0016 -EARLY CHILDHOOD GENERALIST SUBTEST 3	3			
Evaluation Systems group of Pearson All enrolled students who have completed all noncl				
PIN0016 -EARLY CHILDHOOD GENERALIST SUBTEST 3	6			
Evaluation Systems group of Pearson Other enrolled students				
PIN0016 -EARLY CHILDHOOD GENERALIST SUBTEST 3	16	248	16	100
Evaluation Systems group of Pearson All program completers, 2020-21				
PIN0016 -EARLY CHILDHOOD GENERALIST SUBTEST 3	2			
Evaluation Systems group of Pearson All program completers, 2019-20				
PIN0016 -EARLY CHILDHOOD GENERALIST SUBTEST 3	6			
Evaluation Systems group of Pearson All program completers, 2018-19				
PIN0017 -EARLY CHILDHOOD GENERALIST SUBTEST 4	4			
Evaluation Systems group of Pearson All enrolled students who have completed all noncl				
PIN0017 -EARLY CHILDHOOD GENERALIST SUBTEST 4	6			
Evaluation Systems group of Pearson				

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
Other enrolled students				
PIN0017 -EARLY CHILDHOOD GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2020-21	16	240	16	100
PIN0017 -EARLY CHILDHOOD GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2019-20	2			
PIN0017 -EARLY CHILDHOOD GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2018-19	6			
PIN0005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
PIN0005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	28	254	28	100
PIN0005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	24	250	23	96
PIN0005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	23	252	23	100
PIN0060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
PIN0060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2020-21	35	242	34	97
PIN0060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2019-20	23	234	20	87
PIN0060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	27	244	26	96
PIN0061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
PIN0061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2020-21	35	254	34	97
PIN0061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2019-20	23	245	21	91
PIN0061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	27	247	26	96
PIN0062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
PIN0062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2020-21	35	245	33	94
PIN0062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2019-20	22	244	21	95
PIN0062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2018-19	27	242	26	96

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
PIN0063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
PIN0063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2020-21	35	238	32	91
PIN0063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2019-20	22	232	21	95
PIN0063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2018-19	27	234	25	93
PIN0021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2020-21	4			
PIN0021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2019-20	3			
PIN0021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2018-19	5			
PIN0019 -ENGLISH LEARNERS Evaluation Systems group of Pearson All program completers, 2020-21	1			
PIN0019 -ENGLISH LEARNERS Evaluation Systems group of Pearson All program completers, 2018-19	2			
PIN0025 -EXCEPTIONAL NEEDS-MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2020-21	14	256	14	100
PIN0025 -EXCEPTIONAL NEEDS-MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2019-20	10	261	10	100
PIN0025 -EXCEPTIONAL NEEDS-MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2018-19	8			
PIN0064 -EXCEPTIONAL NEEDS-MILD INTERVENTION: READING INST Evaluation Systems group of Pearson All program completers, 2020-21	4			
PIN0064 -EXCEPTIONAL NEEDS-MILD INTERVENTION: READING INST Evaluation Systems group of Pearson All program completers, 2019-20	5			
PIN0064 -EXCEPTIONAL NEEDS-MILD INTERVENTION: READING INST Evaluation Systems group of Pearson All program completers, 2018-19	2			
PIN0026 -FINE ARTS-GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2020-21	5			
PIN0026 -FINE ARTS-GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2019-20	4			
PIN0026 -FINE ARTS-GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2018-19	5			
PIN0027 -FINE ARTS-INSTRUMENTAL MUSIC Evaluation Systems group of Pearson All program completers, 2020-21	3			
PIN0027 -FINE ARTS-INSTRUMENTAL MUSIC	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
Evaluation Systems group of Pearson All program completers, 2019-20				
PIN0027 -FINE ARTS-INSTRUMENTAL MUSIC	3			
Evaluation Systems group of Pearson All program completers, 2018-19				
PIN0030 -FINE ARTS-VISUAL ARTS	1			
Evaluation Systems group of Pearson All enrolled students who have completed all noncl				
PIN0030 -FINE ARTS-VISUAL ARTS	2			
Evaluation Systems group of Pearson All program completers, 2020-21				
PIN0030 -FINE ARTS-VISUAL ARTS	2			
Evaluation Systems group of Pearson All program completers, 2018-19				
PIN0028 -FINE ARTS-VOCAL MUSIC	3			
Evaluation Systems group of Pearson All program completers, 2020-21				
PIN0028 -FINE ARTS-VOCAL MUSIC	2			
Evaluation Systems group of Pearson All program completers, 2019-20				
PIN0028 -FINE ARTS-VOCAL MUSIC	4			
Evaluation Systems group of Pearson All program completers, 2018-19				
PIN0035 -MATHEMATICS	1			
Evaluation Systems group of Pearson All program completers, 2020-21				
PIN0035 -MATHEMATICS	1			
Evaluation Systems group of Pearson All program completers, 2019-20				
PIN0035 -MATHEMATICS	2			
Evaluation Systems group of Pearson All program completers, 2018-19				
PIN0007 -P-12 EDUCATION	1			
Evaluation Systems group of Pearson All enrolled students who have completed all noncl				
PIN0007 -P-12 EDUCATION	20	257	20	100
Evaluation Systems group of Pearson All program completers, 2020-21				
PIN0007 -P-12 EDUCATION	8			
Evaluation Systems group of Pearson All program completers, 2019-20				
PIN0007 -P-12 EDUCATION	15	252	15	100
Evaluation Systems group of Pearson All program completers, 2018-19				
PIN0067 -PHYSICAL EDUCATION	2			
Evaluation Systems group of Pearson All program completers, 2020-21				
PIN0067 -PHYSICAL EDUCATION	3			
Evaluation Systems group of Pearson All program completers, 2018-19				
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD	1			
Educational Testing Service (ETS) All program completers, 2018-19				
ETS5622 -PRINC LEARNING AND TEACHING K-6	1			
Educational Testing Service (ETS) All program completers, 2019-20				
PIN0043 -SCIENCE-CHEMISTRY	1			
Evaluation Systems group of Pearson				

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
All program completers, 2019-20				
PIN0043 -SCIENCE-CHEMISTRY Evaluation Systems group of Pearson All program completers, 2018-19	1			
PIN0045 -SCIENCE-LIFE SCIENCE Evaluation Systems group of Pearson All program completers, 2020-21	4			
PIN0045 -SCIENCE-LIFE SCIENCE Evaluation Systems group of Pearson All program completers, 2019-20	1			
PIN0006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	12	255	12	100
PIN0006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	7			
PIN0006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	10	264	10	100
PIN0051 -SOCIAL STUDIES-HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2020-21	2			
PIN0051 -SOCIAL STUDIES-HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2019-20	1			
PIN0051 -SOCIAL STUDIES-HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2018-19	1			
PIN0059 -WORLD LANGUAGES-SPANISH Evaluation Systems group of Pearson All program completers, 2020-21	1			
PIN0059 -WORLD LANGUAGES-SPANISH Evaluation Systems group of Pearson All program completers, 2018-19	1			

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Print   Reset Page   Save

Section III: Program Pass Rates

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 RTI'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.

This Page Includes:

- Summary Pass Rates

Summary Pass Rates

Back To Top

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2020-21	80	72	90
All program completers, 2019-20	44	38	86
All program completers, 2018-19	55	52	95

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Section IV: Low-Performing

Low-Performing

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

This Page Includes:

- Low-Performing

Low-Performing

Back To Top

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
☑ CAEP
☐ AAQEP
☐ Other specify:
Other specify: [_____]

2. Is your teacher preparation program currently under a designation as "low-performing" by the state? ○ Yes
⦿ No

Save Option

To save this page, indicate whether it is still in progress (indicating you may have entered data, but have not yet completed all portions of the page) or completed (indicating you have completed all portions of the page). When pages are marked as complete, the red dot next to the section on the right side menu will change to a green dot. You will still be able to edit all pages of your report until you certify the full report through the Certification link.

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Section V: Use of Technology

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.

This Page Includes:

- Use of Technology

Use of Technology

Back To Top

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:
   1. integrate technology effectively into curricula and instruction ⊙ Yes
      ○ No
   2. use technology effectively to collect data to improve teaching and learning ⊙ Yes
      ○ No
   3. use technology effectively to manage data to improve teaching and learning ⊙ Yes
      ○ No
   4. 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. 1.The Indiana Wesleyan teacher education program contains a technology thread that is included in each of the five domains of the Teacher as Decision Maker conceptual framework. As such, candidates' ability to integrate technology effectively into curricula and instruction is assessed multiple times prior to graduation. 2. School of Teacher Education program candidates are required to take a technology course related to their field of study. 3.The Teacher Work Sample (TWS) is an assessment completed by all candidates during the student-teaching semester. The TWS requires students to collect, analyze, and display pre-test and post-test data using appropriate

   | 1.The Indiana Wesleyan teacher education program contains a technology thread that is included in each of the five domains of the Teacher as Decision Maker conceptual |

   technology to make instructional decisions.

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Section VI: Teacher Training

Teacher Training

Provide the following information about your teacher preparation program. **(§205(a)(1)(G))**

This Page Includes:

- Teacher Training

Teacher Training

Back To Top

1. Provide a description of the activities that prepare general education teachers to:
   1. Teach students with disabilities effectively All teacher candidates in the School of Teacher Education are required to take Psychology of the Exceptional Learner, a 3 credit course that explores the nature of individual learning needs, including the needs of children who differ in cognitive-academic, social-

emotional, physical-sensory characteristics, special education and related services, and basic principles for integrating all people into educational and other environments. The course is taught by a full-time faculty member, licensed and experienced in Exceptional Needs Education. The Conceptual Framework of the School of Teacher Education includes 5 Domains, aligned to the InTASC Core Teacher standards. Domain I: Learners includes indicators unique to Individual Learning Needs. The following indicators are used as a foundation to guide curriculum, instruction, and assessment throughout the Teacher Education Program. -The candidate designs learning opportunities that reflect student differences in approaches to learning and appropriately challenge all learners. -The candidate identifies and implements appropriate modifications and accommodations to enable all students to reach their potential. -The candidate identifies and implements appropriate assistive technologies to meet individual learning needs. -The candidate articulates legal rights and needs of students as outlined in IEPs, Section 504 plans, and other documents. The candidate's teaching shows evidence of intentional promotion of students' rights and needs. -The candidate designs and implements developmentally appropriate and challenging learning experiences, making appropriate content accessible to all learners. Students are intentionally placed in field experiences where they work with students with disabilities. Practical application occurs in multiple settings throughout the program. During the semester-long Student Teaching experience, candidates are actively involved in all student-related case conferences, and responsible for planning and implementing instruction for students with disabilities. Key assessments used to evaluate teaching performance include criteria that address a candidate's ability to teach students with disabilities effectively. Supervisors take opportunity to provide

> All teacher candidates in the School of Teacher Education are required to take Psychology of the Exceptional Learner, a 3 credit course that explores the nature of individual learning needs,

feedback for growth throughout the program.

2. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act.* All teacher candidates in the School of Teacher Education are required to take Psychology of the Exceptional Learner, a 3 credit course that explores the nature of individual learning needs, including the needs of children who differ in cognitive-academic, social-emotional, physical-sensory characteristics, special education and related services, and basic principles for integrating all people into educational and other environments. The course is taught by a full-time faculty member, licensed and experienced in Exceptional Needs Education. The Conceptual Framework of the School of Teacher Education includes 5 Domains, aligned to the InTASC Core Teacher standards. Domain I: Learners includes indicators unique to Individual Learning Needs. The following indicators are used as a foundation to guide curriculum, instruction, and assessment throughout the Teacher Education Program. -The candidate designs learning opportunities that reflect student differences in approaches to learning and appropriately challenge all learners. -The candidate identifies and implements appropriate modifications and accommodations to enable all students to reach their potential. -The candidate identifies and implements appropriate assistive technologies to meet individual learning needs. -The candidate articulates legal rights and needs of students as outlined in IEPs, Section 504 plans, and other documents. The candidate's teaching shows evidence of intentional promotion of students' rights and needs. -The candidate designs and implements developmentally appropriate and challenging learning experiences, making appropriate content accessible to all learners. Students are intentionally placed in field experiences where they work with students with disabilities. Practical application occurs in multiple settings throughout the program. During the semester-long Student Teaching experience, candidates are actively involved in all student-related case conferences, and responsible for planning and implementing instruction for students with disabilities. Key assessments used to evaluate teaching performance include criteria that address a candidate's ability to teach students with disabilities effectively. Supervisors take opportunity to provide feedback for growth throughout the program.

> All teacher candidates in the School of Teacher Education are required to take Psychology of the Exceptional Learner, a 3 credit course that explores the nature of individual learning needs,

3. Effectively teach students who are limited English proficient. All teacher candidates in the School of Teacher Education are required to take coursework that explores multicultural perspective. For Secondary Education majors and Exceptional Needs majors, Principles of Teaching, a 3 credit course is required. The course includes a related practical field experience in a multicultural setting. For Elementary Education majors, Education in a Pluralistic Society, a 3 credit course is required that emphasizes the implications of culturally responsive teaching within a multicultural classroom. Areas for examination include identity, race, ethnicity, culture, gender, language, parent involvement, and religion. A second course, ELL in the 21st Century Classroom, provides opportunity for the education major to develop and/or improve skills in working with English Language Learners in the general elementary classroom. Students learn the stages of culture shock, stages of second language acquisition, characteristics of academic English, and instructional practices that will enhance learning for English Learners in mathematics, social studies, science, and literacy. The Conceptual Framework of the School of Teacher Education includes 5 Domains, aligned to the InTASC Core Teacher standards. Domain I: Learners includes indicators unique to Culturally Responsive Teaching. The following indicators are used as a foundation to guide curriculum, instruction, and assessment throughout the Teacher Education Program. -The candidate analyzes and modifies curriculum to reflect and engage ethnic, cultural, linguistic, and socioeconomic diversity. -The candidate pursues opportunities to increase his or her understanding of students' ethnic, cultural, linguistic, and /or socioeconomic experience; instruction shows evidence of the candidate's professional development. -The candidate fosters relationships and collaborates with families and community stakeholders to created a culturally-responsive educational environment. Students are intentionally placed in multicultural field placements. Practical application occurs in multiple settings throughout the program. During the semester-long Student Teaching experience, candidates are responsible for planning and implementing instruction for multicultural students. Key assessments used to evaluate teaching performance include criteria that address a candidate's ability to teach students who are limited English proficient. Supervisors take opportunity to provide feedback for growth throughout the

> All teacher candidates in the School of Teacher Education are required to take coursework that explores multicultural perspective. For Secondary Education majors and Exceptional Needs majors,

program.

2. Does your program prepare special education teachers? ⦿ Yes
   ○ No

If yes, provide a description of the activities that prepare *special education teachers* to:

1. Teach students with disabilities effectively All teacher candidates in the School of Teacher Education are required to take Psychology of the Exceptional Learner, a 3 credit course that explores the nature of individual learning needs, including the needs of children who differ in cognitive-academic, social-emotional, physical-sensory characteristics, special education and related services, and basic principles for integrating all people into educational and other environments. The course is taught by a full-time faculty member, licensed and experienced in Exceptional Needs Education. The Conceptual Framework of the School of Teacher Education includes 5 Domains, aligned to the InTASC Core Teacher standards. Domain I: Learners includes indicators unique to Individual Learning Needs. The following indicators are used as a foundation to guide curriculum, instruction, and assessment throughout the Teacher Education Program. -The candidate designs learning opportunities that reflect student differences in approaches to learning and appropriately challenge all learners. -The candidate identifies and implements appropriate modifications and accommodations to enable all students to reach their potential. -The candidate identifies and implements appropriate assistive technologies to meet individual learning needs. -The candidate articulates legal rights and needs of students as outlined in IEPs, Section 504 plans, and other documents. The candidate's teaching shows evidence of intentional promotion of students' rights and needs. -The candidate designs and implements developmentally appropriate and challenging learning experiences, making appropriate content accessible to all learners. Students are intentionally placed in field experiences where they work with students with disabilities. Practical application occurs in multiple settings throughout the program. During the semester-long Student Teaching experience, candidates are actively involved in all student-related case conferences, and responsible for planning and implementing instruction for students with disabilities. Key assessments used to evaluate teaching performance include criteria that address a candidate's ability to teach students with disabilities effectively. Supervisors take opportunity to provide feedback for growth throughout the program. In addition, the School of Teacher Education provides rigorous coursework with specific classes that address Teaching and Learning in Inclusive Settings, Assessment in Special Education, Public Policy and Special Education, and methods courses specific for exceptional learners. Council for Exceptional Children standards are aligned to all key assessments and were met without conditions in prior SPA report. Students are intentionally placed in multiple field experiences where they work with students with disabilities. Practical application occurs in multiple settings throughout the program. During the semester-long Student Teaching experience, candidates are actively involved in all student-related case

   | All teacher candidates in the School of Teacher Education are required to take Psychology of the Exceptional Learner, a 3 credit course that explores the nature of individual learning needs, |

   conferences, and responsible for planning and implementing instruction for students with disabilities.

2. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act.* All teacher candidates in the School of Teacher Education are required to take Psychology of the Exceptional Learner, a 3 credit course that explores the nature of individual learning needs, including the needs of children who differ in cognitive-academic, social-emotional, physical-sensory characteristics, special education and related services, and basic principles for integrating all people into educational and other environments. The course is taught by a full-time faculty member, licensed and experienced in Exceptional Needs Education. The Conceptual Framework of the School of Teacher Education includes 5 Domains, aligned to the InTASC Core Teacher standards. Domain I: Learners includes indicators unique to Individual Learning Needs. The following indicators are used as a foundation to guide curriculum, instruction, and assessment throughout the Teacher Education Program. -The candidate designs learning opportunities that reflect student differences in approaches to learning and appropriately challenge all learners. -The candidate identifies and implements appropriate modifications and accommodations to enable all students to reach their potential. -The candidate identifies and implements appropriate assistive technologies to meet individual learning needs. -The candidate articulates legal rights and needs of students as outlined in IEPs, Section 504 plans, and other documents. The candidate's teaching shows evidence of intentional promotion of students' rights and needs. -The candidate designs and implements developmentally appropriate and challenging learning experiences, making appropriate content accessible to all learners. Students are intentionally placed in field experiences where they work with students with disabilities. Practical application occurs in multiple settings throughout the program. During the semester-long Student Teaching experience, candidates are actively involved in all student-related case conferences, and responsible for planning and implementing instruction for students with disabilities. Key assessments used to evaluate teaching performance include criteria that address a candidate's ability to teach students with disabilities effectively. Supervisors take opportunity to provide feedback for growth throughout the program. In addition, the School of Teacher Education provides rigorous coursework with specific classes that address Teaching and Learning in Inclusive Settings, Assessment in Special Education, Public Policy and Special Education, and methods courses specific for exceptional learners. Council for Exceptional Children standards are aligned to all key assessments and were met without conditions in prior SPA report. Students are intentionally placed in multiple field experiences where they work with students with disabilities. Practical application occurs in multiple settings throughout the program. During the semester-long Student Teaching experience, candidates are actively involved in all student-related case conferences, and responsible for planning and

   | All teacher candidates in the School of Teacher Education are required to take Psychology of the Exceptional Learner, a 3 credit course that explores the nature of individual learning needs, |

   implementing instruction for students with disabilities.

3. Effectively teach students who are limited English proficient. All teacher candidates in the School of Teacher Education are required to take coursework that explores multicultural perspective. Exceptional Needs majors complete Principles of Teaching, a 3 credit course. The course includes a related practical field experience in a multicultural setting. Most Exceptional Needs majors double major in Elementary Education and take a second course, ELL in the 21st Century Classroom. The Conceptual Framework of the School of Teacher Education includes 5 Domains, aligned to the InTASC Core Teacher standards. Domain I: Learners includes indicators unique to Culturally Responsive Teaching. The following indicators are used as a foundation to guide curriculum, instruction, and assessment throughout the Teacher Education Program. -The candidate analyzes and modifies curriculum to reflect and engage ethnic, cultural, linguistic, and socioeconomic diversity. -The candidate pursues opportunities to increase his or her understanding of students' ethnic, cultural, linguistic, and /or socioeconomic experience; instruction shows evidence of the candidate's professional development. -The candidate fosters relationships and collaborates with families and community stakeholders to created a culturally-responsive educational environment. Students are intentionally placed in multicultural field placements. Practical application occurs in multiple settings throughout the program. During the semester-long Student Teaching experience, candidates are responsible for planning and implementing instruction for multicultural students. Key assessments used to

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> All teacher candidates in the School of Teacher Education are required to take coursework that explores multicultural perspective. Exceptional Needs majors complete Principles of Teaching, a

opportunity to provide feedback for growth throughout the program.

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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.

This Page Includes:

- Contextual Information

Contextual Information

Back To Top

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.

We have submitted program reviews to professional organizations, program accreditors, and/or the Indiana Department of Education (IDOE, with these results: Elementary Education--IDOE: Recognized; Music Education--National Association of Schools of Music (NASM): Accredited; Physical Education--National Association for Sport and Physical Education (NASPE): Recognized; Health Education--American Association for Health Education (AAHE): Recognized; Spanish Education--IDOE: Recognized; IDOE: Recognized; Art Education--IDOE: Recognized; English Education--National Council of Teachers of English (NCTE): Recognized with conditions; Mathematics Education--IDOE: Recognized; Social studies education--National Council for the Social Studies (NCSS): Recognized with conditions; Science education--IDOE: Recognized; Exceptional Needs Education (CEC): Recognized; BS Early Childhood Education - IDOE: Recognized. These programs underwent an academic review by the Council for the Accreditation of Educator Preparation (CAEP) in fall 2017. Full CAEP Accreditation was awarded in
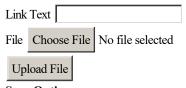
> We have submitted program reviews to professional organizations, program accreditors, and/or the Indiana Department of Education (IDOE, with these results: Elementary Education-

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.

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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: | Thomas Martin Freel II |

Title: | Assistant Director of Accr |

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: | Amie Anderson |

Title: | Dean of the School of Edu |

Certify and Submit Report Card