



Indiana Wesleyan University
Traditional Report AY 2018-19
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

CITY

STATE



ZIP

SALUTATION



FIRST NAME

LAST NAME

Manwell

PHONE

(765) 677-2220

EMAIL

anita.manwell@indwes.edu

List of Programs

THIS PAGE INCLUDES:

>> [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](#)

List of Programs

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1202	Elementary Education	UG	
13.1	Special Education	UG	
13.1302	Teacher Education - Art	UG	
13.1322	Teacher Education - Biology	UG	
13.1323	Teacher Education - Chemistry	UG	
13.14	Teacher Education - English as a Second Language	UG	
13.1305	Teacher Education - English/Language Arts	UG	
13.1306	Teacher Education - Foreign Language	UG	
13.1316	Teacher Education - General Science	UG	
13.1311	Teacher Education - Mathematics	UG	
13.1312	Teacher Education - Music	UG	
13.99	Teacher Education - Other	UG	
13.1314	Teacher Education - Physical Education and Coaching	UG	
13.1317	Teacher Education - Social Sciences	UG	

Total number of teacher preparation programs:

14

Program Requirements

THIS PAGE INCLUDES:

- >> [Undergraduate Requirements](#)
- >> [Postgraduate Requirements](#)
- >> [Supervised Clinical Experience](#)

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](#)

Undergraduate Requirements

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.

Element	Admission	Completion
Transcript	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Recommendation(s)	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

Element	Admission	Completion
Interview	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Other Specify: <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> 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.)

2.2

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 in the major field of study.

Postgraduate Requirements

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.

Element	Admission	Completion
Transcript	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Background check	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

Element	Admission	Completion
Essay or personal statement	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Interview	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Other Specify: <input type="text"/>	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> 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

Provide the following information about supervised clinical experience in 2018-19. ([§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)	
Number of clock hours of supervised clinical experience required prior to student teaching	<input type="text" value="195"/>
Number of clock hours required for student teaching	<input type="text" value="560"/>

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)	
Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	<input type="text"/>
Number of years required for teaching as the teacher of record in a classroom	<input type="text"/>

All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)

22

[Optional tool](#) for automatically calculating full-time equivalent faculty in the system

Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)

12

Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year

163

Number of students in supervised clinical experience during this academic year

119

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

Enrollment and Program Completers

THIS PAGE INCLUDES:

>> [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](#)

Enrollment and Program Completers

2018-19 Total	
Total Number of Individuals Enrolled	162
Subset of Program Completers	58

Gender	Total Enrolled	Subset of Program Completers
Male	21	7
Female	141	51
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	0	0
Asian	2	0
Black or African American	5	1
Hispanic/Latino of any race	0	0
Native Hawaiian or Other Pacific Islander	0	0
White	144	53

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	7	3
No Race/Ethnicity Reported	4	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.

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

Please provide the number of teachers prepared by subject area for academic year 2018-19.

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 2018-19

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>).

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	<input type="text" value="10"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="30"/>

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	6
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	3
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	5
13.1306	Teacher Education - Foreign Language	1
13.1307	Teacher Education - Health	<input type="text"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	2
13.1312	Teacher Education - Music	5
13.1314	Teacher Education - Physical Education and Coaching	3
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - Science Teacher Education/General Science	<input type="text"/>
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	1
13.1320	Teacher Education - Trade and Industrial	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	<input type="text"/>
13.1323	Teacher Education - Chemistry	1
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1328	Teacher Education - History	<input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text" value="1"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2018-19. 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 2018-19

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](#)).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	<input type="text" value="10"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="30"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text" value="6"/>
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	<input type="text" value="3"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	<input type="text" value="5"/>
13.1306	Teacher Education - Foreign Language	<input type="text" value="1"/>
13.1307	Teacher Education - Health	<input type="text"/>

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	2
13.1312	Teacher Education - Music	5
13.1314	Teacher Education - Physical Education and Coaching	3
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - General Science	<input type="text"/>
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	1
13.1320	Teacher Education - Trade and Industrial	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	<input type="text"/>
13.1323	Teacher Education - Chemistry	1
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1328	Teacher Education - History	<input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	1
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>
01	Agriculture	<input type="text"/>
03	Natural Resources and Conservation	<input type="text"/>
05	Area, Ethnic, Cultural, and Gender Studies	<input type="text"/>
09	Communication or Journalism	<input type="text"/>

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	<input type="text"/>
12	Personal and Culinary Services	<input type="text"/>
14	Engineering	<input type="text"/>
16	Foreign Languages, Literatures, and Linguistics	<input type="text"/>
19	Family and Consumer Sciences/Human Sciences	<input type="text"/>
21	Technology Education/Industrial Arts	<input type="text"/>
22	Legal Professions and Studies	<input type="text"/>
23	English Language/Literature	<input type="text"/>
24	Liberal Arts/Humanities	<input type="text"/>
25	Library Science	<input type="text"/>
26	Biological and Biomedical Sciences	<input type="text"/>
27	Mathematics and Statistics	<input type="text"/>
30	Multi/Interdisciplinary Studies	<input type="text"/>
38	Philosophy and Religious Studies	<input type="text"/>
40	Physical Sciences	<input type="text"/>
41	Science Technologies/Technicians	<input type="text"/>
42	Psychology	<input type="text"/>
44	Public Administration and Social Service Professions	<input type="text"/>
45	Social Sciences	<input type="text"/>
46	Construction	<input type="text"/>
47	Mechanic and Repair Technologies	<input type="text"/>
50	Visual and Performing Arts	<input type="text"/>
51	Health Professions and Related Clinical Sciences	<input type="text"/>
52	Business/Management/Marketing	<input type="text"/>
54	History	<input type="text"/>

CIP Code	Academic Major	Number Prepared
99	Other Specify: <input data-bbox="289 121 1260 163" type="text"/>	<input data-bbox="1292 90 1568 132" type="text"/>

Program Assurances

THIS PAGE INCLUDES:

>> [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\(b\)](#))

Program Assurances

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.

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 \(2018-19\)](#)
- >> [Review Current Year's Goal \(2019-20\)](#)
- >> [Set Next Year's Goal \(2020-21\)](#)

Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in mathematics in 2018-19?

If no, leave remaining questions for 2018-19 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

It was Indiana Wesleyan University's goal for 2018-2019, to train two new educators in the area of mathematics. The goal was met with two candidates completing the program during 2018-2019.

3. Did your program meet the goal?

- Yes
 No

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:

Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in mathematics in 2019-20? If no, leave the next question blank.

- Yes
 No

8. 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 2019-2020 year.

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in mathematics in 2020-21? 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 2020-2021.

Annual Goals: Science

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2018-19\)](#)
- >> [Review Current Year's Goal \(2019-20\)](#)
- >> [Set Next Year's Goal \(2020-21\)](#)

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](#)

Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in science in 2018-19?

If no, leave remaining questions for 2018-19 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

It was Indiana Wesleyan University's goal for 2018-2019, to train two new educators in science. The goal was met with three new candidates added to the program during 2018-2019.

3. Did your program meet the goal?

- Yes
 No

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:

Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in science in 2019-20? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

It is Indiana Wesleyan University's goal to increase enrollment by two science candidates for 2019-2020.

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in science in 2020-21? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

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

Annual Goals: Special Education

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2018-19\)](#)
- >> [Review Current Year's Goal \(2019-20\)](#)
- >> [Set Next Year's Goal \(2020-21\)](#)

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](#)

Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in special education in 2018-19?

If no, leave remaining questions for 2018-19 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

It was Indiana Wesleyan University's goal for 2018-2019, to train twelve new educators in special education. The goal was met with twelve new candidates added to the program and ten program completers for 2018-2019.

3. Did your program meet the goal?

- Yes
 No

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:

Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in special education in 2019-20? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

It is Indiana Wesleyan University's goal to maintain ten-twelve new special education candidates for 2019-2020.

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in special education in 2020-21? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

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

Annual Goals: Instruction of Limited English Proficient Students

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2018-19\)](#)
- >> [Review Current Year's Goal \(2019-20\)](#)
- >> [Set Next Year's Goal \(2020-21\)](#)

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](#)

Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in instruction of limited English proficient students in 2018-19?

If no, leave remaining questions for 2018-19 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

It was Indiana Wesleyan University's goal for 2018-2019, to train one new limited English proficient candidate. The goal was met with two candidates completing the program for 2018-2019.

3. Did your program meet the goal?

- Yes
 No

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:

Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in instruction of limited English proficient students in 2019-20? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

It is Indiana Wesleyan University's goal to add two new limited English proficient candidates for 2019-2020.

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in instruction of limited English proficient students in 2020-21? 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 2020-2021.

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](#)

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
004 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
004 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
004 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	4			
014 -EARLY CHILDHOOD GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
014 -EARLY CHILDHOOD GENERALIST SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	1			
014 -EARLY CHILDHOOD GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	5			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
015 -EARLY CHILDHOOD GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
015 -EARLY CHILDHOOD GENERALIST SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	1			
015 -EARLY CHILDHOOD GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	5			
016 -EARLY CHILDHOOD GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
016 -EARLY CHILDHOOD GENERALIST SUBTEST 3 Evaluation Systems group of Pearson Other enrolled students	1			
016 -EARLY CHILDHOOD GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2018-19	5			
017 -EARLY CHILDHOOD GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
017 -EARLY CHILDHOOD GENERALIST SUBTEST 4 Evaluation Systems group of Pearson Other enrolled students	1			
017 -EARLY CHILDHOOD GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2018-19	5			
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	22	253	22	100
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	29	254	27	93
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	33	257	32	97
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	27	243	25	93
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	29	244	28	97

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2016-17	36	246	35	97
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	27	246	24	89
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	29	241	26	90
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2016-17	36	246	36	100
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2018-19	27	241	25	93
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2017-18	29	246	28	97
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2016-17	36	250	36	100
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2018-19	27	233	24	89
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2017-18	28	235	28	100
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2016-17	36	241	35	97
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2018-19	5			
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2017-18	3			
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2016-17	2			
019 -ENGLISH LEARNERS Evaluation Systems group of Pearson All program completers, 2018-19	1			
019 -ENGLISH LEARNERS Evaluation Systems group of Pearson All program completers, 2016-17	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2018-19	7			
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2017-18	13	253	13	100
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2016-17	20	253	20	100
064 -EXCEPTIONAL NEEDS—MILD INTERVENTION: READING INST Evaluation Systems group of Pearson All program completers, 2017-18	2			
064 -EXCEPTIONAL NEEDS—MILD INTERVENTION: READING INST Evaluation Systems group of Pearson All program completers, 2016-17	5			
026 -FINE ARTS—GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2018-19	5			
026 -FINE ARTS—GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2017-18	4			
026 -FINE ARTS—GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2016-17	4			
027 -FINE ARTS—INSTRUMENTAL MUSIC Evaluation Systems group of Pearson All program completers, 2018-19	3			
027 -FINE ARTS—INSTRUMENTAL MUSIC Evaluation Systems group of Pearson All program completers, 2017-18	4			
027 -FINE ARTS—INSTRUMENTAL MUSIC Evaluation Systems group of Pearson All program completers, 2016-17	2			
030 -FINE ARTS—VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2018-19	2			
030 -FINE ARTS—VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2017-18	3			
030 -FINE ARTS—VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2016-17	4			
028 -FINE ARTS—VOCAL MUSIC Evaluation Systems group of Pearson All program completers, 2018-19	4			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
028 -FINE ARTS—VOCAL MUSIC Evaluation Systems group of Pearson All program completers, 2017-18	2			
028 -FINE ARTS—VOCAL MUSIC Evaluation Systems group of Pearson All program completers, 2016-17	3			
035 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	2			
035 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	2			
007 -P–12 EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	14	251	14	100
007 -P–12 EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	13	251	13	100
007 -P–12 EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	21	257	21	100
067 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	3			
067 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	2			
067 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	1			
043 -SCIENCE—CHEMISTRY Evaluation Systems group of Pearson All program completers, 2018-19	1			
043 -SCIENCE—CHEMISTRY Evaluation Systems group of Pearson All program completers, 2016-17	1			
045 -SCIENCE—LIFE SCIENCE Evaluation Systems group of Pearson All program completers, 2016-17	1			
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	10	264	10	100
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	8			

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, 2016-17	12	256	12	100
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2018-19	1			
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2017-18	4			
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2016-17	7			
059 -WORLD LANGUAGES—SPANISH Evaluation Systems group of Pearson All program completers, 2018-19	1			
059 -WORLD LANGUAGES—SPANISH Evaluation Systems group of Pearson All program completers, 2016-17	2			

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](#)

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2018-19	53	44	83
All program completers, 2017-18	50	46	92
All program completers, 2016-17	66	63	95

Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

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

Low-Performing

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:

2. Is your teacher preparation program currently under a designation as "low-performing" by the state?

- 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.

THIS PAGE INCLUDES:

[>> Use of Technology](#)

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.

1.The Indiana Wesleyan teacher education program contains a technology thread that is included in each of the eight domains of the Teacher as Decision Maker conceptual framework. As such, candidates ability to integrate technology effectively into curricula and instruction is assessment multiple times prior to graduation. 2.Candidates in all programs 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 technology to make instructional decisions.

Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

Teacher Training

1. Provide a description of the activities that prepare general education teachers to:

a. 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.

b. 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.

c. 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 create 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 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:

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

b. 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 implementing instruction for students with disabilities.

c. 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 create 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 program.

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

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 for assessment and national recognition, with these results: Elementary Education--Association of Childhood Education, International (ACEI): 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--American Council of Teachers of the Foreign Languages (ACTFL): Recognized by the State of Indiana; TESOL Education--Teachers of English to Speakers of Other Languages (TESOL): Recognized; Art Education--Recognized by the State of Indiana; English Education--National Council of Teachers of English (NCTE): Recognized; Mathematics Education--National Council of Teachers of Mathematics (NCTM): Recognized; Social studies education--National Council for the Social Studies (NCSS): Recognized; Science education--National Science Teachers Association (NSTA): Recognized; Exceptional Needs Education (CEC): Recognized; BS Early Childhood Education - National Association for the Education of Young Children (NAEYC): Nationally recognized with conditions. 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 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 of Licensing and 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. Anita Manwell

TITLE:

Dean, School of Teacher Education