



Taylor University
Alternative, IHE-based Report AY 2024-25
Indiana



100% COMPLETE
STATUS: **IN PROGRESS**

Institution Information

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

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

IPEDS ID

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

CITY

STATE

ZIP

SALUTATION

FIRST NAME

LAST NAME

Engle

PHONE

(765) 998-5146

EMAIL

shelly_engle@taylor.edu

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	PG	
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	
13.1324	Teacher Education - Drama and Dance	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	

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1311	Teacher Education - Mathematics	Both	
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:

24

Program Requirements

THIS PAGE INCLUDES:

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

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

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 checked="" type="radio"/> Yes <input 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 major in conjunction with the 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 2024-25. ([§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)

5

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

17

Number of students in supervised clinical experience during this academic year

17

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

2024-25 Total	
Total Number of Individuals Enrolled	260
Subset of Program Completers	71

Gender	Total Enrolled	Subset of Program Completers
Male	75	22
Female	185	49
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	0	0
Asian	6	1
Black or African American	12	3
Hispanic/Latino of any race	11	5
Native Hawaiian or Other Pacific Islander	0	0
White	222	60
Two or more races	8	2

Race/Ethnicity

Total Enrolled

Subset of Program Completers

No Race/Ethnicity Reported

1

0

Teachers Prepared

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

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

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

THIS PAGE INCLUDES:

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

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 2024-25.

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 2024-25

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" value="16"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="18"/>

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	2
13.1302	Teacher Education - Art	3
13.1303	Teacher Education - Business	1
13.1305	Teacher Education - English/Language Arts	1
13.1306	Teacher Education - Foreign Language	1
13.1307	Teacher Education - Health	1
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	1
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	5
13.1312	Teacher Education - Music	<input type="text"/>
13.1314	Teacher Education - Physical Education and Coaching	11
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - Science Teacher Education/General Science	<input type="text"/>
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	2
13.1320	Teacher Education - Trade and Industrial	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	2
13.1323	Teacher Education - Chemistry	1
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1328	Teacher Education - History	4
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" value="1"/>
13.14	Teacher Education - English as a Second Language	<input type="text" value="3"/>
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 2024-25. 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 2024-25

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 are prepared to effectively teach in diverse educational settings, including urban and rural schools. Preparation for working with diverse student populations is intentionally embedded throughout the program. All candidates complete foundational coursework, including TTT 510: Introduction to the Education Profession, TTT 520: Educational Psychology, and SED 520: Exceptional Children, where they examine the needs of students from a variety of backgrounds, including differences in culture, language, socioeconomic status, and ability. These topics are reinforced through readings, assignments, and discussions focused on inclusive and responsive teaching practices. In addition, candidates participate in field-based and clinical experiences that provide opportunities to work with diverse student populations. The program requires candidates to engage in student teaching placements in varied school settings, allowing them to apply instructional strategies with students from different

backgrounds and contexts. The Transition to Teaching program also offers specialized licensure tracks, including Mild Intervention (P–12) and TESOL (P–12), which provide deeper preparation for working with students with disabilities and English learners. While not all candidates complete these tracks, all candidates are prepared to support diverse learners through coursework, field experiences, and applied instructional practice. Through this combination of coursework and clinical experience, candidates develop the knowledge and skills necessary to teach effectively in a variety of school settings.

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 \(2024-25\)](#)
- >> [Review Current Year's Goal \(2025-26\)](#)
- >> [Set Next Year's Goal \(2026-27\)](#)

Report Progress on Last Year's Goal (2024-25)

1. Did your program prepare teachers in mathematics in 2024-25?

If no, leave remaining questions for 2024-25 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

Maintain or increase current licensure numbers for mathematics.

3. Did your program meet the goal?

- Yes
 No

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

We recruited students in STEM areas with marketing in recruitment.

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 (2025-26)

7. Is your program preparing teachers in mathematics in 2025-26? 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 (2026-27)

9. Will your program prepare teachers in mathematics in 2026-27? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

Maintain or increase current licensure numbers for 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\(a\)\)](#)

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 \(2024-25\)](#)
- >> [Review Current Year's Goal \(2025-26\)](#)
- >> [Set Next Year's Goal \(2026-27\)](#)

Report Progress on Last Year's Goal (2024-25)

1. Did your program prepare teachers in science in 2024-25?

If no, leave remaining questions for 2024-25 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

Maintain or increase current licensure in Science areas.

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:

We were only one completer short of the goal- 4 completers instead of 5 to maintain.

Review Current Year's Goal (2025-26)

7. Is your program preparing teachers in science in 2025-26? 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 (2026-27)

9. Will your program prepare teachers in science in 2026-27? 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 \(2024-25\)](#)
- >> [Review Current Year's Goal \(2025-26\)](#)
- >> [Set Next Year's Goal \(2026-27\)](#)

Report Progress on Last Year's Goal (2024-25)

1. Did your program prepare teachers in special education in 2024-25?

If no, leave remaining questions for 2024-25 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 recruited in this area for students, and we have excellent and well-qualified professors that retain students throughout the program.

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

We have high satisfaction ratings and show extensive care towards our students in TTT.

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

We went from 1 to 16! Great results.

Review Current Year's Goal (2025-26)

7. Is your program preparing teachers in special education in 2025-26? 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 (2026-27)

9. Will your program prepare teachers in special education in 2026-27? 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 \(2024-25\)](#)
- >> [Review Current Year's Goal \(2025-26\)](#)
- >> [Set Next Year's Goal \(2026-27\)](#)

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 (2024-25)

1. Did your program prepare teachers in instruction of limited English proficient students in 2024-25?

If no, leave remaining questions for 2024-25 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 have clear alignment to state standards as well as INTASC standards in this program, yielding high-quality graduates in the field of TESOL.

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

Continued program refinement and improvement.

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

We went from 0 students to three completers!

Review Current Year's Goal (2025-26)

7. Is your program preparing teachers in instruction of limited English proficient students in 2025-26? 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 (2026-27)

9. Will your program prepare teachers in instruction of limited English proficient students in 2026-27? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

License one or more teachers in TESOL.

Assessment Pass Rates

THIS PAGE INCLUDES:

>> [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](#)

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) All program completers, 2024-25	2			
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3			
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2024-25	3			
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2024-25	2			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2023-24	3			

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) Other enrolled students	1			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2024-25	1			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	3			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5572 -EARTH AND SPACE SCIENCES Educational Testing Service (ETS) All program completers, 2024-25	1			
ETS5571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) Other enrolled students	2			
ETS5008 -ELEM ED: MATH & SCIENCE Educational Testing Service (ETS) Other enrolled students	14	174	13	93
ETS5008 -ELEM ED: MATH & SCIENCE Educational Testing Service (ETS) All program completers, 2024-25	14	172	14	100
ETS5008 -ELEM ED: MATH & SCIENCE Educational Testing Service (ETS) All program completers, 2023-24	13	166	11	85
ETS5008 -ELEM ED: MATH & SCIENCE Educational Testing Service (ETS) All program completers, 2022-23	18	169	15	83
ETS5007 -ELEM ED: READING & SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	12	177	11	92
ETS5007 -ELEM ED: READING & SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2024-25	14	179	14	100
ETS5007 -ELEM ED: READING & SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2023-24	13	179	13	100
ETS5007 -ELEM ED: READING & SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2022-23	19	174	18	95
PIN0021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2023-24	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) Other enrolled students	5			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2024-25	1			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2023-24	1			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2022-23	2			
PIN0025 -EXCEPTIONAL NEEDS-MILD INTERVENTION Evaluation Systems group of Pearson Other enrolled students	1			
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, 2023-24	1			
PIN0030 -FINE ARTS-VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2022-23	2			
ETS5174 -FRENCH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2024-25	1			
ETS5921 -GEOGRAPHY Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5931 -GOVERNMENT POLITICAL SCIENCE Educational Testing Service (ETS) All program completers, 2024-25	1			
PIN0066 -HEALTH Evaluation Systems group of Pearson All program completers, 2022-23	1			
ETS5551 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2023-24	1			
ETS5551 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2022-23	2			
ETS5052 -HEALTH OCCUPATIONS Educational Testing Service (ETS) All program completers, 2024-25	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5165 -MATHEMATICS Educational Testing Service (ETS) Other enrolled students	2			
ETS5165 -MATHEMATICS Educational Testing Service (ETS) All program completers, 2024-25	2			
ETS5165 -MATHEMATICS Educational Testing Service (ETS) All program completers, 2023-24	2			
ETS5164 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) Other enrolled students	2			
ETS5164 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2024-25	1			
ETS5164 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2023-24	1			
PIN0034 -MIDDLE SCHOOL MATHEMATICS Evaluation Systems group of Pearson All program completers, 2022-23	2			
ETS5442 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2023-24	1			
PIN0037 -MIDDLE SCHOOL SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2022-23	1			
ETS5115 -MUSIC: INSTRUMENTAL AND GENERAL KNOWLEDGE Educational Testing Service (ETS) All program completers, 2023-24	1			
ETS5116 -MUSIC: VOCAL AND GENERAL KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
PIN0007 -P-12 EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	4			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2024-25	8			

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, 2023-24	3			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	8			
PIN0067 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2024-25	1			
PIN0067 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2022-23	1			
ETS5485 -PHYSICAL SCIENCE Educational Testing Service (ETS) Other enrolled students	1			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	11	176	10	91
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2024-25	20	176	19	95
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2023-24	18	172	17	94
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2022-23	20	177	20	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	12	182	12	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2024-25	15	176	14	93
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2023-24	13	180	13	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2022-23	19	177	19	100
ETS5625 -PRINC LEARNING AND TEACHING PRE K-12 Educational Testing Service (ETS) Other enrolled students	4			
ETS5625 -PRINC LEARNING AND TEACHING PRE K-12 Educational Testing Service (ETS) All program completers, 2024-25	15	169	11	73

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, 2023-24	2			
ETS5625 -PRINC LEARNING AND TEACHING PRE K-12 Educational Testing Service (ETS) All program completers, 2022-23	5			
PIN0043 -SCIENCE-CHEMISTRY Evaluation Systems group of Pearson Other enrolled students	1			
PIN0045 -SCIENCE-LIFE SCIENCE Evaluation Systems group of Pearson All program completers, 2023-24	1			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) Other enrolled students	2			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2024-25	1			
PIN0006 -SECONDARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
PIN0006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2022-23	1			
PIN0050 -SOCIAL STUDIES-GOVERNMENT AND CITIZENSHIP Evaluation Systems group of Pearson All program completers, 2023-24	1			
PIN0051 -SOCIAL STUDIES-HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2023-24	1			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2024-25	1			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2023-24	2			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5355 -SPECIAL EDUCATION: FOUNDATIONAL KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5355 -SPECIAL EDUCATION: FOUNDATIONAL KNOWLEDGE Educational Testing Service (ETS) All program completers, 2024-25	8			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5205 -TEACHING READING: ELEMENTARY Educational Testing Service (ETS) Other enrolled students	4			
ETS5205 -TEACHING READING: ELEMENTARY Educational Testing Service (ETS) All program completers, 2024-25	6			
ETS5206 -TEACHING READING: K-12 Educational Testing Service (ETS) Other enrolled students	1			
ETS5641 -THEATRE Educational Testing Service (ETS) All program completers, 2023-24	1			
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) Other enrolled students	6			
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2024-25	2			
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2023-24	1			
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2022-23	4			
PIN0059 -WORLD LANGUAGES-SPANISH Evaluation Systems group of Pearson All program completers, 2023-24	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, 2024-25	59	52	88
All program completers, 2023-24	37	32	86
All program completers, 2022-23	49	45	92

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

THIS PAGE INCLUDES:

>> [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.

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 essential and evolving component of effective teaching, and Taylor University's Transition to Teaching program prepares candidates to integrate technology purposefully into instruction to enhance student learning. Because the TTT program is delivered in a fully online format, candidates develop strong foundational technology skills through consistent engagement with digital platforms, tools, and communication systems. Technology is not taught as a single course, but is intentionally embedded across all coursework, reflecting how technology is used in authentic classroom settings. Across the program, candidates are expected to design and implement instruction that incorporates technology to support learning. In particular, elementary and secondary methods courses emphasize the integration of digital tools into lesson design and instructional delivery. Candidates develop and apply resources such as: Digital instructional presentations Interactive learning activities (e.g., web-based resources, web quests) Technology-supported lessons that enhance student engagement and understanding Candidates also demonstrate technology proficiency through the student teaching electronic portfolio, which serves as a performance-based assessment of program outcomes. Within this portfolio, candidates: Document and reflect on the effective use of technology to support instruction Collect, manage, and analyze P–12 student learning data using digital tools Use data to inform instructional decisions and improve student outcomes In addition, the program has incorporated emerging technologies, including artificial intelligence (AI), as part of candidate preparation. Candidates explore the use of AI as both an instructional support tool and a teacher resource, with an emphasis on ethical and responsible use, critical evaluation of outputs, and alignment with instructional goals. Summary- Through consistent, embedded use of technology across coursework and performance-based assessments, the Transition to Teaching program prepares candidates to integrate digital tools effectively into instruction, use data to guide decision-making, and adapt to evolving technological resources in education.

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

Taylor University's Transition to Teaching (TTT) program prepares general education teacher candidates to effectively teach students with disabilities through a sequence of coursework and applied learning experiences that develop foundational knowledge, instructional strategies, and inclusive teaching practices. All candidates are introduced to the needs of P–12 students with disabilities in TTT 510: Introduction to the Education Profession, where they develop an initial understanding of diverse learners and the role of schools in supporting all students. This foundation is expanded in TTT 520: Educational Psychology, where candidates examine cognitive, behavioral, and developmental factors that impact student learning, including those related to exceptionalities. All candidates complete SED 520: Exceptional Children, which provides focused instruction on students with disabilities, as well as gifted and culturally and linguistically diverse learners. In this course, candidates engage in a variety of applied activities designed to connect theory to practice, including: Development of lesson plans incorporating accommodations and modifications Completion of IRIS modules and case studies focused on instructional decision-making Analysis of instructional strategies and behavior supports for diverse learners A disability simulation and reflective paper to build empathy and understanding An interview and narrative summary of a parent or educator working with students with special needs These experiences are designed to help candidates understand how to adapt instruction, support student needs, and create inclusive classroom environments. Preparation to teach students with disabilities is further reinforced across the program. In the elementary track, candidates apply these concepts in methods, literacy, and assessment courses, where they design differentiated instruction and use assessment data to guide teaching. In the secondary track, candidates address special education considerations within content-area methods courses, focusing on adapting instruction to support student access and engagement. Mild Intervention (P–12) Licensure Track In addition to preparing general education teachers, the TTT program offers a Mild Intervention (P–12) licensure track, which provides a more intensive sequence of coursework and field experiences focused on teaching students with disabilities. This track is designed as a progression in which each course builds on prior learning: SED 525: Educating Exceptional Learners provides a foundation for understanding disability categories and instructional supports SED 530: Foundations of Special Education expands knowledge of special education law and early intervention and includes service learning and field experience in a preschool special education setting SED 540: Assessment in Special Education prepares candidates to administer, interpret, and report assessment data used to determine eligibility and guide instruction SED 550: Behavior Management focuses on strategies to support students with emotional and behavioral needs SED 555: Methods of Special Education emphasizes instructional strategies, lesson design, and IEP development and implementation Across these courses, candidates engage in field experiences, applied assignments, and instructional practice, allowing them to connect theory to real-world teaching contexts. Summary- Through this combination of foundational coursework, applied assignments, and field-based experiences, the Transition to Teaching program prepares both general education and special education candidates to support students with disabilities through inclusive practices, differentiated instruction, and data-informed decision-making.

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*.

Taylor University's Transition to Teaching program prepares candidates to participate as collaborative members of Individualized Education Program (IEP) teams through coursework that develops both foundational knowledge and applied understanding of the IEP process. In SED 520: Exceptional Children and SED 525: Educating Exceptional Learners, candidates study the requirements of the Individuals with Disabilities Education Act (IDEA), including legal guidelines, procedural safeguards, and the required components of an IEP. Candidates learn about the process of developing, implementing, and monitoring IEPs, as well as the roles and responsibilities of team members, including general education teachers, special education teachers, administrators, and families. Candidates engage with course materials and applied activities that support their preparation for IEP team participation, including: Analysis of the IEP development process and required components Assignments focused on interpreting and applying IEP information Video-based observations of special education professionals discussing effective participation in IEP teams Assessments and reflections based on readings and case-based scenarios These experiences are designed to help candidates understand how general education teachers contribute to IEP development and implementation, particularly through providing input on student performance, supporting accommodations, and aligning instruction with IEP goals. Through this combination of knowledge-building and applied coursework, candidates are

prepared to function as informed and collaborative members of IEP teams, supporting the development and implementation of individualized educational programs for students with disabilities.

c. Effectively teach students who are limited English proficient.

Taylor University's Transition to Teaching program prepares candidates to effectively teach students who are limited English proficient through a sequence of coursework and applied learning experiences focused on culturally and linguistically responsive teaching. All candidates are introduced to the needs of culturally and linguistically diverse learners in TTT 510: Introduction to the Education Profession, where they develop an initial understanding of diversity, equity, and the role of schools in supporting all students. This foundation is expanded in TTT 520: Educational Psychology, where candidates examine the impact of language, culture, and background on student learning and development. Candidates further develop their understanding in SED 520: Exceptional Children, where they engage in assignments and activities focused on inclusive and culturally responsive practices. These include: Development of a multicultural lesson plan Completion of IRIS modules and case studies addressing culturally and linguistically diverse learners Reflection on culturally responsive teaching and restorative practices Analysis of strategies to support diverse learners in inclusive classroom settings Across the program, candidates apply these concepts in both elementary and secondary coursework. In the elementary track, candidates address the needs of English learners in literacy, assessment, and methods courses (e.g., TTT 560: Early Literacy Experiences and Assessments), where they design instruction that incorporates scaffolding, language supports, and differentiated strategies. In the secondary track, candidates engage with these topics in content-area methods courses, focusing on adapting instruction to support comprehension and participation in academic tasks. TESOL (P–12) Licensure Track To further meet the needs of English learners, the Transition to Teaching program offers a TESOL (P–12) licensure track, providing specialized preparation in language acquisition and instruction. Candidates in this track complete a sequence of courses that develop both theoretical understanding and instructional practice: TSL 501: Introduction to Second Language Acquisition and the Field of TESOL TSL 503: Methods and Assessment in TESOL TSL 505: Pedagogical Grammar and Applied Linguistics in TESOL TSL 510: Teaching ELL in the P–12 Classroom Through these courses, candidates learn to: Understand stages of second language acquisition Design instruction that integrates language development with content learning Apply strategies such as scaffolding, modeling, and visual supports Assess and monitor language proficiency and academic progress Summary- Through a combination of foundational coursework, applied assignments, and specialized licensure options, the Transition to Teaching program prepares candidates to support English learners by creating inclusive, culturally responsive classrooms and designing instruction that promotes both language development and academic achievement.

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

Taylor University's Transition to Teaching program prepares special education teacher candidates to effectively teach students with disabilities through a structured sequence of coursework and field-based experiences that build knowledge, assessment skills, instructional practices, and professional decision-making. The Mild Intervention (P–12) licensure track is designed as a progression in which each course builds on prior learning, moving candidates from foundational understanding to applied practice. Candidates begin with SED 525: Educating Exceptional Learners, where they develop a foundational knowledge of disability categories identified in the Individuals with Disabilities Education Act (IDEA). Through activities such as disability simulations, research, and engagement with first-person perspectives, candidates build both content knowledge and empathy for individuals with disabilities. In SED 530: Foundations of Special Education, candidates deepen their understanding of special education law and instructional practices, with an emphasis on early intervention. This course includes service-learning experiences and a field placement in a preschool special education setting, allowing candidates to observe and support instruction in authentic contexts. Candidates develop assessment expertise in SED 540: Assessment of Exceptional Learners, where they learn to administer, score, and interpret assessments used in the identification and evaluation of students for special education services. During field experiences, candidates complete and analyze assessments and produce a comprehensive evaluation report, demonstrating their ability to connect data to eligibility and instructional planning. In SED 550: Behavior Management and Disorders, candidates focus on supporting students with emotional and behavioral needs. Through field experiences, candidates conduct a Functional Behavioral Assessment (FBA) and develop a Behavior Intervention Plan (BIP). Candidates also apply their understanding of behavior and disability by developing an IEP addressing behavioral goals and supports. Instructional planning and implementation are emphasized in SED 555: Methods of Special Education, where candidates learn and apply evidence-based instructional strategies. During field experiences, candidates implement these strategies, develop lesson plans, and design IEPs aligned to academic goals, demonstrating the ability to connect assessment, planning, and instruction. In addition, TTT 560: Early Literacy Experiences and Assessments (K–3) provides targeted preparation in literacy instruction, including the five essential components of reading. Candidates learn to implement scientifically based reading interventions, use diagnostic and progress monitoring tools, and analyze data to support students with diverse learning needs, including those with disabilities. Summary- Across the program, candidates engage in field-based experiences, applied assignments, and instructional practice, allowing them to connect theory to real-world teaching. Through this sequence, candidates demonstrate the ability to assess student needs, design and implement individualized instruction, apply behavior supports, and use data to improve student learning outcomes.

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*.

Taylor University's Transition to Teaching program prepares special education candidates to participate as effective members of Individualized Education Program (IEP) teams through a combination of coursework, applied assignments, and simulated practice grounded in the requirements of the Individuals with Disabilities Education Act (IDEA). Candidates develop a strong understanding of IDEA, including legal requirements, procedural safeguards, and the structure and purpose of IEPs, in courses such as SED 520 and SED 530. This foundational knowledge is reinforced throughout the program and applied in subsequent coursework. Candidates engage in multiple applied experiences that prepare them for active participation in IEP team processes, including: Writing comprehensive evaluation reports based on assessment data, simulating documentation presented at Case Conference Committee meetings Developing Individualized Education Programs (IEPs) for students with a range of needs, including behavioral disabilities and learning or intellectual disabilities Participating in mock case conferences, where candidates assume different roles (e.g., special education teacher, general education teacher, administrator, parent) to understand team collaboration and decision-making These experiences require candidates to interpret assessment data, apply legal requirements, and make instructional and placement recommendations aligned with IDEA. Expectations related to IEP development and participation are integrated throughout coursework, ensuring that candidates understand both the compliance and instructional aspects of IEP implementation. Candidates learn to communicate effectively with team members, contribute to collaborative planning, and ensure that instruction aligns with IEP goals and student needs.

c. Effectively teach students who are limited English proficient.

Taylor University's Transition to Teaching program prepares candidates to effectively teach students who are limited English proficient through a sequence of coursework and applied learning experiences focused on culturally and linguistically responsive teaching. All candidates are introduced to the needs of culturally and linguistically diverse learners in TTT 510: Introduction to the Education Profession, where they develop an initial understanding of diversity, equity, and inclusive teaching practices. This foundation is expanded in TTT 520: Educational Psychology, where candidates examine how language, culture, and background influence student learning and development. Candidates further develop their understanding in SED 520: Exceptional Children, where they engage in assignments and activities focused on inclusive and culturally responsive practices. These include: Reflection on culturally responsive teaching Analysis of strategies to support diverse learners in inclusive classroom settings Engagement with readings and discussions on equity and restorative practices Across the program, candidates apply these concepts in both elementary and secondary coursework. In the elementary track, candidates address the needs of English learners in methods, literacy, and assessment courses, where they design instruction that incorporates scaffolding, visual supports, and differentiated strategies. In the secondary track, candidates engage with these topics in general methods courses, focusing on adapting content-area instruction to support comprehension and participation for English learners. Through this combination of foundational coursework and applied practice, candidates are prepared to create inclusive classroom environments and implement instructional strategies that support English learners in accessing the curriculum and achieving academic success.

Contextual Information

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

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

THIS PAGE INCLUDES:

>> [Contextual Information](#)

Contextual Information

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

Taylor University is an evangelical, independent, interdenominational Christian liberal arts institution committed to preparing educators for service. The mission of the Education Department is to “Develop Competent, Caring, and Reflective Teachers Prepared for World Service,” grounded in the integration of faith and learning. The Transition to Teaching (TTT) program was established in Fall 2002 in response to a state initiative requiring teacher preparation institutions in Indiana to provide an alternative pathway to teacher licensure. Following the closure of the Fort Wayne campus in 2009, the program was relocated to the Upland campus and transitioned to a fully online, graduate-level program. Taylor University has continued to offer the program as a successful and growing alternative pathway to licensure. The TTT program is designed for individuals who hold a bachelor’s degree and are seeking initial teacher licensure. It provides a flexible, accelerated pathway that allows candidates to complete coursework while preparing for or engaging in classroom teaching. Taylor University currently offers five licensure tracks within the Transition to Teaching program: Elementary (K–6) Secondary (5–12) All-Grade (P–12) Mild Intervention (P–12) TESOL (P–12) Program requirements vary by track but are structured to ensure that candidates develop knowledge in foundational areas such as educational psychology, classroom management, literacy, instructional methods, and exceptional learners. All candidates complete a culminating student teaching experience, which serves as the capstone of the program. The program is delivered in an online format, with collaboration between Taylor University Online and the Education Department, ensuring both technological support and strong pedagogical preparation. Through its flexible structure, multiple licensure pathways, and emphasis on practical application, the Transition to Teaching program provides a rigorous and accessible route for candidates to enter the teaching profession while maintaining the university’s commitment to developing competent, caring, and reflective educators.

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:

TITLE:

Certification of review of submission

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

NAME OF REVIEWER:

TITLE: