



Taylor University
Alternative, IHE-based Report AY 2022-23
Indiana



REPORT COMPLETE
STATUS: **CERTIFIED**

Institution Information

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

- [Academic year](#)
- [IPEDS ID](#)

IPEDS ID

152530

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

1846 Main Street

CITY

Upland

STATE

Indiana



ZIP

46989

SALUTATION

Dr.



FIRST NAME

Shelly

LAST NAME

Engle

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List of Programs

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

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

- [Teacher Preparation Program](#)

THIS PAGE INCLUDES:

>> [List of Programs](#)

List of Programs

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

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1202	Elementary Education	Both	
13.1203	Junior High/Intermediate/Middle School Education and Teaching	Both	
13.1	Special Education	Both	
13.1301	Teacher Education - Agriculture	PG	
13.1302	Teacher Education - Art	Both	
13.1322	Teacher Education - Biology	Both	
13.1303	Teacher Education - Business	PG	
13.1323	Teacher Education - Chemistry	Both	
13.1321	Teacher Education - Computer Science	Both	
13.1337	Teacher Education - Earth Science	PG	
13.14	Teacher Education - English as a Second Language	Both	
13.1305	Teacher Education - English/Language Arts	Both	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	PG	
13.1306	Teacher Education - Foreign Language	Both	
13.1307	Teacher Education - Health	PG	
13.1328	Teacher Education - History	Both	
13.1311	Teacher Education - Mathematics	Both	

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1312	Teacher Education - Music	Both	
13.1314	Teacher Education - Physical Education and Coaching	PG	
13.1329	Teacher Education - Physics	Both	
13.1315	Teacher Education - Reading	PG	
13.1318	Teacher Education - Social Studies	Both	
13.1309	Teacher Education - Technology/Industrial Arts	PG	

Total number of teacher preparation programs:

23

Program Requirements

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

THIS PAGE INCLUDES:

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

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

- [Full-time equivalent faculty supervising clinical experience](#)
- [Adjunct faculty supervising clinical experience](#)
- [Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience](#)
- [Supervised clinical experience](#)

Undergraduate Requirements

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

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

- Yes
 No

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

Element	Admission	Completion
Transcript	<input type="radio"/> Yes <input checked="" 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 type="radio"/> Yes <input checked="" 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 type="radio"/> Yes <input checked="" 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 type="radio"/> Yes <input checked="" 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

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

Note that although a C- or better is required in all professional coursework, there is not a minimum GPA in professional coursework required for entrance into or exit from the teacher education program. A minimum SAT/ACT score is not required, however, we do monitor basic skills and require that candidates pass the university requirements for math and reading prior to admission to teacher education.

Postgraduate Requirements

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

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

- Yes
 No

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

Element	Admission	Completion
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input type="radio"/> Yes <input checked="" 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

Element	Admission	Completion
Minimum basic skills test score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Recommendation(s)	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <input type="text" value="portfolio"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

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

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

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

Note that candidates must follow state requirements regarding admission GPA or passage of content tests for Transition to Teaching. When a candidate takes the content test is dependent on their undergrad GPA and/or their licensure area they wish to pursue.

Supervised Clinical Experience

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

Provide the following information about supervised clinical experience in 2022-23. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models?

- Yes
 No

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

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	<input type="text" value="62"/>
Number of clock hours required for student teaching	<input type="text" value="300"/>

You have programs with the teacher of record model, but "clock hours of supervised clinical experience required prior to teaching as the teacher of record" and "years required for teaching as the teacher of record" are 0. Please correct the data, or confirm.

I confirm that there are 0 hours required

Are there programs in which candidates are the teacher of record?

- Yes
- No

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

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)

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

0

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

0

All Programs

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

0

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

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

6

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

16

Number of students in supervised clinical experience during this academic year

32

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

Note that candidates must follow state requirements regarding being the teacher of record while in programs for Transition to Teaching.

Enrollment and Program Completers

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year.

(§205(a)(1)(C)(ii))

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

- [Enrolled Student](#)
- [Program Completer](#)

Enrollment and Program Completers

2022-23 Total	
Total Number of Individuals Enrolled	163
Subset of Program Completers	54

Gender	Total Enrolled	Subset of Program Completers
Male	50	18
Female	113	36
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	1	0
Asian	1	0
Black or African American	6	2
Hispanic/Latino of any race	8	3
Native Hawaiian or Other Pacific Islander	0	0
White	145	48
Two or more races	2	1

Race/Ethnicity

Total Enrolled

Subset of Program Completers

No Race/Ethnicity Reported

0

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.

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

- [Academic Major](#)

THIS PAGE INCLUDES:

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

Teachers Prepared by Subject Area

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

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

What are CIP Codes?

No teachers prepared in academic year 2022-23

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

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

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	<input type="text"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="20"/>

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text"/>
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	3
13.1303	Teacher Education - Business	5
13.1305	Teacher Education - English/Language Arts	3
13.1306	Teacher Education - Foreign Language	1
13.1307	Teacher Education - Health	4
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	3
13.1312	Teacher Education - Music	<input type="text"/>
13.1314	Teacher Education - Physical Education and Coaching	10
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - Science Teacher Education/General Science	1
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	8
13.1320	Teacher Education - Trade and Industrial	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	1
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1328	Teacher Education - History	<input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
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 2022-23. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

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

[What are CIP Codes?](#)

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

- Yes
 No

No teachers prepared in academic year 2022-23

If this provider does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or [clear responses already entered](#)).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	<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"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text"/>
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	<input type="text"/>
13.1306	Teacher Education - Foreign Language	<input type="text"/>
13.1307	Teacher Education - Health	<input type="text"/>

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

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

CIP Code	Academic Major	Number Prepared
99	Other Specify: <input data-bbox="289 121 1263 163" type="text"/>	<input data-bbox="1295 90 1572 132" type="text"/>

Program Assurances

THIS PAGE INCLUDES:

>> [Program Assurances](#)

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

Program Assurances

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

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

- Yes
 No

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

- Yes
 No

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

- Yes
 No
 Program does not prepare special education teachers

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

- Yes
 No

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

- Yes
 No

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

- Yes
 No

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

- Yes
 No

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

Taylor University Transition to Teaching candidates obtain training in the areas addressed in the previous items. Licensure in Indiana requires that the university "include methods for teaching English as a new language..." While our TTT program now offers an English as a New Language and Mild Intervention licensure programs which specifically focus upon some of these categories, all prospective teachers do not obtain this licensure Because of this, most all education courses include readings, assignments, and discussions on teaching a variety of students including various ethnicities, races, SES levels, and disabilities. For example, all TTT licensure candidates take an introductory education class, educational psychology class, and a course addressing exceptional children where these topics are woven into course study. Pre student teaching field experiences in courses help prepare candidates for working with all students. In addition, all candidates are required to have clinical experience in diverse school settings. These issues are

also addressed during the student teaching experience.

Annual Goals: Mathematics

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

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

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

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

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

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

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

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

- Yes
 No

2. Describe your goal.

Maintain current licensure numbers.

3. Did your program meet the goal?

- Yes
 No

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

We achieved only one less completer than the previous year.

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

We have continued marketing for programming and continue our positive reputation for a strong program. We continue to work with marketing and admissions to recruit strong candidates into this field and other STEM fields.

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

Review Current Year's Goal (2023-24)

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

Yes

No

8. Describe your goal.

Maintain or increase current licensure numbers for mathematics.

Set Next Year's Goal (2024-25)

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

Yes

No

10. Describe your goal.

Maintain or increase current licensure numbers for mathematics.

Annual Goals: Science

THIS PAGE INCLUDES:

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

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

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

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

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

- [Quantifiable Goals](#)

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

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

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

- Yes
 No

2. Describe your goal.

Maintain current licensure numbers.

3. Did your program meet the goal?

- Yes
 No

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

Our numbers were much lower than the previous year. We have not changed marketing, but the state of Indiana announced a new partnership with ICELL to provide STEM licensure area instruction, programming, and licensure for free so there is less demand to participate in a paid program such as ours.

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

We will continue to work with marketing and admissions to recruit high-quality candidates for Science and other STEM areas.

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

Review Current Year's Goal (2023-24)

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

- Yes
 No

8. Describe your goal.

Maintain or increase current licensure in Science areas.

Set Next Year's Goal (2024-25)

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

- Yes
 No

10. Describe your goal.

Maintain or increase current licensure in Science areas.

Annual Goals: Special Education

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

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

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

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

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

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

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

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

- Yes
 No

2. Describe your goal.

License one or more teacher in SPED through TTT.

3. Did your program meet the goal?

- Yes
 No

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

We did not have a student achieve licensure, but one candidate is making great progress in the program.

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

We will continue marketing and recruiting for this program.

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

Review Current Year's Goal (2023-24)

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

- Yes
 No

8. Describe your goal.

License one or more teacher in SPED through TTT.

Set Next Year's Goal (2024-25)

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

- Yes
 No

10. Describe your goal.

License one or more teacher in SPED through TTT.

Annual Goals: Instruction of Limited English Proficient Students

THIS PAGE INCLUDES:

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

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

[\(\\$205\(a\)\(1\) \(A\)\(i\), \\$205\(a\)\(1\)\(A\)\(ii\), \\$206\(a\)\)](#)

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

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

- [Quantifiable Goals](#)

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

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

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

- Yes
 No

2. Describe your goal.

License one or more teachers in TESOL.

3. Did your program meet the goal?

- Yes
 No

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

We did not have a student achieve licensure, but one candidate is making great progress in the program.

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

We will continue to market and recruit candidates for this program.

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

Review Current Year's Goal (2023-24)

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

- Yes
 No

8. Describe your goal.

License one or more teachers in TESOL.

Set Next Year's Goal (2024-25)

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

- Yes
 No

10. Describe your goal.

License one or more teachers in TESOL.

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 RTI's Title II Support Center and your testing company representative.

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

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5701 -AGRICULTURE Educational Testing Service (ETS) Other enrolled students	1			
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	2			
PIN0008 -BUSINESS Evaluation Systems group of Pearson All program completers, 2020-21	5			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	2			
PIN0010 -CAREER AND TECH EDUC-BUS AND INFORMATION TECH Evaluation Systems group of Pearson All program completers, 2020-21	1			
PIN0011 -CAREER AND TECH EDUC-FAMILY AND CONSUMER SCI Evaluation Systems group of Pearson All program completers, 2020-21	2			
ETS5911 -ECONOMICS Educational Testing Service (ETS) Other enrolled students	1			
ETS5008 -ELEM ED: MATH & SCIENCE Educational Testing Service (ETS) Other enrolled students	2			
ETS5008 -ELEM ED: MATH & SCIENCE Educational Testing Service (ETS) All program completers, 2022-23	17	166	13	76
ETS5008 -ELEM ED: MATH & SCIENCE Educational Testing Service (ETS) All program completers, 2021-22	13	166	11	85
ETS5007 -ELEM ED: READING & SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	3			
ETS5007 -ELEM ED: READING & SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2022-23	18	172	15	83
ETS5007 -ELEM ED: READING & SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2021-22	12	174	10	83
PIN0005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
PIN0005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	2			
PIN0005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	32	248	32	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
PIN0060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	2			
PIN0060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2021-22	1			
PIN0060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2020-21	33	234	28	85
PIN0061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	1			
PIN0061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2021-22	1			
PIN0061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2020-21	35	232	26	74
PIN0062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson Other enrolled students	1			
PIN0062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2021-22	1			
PIN0062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2020-21	33	243	31	94
PIN0063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson Other enrolled students	2			
PIN0063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2021-22	1			
PIN0063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2020-21	34	232	29	85
PIN0018 -ENGINEERING AND TECHNOLOGY EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	1			
PIN0021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	1			
PIN0021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2021-22	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
PIN0021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2020-21	4			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2022-23	2			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2021-22	3			
ETS5122 -FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) Other enrolled students	1			
ETS5122 -FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) All program completers, 2020-21	1			
PIN0030 -FINE ARTS-VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2022-23	2			
ETS5921 -GEOGRAPHY Educational Testing Service (ETS) All program completers, 2022-23	1			
PIN0066 -HEALTH Evaluation Systems group of Pearson All program completers, 2022-23	1			
PIN0066 -HEALTH Evaluation Systems group of Pearson All program completers, 2021-22	1			
PIN0066 -HEALTH Evaluation Systems group of Pearson All program completers, 2020-21	2			
ETS5551 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2022-23	2			
PIN0035 -MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	1			
ETS5165 -MATHEMATICS Educational Testing Service (ETS) Other enrolled students	3			
ETS5165 -MATHEMATICS Educational Testing Service (ETS) All program completers, 2021-22	1			
PIN0035 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2020-21	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
PIN0069 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2021-22	1			
PIN0020 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2020-21	1			
ETS5164 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) Other enrolled students	3			
PIN0034 -MIDDLE SCHOOL MATHEMATICS Evaluation Systems group of Pearson All program completers, 2022-23	2			
ETS5164 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2021-22	1			
PIN0034 -MIDDLE SCHOOL MATHEMATICS Evaluation Systems group of Pearson All program completers, 2021-22	1			
PIN0070 -MIDDLE SCHOOL MATHEMATICS Evaluation Systems group of Pearson All program completers, 2020-21	1			
ETS5442 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2022-23	1			
PIN0071 -MIDDLE SCHOOL SCIENCE Evaluation Systems group of Pearson All program completers, 2021-22	2			
PIN0071 -MIDDLE SCHOOL SCIENCE Evaluation Systems group of Pearson All program completers, 2020-21	1			
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	1			
PIN0037 -MIDDLE SCHOOL SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2022-23	1			
PIN0007 -P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	1			
PIN0007 -P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	6			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	5			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	8			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	3			
PIN0067 -PHYSICAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
PIN0067 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2022-23	1			
PIN0067 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	3			
PIN0067 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	9			
ETS5265 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	2			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2022-23	17	179	17	100
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2021-22	13	175	13	100
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2020-21	7			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	2			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2022-23	19	177	19	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2021-22	10	179	10	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2020-21	7			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5625 -PRINC LEARNING AND TEACHING PRE K-12 Educational Testing Service (ETS) All program completers, 2022-23	5			
ETS5625 -PRINC LEARNING AND TEACHING PRE K-12 Educational Testing Service (ETS) All program completers, 2021-22	2			
ETS5391 -PSYCHOLOGY Educational Testing Service (ETS) Other enrolled students	1			
PIN0045 -SCIENCE-LIFE SCIENCE Evaluation Systems group of Pearson Other enrolled students	1			
PIN0045 -SCIENCE-LIFE SCIENCE Evaluation Systems group of Pearson All program completers, 2021-22	1			
PIN0045 -SCIENCE-LIFE SCIENCE Evaluation Systems group of Pearson All program completers, 2020-21	6			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) Other enrolled students	1			
PIN0006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2022-23	1			
PIN0006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	3			
PIN0006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	28	249	26	93
PIN0050 -SOCIAL STUDIES-GOVERNMENT AND CITIZENSHIP Evaluation Systems group of Pearson Other enrolled students	1			
PIN0050 -SOCIAL STUDIES-GOVERNMENT AND CITIZENSHIP Evaluation Systems group of Pearson All program completers, 2020-21	3			
PIN0051 -SOCIAL STUDIES-HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson Other enrolled students	1			
PIN0051 -SOCIAL STUDIES-HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2020-21	4			
PIN0052 -SOCIAL STUDIES-PSYCHOLOGY Evaluation Systems group of Pearson All program completers, 2020-21	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) Other enrolled students	2			
ETS5206 -TEACHING READING: K-12 Educational Testing Service (ETS) Other enrolled students	1			
ETS5641 -THEATRE Educational Testing Service (ETS) Other enrolled students	1			
ETS5641 -THEATRE Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) Other enrolled students	1			
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2022-23	4			
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2020-21	1			
PIN0056 -WORLD LANGUAGES-GERMAN Evaluation Systems group of Pearson All program completers, 2020-21	1			
PIN0059 -WORLD LANGUAGES-SPANISH Evaluation Systems group of Pearson Other enrolled students	1			

Summary Pass Rates

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

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

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

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2022-23	47	43	91
All program completers, 2021-22	37	35	95
All program completers, 2020-21	82	70	85

Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

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

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

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, and update as needed.

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

THIS PAGE INCLUDES:

>> [Use of Technology](#)

Use of Technology

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

Does your program prepare teachers to:

- a. integrate technology effectively into curricula and instruction

Yes

No

- b. use technology effectively to collect data to improve teaching and learning

Yes

No

- c. use technology effectively to manage data to improve teaching and learning

Yes

No

- d. use technology effectively to analyze data to improve teaching and learning

Yes

No

2. Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

Technology is an ever-changing resource for educators today, and Taylor University works to prepare teachers to integrate technology effectively into curricula and instruction and to use technology to increase student learning. Because our program is completely online, technology proficiency is essential. All courses in the program implement technology, with specific emphasis placed within the elementary and secondary methods classes, in which candidates are expected to develop and apply technology, including digital resources such as web quests, digital-teaching presentations, and applications. All candidates are required to develop a student teaching electronic portfolio by which candidates document mastery of InTASC principles. One requirement of the student teaching portfolio is to demonstrate the effective use of technology in the classroom in a way that enhances student learning. Another requirement is to document, chart, and analyze P12 student learning using data, using the results in a reflective context to allow the candidate to improve instruction.

Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

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

Teacher Training

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

a. Teach students with disabilities effectively

All alternative licensure candidates are introduced to the concept of P12 students with disabilities in TTT 510, Introduction to the Education Profession. Further concept development occurs in TTT 520, Educational Psychology. All candidates take SED 520, Exceptional Children, which addresses students with disabilities, gifted and talented students, and culturally and linguistically diverse students. Activities include chapter readings, test items, accommodations lesson plan, videos of special education teachers presenting information on needs, accommodations, instructional techniques, and behavior of students in special education. Candidates are required to write a narrative summary of an interview of a teacher who works with students with special needs or a parent of a student with special needs. There are numerous other assignments in Exceptional Children, including IRIS modules of case studies and assessing students with special needs. Candidates in SED 520 complete a disability simulation and write a paper on their experiences. Special education topics are also addressed in the elementary program in the methods class, in addition to the two literacy and assessment classes. In the secondary program, special education topics and issues are also addressed in the general methods class. Our TTT program also offers a path to Mild Intervention licensure. In this track, each special education course builds on the previous course so that upon completion of the program, prospective teachers are well prepared to teach students with exceptionalities. SED 525, detailed above, provides a base for working with students with exceptionalities. SED 530, Foundation of Special Education, continues to build knowledge base teaching individuals with disabilities; special education law is covered regarding the education of students with disabilities; emphasis is on early childhood interventions Requirements include: videos of various individuals with disabilities to learn first person accounts; hands on in-class activities in which students actively participate as either a student with a disability or a teacher; service project volunteering in a community organization with individuals with disabilities; field experience in a special education preschool classroom. SED 540, Assessment in Special Education, teaches prospective teachers about the assessment process for qualifying students with disabilities for special education, and SED 550 Behavior Management, focuses on behavior strategies to implement for students with emotional/behavioral disabilities In SED 555, Methods of Special Education, prospective teachers learn instructional strategies for facilitating learning for students with disabilities; students also learn the components of an IEP and how to write one.

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*.

Candidates in SED 520, Exceptional Children, and SED525, Educating Exceptional Learners, learn about the requirements of IDEA, the process of creating an IEP, what is included in an IEP, and the roles of the IEP team members, in addition to videos of special education teachers who give advice on working as a member of an IEP team. Candidates submit an assignment on the IEP process and answer test questions on the videos and chapter readings.

c. Effectively teach students who are limited English proficient.

All Transition to Teaching candidates are introduced to the concept of P12 students who are culturally and linguistically diverse in TTT 510 Introduction to the Education Profession. Further concept development occurs in TTT 520 Educational Psychology. In addition, there are readings and assignments in SED 520, Exceptional Children. Activities include chapter readings, test items, a multicultural lesson plan, reflections on culturally responsive teaching, and readings and an assignment on restorative justice Candidates complete IRIS modules on working with students who are culturally or linguistically diverse. Topics on working with limited English proficient and culturally diverse students are also addressed in the elementary program in the methods class, in addition to the two literacy and assessment classes. In the secondary program, topics and issues on working with students who are limited English proficient and culturally diverse are also addressed in the general methods class. This is a growing licensure track in our TTT program as we strive to meet the needs of English language learners. Being aware of the needs of English language learners in woven

throughout the program, in courses such as TTT560, which focuses on early literacy skills. Specifically, we also offer a TTT track that leads to licensure in English as a New Language. This program requires courses including TSL501, Introduction to Second Language Acquisition and the Field of TESOL; TSL503, Methods and Assessment in TESOL; TSL 505, Pedagogical Grammar and Applied Linguistics in TESOL; and TSL 510, Teaching ELL in the P12 Classroom.

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

Each special education course builds on the previous course so that upon completion of the program, prospective teachers are well prepared to teach students with disabilities. •SED 525: Build knowledge base regarding the disabilities identified in IDEA. Requirements include: videos of various individuals with disabilities to learn first person accounts; hands on in-class activities in which students actively participate as either a student with a disability or a teacher; a disability simulation; research paper regarding a self-selected disability category. •SED 530: Continue to build knowledge base teaching individuals with disabilities; special education law is covered regarding the education of students with disabilities; emphasis is on early childhood interventions Requirements include: videos of various individuals with disabilities to learn first person accounts; hands on in-class activities in which students actively participate as either a student with a disability or a teacher; service project volunteering in a community organization with individuals with disabilities; field experience in a special education preschool classroom •SED 540: Assessment of Exceptional Learner: Prospective teachers learn the assessment process for qualifying students with disabilities for special education services. Requirements include: videos of various individuals with disabilities to learn first person accounts; hands on in-class activities in which students actively participate as either a student with a disability or a teacher; field experience in an elementary or high school special education classroom in which various assessments related to the evaluation process are administered and then scored. Students are required to write a comprehensive report of all of the assessments given. •SED 550: Behavior Management & Disorders: Focus is on behavior strategies to implement for students with emotional/behavioral disabilities. Requirements include: videos of various individuals with disabilities to learn first person accounts; hands on in-class activities in which students actively participate as either a student with a disability or a teacher; field experience in an elementary or secondary special education classroom in which a functional behavioral assessment is given and a behavior intervention plan is written; students are also required to write an IEP for a behavior disability •SED 555: Methods of Special Education: Prospective teachers learn instructional strategies for facilitating learning for students with disabilities; students also learn the components of an IEP and how to write one. Requirements include: videos of various individuals with disabilities to learn first person accounts; hands on in-class activities in which students actively participate as either a student with a disability or a teacher; field experience in an elementary or secondary special education classroom in which students implement instructional strategies learned in the course; university lesson plans are required; IEP for an academic area is required. •SED 540: Special Education Integrative Seminar: Senior seminar in special education; students take this after student teaching; discussion of contemporary issues in special education Requirements: Scholarly research on contemporary issues in special education; writing personal philosophy of special education backed by current research

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*.

First, prospective teachers learn the requirements of IDEA (SED 520, SED 530). Prospective teachers are required to write comprehensive reports which would be presented at a Case Conference Committee meeting. Prospective teachers are required to write IEPs for a student with a behavior disability as well as one with a learning or intellectual disability. Prospective teachers participate in several mock case conferences, taking on different roles each time. The requirements of IDEA are integrated throughout all activities and courses.

c. Effectively teach students who are limited English proficient.

All candidates are introduced to the concept of P-12 students who are culturally and linguistically diverse in TTT510 Introduction to the Education Profession and in TTT520 Educational Psychology. In addition, there are readings and assignments in SED 520 Exceptional Children. Activities include chapter readings, test items, reflections on culturally responsive teaching, and readings on restorative justice. Topics on working with limited English proficient and culturally diverse students are also addressed in the elementary program in the methods class as well as the two literacy and assessment classes. In the secondary program, topics and issues on working with students who are limited English proficient and culturally diverse are also addressed in the general methods class.

Contextual Information

THIS PAGE INCLUDES:

>> [Contextual Information](#)

On this page, review the contextual information about your program, and update as needed.

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

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.

Taylor University is an evangelical, independent, interdenominational Christian liberal arts college. It was organized in 1846 in Fort Wayne, Indiana, as Fort Wayne Female College. In 1890, it changed its name to Taylor University in honor of Bishop William Taylor; and in 1893 moved its main campus to Upland, Indiana. As an interdenominational Christian institution, Taylor's mission is to educate men and women for lifelong learning and for ministering the redemptive love of Jesus Christ to a world in need. All Taylor University education programs hold to a Christian world view and are characterized by the integration of faith and learning. Taylor University Education Department's mission is to "Develop Competent, Caring, and Reflective Teachers Prepared for World Service." The belief that teachers who have experienced professional preparation within the framework of evangelical Christian values will have a profound influence on the students they teach in public, private and/or overseas schools pervades the education program. Taylor University began the Transition to Teaching program in fall 2002 in response to a state mandate for every teacher training institution in the state of Indiana to develop an alternative path to teacher education. It was housed on the Taylor University Fort Wayne campus. When Taylor University's Board of Trustees closed the Fort Wayne campus in May 2009, the Transition to Teaching program was brought to the Upland campus to be housed in the Education Department. In 2011, the Indiana State Legislature changed the mandate to optional for providing a Transition to Teaching program for every teacher-training institution in the state of Indiana. Because TTT was a growing, successful program at Taylor University, the university decided to continue offering it as an alternative path to teacher licensure. Beginning with the fall 2009 semester, the Transition to Teaching program became an online program at the graduate level. Responsibility for the technology segment of the program rests with the Director of Taylor University Online while responsibility for the education component of the program rests with the Director of Transition to Teaching/Online Licensure Programs through the Education Department on the Upland Campus. Taylor University is proud to offer five licensure tracks: elementary (K-6), secondary (5-12), All Grade (P12), Mild Intervention (P12), and TESOL (P12). Program requirements are as follows: Elementary Track Requirements for admission: • Baccalaureate degree from an accredited postsecondary educational institution with a grade point average of at least 3.0 on a 4.0 point scale or • Both a baccalaureate degree from an accredited postsecondary educational institution with a grade point average of at least 2.50 on a 4.0 point scale, and five (5) years of professional experience; or • If GPA is below 2.50, need both a baccalaureate degree from an accredited postsecondary educational institution and proof of passing state approved content area examination(s) in the subject area (two elementary generalist tests) Courses: The courses below are required for this 24 credit hour Transition to Teaching program. All assignments are commensurate with graduate level work. TTT510 and TTT520 are prerequisites for the remaining courses, whereas TTT590 is the capstone and must be completed last. The other courses can be taken in any order. It is recommended to take no more than 6 credit hours at a time. TTT510 Introduction to the Education Profession TTT520 Educational Psychology SED520 Exceptional Children TTT540 Mathematics in the Elementary Classroom TTT551 Classroom Management for Elementary Teachers TTT560 Early Literacy Experiences and Assessments: K-3 TTT565 Middle Childhood Literacy and Assessment TTT581 Elementary Methods TTT590 Student Teaching Secondary Track Requirements for admission: • Baccalaureate degree from an accredited postsecondary educational institution in the subject area that the individual intends to teach with a grade point average of at least 3.0 on a 4.0 point scale; or • Graduate degree from an accredited postsecondary educational institution in the subject area or related field in which the person wants to teach; or • A baccalaureate degree from an accredited postsecondary educational institution in the subject area that the individual intends to teach with a grade point average of at least 2.50 on a 4.0 point scale and five years of professional experience; or • Both a baccalaureate degree from an accredited postsecondary educational institution and proof of passing state approved content area examination(s) in the subject area. Courses: The courses below are required for this 18 credit hour Transition to Teaching program. All assignments are commensurate with graduate level work. TTT510 and TTT520 are prerequisites for the remaining courses, whereas TTT590 is the program capstone and must be completed last. The other courses can be taken in any order. It is recommended to take no more than 6 credit hours at a time. TTT510 Introduction to the Education Profession TTT520 Educational Psychology SED520 Exceptional Children TTT535 Reading in the Content Area for Secondary Teachers TTT552 Classroom Management for Secondary Teachers TTT555 Secondary Methods TTT590 Student Teaching All-Grade (P-12) Track Requirements for admission: • Baccalaureate degree from an accredited postsecondary educational institution in the subject area that the individual intends to teach with a grade point average of at least 3.0 on a 4.0 point scale; or • A baccalaureate or graduate degree from an accredited postsecondary educational institution in the subject area that the individual intends to teach with a grade point average of at least 2.50 on a 4.0 point scale and five years of professional experience or • Both a baccalaureate degree from an accredited postsecondary educational institution and proof of passing state approved content area examination(s) in the subject area. Courses: The courses below are required for this 24 credit hour Transition to Teaching program. All assignments are commensurate with graduate level work. TTT510 and TTT520 are prerequisites for the remaining courses, whereas TTT590 is the capstone and must be completed last. The other courses can be taken in any order. It is recommended to take no more than 6 credit hours at a time. TTT510 Introduction to the Education Profession TTT520 Educational Psychology SED520 Exceptional Children TTT535 Reading in the Content Area for Secondary Teachers

TTT551 Classroom Management for Elementary Teachers TTT552 Classroom Management for Secondary Teachers TTT555 Secondary Methods
TTT560 Early Childhood Literacy and Assessment TTT581 Elementary Methods TTT590 Student Teaching Mild Intervention (P-12) Track Requirements
for admission: • Baccalaureate degree from an accredited postsecondary educational institution Courses: The courses below are required for this
24credit hour Transition to Teaching program. All assignments are commensurate with graduate level work. SED525 and TTT520 are prerequisites for the
remaining courses, whereas TTT590 is the capstone and must be completed last. The other courses can be taken in any order. It is recommended to take
no more than 6 credit hours at a time. SED525 Educating Exceptional Learner TTT520 Educational Psychology SED530 Foundations of Special
Education TTT560 Early Literacy Experiences and Assessments SED540 Assessment in Special Education SEDE550 Behavior Management SED555
Methods of Special Education TTT590 Student Teaching TESOL (P-12) Track Requirements for admission: • Baccalaureate degree from an accredited
postsecondary educational institution Courses: The courses below are required for this 24 credit hour Transition to Teaching program. All assignments are
commensurate with graduate level work TTT510 and TTT520 are prerequisites for the remaining courses, whereas TTT590 is the capstone and must be
completed last. The other courses can be taken in any order. It is recommended to take no more than 6 credit hours at a time. TTT510 Introduction to the
Education Profession TTT520 Educational Psychology TSL 501 Introduction to Second Language Acquisition and the Field of TESOL TTT560 Early
Literacy Experiences and Assessments TSL503 Methods and Assessment in TESOL TSL505 Pedagogical Grammar and Applied Linguistics in TESOL
TSL510 Teaching ELL in the P-12 Classroom TTT590 Student Teaching

Supporting Files

No files have been provided.

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

Report Card Certification

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

Certification of submission

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Shelly E. Engle, Ph. D

TITLE:

Director of Teacher Education

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:

Melissa Jessup, Ed. D

TITLE:

Chair of Education Department