

IN

Indiana Wesleyan University
Traditional Report AY 2022-23
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

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SALUTATION

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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\(a\)\(C\)\)](#)

THIS PAGE INCLUDES:

>> [List of Programs](#)

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

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	
13.1324	Teacher Education - Drama and Dance	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	
13.1307	Teacher Education - Health	UG	
13.1311	Teacher Education - Mathematics	UG	
13.1312	Teacher Education - Music	UG	
13.1314	Teacher Education - Physical Education and Coaching	UG	
13.1318	Teacher Education - Social Studies	UG	

Total number of teacher preparation programs:

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 2022-23. ([§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

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

All Programs	
Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) Optional tool for automatically calculating full-time equivalent faculty in the system	18
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	21
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	398
Number of students in supervised clinical experience during this academic year	334

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

2022-23 Total	
Total Number of Individuals Enrolled	502
Subset of Program Completers	73

Gender	Total Enrolled	Subset of Program Completers
Male	75	16
Female	427	57
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	3	0
Asian	5	2
Black or African American	31	2
Hispanic/Latino of any race	26	2
Native Hawaiian or Other Pacific Islander	2	0
White	415	65
Two or more races	10	2

Race/Ethnicity	Total Enrolled	Subset of Program Completers
No Race/Ethnicity Reported	10	0

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 2022-23.

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 2022-23

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	14
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	14
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	1
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	5
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	3
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	9
13.1314	Teacher Education - Physical Education and Coaching	3
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	
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	1
13.99	Education - Other Specify: 	

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2022-23. 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 2022-23

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	14
13.1202	Teacher Education - Elementary Education	29
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	14
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	1
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	5
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	9
13.1314	Teacher Education - Physical Education and Coaching	3
13.1315	Teacher Education - Reading	
13.1316	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	
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	1
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/or 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.

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year’s Goal \(2022-23\)](#)
- >> [Review Current Year’s Goal \(2023-24\)](#)
- >> [Set Next Year’s Goal \(2024-25\)](#)

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 (2022-23)

1. Did your program prepare teachers in mathematics in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

It is Indiana Wesleyan University's goal to maintain or increase enrollment (n=10) for mathematics in 2022-2023.

3. Did your program meet the goal?

- ☒ Yes
- ☐ No

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

The program increased admitted students from 10-13 through program marketing, curriculum review, and candidate advising.

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 (2023-24)

7. Is your program preparing teachers in mathematics in 2023-24? If no, leave the next question blank.

☒ Yes

☐ No

8. Describe your goal.

It is Indiana Wesleyan University's goal to maintain an enrollment of at least 10 for mathematics in 2023-2024.

Set Next Year’s Goal (2024-25)

9. Will your program prepare teachers in mathematics in 2024-25? If no, leave the next question blank.

☒ Yes

☐ No

10. Describe your goal.

It is Indiana Wesleyan University's goal to maintain an enrollment of at least 10 for mathematics in 2024-2025.

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 \(2022-23\)](#)
- >> [Review Current Year’s Goal \(2023-24\)](#)
- >> [Set Next Year’s Goal \(2024-25\)](#)

Report Progress on Last Year’s Goal (2022-23)

1. Did your program prepare teachers in science in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

It is Indiana Wesleyan University's goal to maintain an enrollment of at least 5 science candidates for 2022-2023.

3. Did your program meet the goal?

- ☒ Yes
- ☐ No

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

We enrolled candidates as a result of program marketing, curriculum review, and candidate advising.

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 (2023-24)

7. Is your program preparing teachers in science in 2023-24? If no, leave the next question blank.

☒ Yes

☐ No

8. Describe your goal.

It is Indiana Wesleyan University's goal to maintain an enrollment of at least 5 science candidates for 2023-2024

Set Next Year’s Goal (2024-25)

9. Will your program prepare teachers in science in 2024-25? If no, leave the next question blank.

☒ Yes

☐ No

10. Describe your goal.

It is Indiana Wesleyan University's goal to maintain an enrollment of at least 3 science candidates for 2024-2025.

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 \(2022-23\)](#)
- >> [Review Current Year’s Goal \(2023-24\)](#)
- >> [Set Next Year’s Goal \(2024-25\)](#)

Report Progress on Last Year’s Goal (2022-23)

1. Did your program prepare teachers in special education in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

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

3. Did your program meet the goal?

- ☒ Yes
- ☐ No

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

Indiana Wesleyan University used program marketing and individual candidate advising to bring 24 new Special Education candidates through to admission.

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 (2023-24)

7. Is your program preparing teachers in special education in 2023-24? If no, leave the next question blank.

- ☒ Yes
☐ No

8. Describe your goal.

It is Indiana Wesleyan University's goal to add six to eight new special education candidates for 2023-2024.

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in special education in 2024-25? 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 2024-2025.

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 \(2022-23\)](#)
- >> [Review Current Year’s Goal \(2023-24\)](#)
- >> [Set Next Year’s Goal \(2024-25\)](#)

Report Progress on Last Year’s Goal (2022-23)

1. Did your program prepare teachers in instruction of limited English proficient students in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

It is Indiana Wesleyan University's goal to increase new limited English proficient candidate enrollment by 1 for 2022-2023.

3. Did your program meet the goal?

- ☒ Yes
- ☐ No

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

We enrolled candidates as a result of program marketing, curriculum review, and candidate advising.

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 (2023-24)

7. Is your program preparing teachers in instruction of limited English proficient students in 2023-24? If no, leave the next question blank.

- ☒ Yes
☐ No

8. Describe your goal.

It is Indiana Wesleyan University's goal to increase new limited English proficient candidate enrollment by 1 for 2023-2024.

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in instruction of limited English proficient students in 2024-25? If no, leave the next question blank.

- ☒ Yes
☐ No

10. Describe your goal.

It is Indiana Wesleyan University's goal to increase new limited English proficient candidate enrollment by 1 for 2024-2025.

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 (%)
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	3			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	1			
PIN0004 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	3			
PIN0004 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	17	233	16	94

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
PIN0014 -EARLY CHILDHOOD GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2021-22	6			
PIN0014 -EARLY CHILDHOOD GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2020-21	16	236	16	100
PIN0015 -EARLY CHILDHOOD GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2021-22	6			
PIN0015 -EARLY CHILDHOOD GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2020-21	16	243	16	100
PIN0016 -EARLY CHILDHOOD GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2021-22	6			
PIN0016 -EARLY CHILDHOOD GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2020-21	16	248	16	100
PIN0017 -EARLY CHILDHOOD GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2021-22	6			
PIN0017 -EARLY CHILDHOOD GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2020-21	16	240	16	100
ETS5028 -EARLY CHILDHOOD: MATH & SCIENCE Educational Testing Service (ETS) All enrolled students who have completed all noncl	6			
ETS5028 -EARLY CHILDHOOD: MATH & SCIENCE Educational Testing Service (ETS) Other enrolled students	3			
ETS5028 -EARLY CHILDHOOD: MATH & SCIENCE Educational Testing Service (ETS) All program completers, 2022-23	14	171	14	100
ETS5028 -EARLY CHILDHOOD: MATH & SCIENCE Educational Testing Service (ETS) All program completers, 2021-22	2			
ETS5027 -EARLY CHILDHOOD: READING & SOCIAL STUDIES Educational Testing Service (ETS) All enrolled students who have completed all noncl	7			
ETS5027 -EARLY CHILDHOOD: READING & SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	3			
ETS5027 -EARLY CHILDHOOD: READING & SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2022-23	14	176	14	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5027 -EARLY CHILDHOOD: READING & SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2021-22	2			
ETS5008 -ELEM ED: MATH & SCIENCE Educational Testing Service (ETS) All program completers, 2022-23	21	175	19	90
ETS5008 -ELEM ED: MATH & SCIENCE Educational Testing Service (ETS) All program completers, 2021-22	34	172	31	91
ETS5007 -ELEM ED: READING & SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2022-23	22	179	20	91
ETS5007 -ELEM ED: READING & SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2021-22	35	178	32	91
PIN0005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	2			
PIN0005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	28	254	28	100
PIN0060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2021-22	2			
PIN0060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2020-21	35	242	34	97
PIN0061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2021-22	2			
PIN0061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2020-21	35	254	34	97
PIN0062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2021-22	2			
PIN0062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2020-21	35	245	33	94
PIN0063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2021-22	2			
PIN0063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2020-21	35	238	32	91

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
PIN0021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2020-21	3			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2022-23	5			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2020-21	1			
PIN0019 -ENGLISH LEARNERS Evaluation Systems group of Pearson All program completers, 2020-21	1			
ETS5362 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) All program completers, 2021-22	2			
PIN0025 -EXCEPTIONAL NEEDS-MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2020-21	14	256	14	100
PIN0064 -EXCEPTIONAL NEEDS-MILD INTERVENTION: READING INST Evaluation Systems group of Pearson All program completers, 2020-21	4			
PIN0026 -FINE ARTS-GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2020-21	5			
PIN0027 -FINE ARTS-INSTRUMENTAL MUSIC Evaluation Systems group of Pearson All program completers, 2020-21	3			
PIN0030 -FINE ARTS-VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2021-22	1			
PIN0030 -FINE ARTS-VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2020-21	2			
PIN0028 -FINE ARTS-VOCAL MUSIC Evaluation Systems group of Pearson All program completers, 2020-21	3			
ETS5931 -GOVERNMENT POLITICAL SCIENCE Educational Testing Service (ETS) All program completers, 2022-23	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5931 -GOVERNMENT POLITICAL SCIENCE Educational Testing Service (ETS) All program completers, 2021-22	4			
ETS5551 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2022-23	2			
ETS5165 -MATHEMATICS Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5165 -MATHEMATICS Educational Testing Service (ETS) All program completers, 2021-22	2			
PIN0035 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2020-21	1			
ETS5115 -MUSIC: INSTRUMENTAL AND GENERAL KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	4			
ETS5115 -MUSIC: INSTRUMENTAL AND GENERAL KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	3			
ETS5116 -MUSIC: VOCAL AND GENERAL KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	4			
ETS5116 -MUSIC: VOCAL AND GENERAL KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	6			
PIN0007 -P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	1			
PIN0007 -P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	20	257	20	100
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	3			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	3			
PIN0067 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	2			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2022-23	7			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2021-22	12	182	12	100
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) Other enrolled students	4			
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2022-23	14	168	14	100
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2021-22	5			
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2022-23	21	180	21	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2021-22	25	181	25	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5625 -PRINC LEARNING AND TEACHING PRE K-12 Educational Testing Service (ETS) All program completers, 2022-23	17	167	15	88
ETS5625 -PRINC LEARNING AND TEACHING PRE K-12 Educational Testing Service (ETS) All program completers, 2021-22	24	174	24	100
PIN0045 -SCIENCE-LIFE SCIENCE Evaluation Systems group of Pearson All program completers, 2020-21	3			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) Other enrolled students	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2022-23	7			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2021-22	13	180	13	100
PIN0006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	12	255	12	100
PIN0051 -SOCIAL STUDIES-HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2020-21	1			
ETS5641 -THEATRE Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2021-22	4			
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2020-21	1			
PIN0059 -WORLD LANGUAGES-SPANISH Evaluation Systems group of Pearson All program completers, 2020-21	1			

Summary Pass Rates

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

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

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

- [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, 2022-23	64	59	92
All program completers, 2021-22	75	70	93
All program completers, 2020-21	81	75	93

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. School of Teacher Education program candidates are required to take a technology course related to their field of study. 3.The Teacher Work Sample (TWS) is an assessment completed by all candidates during the student-teaching semester. The TWS requires students to collect, analyze, and display pre-test and post-test data using appropriate technology to make instructional decisions. 4. ISTE aligned assessments were added to all traditional programs in 2022-2023.

THIS PAGE INCLUDES:

>> [Teacher Training](#)

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 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. For the online Early Childhood Education program, candidates take ECED-322 Early Childhood Special Education. This course provides students with a working knowledge of the history and legal precedence for providing early intervention (EI) and early childhood special education (ECSE) services, characteristics of young children with special needs and their families, experience with developmental assessments, creating accessible learning activities and environments for children with special needs, and effective instructional techniques for working with this unique population. Upon successful completion of the course, candidates will Explain the responsibilities of caring for, nurturing, and teaching of special needs early learners as a unique creation (Psalm 139:13-16). Identify the legal rights and responsibilities of parents, children, and educational entities in regard to special education. Apply knowledge of current federal, state, and local legislation related to servicing families and children (birth-age 8) with special needs. Workshops and assignments throughout this course prepare candidates to teach early childhood students with disabilities effectively. The online Minor in Elementary Education prepares candidates to teach students with disabilities in a variety of ways. The candidates learn how the brain reads coupled with important adaptations for the learning environment and ways to adapt assessments and lesson plans for those with dyslexia. They also describe how a digital storyboard could help a student with an exceptionality. Candidates also select a culturally responsive method and corresponding strategy with a rationale that meets the learning needs of students with exceptionalities. In addition, they research the definition, prevalence, factors, basic characteristics, teaching strategies, and assistive technology for the following IDEA disability categories: Specific learning disability (SLD), speech or language impairment (SLI), and intellectual disability (ID), traumatic brain injury (TBI), emotional disturbance (ED), and autism spectrum disorder (ASD), other health impairment (OHI), orthopedic impairment, and multiple 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 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. For the online Early Childhood Education program candidates complete ECED-322. In ECED-322, candidates are introduced to IEPs and IFSPs in Workshop 1, Assignment 1.4. in Workshop2, Assignment 2.2, candidates identify the legal rights and responsibilities of parents, children, and educational entities in regards to special education. Our candidates are also prepared to apply knowledge of current federal, state, and local legislation related to servicing families and children (birth-age 8) with special needs. Candidates in the online Minor in Elementary Education learn to participate as a member of IEP teams in the following ways. First, they learn the legal process of identifying a disability and determine if a special education placement is fair to a student's learning needs based on a case study. Candidates also learn each stakeholder's role/responsibility and information each one gathers for meetings related to the IEP development process. They develop modifications and accommodations for hypothetical learners with diverse and different learning needs. In addition, candidates explain the purpose of the continuum of placements and standards for determining the least restrictive environment (LRE) for students with disabilities and how the school, school personnel, and students without disabilities are impacted by an LRE. Finally, candidates describe cultural or other barriers, causes of the barriers, and solutions to the barriers for caregiver participation in the IEP development process.

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. For the online Early Childhood Education program, candidates complete ECED-325. In ECED-325, Workshop 6, Assignment 6.3, candidates explore how to best meet needs and provide the highest quality instruction for students of diverse language abilities including: 1. Recent immigrants with little or no English. 2. Those who speak some English but come from homes where the primary language is something other than English. 3. Those who are fluent in both languages. 4. Those who speak primarily English but have poor skills in the family's language. 5. Children who speak nonstandard English due to dialects, etc. 6. Children who are monolingual in English. Our candidates must read the required texts and view a video about supporting English Language Learners, then they must choose 3 effective strategies (described in the readings) to help support and teach students who are limited English proficient. Candidates must explain why they chose those particular strategies and discuss the strategies with their peers and instructor. Our program adheres to the NAEYC Standards for Initial Early Childhood Professional Preparation, and therefore our candidates are grounded in a child development knowledge base. They use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning as outlined in the Key elements of Standard 1 throughout our courses: 1a: Knowing and understanding young children's characteristics and needs, from birth through age 8. 1b: Knowing and understanding the multiple influences on early development and learning 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children. This includes all children, those with learning exceptionalities and those with diverse language abilities. Candidates in the online Minor in Elementary Education learn how to effectively teach students with limited English proficiency in many different ways. They explain the definition and basic characteristics of students who are linguistically diverse along with research-based teaching strategies that would address an ELL student's weak early English language literacy skills. They create a literacy rich environment related to phonemic awareness, determine appropriate types of texts, and identify ways digital storyboards can be used as resources in the classroom to aid in learning experiences for students who are ELL. They document and describe digital assessment tools to meet the needs of a student who is an ELL. In addition, candidates select a culturally responsive method and corresponding strategy with a rationale that meets the learning needs of students who are English language learners.

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 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 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, program accreditors, and/or the Indiana Department of Education (IDOE, with these results: Elementary Education--IDOE: Recognized; Music Education--National Association of Schools of Music (NASM): Accredited; Physical Education--National Association for Sport and Physical Education (NASPE): Recognized; Health Education--American Association for Health Education (AAHE): Recognized; Spanish Education--IDOE: Recognized; IDOE: Recognized; Art Education--IDOE: Recognized; English Education--National Council of Teachers of English (NCTE): Recognized; Mathematics Education--IDOE: Recognized; Social studies education--State Recognized; Science education--IDOE: Recognized; Exceptional Needs Education (CEC): Recognized; BS Early Childhood Education - IDOE: Recognized. The BS Early Childhood Education is Accredited with Conditions by the National Association for the Education of Young Children (NAEYC). 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:

Tom Freel

TITLE:

Director of Accreditation and Assessment

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:

Anita Manwell

TITLE:

Dean of the School of Teacher Education