



Indiana University South Bend
Alternative, IHE-based Report AY 2016-17
Indiana



100% COMPLETE
STATUS: IN PROGRESS

Institution Information

ADDRESS

1700 Mishawaka Ave.

P. O. Box 7111

CITY

South Bend

STATE

Indiana

ZIP

46634

SALUTATION

Dr.

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Terry

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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?

<https://www2.ed.gov/programs/tqpartnership/awards.html>

- Yes
 No

If yes, provide the following:

AWARD YEAR

GRANTEE NAME

PROJECT NAME

GRANT NUMBER

LIST PARTNER DISTRICTS/LEAS (ONE PER LINE)

LIST OTHER PARTNERS (ONE PER LINE)

PROJECT TYPE

- Residency
- Pre-baccalaureate
- Both Residency and Pre-baccalaureate

List of Programs

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

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

THIS PAGE INCLUDES:

>> [Program Information](#)

Program Information

List each teacher preparation program included in your alternative, ihe-based route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <https://www2.ed.gov/programs/tqpartnership/awards.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Elementary: English Language Learners	No	
Secondary Education: English/Language Arts	No	
Secondary Education: Mathematics	No	
Secondary Education: Physical Science	No	
Secondary Education: Science - Chemistry	No	
Secondary Education: Science - Earth/Space	No	
Secondary Education: Science - Life Science	No	
Secondary Education: Science - Physics	No	
Secondary Education: Social Studies - Economics	No	
Secondary Education: Social Studies - Geographical Perspectives	No	
Secondary Education: Social Studies - Government and Citizenship	No	
Secondary Education: Social Studies - Historical Perspectives	No	
Secondary Education: Social Studies - Psychology	No	
Secondary Education: Social Studies - Sociology	No	

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Secondary Education: World Language - French	No	
Secondary Education: World Language - German	No	
Secondary Education: World Language - Spanish	No	
Special Education: Intense Intervention	No	
Special Education: Mild Intervention	No	
Transition to Teaching Elementary: Elementary Education	No	
Transition to Teaching Secondary: Chemistry	No	
Transition to Teaching Secondary: Earth/Space	No	
Transition to Teaching Secondary: Life Science	No	
Transition to Teaching Secondary: Mathematics	No	
Transition to Teaching Secondary: Physical Science	No	
Transition to Teaching Secondary: Physics	No	
Transition to Teaching Secondary: Social Studies - Economics	No	
Transition to Teaching Secondary: Social Studies - Geographical Perspectives	No	
Transition to Teaching Secondary: Social Studies - Government and Citizenship	No	
Transition to Teaching Secondary: Social Studies - Historical Perspectives	No	
Transition to Teaching Secondary: Social Studies - Psychology	No	
Transition to Teaching Secondary: Social Studies - Sociology	No	
Transition to Teaching Secondary: English/Language Arts	No	
Total number of teacher preparation programs: 33		

Program Requirements

THIS PAGE INCLUDES:

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

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

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

Admissions

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

Postgraduate



If Other, please specify:

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

- Yes
 No

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

<http://bulletins.iu.edu/iusb/2018-2019/schools/school-education/educ-grad/graduate-info.shtml#degree>

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

The Transition-to-Teaching program and the Master of Arts in Teaching in Special Education are the two alternative programs offered at Indiana University South Bend. Candidates entering the Elementary Education Transition-to-Teaching and the Secondary Education Transition-to-Teaching program must have a minimum GPA of 2.5 and five years of professional experience teaching children. Candidates must have passing scores on the CASA Basic Skills test prior to entering the program, and passing scores on the state content area examination. Candidates entering the Master of Arts in Teaching in Special Education must also have passing scores on the CASA Basic Skills test prior to entering the program, and meet the EPP's admission requirements. All graduate candidates who have an undergraduate GPA below 3.0 must pass the GRE with a minimum GRE verbal score of 450 and writing score of 3.5.

Undergraduate Requirements

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

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

- Yes
 No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the undergraduate level. If no, leave the rest of the page blank (or [clear responses already entered](#)) then click save at the bottom of the page.

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

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

3. What was the median GPA of individuals accepted into the program in academic year 2016-17?

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

5. What was the median GPA of individuals completing the program in academic year 2016-17?

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

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

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

- 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 rest of the page blank (or [clear responses already entered](#)) then click save at the bottom of the page.

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

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

2.5

3. What was the median GPA of individuals accepted into the program in academic year 2016-17?

3.401

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

3

5. What was the median GPA of individuals completing the program in academic year 2016-17?

3.826

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

Students admitted into the Transition to Teaching program in secondary education and elementary education must have a cumulative GPA of 2.5, five years of related teaching experience, and a degree in the content area. They must also meet the the School of Education's admission requirements. Students admitted to the MAT program must meet the state's admissions requirements. Initial certification students in graduate certification programs must have a 2.75 GPA or have an acceptable GRE score for admission, and meet the state's admission requirements. Students may present SAT or ACT scores as alternatives to scores on the state's basic skills tests.

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2016-17. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

[Additional guidance on reporting supervised clinical experience and nonclinical coursework.](#)

Average number of clock hours of supervised clinical experience required prior to student teaching	77
Average number of clock hours required for student teaching	493
Average number of clock hours required for mentoring/induction support	3
Number of full-time equivalent faculty supervising clinical experience during this academic year	0
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	1
Number of students in supervised clinical experience during this academic year	18

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

Enrollment

THIS PAGE INCLUDES:

>> [Enrollment](#)

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

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

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

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

Enrollment

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

[Additional guidance on reporting race and ethnicity data.](#)

Total number of students enrolled in 2016-17	<input type="text" value="42"/>
Unduplicated number of males enrolled in 2016-17	<input type="text" value="12"/>
Unduplicated number of females enrolled in 2016-17	<input type="text" value="30"/>

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled. ([§205\(a\)\(1\)\(C\)\(ii\)\(H\)](#))

2016-17	Number Enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race	<input type="text" value="3"/>
<i>Race</i>	

2016-17

Number Enrolled

American Indian or Alaska Native

0

Asian

0

Black or African American

2

Native Hawaiian or Other Pacific Islander

0

White

36

Two or more races

0

Teachers Prepared

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

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

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

THIS PAGE INCLUDES:

- >> [Teachers Prepared by Subject Area](#)
- >> [Teachers Prepared by Academic Major](#)

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2016-17. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

[Additional guidance on reporting teachers prepared by subject area.](#)

[What are CIP Codes?](#)

No teachers prepared in academic year 2016-17

CIP Code	Subject Area	Number Prepared
13.01	Education - General	<input type="text"/>
13.10	Teacher Education - Special Education	4
13.1210	Teacher Education - Early Childhood Education	<input type="text"/>
13.1202	Teacher Education - Elementary Education	<input type="text"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1205	Teacher Education - Secondary Education	<input type="text"/>
13.1206	Teacher Education - Multiple Levels	<input type="text"/>

CIP Code	Subject Area	Number Prepared
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	<input type="text"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	2
13.1306	Teacher Education - Foreign Language	<input type="text"/>
13.1307	Teacher Education - Health	<input type="text"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	2
13.1312	Teacher Education - Music	<input type="text"/>
13.1314	Teacher Education - Physical Education and Coaching	<input type="text"/>
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - Science Teacher Education/General Science	<input type="text"/>
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	2
13.1319	Teacher Education - Technical Education	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	<input type="text"/>
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1325	Teacher Education - French	1
13.1326	Teacher Education - German	<input type="text"/>
13.1328	Teacher Education - History	<input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>
13.1330	Teacher Education - Spanish	1

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	<input type="text"/>
13.1332	Teacher Education - Geography	<input type="text"/>
13.1333	Teacher Education - Latin	<input type="text"/>
13.1335	Teacher Education - Psychology	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	<input type="text"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2016-17. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

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

[Additional guidance on reporting teachers prepared by academic major.](#)

What are CIP Codes?

No teachers prepared in academic year 2016-17

CIP Code	Academic Major	Number Prepared
13.01	Education - General	<input type="text"/>
13.10	Teacher Education - Special Education	4
13.1210	Teacher Education - Early Childhood Education	<input type="text"/>
13.1202	Teacher Education - Elementary Education	<input type="text"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1205	Teacher Education - Secondary Education	8
13.1301	Teacher Education - Agriculture	<input type="text"/>

CIP Code	Academic Major	Number Prepared
13.1302	Teacher Education - Art	<input type="text"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	<input type="text"/>
13.1306	Teacher Education - Foreign Language	<input type="text"/>
13.1307	Teacher Education - Health	<input type="text"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	<input type="text"/>
13.1312	Teacher Education - Music	<input type="text"/>
13.1314	Teacher Education - Physical Education and Coaching	<input type="text"/>
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - Science	<input type="text"/>
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	<input type="text"/>
13.1319	Teacher Education - Technical Education	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	<input type="text"/>
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1325	Teacher Education - French	<input type="text"/>
13.1326	Teacher Education - German	<input type="text"/>
13.1328	Teacher Education - History	<input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>
13.1330	Teacher Education - Spanish	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>

CIP Code	Academic Major	Number Prepared
13.1332	Teacher Education - Geography	<input type="text"/>
13.1333	Teacher Education - Latin	<input type="text"/>
13.1335	Teacher Education - Psychology	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	<input type="text"/>
13.03	Education - Curriculum and Instruction	<input type="text"/>
13.09	Education - Social and Philosophical Foundations of Education	<input type="text"/>
24	Liberal Arts/Humanities	<input type="text"/>
42	Psychology	<input type="text"/>
45.01	Social Sciences	<input type="text"/>
45.02	Anthropology	<input type="text"/>
45.06	Economics	<input type="text"/>
45.07	Geography and Cartography	<input type="text"/>
45.10	Political Science and Government	<input type="text"/>
45.11	Sociology	<input type="text"/>
50	Visual and Performing Arts	<input type="text"/>
54	History	<input type="text"/>
16	Foreign Languages	<input type="text"/>
19	Family and Consumer Sciences/Human Sciences	<input type="text"/>
23	English Language/Literature	<input type="text"/>
38	Philosophy and Religious Studies	<input type="text"/>
01	Agriculture	<input type="text"/>
09	Communication or Journalism	<input type="text"/>
14	Engineering	<input type="text"/>

CIP Code	Academic Major	Number Prepared
26	Biology	<input type="text"/>
27	Mathematics and Statistics	<input type="text"/>
40.01	Physical Sciences	<input type="text"/>
40.02	Astronomy and Astrophysics	<input type="text"/>
40.04	Atmospheric Sciences and Meteorology	<input type="text"/>
40.05	Chemistry	<input type="text"/>
40.06	Geological and Earth Sciences/Geosciences	<input type="text"/>
40.08	Physics	<input type="text"/>
52	Business/Business Administration/Accounting	<input type="text"/>
11	Computer and Information Sciences	<input type="text"/>
99	Other Specify: <input type="text"/>	<input type="text"/>

Program Completers

On this page, enter the total number of individuals who completed the program in AY 2016-17 and the two prior academic years. If you submitted an IPRC last year, the number of program completers for the two prior academic years are pre-loaded from your prior year's report.

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

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

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

THIS PAGE INCLUDES:

>> [Program Completers](#)

Program Completers

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

2016-17	<input type="text" value="12"/>
2015-16	<input type="text" value="5"/>
2014-15	<input type="text" value="9"/>

Annual Goals

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

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

THIS PAGE INCLUDES:

- >> [Annual Goals - Mathematics](#)
- >> [Annual Goals - Science](#)
- >> [Annual Goals - Special Education](#)
- >> [Annual Goals - Instruction of Limited English Proficient Students](#)
- >> [Assurances](#)

Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2016-17

1. Did your program prepare teachers in mathematics in 2016-17?

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

2. How many prospective teachers did your program plan to add in mathematics in 2016-17?

3

3. Did your program meet the goal for prospective teachers set in mathematics in 2016-17?

- Yes
- No
- Not applicable

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

The School of Education Recruiter and Graduate Advisor have been holding information sessions for the Secondary Transition-to-Teaching program.

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

The School of Education Recruiter will include goals for increasing graduate enrollment, which includes the Transition-to-Teaching Mathematics program: Goal 6: Increase Graduate Enrollment by 5% (3-5 years) The following recruitment plan has been developed to recruit qualified and diverse Graduate students into the Masters of Science, Educational Leadership, Masters of Arts, Special Education and the Transition to Teaching (Elementary and Secondary Education) programs: 1. Host monthly Graduate Program Information Sessions on campus 2. Offer on-site graduate program information sessions or one-on-one meetings. 3. Seek opportunities to present at area School Corporation (Superintendent) Cabinet meetings and Principal staff meetings to introduce our programs to licensed and paraprofessional educators; 4. College of Education faculty, staff and graduate students will visit historically Black institutions, and institutions with large enrollments of Hispanic/Latino, Black/African-American, Native

American/Alaskan Eskimo student populations to recruit students into its graduate degree programs. 5. SOE faculty members shall be involved in the recruitment process via networking at National professional meetings and by communicating with potential graduate students about their studies. Faculty involvement is especially important to the graduate recruitment process. A personal touch from the faculty adds a more personal dimension to any decision that a potential student will make.

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

Academic year 2017-18

7. Is your program preparing teachers in mathematics in 2017-18?

- Yes
 No (leave remaining questions for year blank)

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

1

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

There are currently two candidates in the Secondary Education Math Transition-to-Teaching program. The EPP is working with its recruiter to develop a strategic recruitment plan. Part of the recruitment plan would be to analyze the employment needs in the areas of STEM, English Language Learners, and Special Education. Based on the analysis, the EPP will expand recruitment activities focused on targeted areas.

Academic year 2018-19

10. Will your program prepare teachers in mathematics in 2018-19?

- Yes
 No (leave remaining questions for year blank)

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

1

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

Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2016-17

1. Did your program prepare teachers in science in 2016-17?

- Yes
 No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in science in 2016-17?

1

3. Did your program meet the goal for prospective teachers set in science in 2016-17?

- Yes
 No
 Not applicable

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

We had one candidate in the Secondary Education Transition-to-Teaching program in Chemistry. The School of Education Recruiter and Graduate Advisor have been holding information sessions for the Secondary Transition-to-Teaching program.

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

The School of Education Recruiter will include goals for increasing graduate enrollment, which includes the Transition-to-Teaching Science programs: Goal 6: Increase Graduate Enrollment by 5% (3-5 years) The following recruitment plan has been developed to recruit qualified and diverse Graduate students into the Masters of Science, Educational Leadership, Masters of Arts, Special Education and the Transition to Teaching (Elementary and Secondary Education) programs: 1. Host monthly Graduate Program Information Sessions on campus 2. Offer on-site graduate program information sessions or one-on-one meetings. 3. Seek opportunities to present at area School Corporation (Superintendent) Cabinet meetings and Principal staff meetings to introduce our programs to licensed and paraprofessional educators; 4. College of Education faculty, staff and graduate students will visit historically Black institutions, and institutions with large enrollments of Hispanic/Latino, Black/African-American, Native American/Alaskan Eskimo student populations to recruit students into its graduate degree programs. 5. SOE faculty members shall be involved in the recruitment process via networking at National professional meetings and by communicating with potential graduate students about their studies. Faculty involvement is especially important to the graduate recruitment process. A personal touch from the faculty adds a more personal dimension to any decision that a potential student will make.

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

Academic year 2017-18

7. Is your program preparing teachers in science in 2017-18?

- Yes
 No (leave remaining questions for year blank)

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

1

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

There are currently one candidate in the Secondary Education Science Transition-to-Teaching program. The EPP is working with its recruiter to develop a strategic recruitment plan. Part of the recruitment plan would be to analyze the employment needs in the areas of STEM, English Language Learners, and Special Education. Based on the analysis, the EPP will expand recruitment activities focused on targeted areas.

Academic year 2018-19

10. Will your program prepare teachers in science in 2018-19?

- Yes
 No (leave remaining questions for year blank)

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

2

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

Annual Goals - Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2016-17

1. Did your program prepare teachers in special education in 2016-17?

- Yes
 No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in special education in 2016-17?

9

3. Did your program meet the goal for prospective teachers set in special education in 2016-17?

- Yes
 No
 Not applicable

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

There were 24 candidates in the Master of Arts in Teaching in Special Education - Mild Intervention program. The School of Education Recruiter and Graduate Advisor have been holding information sessions for the Master of Arts in Teaching in Special Education program.

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

The School of Education Recruiter will include goals for increasing graduate enrollment, which includes the Master of Arts in Teaching in Special Education program: Goal 6: Increase Graduate Enrollment by 5% (3-5 years) The following recruitment plan has been developed to recruit qualified and diverse Graduate students into the Masters of Science, Educational Leadership, Masters of Arts, Special Education and the Transition to Teaching (Elementary and Secondary Education) programs: 1. Host monthly Graduate Program Information Sessions on campus 2. Offer on-site graduate program information sessions or one-on-one meetings. 3. Seek opportunities to present at area School Corporation (Superintendent) Cabinet meetings

and Principal staff meetings to introduce our programs to licensed and paraprofessional educators; 4. College of Education faculty, staff and graduate students will visit historically Black institutions, and institutions with large enrollments of Hispanic/Latino, Black/African-American, Native American/Alaskan Eskimo student populations to recruit students into its graduate degree programs. 5. SOE faculty members shall be involved in the recruitment process via networking at National professional meetings and by communicating with potential graduate students about their studies. Faculty involvement is especially important to the graduate recruitment process. A personal touch from the faculty adds a more personal dimension to any decision that a potential student will make.

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

Academic year 2017-18

7. Is your program preparing teachers in special education in 2017-18?

- Yes
 No (leave remaining questions for year blank)

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

6

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

The EPP is working with its recruiter to develop a strategic recruitment plan. Part of the recruitment plan would be to analyze the employment needs in the areas of STEM, English Language Learners, and Special Education. Based on the analysis, the EPP will expand recruitment activities focused on targeted areas.

Academic year 2018-19

10. Will your program prepare teachers in special education in 2018-19?

- Yes
 No (leave remaining questions for year blank)

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

10

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

Annual Goals - Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2016-17

1. Did your program prepare teachers in instruction of limited English proficient students in 2016-17?

- Yes
 No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2016-17?

3. Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2016-17?

- Yes
 No
 Not applicable

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

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

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

We currently do not have any alternate students completing programs to be licensed to serve English Language Learners.

Academic year 2017-18

7. Is your program preparing teachers in instruction of limited English proficient students in 2017-18?

- Yes
 No (leave remaining questions for year blank)

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

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

There are currently no candidates in the English as a New Language program at the graduate level. The EPP is working with its recruiter to develop a strategic recruitment plan. Part of the recruitment plan would be to analyze the employment needs in the areas of STEM, English Language Learners, and Special Education. Based on the analysis, the EPP will expand recruitment activities focused on targeted areas.

Academic year 2018-19

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

- Yes
 No (leave remaining questions for year blank)

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

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

Assurances

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

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

- Yes
 No

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

- Yes
 No

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

- Yes
 No
 Program does not prepare special education teachers

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

- Yes
 No

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

- Yes
 No

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

- Yes
 No

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

- Yes
 No

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

Graduate candidates in the Transition-to-Teaching have an Introduction to Special Education course, and many aspects of teaching children with disabilities are embedded in numerous courses and field experiences. Knowledge and skills for teaching English language learners are also embedded in numerous courses and field experiences. In general, all areas of the Assurances are included in the curriculum for all academic programs within the EPP with the exception of preparing candidates to effectively teach in rural schools. This assurance is especially difficult to address due to the nature of the Transition-to-Teaching program, which is limited in credit hours and field work. The Director of Student Teaching and Field Experiences is collaborating with regional school districts with rural school settings to provide placements that prepare candidates to effectively teach in rural schools. The EPP is committed to improving this part of the curriculum.

Assessment Pass Rates

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

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

After reviewing, save the page using the floating save box at the bottom of the page.

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	4			
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	3			
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	5			
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson Other enrolled students	5			
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson Other enrolled students	3			
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	2			
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2016-17	2			
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2014-15	1			
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson Other enrolled students	4			
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2016-17	4			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2015-16	4			
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2014-15	5			
064 -EXCEPTIONAL NEEDS—MILD INTERVENTION: READING INST Evaluation Systems group of Pearson Other enrolled students	3			
064 -EXCEPTIONAL NEEDS—MILD INTERVENTION: READING INST Evaluation Systems group of Pearson All program completers, 2016-17	4			
064 -EXCEPTIONAL NEEDS—MILD INTERVENTION: READING INST Evaluation Systems group of Pearson All program completers, 2015-16	4			
064 -EXCEPTIONAL NEEDS—MILD INTERVENTION: READING INST Evaluation Systems group of Pearson All program completers, 2014-15	5			
035 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	2			
007 -P-12 EDUCATION Evaluation Systems group of Pearson Other enrolled students	2			
007 -P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	4			
007 -P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	4			
007 -P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	4			
043 -SCIENCE—CHEMISTRY Evaluation Systems group of Pearson Other enrolled students	1			
045 -SCIENCE—LIFE SCIENCE Evaluation Systems group of Pearson All program completers, 2014-15	1			
047 -SCIENCE—PHYSICS Evaluation Systems group of Pearson All program completers, 2014-15	1			
0543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) Other enrolled students	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	6			
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	8			
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	1			
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	3			
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson Other enrolled students	2			
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2016-17	2			
053 -SOCIAL STUDIES—SOCIOLOGY Evaluation Systems group of Pearson Other enrolled students	2			
055 -WORLD LANGUAGES—FRENCH Evaluation Systems group of Pearson All program completers, 2016-17	1			
059 -WORLD LANGUAGES—SPANISH Evaluation Systems group of Pearson All program completers, 2016-17	1			

Summary Pass Rates

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

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

After reviewing, save the page using the floating save box at the bottom of the page.

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2016-17	12	10	83
All program completers, 2015-16	5		
All program completers, 2014-15	8		

Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

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

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

Low-Performing

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

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

- Yes
 No

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

- State
 NCATE
 TEAC
 CAEP
 Other specify:

2. Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

- Yes
 No

Use of Technology

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

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

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.

Candidates in the Elementary Education Transition-to-Teaching program have technology embedded throughout their coursework. During the final clinical experience, candidates are required to gather assessment data and represent it using technology. The EPP has continued to increase emphasis on managing data with technology. Candidates in the Secondary Education Transition-to-Teaching program take an educational technology course at the beginning of their program. Skills learned in this course include pedagogical tools for teaching and learning and operational tools for navigating technology-based resources necessary for functioning as a student in a university. Students illustrate student achievement data using technology tools. Candidates use technology in collecting academic and behavioral data in EDUC-K 553 Classroom and Behavioral Management, and EDUC-P 519 Psycho-Educational Assessment of Exceptional Children. Candidates also take EDUC-K 501 Adapting Computers for Special Education. Universal design for learning is reflected in the rubric used to assess artifacts in alternative teacher education programs. Lesson plans and teaching episodes are assessed with an eye for the ability to provide multiple representations of concepts and use multiple methods of assessing student learning.

Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

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

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

Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. [\(§205\(a\)\(1\)\(G\)\)](#)

1. Does your program prepare general education teachers to:

a. teach students with disabilities effectively

- Yes
 No

b. participate as a member of individualized education program teams

- Yes
 No

c. teach students who are limited English proficient effectively

- Yes
 No

2. Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

Candidates enrolled in the Elementary Education Transition-to-Teaching program, and the Secondary Education Transition-to-Teaching program take an Introduction to Special Education. Candidates demonstrate knowledge of state and federal laws related to the field of special education; apply knowledge of the educational implications of mild disabilities in all educational settings; demonstrate knowledge of the effects culture, linguistics and socioeconomic factors have on the development, learning, and identification of students with disabilities; and use specific strategies to meet the academic and behavioral needs of students with disabilities. Additionally, candidates understand the role of the general education teacher during the pre-referral, referral, identification process, and the developmental process of IEPs. Currently, candidates in our Transition-to-Teaching programs do not have a specific course on teaching English language learners. Knowledge and skills for teaching English language learners are also embedded in numerous courses and field experiences, and aspects of teaching English language learners will also be included in EDUC-M 500 Integrated Professional Seminar for Summer 2017.

3. Does your program prepare special education teachers to:

a. teach students with disabilities effectively

- Yes

- No
- Program does not prepare special education teachers

b. participate as a member of individualized education program teams

- Yes
- No
- Program does not prepare special education teachers

c. teach students who are limited English proficient effectively

- Yes
- No
- Program does not prepare special education teachers

4. Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

Courses and field experiences were designed to meet the national standards of the Council for Exceptional Children. Candidates in the Master of Arts in Teaching in Special Education develop lesson plans based on the academic and behavioral needs of students with disabilities, develop classroom and behavioral management plans, conduct curriculum-based assessments, monitor actual IEPs, and identify assistive technology for students with specific needs. Candidates demonstrate knowledge of the effects culture, linguistics and socioeconomic factors have on the development, learning, and identification of students with disabilities, and develop strategies for meeting needs of students with disabilities who are also English language learners. Additionally, candidates are expected to participate in IEP meeting during their student teaching experience.

Contextual Information

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

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

THIS PAGE INCLUDES:

>> [Contextual Information](#)

Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

The EPP will be reviewing the School of Education Strategic Plan at the end of the Fall 2018 semester and evaluating progress of the goals established in the plan. Additionally, the EPP is reviewing curriculum, programs, and student assessments using CAEP evaluation rubrics and expectations to continuously improve all programs. We have also been developing a School of Education Assessment Handbook. The purpose of the SOE Assessment Handbook is to identify program and unit assessments that are currently required of the School of Education, and to delineate the processes involved for successful completion of each assessment.

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.

Enrollment Confirmation

Total Title II enrollment from Section I: Program Information, Enrollment is **42**.

Number of program completers from Section I: Program Information, Program Completers is **12**.

For a total enrollment of **54**.

I certify the total enrollment shown above is correct.

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:

TITLE:

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:

TITLE:

Comparison with Last Year

Item	Last Year	This Year	Change
Total Enrollment	41	42	2.44%
Male Enrollment	12	12	0.00%
Female Enrollment	29	30	3.45%
Hispanic/Latino Enrollment	1	3	200.00%
American Indian or Alaska Native Enrollment	0	0	
Asian Enrollment	1	0	
Black or African American Enrollment	5	2	-60.00%

Item	Last Year	This Year	Change
Native Hawaiian or Other Pacific Islander Enrollment	0	0	
White Enrollment	33	36	9.09%
Two or more races Enrollment	0	0	
Average number of clock hours required prior to student teaching	46	77	67.39%
Average number of clock hours required for student teaching	317	493	55.52%
Average number of clock hours required for mentoring	3	3	0.00%
Number of full-time equivalent faculty in supervised clinical experience during this academic year	1	0	
Number of adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	3	1	-66.67%
Number of students in supervised clinical experience during this academic year	10	18	80.00%
Total completers for current academic year	5	12	140.00%
Total completers for prior academic year	9	5	-44.44%
Total completers for second prior academic year	8	9	12.50%