title **II** higher education act

2020 TITLE II REPORTS
National Teacher Preparation Data

IN | **Purdue University**
Traditional Report AY 2018-19
Indiana

REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

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

- Academic year
- IPEDS ID

IPEDS ID

243780

☐ **THIS INSTITUTION HAS NO IPEDS ID**

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

Beering Hall

100 North University Street

CITY

West Lafayette

STATE

Indiana ▼

ZIP

47907

SALUTATION

Dr. ▼

FIRST NAME

Nancy

LAST NAME

Marchand-Martella

PHONE

(765) 494-2336

EMAIL

nmarchand-martella@purdue.edu

List of Programs

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

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

- Teacher Preparation Program

List of Programs

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	UG	
13.1202	Elementary Education	UG	
13.1	Special Education	UG	
13.1301	Teacher Education - Agriculture	UG	
13.1302	Teacher Education - Art	UG	
13.1322	Teacher Education - Biology	UG	
13.1323	Teacher Education - Chemistry	UG	
13.1337	Teacher Education - Earth Science	UG	
13.1305	Teacher Education - English/Language Arts	UG	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	UG	
13.1311	Teacher Education - Mathematics	UG	
13.1329	Teacher Education - Physics	UG	
13.1318	Teacher Education - Social Studies	UG	
13.1309	Teacher Education - Technology/Industrial Arts	UG	

Total number of teacher preparation programs:

16

Program Requirements

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

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

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

Undergraduate Requirements

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

- ● Yes
- ○ No

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

Element	Admission		Completion	
Transcript	● 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
Essay or personal statement	○ Yes	● No	○ Yes	● No

Element	Admission		Completion	
Interview	○ Yes	● No	○ Yes	● No
Other Specify: Signature Form - Acknowledgement of Misdemeanors, Felonies and Other Requir…	● 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.)

2.5

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.)

2.5

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

There are three GPAs calculated for program admission and completion (overall, content, and professional education). GPAs range from 2.5/4.0 to 3.0/4.0.

Postgraduate Requirements

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

○ Yes
● No

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

Element	Admission		Completion	
Transcript	○ 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.)

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:

Indiana's definition of Alternative, IHE Programs includes post-graduate programs. The information and data for those program completers are included in that report.

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2018-19. (§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))

Are there programs with student teaching models?

● Yes
○ No

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

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	120
Number of clock hours required for student teaching	512

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	

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)	
Number of years required for 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	10
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	31
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	270
Number of students in supervised clinical experience during this academic year	191

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

All Purdue University West Lafayette teacher education programs include an early field experience(s) and student teaching component. Although there is no requirement for mentoring/induction support, Purdue offers a first year teacher performance pledge. Faculty and staff will provide individualized support for any Purdue first year teacher in Indiana who is not performing to an appropriate standard. Clock hours are averages from all programs. The discrepancy between the "Subset of Program Completers" and the "Number of students in supervised clinical experience during this academic year" is that some students did supervised clinical experience in one academic year, and completed the program in another academic year.

Enrollment and Program Completers

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

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

- Enrolled Student
- Program Completer

Enrollment and Program Completers

2018-19 Total	
Total Number of Individuals Enrolled	615
Subset of Program Completers	187

Gender	Total Enrolled	Subset of Program Completers
Male	86	27
Female	529	160
Non-Binary/Other	0	0
No Gender Reported	0	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	0	0
Asian	13	4
Black or African American	14	4
Hispanic/Latino of any race	24	9
Native Hawaiian or Other Pacific Islander	0	0
White	538	164

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	20	5
No Race/Ethnicity Reported	6	1

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	20	5
No Race/Ethnicity Reported	6	1

Teachers Prepared

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

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

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

THIS PAGE INCLUDES:
>>   Teachers Prepared by Subject Area
>>   Teachers Prepared by Academic Major

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

- Academic Major

Teachers Prepared by Subject Area

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

For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. **(§205(b)(1)(H))**

What are CIP Codes?

☐ **No teachers prepared in academic year 2018-19**

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

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

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	35
13.1202	Teacher Education - Elementary Education	83

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	18
13.1301	Teacher Education - Agriculture	20
13.1302	Teacher Education - Art	7
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	17
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	4
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	7
13.1311	Teacher Education - Mathematics	9
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	3
13.1323	Teacher Education - Chemistry	2
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	14
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify: TE-Government & Citizenship (14), TE-Economics (14)	28

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2018-19. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

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

What are CIP Codes?

Do participants earn a degree upon completion of the program?

- ● Yes
- ○ No

☐ **No teachers prepared in academic year 2018-19**

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

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	35
13.1202	Teacher Education - Elementary Education	83
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	18
13.1301	Teacher Education - Agriculture	20
13.1302	Teacher Education - Art	7
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	17
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	4
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	7
13.1311	Teacher Education - Mathematics	9
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	14
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	3
13.1323	Teacher Education - Chemistry	2
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify:	
01	Agriculture	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	
09	Communication or Journalism	

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

CIP Code	Academic Major	Number Prepared
99	Other Specify:	

CIP Code	Academic Major	Number Prepared
99	Other Specify:	

Program Assurances

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

Program Assurances

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

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   ● Yes
   ○ No
   ○ Program does not prepare special education teachers

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

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   The Purdue University traditional undergraduateTeacher Education Program curricula include two themes and four strands: Social Justice and Diversity (race, ethnicity, social class [low income and at-risk student populations], gender, language proficiency (English Learners), cognitive abilities, exceptionality – including high ability/gifted and talented), K-12 STEM Education, Innovation, Collaboration, Advancement, and Leadership. Technology (history, nature, role, and use of educational technology) also is infused throughout the curricula. The Purdue University Teacher Education Program has partnerships with schools in rural, suburban, and urban school settings in Indiana. The school can be an elementary, middle/junior high, or high school that works collaboratively with Purdue University teacher education faculty to develop and demonstrate exemplary learning practices and programs for diverse students; provides field-based preparation (early field experiences and student teaching) for our teacher education students; and demonstrates new educational knowledge through study and research. The Purdue University Teacher Education Program curricula actively involve professors and instructors from all disciplines, including English learners, special education, and technology in education. The courses taken by our students are taught

by professors and instructors who communicate regularly with our partner schools of practicing elementary and secondary teachers. They also are familiar with cutting edge, research-based pedagogies. Students complete early field experience and student teaching placements in rural, suburban, and/or urban elementary and secondary schools and are mentored both by Purdue faculty and Master teachers in their disciplines at both the elementary and secondary school setting. With regard to the instruction of limited English proficient students, all Elementary Education and Special Education initial licensure candidates complete a two-credit hour course that addresses culturally and linguistically appropriate strategies for English language learners. A 2-hour per week, 7-13 weeks field experience component is included for observation, lesson plans and materials development, implementation, and revision. The secondary initial licensure teacher education programs include instruction of limited English proficient students within the methods courses. There is a post-graduate English Language Learning (ELL) program. This is not an initial licensure program, but is rather an additional licensure program. Undergraduate candidates are allowed to concurrently enroll in the ELL graduate courses as early as their fifth semester; and it is possible for most coursework to be completed at the same time that the undergraduate degree is completed. All courses include a field experience component. This licensure area can only be added to an existing Indiana teacher license. Therefore, program completers are not included in the program completer count for this Title II Report. Technology is embedded throughout the Purdue University Teacher Education Program. In the core/foundational courses (EDCI 20500, EDCI 27000, EDCI 28500, EDPS 23500, and EDPS 26500), the following are addressed: the nature and role of educational technology; fundamentals of education technology, including the integration of instructional design, media, computer, and related technologies within the classroom setting; students explore and evaluate how, when, and why technology should be infused into education; students experience how different tools are used to create, manage, present, and evaluate instructional materials; students learn how the computer, other forms of media, and instructional design techniques are integrated, utilized, and evaluated within the classroom; and students use technology to gather resources to understand its effective use in the classroom. Part of the program utilizes online learning. Students access information about schools and class content through a learning management system. EDPS 43000 includes how to use technology to facilitate organization and assessment, and how to use it for record keeping purposes. Students also develop a comprehensive plan for creating and managing a specific learning environment. Students completing the dual licensure programs, Early Childhood Education and Exceptional Needs: Mild Intervention or Elementary Education and Exceptional Needs: Mild Intervention, complete EDPS 45900 Assistive Technology. This course addresses the use of technological applications in special education, including microcomputers, interactive video, auditory and visual enhancement, and other adaptive devices with individuals with disabilities including learning and cognitive disabilities and visual, sensory and physical impairments. Meeting the needs of diverse learners is the foundation of Teacher Education at Purdue University. With regard to Special Education, all traditional teacher education program candidates are required to complete the course, EDPS 26500, The Inclusive Classroom. The course addresses the characteristics of students with special needs/talents and strategies for helping students learn and develop in general educational settings. Emphasis is placed upon research evidence, case studies, problem-based learning, and the development of a plan for an inclusive classroom. All teacher education methods courses and field experiences include evidence-based content and strategies for addressing the diverse needs of P-12 students with disabilities.

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))**

Please note that the goals you set last year are not pre-loaded into your report because the Department's changes to wording of the questions in this section make them incompatible for pre-loading from last year's data. Next year, your goals will be pre-loaded into your report based on the goals you enter this year.

In order to complete this section, you may find it helpful to review your goals in your 2019 report. You may download and review your 2019 report by following the following steps: 1) click the Home tab, 2) click "Academic Year 2018-19 Data" in the banner near the top of the page to expand the dropdown, and select "Academic Year 2017-18 Data," 3) Click Download Report.

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

- Quantifiable Goals

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

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

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

- ● Yes
- ○ No

2. Describe your goal.

The 2018-19 target number for teachers prepared in mathematics was sixteen.

3. Did your program meet the goal?

- ○ Yes
- ● No

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

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

Although we were seven students short of our goal, we will continue to collaborate with the College of Science to increase our numbers in mathematics since that content area is housed in the College of Science. With another new teacher education recruiter, a review of current recruitment activities has commenced and new strategies to increase and retain our mathematics students have been implemented. In addition, a Recruitment Council will meet twice a year to discuss recruiting initiatives,trends in current schools, and ways to increase the number of students interested in teaching, including the teaching of mathematics.

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

The Teacher Education Recruiter will continue to work closely with the Director of Diversity Initiatives and connect with the recruiter in the College of Science to increase our numbers, as well as utilize a recruitment committee to assist with recruitment efforts and activities. All faculty and staff are encouraged to provide recruitment committee members with new and creative recruitment ideas to help increase enrollment numbers. Participation also will be more coordinated and focused.

Review Current Year's Goal (2019-20)

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

- ● Yes
- ○ No

8. Describe your goal.

For the traditional undergraduate program, we are planning to prepare six teachers in mathematics.

Set Next Year's Goal (2020-21)

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

- ● Yes
- ○ No

10. Describe your goal.

For the traditional undergraduate program, we will plan to prepare eight teachers in mathematics.

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))**

Please note that the goals you set last year are not pre-loaded into your report because the Department's changes to wording of the questions in this section make them incompatible for pre-loading from last year's data. Next year, your goals will be pre-loaded into your report based on the goals you enter this year.

In order to complete this section, you may find it helpful to review your goals in your 2019 report. You may download and review your 2019 report by following the following steps: 1) click the Home tab, 2) click "Academic Year 2018-19 Data" in the banner near the top of the page to expand the dropdown, and select "Academic Year 2017-18 Data," 3) Click Download Report.

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

- Quantifiable Goals

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

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

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

- ● Yes
- ○ No

2. Describe your goal.

We planned to prepare twelve science teachers. The specific science content areas are Biology, Chemistry, Earth/Space Sciences, and Physics.

3. Did your program meet the goal?

- ○ Yes
- ● No

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

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

Although we were short of our goal, we will continue to collaborate with the College of Science to increase our numbers in the sciences since those content areas are housed in the College of Science. With another new teacher education recruiter, a review of current recruitment activities has commenced and new strategies to increase and retain our science education students have been implemented. In addition, a Recruitment Council will meet twice a year to discuss recruiting initiatives,trends in current schools, and ways to increase the number of students interested in teaching, including the teaching of science..

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

The Teacher Education Recruiter will continue to work closely with the Director of Diversity Initiatives and connect with the recruiter in the College of Science to increase our numbers, as well as utilize a recruitment committee to assist with recruitment efforts and activities. All faculty and staff are encouraged to provide recruitment committee members with new and creative recruitment ideas to help increase enrollment numbers. Participation also will be more coordinated and focused.

Review Current Year's Goal (2019-20)

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

- ⦿ Yes
- ○ No

8. Describe your goal.

For the traditional undergraduate program, we are planning to prepare six teachers in science.

Set Next Year's Goal (2020-21)

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

- ⦿ Yes
- ○ No

10. Describe your goal.

For the traditional undergraduate program, we will plan to prepare eight teachers in science.

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))

Please note that the goals you set last year are not pre-loaded into your report because the Department's changes to wording of the questions in this section make them incompatible for pre-loading from last year's data. Next year, your goals will be pre-loaded into your report based on the goals you enter this year.

In order to complete this section, you may find it helpful to review your goals in your 2019 report. You may download and review your 2019 report by following the following steps: 1) click the Home tab, 2) click "Academic Year 2018-19 Data" in the banner near the top of the page to expand the dropdown, and select "Academic Year 2017-18 Data," 3) Click Download Report.

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

- Quantifiable Goals

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

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

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

● Yes
○ No

2. Describe your goal.

We planned to prepare fifteen Special Education teachers in the traditional undergraduate programs.

3. Did your program meet the goal?

● Yes
○ No

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

We reinstated the traditional undergraduate program for Special Education, offering a mild only major and a mild and intense major. By doing so, we were able to recruit individuals who were interested in teaching Special Education. We also offer Special Education as a dual major in Elementary

Education as well as a dual major in Early Childhood Education, thus allowing candidates to focus on a particular grade level of interest.

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

We continue to strive toward increasing the numbers in Special Education, a high need area locally, state-wide, and nationally. As part of our Innovative Initiative, Special Education will be offered as a strand for all teacher education majors.

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

Starting Fall 2016, the stand-alone Special Education programs were again offered. The number of students enrolled in these programs continue to increase. The Teacher Education Recruiter will continue to work closely with the Director of Diversity Initiatives, as well as utilize a recruitment committee to assist with recruitment efforts and activities. A recruitment plan has been developed to assist in these endeavors.

Review Current Year's Goal (2019-20)

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

- ● Yes
- ○ No

8. Describe your goal.

We are planning to prepare twenty-five teachers in special education.

Set Next Year's Goal (2020-21)

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

- ● Yes
- ○ No

10. Describe your goal.

We are planning to prepare twenty-five teachers in special education.

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))

Please note that the goals you set last year are not pre-loaded into your report because the Department's changes to wording of the questions in this section make them incompatible for pre-loading from last year's data. Next year, your goals will be pre-loaded into your report based on the goals you enter this year.

In order to complete this section, you may find it helpful to review your goals in your 2019 report. You may download and review your 2019 report by following the following steps: 1) click the Home tab, 2) click "Academic Year 2018-19 Data" in the banner near the top of the page to expand the dropdown, and select "Academic Year 2017-18 Data," 3) Click Download Report.

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

- Quantifiable Goals

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

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

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

○ Yes
● No

2. Describe your goal.

3. Did your program meet the goal?

○ Yes
○ No

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

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

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

Review Current Year's Goal (2019-20)

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

- ○ Yes
- ● No

8. Describe your goal.

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in instruction of limited English proficient students in 2020-21? If no, leave the next question blank.

- ○ Yes
- ● No

10. Describe your goal.

Assessment Pass Rates

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

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

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

- Pass rate
- Scaled score
- Teacher credential assessment

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
009 -CAREER AND TECH EDUC—AGRICULTURE Evaluation Systems group of Pearson Other enrolled students	13	235	11	85
009 -CAREER AND TECH EDUC—AGRICULTURE Evaluation Systems group of Pearson All program completers, 2018-19	20	245	20	100
009 -CAREER AND TECH EDUC—AGRICULTURE Evaluation Systems group of Pearson All program completers, 2017-18	25	250	25	100
009 -CAREER AND TECH EDUC—AGRICULTURE Evaluation Systems group of Pearson All program completers, 2016-17	11	234	11	100
011 -CAREER AND TECH EDUC—FAMILY AND CONSUMER SCI Evaluation Systems group of Pearson Other enrolled students	2			
011 -CAREER AND TECH EDUC—FAMILY AND CONSUMER SCI Evaluation Systems group of Pearson All program completers, 2018-19	4			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
011 -CAREER AND TECH EDUC—FAMILY AND CONSUMER SCI Evaluation Systems group of Pearson All program completers, 2017-18	5			
011 -CAREER AND TECH EDUC—FAMILY AND CONSUMER SCI Evaluation Systems group of Pearson All program completers, 2016-17	4			
004 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	18	249	18	100
004 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	14	247	14	100
004 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	17	241	17	100
014 -EARLY CHILDHOOD GENERALIST SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	16	228	11	69
014 -EARLY CHILDHOOD GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	18	237	18	100
014 -EARLY CHILDHOOD GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	15	236	14	93
014 -EARLY CHILDHOOD GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2016-17	17	244	17	100
015 -EARLY CHILDHOOD GENERALIST SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	18	254	18	100
015 -EARLY CHILDHOOD GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	18	258	18	100
015 -EARLY CHILDHOOD GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	15	253	15	100
015 -EARLY CHILDHOOD GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2016-17	17	255	17	100
016 -EARLY CHILDHOOD GENERALIST SUBTEST 3 Evaluation Systems group of Pearson Other enrolled students	15	238	13	87
016 -EARLY CHILDHOOD GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2018-19	18	246	18	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
016 -EARLY CHILDHOOD GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2017-18	15	243	15	100
016 -EARLY CHILDHOOD GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2016-17	17	242	17	100
017 -EARLY CHILDHOOD GENERALIST SUBTEST 4 Evaluation Systems group of Pearson Other enrolled students	20	229	14	70
017 -EARLY CHILDHOOD GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2018-19	18	244	18	100
017 -EARLY CHILDHOOD GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2017-18	15	240	15	100
017 -EARLY CHILDHOOD GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2016-17	17	246	16	94
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	16	235	14	88
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	79	249	78	99
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	93	248	93	100
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	103	250	103	100
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	70	227	47	67
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	82	240	78	95
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	98	237	96	98
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2016-17	104	240	102	98
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	74	246	63	85

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	82	249	82	100
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	98	245	98	100
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2016-17	104	250	104	100
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson Other enrolled students	71	243	65	92
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2018-19	82	250	78	95
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2017-18	98	245	96	98
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2016-17	104	252	104	100
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson Other enrolled students	69	223	42	61
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2018-19	82	239	77	94
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2017-18	98	237	96	98
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2016-17	104	241	102	98
018 -ENGINEERING AND TECHNOLOGY EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	7			
018 -ENGINEERING AND TECHNOLOGY EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	6			
018 -ENGINEERING AND TECHNOLOGY EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	3			
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2018-19	17	233	16	94
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2017-18	9			
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2016-17	9			
024 -EXCEPTIONAL NEEDS—INTENSE INTERVENTION Evaluation Systems group of Pearson Other enrolled students	3			
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson Other enrolled students	19	246	17	89
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2018-19	34	249	33	97
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2017-18	36	245	35	97
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2016-17	39	248	39	100
064 -EXCEPTIONAL NEEDS—MILD INTERVENTION: READING INST Evaluation Systems group of Pearson All program completers, 2018-19	3			
030 -FINE ARTS—VISUAL ARTS Evaluation Systems group of Pearson Other enrolled students	1			
030 -FINE ARTS—VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2018-19	7			
030 -FINE ARTS—VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2017-18	4			
030 -FINE ARTS—VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2016-17	13	238	13	100
066 -HEALTH Evaluation Systems group of Pearson Other enrolled students	1			
066 -HEALTH Evaluation Systems group of Pearson All program completers, 2017-18	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
066 -HEALTH Evaluation Systems group of Pearson All program completers, 2016-17	10	243	10	100
035 -MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	3			
035 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	9			
035 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	13	240	13	100
035 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	16	240	15	94
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, 2018-19	9			
007 -P–12 EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	6			
007 -P–12 EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	21	242	21	100
067 -PHYSICAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
067 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	2			
067 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	9			
043 -SCIENCE—CHEMISTRY Evaluation Systems group of Pearson All program completers, 2018-19	2			
043 -SCIENCE—CHEMISTRY Evaluation Systems group of Pearson All program completers, 2017-18	1			
043 -SCIENCE—CHEMISTRY Evaluation Systems group of Pearson All program completers, 2016-17	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
044 -SCIENCE—EARTH/SPACE SCIENCE Evaluation Systems group of Pearson Other enrolled students	1			
045 -SCIENCE—LIFE SCIENCE Evaluation Systems group of Pearson Other enrolled students	1			
045 -SCIENCE—LIFE SCIENCE Evaluation Systems group of Pearson All program completers, 2018-19	3			
045 -SCIENCE—LIFE SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	2			
045 -SCIENCE—LIFE SCIENCE Evaluation Systems group of Pearson All program completers, 2016-17	5			
047 -SCIENCE—PHYSICS Evaluation Systems group of Pearson All program completers, 2017-18	2			
047 -SCIENCE—PHYSICS Evaluation Systems group of Pearson All program completers, 2016-17	1			
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	7			
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	70	249	69	99
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	70	248	68	97
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	61	249	61	100
048 -SOCIAL STUDIES—ECONOMICS Evaluation Systems group of Pearson Other enrolled students	11	219	8	73
048 -SOCIAL STUDIES—ECONOMICS Evaluation Systems group of Pearson All program completers, 2018-19	14	225	12	86
048 -SOCIAL STUDIES—ECONOMICS Evaluation Systems group of Pearson All program completers, 2017-18	12	232	10	83
048 -SOCIAL STUDIES—ECONOMICS Evaluation Systems group of Pearson All program completers, 2016-17	11	229	8	73

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
050 -SOCIAL STUDIES—GOVERNMENT AND CITIZENSHIP Evaluation Systems group of Pearson Other enrolled students	12	241	10	83
050 -SOCIAL STUDIES—GOVERNMENT AND CITIZENSHIP Evaluation Systems group of Pearson All program completers, 2018-19	14	236	13	93
050 -SOCIAL STUDIES—GOVERNMENT AND CITIZENSHIP Evaluation Systems group of Pearson All program completers, 2017-18	12	242	12	100
050 -SOCIAL STUDIES—GOVERNMENT AND CITIZENSHIP Evaluation Systems group of Pearson All program completers, 2016-17	11	244	11	100
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson Other enrolled students	11	224	8	73
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2018-19	14	226	12	86
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2017-18	12	231	10	83
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2016-17	11	227	9	82
052 -SOCIAL STUDIES—PSYCHOLOGY Evaluation Systems group of Pearson All program completers, 2018-19	1			
052 -SOCIAL STUDIES—PSYCHOLOGY Evaluation Systems group of Pearson All program completers, 2016-17	1			
053 -SOCIAL STUDIES—SOCIOLOGY Evaluation Systems group of Pearson All program completers, 2016-17	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 Westat's Title II Support Center and your testing company representative.

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

- Pass rate

- Scaled score

- Teacher credential assessment

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2018-19	187	175	94
All program completers, 2017-18	194	187	96
All program completers, 2016-17	207	203	98

Low-Performing

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

Low-Performing

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

- ● Yes
- ○ No

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

- ☑ State
- ☑ CAEP
- ☐ AAQEP
- ☐ Other specify:

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

- ○ Yes
- ● No

Use of Technology

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

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

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.**

   Technology is required throughout the Purdue University Teacher Education Program. Students complete EDCI 27000, Introduction to Educational Technology and Computing and in the core/foundational courses (EDCI 20500, EDCI 28500, EDPS 23500, and EDPS 26500), the following are addressed: the nature and role of educational technology; fundamentals of education technology, including the integration of instructional design, media, computer, and related technologies within the classroom setting; students explore and evaluate how, when, and why technology should be infused into education; students experience how different tools are used to create, manage, present, and evaluate instructional materials; students learn how the computer, other forms of media, and instructional design techniques are integrated, utilized, and evaluated within the classroom; and students use technology to gather resources to understand its effective use in the classroom. Part of the program utilizes online learning. Students access information about schools and class content through a learning management system. EDPS 43000 addresses how to use technology to facilitate organization, assessment, and record keeping. Students also develop a comprehensive plan for creating and managing a specific learning environment. Students completing the dual licensure programs, Early Childhood Education and Exceptional Needs: Mild Intervention or Elementary Education and Exceptional Needs: Mild Intervention, complete EDPS 45900 Assistive Technology. This course addresses the use of technological applications in special education, including microcomputers, interactive video, auditory and visual enhancement, and other adaptive devices with individuals with disabilities including learning and cognitive disabilities and visual, sensory and physical impairments. Meeting the needs of diverse learners is a foundation of

Teacher Education at Purdue University.

Teacher Training

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

Teacher Training

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

   a. **Teach students with disabilities effectively**

   In EDPS 26500 The Inclusive Classroom, a foundational course, candidates are introduced to the characteristics of various disabilities and how those present in the classroom. Activities include the following: -Lesson plan including accommodations for students with disabilities in the Theory into Practice classroom. -Diverse needs paper describing chosen accommodations for case studies and a rationale for the decision. -Midterm & final exams that cover content of effectively teaching 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.***

   During the foundational course, EDPS 26500 The Inclusive Classroom, the IEP process is discussed as well as the general and special education roles and participation in the process.

   c. **Effectively teach students who are limited English proficient.**

   EDCI 37001, Teaching English Learners in the Elementary School, focuses on the information necessary to the design of materials and instructional strategies for English Language Learners. The course addresses current issues as well as on techniques for instructing and assessing students who are at the beginning or intermediate stages of English language development in the school context. Activities include student observations, lesson planning, English Learning planning, teacher-student interaction, lesson plan reflection, and follow up lessons.

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**

   Candidates complete the following methods courses: EDPS 46000 Strategies for Teaching Individuals with Mild and Moderate Disabilities Primary and Elementary Grades, EDPS 46200 Strategies for Teaching Individuals with Mild and Moderate Disabilities Middle and High School, and EDPS 46300 Teaching Individuals with Severe Disabilities. These courses address mild and intense educational supports and curriculum across all content areas at the P-12 grade levels. In addition, practica in Strategies for Teaching Individuals with Disabilities and a sixteen week student teaching experience are completed to ensure candidates are provided the opportunity for clinical practice.

   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.***

The course, EDPS 41001 Collaboration and Transition Practices for Individuals with Disabilities, focuses on collaboration and transition, particularly in participating in the IEP process collaboratively.

c. **Effectively teach students who are limited English proficient.**

EDCI 37001, Teaching English Learners in the Elementary School, focuses on the information necessary to the design of materials and instructional strategies for English Language Learners. The course addresses current issues as well as on techniques for instructing and assessing students who are at the beginning or intermediate stages of English language development in the school context. Activities include student observations, lesson planning, English Learning planning, teacher-student interaction, lesson plan reflection, and follow up lessons.

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.

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.

Purdue University is a public, land-grant university located in West Lafayette, Indiana. Throughout its history, Purdue has been dedicated to the mission and spirit of land grant universities through the conduct of significant outreach to the citizens of Indiana and beyond. Purdue is committed to the discovery and dissemination of knowledge, a mission reflected not only in its land grant status but also in its Carnegie classification as RU/VH: Research University (very high research activity). As a land-, sea-, and space-grant institution, Purdue University generated $454.5 million dollars in research funding for fiscal year 2018. With approximately 43,000 undergraduate and graduate students on its West Lafayette campus, the university's mission also is oriented toward teaching and learning. Teacher Education at Purdue is governed by a Teacher Education Council (TEC) and is comprised of representatives from five colleges across the university: the Colleges of Agriculture, Health and Human Sciences, Education, Liberal Arts, and Science, as well as the Purdue Polytechnic Institute, where students are enrolled in these colleges and major in their content areas. The Program Coordinator Council (PCC) is a collaborative and advisory body to the TEC that is comprised of the program conveners for all teacher education programs. The PCC provides a mechanism to address common issues affecting teacher education programs. It also provides support and encouragement for networking, collaboration, and professional development among faculty and staff. The College of Education provides leadership for the PCC and TEC, as well as core education courses and support services. Additional information about Purdue University teacher education programs can be found at https://www.education.purdue.edu/teacher-preparation/.

Supporting Files

Basic Skills-Alternative Admissions Numbers by IHE Institution 2018-2019	

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:

Teresa Oakes

TITLE:

Assistant Dean

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:

Nancy Marchand-Martella

TITLE:

Dean