



Indiana Wesleyan University
Traditional Report AY 2019-20
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

151801

☐ **THIS INSTITUTION HAS NO IPEDS ID****IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION****ADDRESS**

4201 S. Washington

CITY

Marion

STATE

Indiana

ZIP

46952

SALUTATION

Dr.

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List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), 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

Note: This section is preloaded with the list of programs reported in the prior year’s IPRC.

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	UG	
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:

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\(a\)\(1\)\(C\)\(i\)\)](#)

THIS PAGE INCLUDES:

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

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

Note: This section is preloaded from the prior year’s IPRC.

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	☐ Yes ☒ No	☐ Yes ☒ No
Fingerprint check	☐ Yes ☒ No	☐ Yes ☒ No
Background check	☒ Yes ☐ No	☐ Yes ☒ No
Minimum number of courses/credits/semester hours completed	☒ Yes ☐ No	☒ Yes ☐ No
Minimum GPA	☒ Yes ☐ No	☒ Yes ☐ No
Minimum GPA in content area coursework	☒ Yes ☐ No	☒ Yes ☐ No
Minimum GPA in professional education coursework	☒ Yes ☐ No	☒ Yes ☐ No
Minimum ACT score	☐ Yes ☒ No	☐ Yes ☒ No
Minimum SAT score	☐ Yes ☒ No	☐ Yes ☒ No
Minimum basic skills test score	☒ Yes ☐ No	☒ Yes ☐ No
Subject area/academic content test or other subject matter verification	☐ Yes ☒ No	☐ Yes ☒ No
Recommendation(s)	☐ Yes ☒ No	☐ Yes ☒ No

Element	Admission	Completion
Essay or personal statement	☒ Yes ☐ No	☒ Yes ☐ No
Interview	☒ Yes ☐ No	☒ Yes ☐ No
Other Specify: 	☐ Yes ☒ No	☐ Yes ☒ No

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

2.75

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 in the major field of study.

Postgraduate Requirements

Note: This section is preloaded from the prior year’s IPRC.

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	☐ Yes ☐ No	☐ Yes ☐ No
Fingerprint check	☐ Yes ☐ No	☐ Yes ☐ No
Background check	☐ Yes ☐ No	☐ Yes ☐ No
Minimum number of courses/credits/semester hours completed	☐ Yes ☐ No	☐ Yes ☐ No
Minimum GPA	☐ Yes ☐ No	☐ Yes ☐ No
Minimum GPA in content area coursework	☐ Yes ☐ No	☐ Yes ☐ No
Minimum GPA in professional education coursework	☐ Yes ☐ No	☐ Yes ☐ No
Minimum ACT score	☐ Yes ☐ No	☐ Yes ☐ No
Minimum SAT score	☐ Yes ☐ No	☐ Yes ☐ No
Minimum basic skills test score	☐ Yes ☐ No	☐ Yes ☐ No

Element	Admission	Completion
Subject area/academic content test or other subject matter verification	☐ Yes ☐ No	☐ Yes ☐ No
Recommendation(s)	☐ Yes ☐ No	☐ Yes ☐ No
Essay or personal statement	☐ Yes ☐ No	☐ Yes ☐ No
Interview	☐ Yes ☐ No	☐ Yes ☐ No
Other Specify: 	☐ Yes ☐ No	☐ Yes ☐ No

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

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

Note: The clinical experience requirements in this section are preloaded from the prior year's IPRC. Teacher preparation providers will enter the number of participants each year.

Provide the following information about supervised clinical experience in 2019-20. ([§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	195
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)

Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom

0

Years required of teaching as the teacher of record in a classroom

0

All Programs

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

21

[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)

19

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

263

Number of students in supervised clinical experience during this academic year

206

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

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))

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

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

2019-20 Total		
Total Number of Individuals Enrolled	253	
Subset of Program Completers	51	

Gender	Total Enrolled	Subset of Program Completers
Male	34	4
Female	219	47
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	0	0
Asian	4	0
Black or African American	5	0
Hispanic/Latino of any race	0	0
Native Hawaiian or Other Pacific Islander	0	0
White	230	46
Two or more races	8	3

Race/Ethnicity	Total Enrolled	Subset of Program Completers
No Race/Ethnicity Reported	6	2

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 2019-20.

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 2019-20

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	12
13.1202	Teacher Education - Elementary Education	29

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

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify: 	

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2019-20. 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?

Does this teacher preparation provider grant degrees upon completion of its programs?

- ☒ Yes
- ☐ No

☐ No teachers prepared in academic year 2019-20

If this provider 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	12
13.1202	Teacher Education - Elementary Education	29
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	3
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	1
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	3
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	

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

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

CIP Code	Academic Major	Number Prepared
99	Other Specify: 	

Respond to the following assurances. 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

Note: This section is preloaded from the prior year’s IPRC.

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\(a\)\)](#)

Note: Last year’s goal and the current year’s goal are preloaded from the prior year’s IPRC.

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 \(2019-20\)](#)
- >> [Review Current Year’s Goal \(2020-21\)](#)
- >> [Set Next Year’s Goal \(2021-22\)](#)

Report Progress on Last Year’s Goal (2019-20)

1. Did your program prepare teachers in mathematics in 2019-20?

If no, leave remaining questions for 2019-20 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 2019-2020 year.

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 (2020-21)

7. Is your program preparing teachers in mathematics in 2020-21? 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 2020-2021 year.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in mathematics in 2021-22? 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 2021-2022.

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\(a\)\)](#)

Note: Last year’s goal and the current year’s goal are preloaded from the prior year’s IPRC.

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 \(2019-20\)](#)
- >> [Review Current Year’s Goal \(2020-21\)](#)
- >> [Set Next Year’s Goal \(2021-22\)](#)

Report Progress on Last Year’s Goal (2019-20)

1. Did your program prepare teachers in science in 2019-20?

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

☒ Yes
☐ No

2. Describe your goal.

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

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 (2020-21)

7. Is your program preparing teachers in science in 2020-21? If no, leave the next question blank.

- ☒ Yes
☐ No

8. Describe your goal.

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

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in science in 2021-22? 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 2021-2022.

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\(a\)\)](#)

Note: Last year’s goal and the current year’s goal are preloaded from the prior year’s IPRC.

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 \(2019-20\)](#)
- >> [Review Current Year’s Goal \(2020-21\)](#)
- >> [Set Next Year’s Goal \(2021-22\)](#)

Report Progress on Last Year’s Goal (2019-20)

1. Did your program prepare teachers in special education in 2019-20?

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

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

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 (2020-21)

7. Is your program preparing teachers in special education in 2020-21? If no, leave the next question blank.

- ☒ Yes
☐ No

8. Describe your goal.

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

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in special education in 2021-22? 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 2021-2022.

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\(a\)\)](#)

Note: Last year’s goal and the current year’s goal are preloaded from the prior year’s IPRC.

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 \(2019-20\)](#)
- >> [Review Current Year’s Goal \(2020-21\)](#)
- >> [Set Next Year’s Goal \(2021-22\)](#)

Report Progress on Last Year’s Goal (2019-20)

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

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

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

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:

The School of Teacher Education continues to collaborate with the department chair for the TESOL program to share recruitment efforts.

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

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in instruction of limited English proficient students in 2020-21? 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 2020-2021.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in instruction of limited English proficient students in 2021-22? 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 2021-2022.

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

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	4			
004 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	2			
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	5			
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, 2019-20	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
014 -EARLY CHILDHOOD GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	5			
015 -EARLY CHILDHOOD GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5			
015 -EARLY CHILDHOOD GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2019-20	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	5			
016 -EARLY CHILDHOOD GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2019-20	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	5			
017 -EARLY CHILDHOOD GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2019-20	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 All enrolled students who have completed all noncl	1			
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	21	253	20	95
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

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 enrolled students who have completed all noncl	1				
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	1				
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2019-20	17	236	14	82	
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	27	244	26	96	
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	29	244	28	97	
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1				
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	1				
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2019-20	17	247	14	82	
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	27	246	25	93	
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	29	241	26	90	
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1				
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson Other enrolled students	1				
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2019-20	17	251	17	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	

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson Other enrolled students	2			
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2019-20	17	234	16	94
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
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2019-20	2			
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			
019 -ENGLISH LEARNERS Evaluation Systems group of Pearson All program completers, 2018-19	2			
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson Other enrolled students	1			
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2019-20	9			
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2018-19	8			
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2017-18	14	250	13	93
064 -EXCEPTIONAL NEEDS—MILD INTERVENTION: READING INST Evaluation Systems group of Pearson All program completers, 2019-20	4			
064 -EXCEPTIONAL NEEDS—MILD INTERVENTION: READING INST Evaluation Systems group of Pearson All program completers, 2018-19	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	
064 -EXCEPTIONAL NEEDS—MILD INTERVENTION: READING INST Evaluation Systems group of Pearson All program completers, 2017-18	2				
026 -FINE ARTS—GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2019-20	3				
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				
027 -FINE ARTS—INSTRUMENTAL MUSIC Evaluation Systems group of Pearson All program completers, 2019-20	2				
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				
030 -FINE ARTS—VISUAL ARTS Evaluation Systems group of Pearson Other enrolled students	1				
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				
028 -FINE ARTS—VOCAL MUSIC Evaluation Systems group of Pearson All program completers, 2019-20	2				
028 -FINE ARTS—VOCAL MUSIC Evaluation Systems group of Pearson All program completers, 2018-19	4				
028 -FINE ARTS—VOCAL MUSIC Evaluation Systems group of Pearson All program completers, 2017-18	2				
035 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	2				
007 -P–12 EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	6				

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
007 -P–12 EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	15	252	15	100
007 -P–12 EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	13	251	13	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			
043 -SCIENCE—CHEMISTRY Evaluation Systems group of Pearson All program completers, 2019-20	1			
043 -SCIENCE—CHEMISTRY Evaluation Systems group of Pearson All program completers, 2018-19	1			
045 -SCIENCE—LIFE SCIENCE Evaluation Systems group of Pearson All program completers, 2019-20	1			
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	2			
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	6			
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			
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2019-20	1			
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			
059 -WORLD LANGUAGES—SPANISH Evaluation Systems group of Pearson All program completers, 2018-19	1			

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:

>> [Summary Pass Rates](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2019-20	36	30	83
All program completers, 2018-19	54	47	87
All program completers, 2017-18	50	46	92

Low-Performing

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

Note: This section is preloaded from the prior year’s IPRC.

THIS PAGE INCLUDES:

>> [Low-Performing](#)

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

On this page, review the questions regarding your program's use of technology, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

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 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.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.

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

Note: This section is preloaded from the prior year’s IPRC.

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, and update as needed.

Note: This section is preloaded from the prior year’s IPRC.

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:

Director of Academic Operations

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