

# Title II Higher Education Act

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2022 Title II Reports National Teacher Preparation Data

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Mt. Mercy University

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IA

Mt. Mercy University Traditional Report AY 2020-21 Iowa

Report CompleteStatus: Certified

## Institution Information

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

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

IPEDS ID

THIS INSTITUTION HAS NO IPEDS ID

If no IPEDS ID, please provide an explanation

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Section I: Program Information

# List of Programs

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

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

- [Teacher Preparation Program](#)

This Page Includes:

- [List of Programs](#)

## List of Programs

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CIP Code	List of Programs Teacher Preparation Programs	UG, PG, or Both	Update
13.1202	Elementary Education	UG	<ul style="list-style-type: none"><li>Edit</li><li>Delete</li></ul>
13.1302	Teacher Education - Art	UG	<ul style="list-style-type: none"><li>Edit</li><li>Delete</li></ul>
13.1322	Teacher Education - Biology	UG	<ul style="list-style-type: none"><li>Edit</li><li>Delete</li></ul>
13.1303	Teacher Education - Business	UG	<ul style="list-style-type: none"><li>Edit</li><li>Delete</li></ul>
13.1305	Teacher Education - English/Language Arts	UG	<ul style="list-style-type: none"><li>Edit</li><li>Delete</li></ul>
13.1328	Teacher Education - History	UG	<ul style="list-style-type: none"><li>Edit</li><li>Delete</li></ul>
13.1311	Teacher Education - Mathematics	UG	<ul style="list-style-type: none"><li>Edit</li><li>Delete</li></ul>
13.1312	Teacher Education - Music	UG	<ul style="list-style-type: none"><li>Edit</li><li>Delete</li></ul>
13.1317	Teacher Education - Social Sciences	UG	<ul style="list-style-type: none"><li>Edit</li></ul>

CIP Code

Teacher Preparation Programs

UG, PG, or Both

Update

• • • UG, PG, or Both  UG PG BothTotal number of teacher preparation programs: **Save Option**

To save this page, indicate whether it is still in progress (indicating you may have entered data, but have not yet completed all portions of the page) or completed (indicating you have completed all portions of the page). When pages are marked as complete, the red dot next to the section on the right side menu will change to a green dot. You will still be able to edit all pages of your report until you certify the full report through the Certification link.

 This Page is in Progress  This Page is Completed**Section I: Program Information****Program Requirements**

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

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

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

**This Page Includes:**

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

**Undergraduate Requirements**[Back To Top](#)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.

## Undergraduate Requirements

## Element

## Admission

## Completion

Transcript

Required for Entry  Yes  No  Required for Exit  Yes  No 

Fingerprint check

Required for Entry  Yes  No  Required for Exit  Yes  No 

Background check

Required for Entry  Yes  No  Required for Exit  Yes  No 

Minimum number of courses/credits/semester hours completed

Required for Entry  Yes  No  Required for Exit  Yes  No 

Minimum GPA

Required for Entry  Yes  No  Required for Exit  Yes  No 

Minimum GPA in content area coursework

Required for Entry  Yes  No  Required for Exit  Yes  No 

Minimum GPA in professional education coursework

Required for Entry  Yes  No  Required for Exit  Yes  No 

Minimum ACT score

Required for Entry  Yes  No  Required for Exit  Yes  No 

Minimum SAT score

Required for Entry  Yes  No  Required for Exit  Yes  No 

Minimum basic skills test score

Required for Entry  Yes  No  Required for Exit  Yes  No Subject area/academic content test or other subject matter verification Required for Entry  Yes  No  Required for Exit  Yes  No

Undergraduate Requirements

Element	Admission	Completion
<b>Recommendation(s)</b>	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>
Essay or personal statement	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>
Interview	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>
Other Specify:		
Other specify: <input type="text"/>	Required for Entry <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>	Required for Exit <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>

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:

### Postgraduate Requirements

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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.

Postgraduate Requirements

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

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

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



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

### Supervised Clinical Experience

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Provide the following information about supervised clinical experience in 2020-21. ([§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)  
**Programs with student teaching models (most traditional programs)**

**Number of clock hours of supervised clinical experience required prior to student teaching** Number of clock hours of supervised clinical experience required prior to student teaching   
**Number of clock hours required for student teaching** Number of clock hours required for student teaching

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

If there are no programs with a student teacher model or teacher of record model, please describe the teaching model(s) used:

All Programs  
**All Programs**

**Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)** Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)   
[Optional tool](#) for automatically calculating full-time equivalent faculty in the system  
**Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)** Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)   
**Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year** Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year   
**Number of students in supervised clinical experience during this academic year** Number of students in supervised clinical experience during this academic year

Please provide any additional information about or descriptions of the supervised clinical experiences: The clock hours for induction/mentoring includes 1 hr for student teaching orientation, 6.5 hrs for the cooperating-student teacher workshop, 18 hrs of student teacher workshop time, and 32 hrs for our educational leadership seminar for student teachers. During student teaching, students are observed weekly. All students enrolled in a clinical experience in our program are supervised. At Level 1 (freshmen/sophomore years), students take 2 courses, and are observed at least twice in both settings (one formal and one informal). At Level 2 and Level 3 (Junior year), students are observed multiple times with at least two formal observations at each level and multiple informal observations.

The clock hours for induction/mentoring includes 1 hr for student teaching orientation, 6.5 hrs for the cooperating-student teacher workshop, 18 hrs of student teacher workshop time, and 32 hrs

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### Calculate Full-Time Equivalent Faculty in the System

For any other part-time faculty supervising clinical experience, indicate the number of faculty and the percentage that represents the part-time employment rate for those faculty members (for example, 25% for a faculty member employed at a quarter of the time compared to a full-time faculty member)

Employment Rate (%)	Number of Faculty	Update
100% (Full-Time)	<input type="text"/>	
50% (Half-Time)	<input type="text"/>	
<input type="text" value="75%"/> Employment Rate (%)	<input type="text"/> Number of Faculty	<input type="button" value="Delete"/>
<input type="text" value="25%"/> Employment Rate (%)	<input type="text"/> Number of Faculty	<input type="button" value="Delete"/>

### Section I: Program Information

## 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](#)

### This Page Includes:

- [Enrollment and Program Completers](#)

## Enrollment and Program Completers

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### Enrollment and Completer Totals 2020-21 Total

**Total Number of Individuals Enrolled** Total Number of Individuals Enrolled in 2020-21

**Subset of Program Completers** Subset of Program Completers in 2020-21

### Program Enrollment and Completers By Gender

Gender	Total Enrolled	Subset of Program Completers
<b>Male</b>	Male Enrollment <input type="text" value="14"/>	Male Completers <input type="text" value="7"/>
<b>Female</b>	Female Enrollment <input type="text" value="38"/>	Female Completers <input type="text" value="20"/>
<b>Non-Binary/Other</b>	Non-Binary/Other Enrollment <input type="text" value="1"/>	Non-Binary/Other Completers <input type="text" value="1"/>
<b>No Gender Reported</b>	Nonreported gender Enrollment <input type="text" value="0"/>	Nonreported gender Completers <input type="text" value="0"/>

### Program Enrollment and Completers By Race/Ethnicity

Race/Ethnicity	Total Enrolled	Subset of Program Completers
<b>American Indian or Alaska Native</b>	American Indian or Alaska Native Enrollment <input type="text" value="0"/>	American Indian or Alaska Native Completers <input type="text" value="0"/>

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Asian	Asian Enrollment 0	Asian Completers 0
Black or African American	Black or African American Enrollment 0	Black or African American Completers 0
Hispanic/Latino of any race	Hispanic/Latino of any race enrollment 0	Hispanic/Latino of any race Completers 0
Native Hawaiian or Other Pacific Islander	Native Hawaiian or Other Pacific Islander Enrollment 0	Native Hawaiian or Other Pacific Islander Completers 0
White	White Enrollment 50	White Completers 25
Two or more races	Two or more races Enrollment 1	Two or more races Completers 1
No Race/Ethnicity Reported	Nonreported race/ethnicity Enrollment 2	Nonreported race/ethnicity Completers 2

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**Section I: Program Information**

**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**

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Please provide the number of teachers prepared by subject area for academic year 2020-21.

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 2020-21

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>).

Teachers Prepared by Subject Area

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	Number Prepared 6
13.1202	Teacher Education - Elementary Education	Number Prepared 12
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	Number Prepared
13.1210	Teacher Education - Early Childhood Education	Number Prepared 2
13.1301	Teacher Education - Agriculture	Number Prepared
13.1302	Teacher Education - Art	Number Prepared 3
13.1303	Teacher Education - Business	Number Prepared
13.1305	Teacher Education - English/Language Arts	Number Prepared 2
13.1306	Teacher Education - Foreign Language	Number Prepared
13.1307	Teacher Education - Health	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	Number Prepared
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	Number Prepared
13.1311	Teacher Education - Mathematics	Number Prepared 2
13.1312	Teacher Education - Music	Number Prepared 1
13.1314	Teacher Education - Physical Education and Coaching	Number Prepared
13.1315	Teacher Education - Reading	Number Prepared 7
13.1316	Teacher Education - Science Teacher Education/General Science	Number Prepared 1
13.1317	Teacher Education - Social Science	Number Prepared 4
13.1318	Teacher Education - Social Studies	Number Prepared
13.1320	Teacher Education - Trade and Industrial	Number Prepared
13.1321	Teacher Education - Computer Science	Number Prepared
13.1322	Teacher Education - Biology	Number Prepared 5
13.1323	Teacher Education - Chemistry	Number Prepared 1
13.1324	Teacher Education - Drama and Dance	Number Prepared
13.1328	Teacher Education - History	Number Prepared 2
13.1329	Teacher Education - Physics	Number Prepared
13.1331	Teacher Education - Speech	Number Prepared
13.1337	Teacher Education - Earth Science	Number Prepared
13.14	Teacher Education - English as a Second Language	Number Prepared
13.99	Education - Other Specify: Other specify: <input type="text"/>	Number Prepared

Teachers Prepared by Academic Major

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Please provide the number of teachers prepared by academic major for academic year 2020-21. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

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

[What are CIP Codes?](#)

Do participants earn a degree upon completion of the program?  Yes  
 No  
 No teachers prepared in academic year 2020-21

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

Teachers Prepared by Academic Major		
CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	Number Prepared <input type="text"/>
13.1202	Teacher Education - Elementary Education	Number Prepared <input type="text" value="12"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	Number Prepared <input type="text"/>
13.1210	Teacher Education - Early Childhood Education	Number Prepared <input type="text"/>
13.1301	Teacher Education - Agriculture	Number Prepared <input type="text"/>
13.1302	Teacher Education - Art	Number Prepared <input type="text" value="3"/>
13.1303	Teacher Education - Business	Number Prepared <input type="text"/>
13.1305	Teacher Education - English/Language Arts	Number Prepared <input type="text" value="2"/>
13.1306	Teacher Education - Foreign Language	Number Prepared <input type="text"/>
13.1307	Teacher Education - Health	Number Prepared <input type="text"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	Number Prepared <input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	Number Prepared <input type="text"/>
13.1311	Teacher Education - Mathematics	Number Prepared <input type="text" value="2"/>
13.1312	Teacher Education - Music	Number Prepared <input type="text" value="1"/>
13.1314	Teacher Education - Physical Education and Coaching	Number Prepared <input type="text"/>
13.1315	Teacher Education - Reading	Number Prepared <input type="text"/>
13.1316	Teacher Education - General Science	Number Prepared <input type="text"/>
13.1317	Teacher Education - Social Science	Number Prepared <input type="text" value="4"/>
13.1318	Teacher Education - Social Studies	Number Prepared <input type="text"/>
13.1320	Teacher Education - Trade and Industrial	Number Prepared <input type="text"/>
13.1321	Teacher Education - Computer Science	Number Prepared <input type="text"/>
13.1322	Teacher Education - Biology	Number Prepared <input type="text" value="5"/>
13.1323	Teacher Education - Chemistry	Number Prepared <input type="text" value="1"/>
13.1324	Teacher Education - Drama and Dance	Number Prepared <input type="text"/>
13.1328	Teacher Education - History	Number Prepared <input type="text" value="1"/>
13.1329	Teacher Education - Physics	Number Prepared <input type="text"/>
13.1331	Teacher Education - Speech	Number Prepared <input type="text"/>
13.1337	Teacher Education - Earth Science	Number Prepared <input type="text"/>
13.14	Teacher Education - English as a Second Language	Number Prepared <input type="text"/>

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

**Save Option**

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**Section I: Program Information**

# Program Assurances

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

## This Page Includes:

- [Program Assurances](#)

## Program Assurances

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1. Program preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.  Yes  
 No
2. Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.  Yes  
 No
3. Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.  Yes  
 No  
 Program does not prepare special education teachers
4. Prospective general education teachers are prepared to provide instruction to students with disabilities.  Yes  
 No
5. Prospective general education teachers are prepared to provide instruction to limited English proficient students.  Yes  
 No
6. Prospective general education teachers are prepared to provide instruction to students from low-income families.  Yes  
 No
7. Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.  Yes  
 No
8. Describe your institution's most successful strategies in meeting the assurances listed above: The above areas are strands across all levels of our Education major. All students are required to complete a field experience in at least one low SES school, while many complete more than that. We also try to have every student complete a rural experience as well. All of our candidates gaining special education endorsements are also prepared as general education teachers. All students complete Educating the Exceptional Person. In this course, students learn about disabilities and the IEP process. In addition, all students complete a field experience in a special education classroom. All candidates complete a Dyslexia training module provided by the state. A course in ESL is required in the reading endorsement, our largest endorsement area at the elementary level. The topic of ESL is in many major courses and all methods courses at both the elementary and secondary level.

The above areas are strands across all levels of our Education major. All students are required to complete a field experience in at least one low SES school, while many complete more than that.

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## Section II: Annual Goals

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

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 \(2020-21\)](#)
- [Review Current Year's Goal \(2021-22\)](#)

- [Set Next Year's Goal \(2022-23\)](#)

## Report Progress on Last Year's Goal (2020-21)

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1. Did your program prepare teachers in mathematics in 2020-21?

If no, leave remaining questions for 2020-21 blank (or [clear responses already entered](#)).

Yes

No

Based on the current trend we have seen, our goal will be to add 4 prospective teachers.

2. Describe your goal. Based on the current trend we have seen, our goal will be to add 4 prospective teachers.

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: We have had a shift in traditional students coming to our

We have had a shift in traditional students coming to our program. We will work with our admissions staff to target our high school students in this area.

program. We will work with our admissions staff to target our high school students in this area.

6. Provide any additional comments, exceptions and explanations below: In the 2020-21 school year, we added three students, but did not meet the goal of 4.

In the 2020-21 school year, we added three students, but did not meet the goal of 4.

## Review Current Year's Goal (2021-22)

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7. Is your program preparing teachers in mathematics in 2021-22? If no, leave the next question blank.  Yes

No

Based on the current trend we have seen, our goal will be to add 4 prospective teachers.

8. Describe your goal. Based on the current trend we have seen, our goal will be to add 4 prospective teachers.

## Set Next Year's Goal (2022-23)

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9. Will your program prepare teachers in mathematics in 2022-23? If no, leave the next question blank.  Yes

No

Our goal is to add 4 prospective students.

10. Describe your goal. Our goal is to add 4 prospective students.

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**Section II: Annual Goals**

# 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\(a\)](#))

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:**

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## Report Progress on Last Year’s Goal (2020-21)

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1. Did your program prepare teachers in science in 2020-21?

If no, leave remaining questions for 2020-21 blank (or [clear responses already entered](#)).

- Yes
- No

Based on the current trends, our goal will be to add 3 prospective teachers.

2. Describe your goal. Based on the current trends, our goal will be to add 3 prospective teachers.

- 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: We are in the process of adding the 5-12 All Sciences endorsement (we currently have 5-12 Biology and 5-12 Chemistry). We hope that this will increase our enrollment in this area.

We are in the process of adding the 5-12 All Sciences endorsement (we currently have 5-12 Biology and 5-12 Chemistry). We hope that this will increase our enrollment in this area.

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

## Review Current Year’s Goal (2021-22)

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- 7. Is your program preparing teachers in science in 2021-22? If no, leave the next question blank.  Yes
- No

Based on the current trends, our goal will be to add

3 prospective teachers.

8. Describe your goal. Based on the current trends, our goal will be to add 3 prospective teachers.

### Set Next Year's Goal (2022-23)

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9. Will your program prepare teachers in science in 2022-23? If no, leave the next question blank.  Yes

No

Our goal is to add 3 prospective students.

10. Describe your goal. Our goal is to add 3 prospective students.

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### Section II: Annual Goals

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

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

- [Quantifiable Goals](#)

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### Report Progress on Last Year's Goal (2020-21)

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1. Did your program prepare teachers in special education in 2020-21?

If no, leave remaining questions for 2020-21 blank (or [clear responses already entered](#)).

Yes

No

2. Describe your goal. Based on our current trends, our goal will be to add 5 prospective special education teachers.

Based on our current trends, our goal will be to add 5 prospective special education teachers.

3. Did your program meet the goal?  Yes

No

4. Description of strategies used to achieve goal, if applicable: Our continual focus in special education for our elementary education majors and our outreach programs

Our continual focus in special education for our elementary education majors and our outreach programs with our local community college continues

with our local community college continues to keep our enrollment at a steady level. to keep our enrollment at a steady level.

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 (2021-22)

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7. Is your program preparing teachers in special education in 2021-22? If no, leave the next question blank.  Yes

No

Based on the current trends, our goal will be to add 5 prospective teachers.

8. Describe your goal. Based on the current trends, our goal will be to add 5 prospective teachers.

## Set Next Year's Goal (2022-23)

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9. Will your program prepare teachers in special education in 2022-23? If no, leave the next question blank.  Yes

No

Our goal will be to add 5 prospective teachers.

10. Describe your goal. Our goal will be to add 5 prospective teachers.

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## Section II: Annual Goals

### Annual Goals: Instruction of Limited English Proficient Students

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

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- [Quantifiable Goals](#)

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## Report Progress on Last Year's Goal (2020-21)

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1. Did your program prepare teachers in instruction of limited English proficient students in 2020-21?

If no, leave remaining questions for 2020-21 blank (or [clear responses already entered](#)).

Yes

No

Based on our current trends, our goal is to add 3 ESL prospective teachers.

2. Describe your goal. Based on our current trends, our goal is to add 3 ESL prospective teachers.

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 have decided to move our ESL program to the graduate level. Students may still complete the program as undergraduates, but the courses will be offered that way. We hope that the change in offerings will be advantageous for some prospective students.

We have decided to move our ESL program to the graduate level. Students may still complete the program as undergraduates, but the courses will be offered that way. We hope that the change in

## Review Current Year's Goal (2021-22)

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7. Is your program preparing teachers in instruction of limited English proficient students in 2021-22? If no, leave the next question blank.  Yes

No

Based on our current trends, our goal is to add 3 ESL prospective teachers.

8. Describe your goal. Based on our current trends, our goal is to add 3 ESL prospective teachers.

## Set Next Year's Goal (2022-23)

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9. Will your program prepare teachers in instruction of limited English proficient students in 2022-23? If no, leave the next question blank.  Yes

No

Based on our current trends, our goal is to add 2 ESL prospective teachers.

10. Describe your goal. Based on our current trends, our goal is to add 2 ESL prospective teachers.

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### Section III: Program Pass Rates

## 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

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**Your state does not require assessments for an initial teaching credential; thus, this section is not applicable. To acknowledge, please select "This Page is Completed" at the bottom of the page, and click "Save".**

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### Section III: Program Pass Rates

## 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

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Your state does not require assessments for an initial teaching credential; thus, this section is not applicable. To acknowledge, please select "This Page is Completed" at the bottom of the page, and click "Save".

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### Section IV: Low-Performing

## Low-Performing

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

### This Page Includes:

- [Low-Performing](#)

## Low-Performing

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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:

Other specify:

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

No

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### Section V: Use of Technology

## Use of Technology

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

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

### This Page Includes:

- [Use of Technology](#)

## Use of Technology

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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:

1. integrate technology effectively into curricula and instruction  Yes  
 No
  2. use technology effectively to collect data to improve teaching and learning  Yes  
 No
  3. use technology effectively to manage data to improve teaching and learning  Yes  
 No
  4. 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 integrated and modeled across Education courses at the various levels. Students use technology to complete projects and assignments in both university classrooms and field classrooms including the use of interactive white boards. The use of technology is modeled by faculty in selected courses and students are able to apply the use of this technology in field experiences when appropriate. The following are three such examples. In Exceptional Persons, as course required by all candidates, a portion of an assignment is to identify appropriate technology tools (including assistive technology) to use with individuals with special needs. At the elementary level, there is an assignment related to technology integration in all content areas. In both Math and Science, students identify technology applications that are applicable to those content areas and critique them for use in the classroom. At the secondary level, students complete a technology project on how to integrate technology in their content area. In addition, students are required to complete teacher work sample assignments in which they gather data, analyze that data, and revise lesson plans according to their findings. In other clinical and field requirements students gather data on individual children and analyze that data to provide individualized instruction. During student teaching, students are required to collect data and refine lessons to meet students' needs in order to satisfy a student teaching core requirement. Finally, students are required to use an ePortfolio system to document their learning throughout the program. Students are admitted into or out of the teacher education program based on assessment data. Major assignments in these courses are aligned to the program goals (InTASC & Iowa teaching standards) which provides the Education faculty with data on students' progress in each area. Students that are getting the reading endorsement and/or special education endorsements take ED 380 Characteristics of Mild/Moderate Disabilities. This course has a number of technology applications integration of technology for instructional purposes in addition to a tool for accommodations for students that have disabilities.

Technology is integrated and modeled across Education courses at the various levels. Students use technology to complete projects and assignments in both university classrooms and

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### Section VI: Teacher Training

## Teacher Training

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

### This Page Includes:

- [Teacher Training](#)

### Teacher Training

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1. Provide a description of the activities that prepare general education teachers to:
  1. Teach students with disabilities effectively All candidates complete ED 263 Exceptional Persons. In this course, candidates are provided an overview of effective strategies, and then learn about numerous specific disabilities. Students also take a field course, ED 401 or ED 421. This course includes a field experience with a special education teacher, and course work concerning Individual Education Programs, Functional Behavior Assessments, de-escalation strategies, and concepts related to Least Restrictive Environment. As candidates transition to methods courses, they complete lesson plans that include

differentiation and accommodations for students with disabilities.

All candidates complete ED 263 Exceptional Persons. In this course, candidates are provided an overview of effective strategies, and then learn about numerous specific disabilities. Students also

- 2. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*. During Exceptional Persons, all candidates participate in an IEP Workshop and complete a reflection that highlights the importance of general education teachers' involvement in the IEP process. The speakers present information that addresses both IEP procedures and provides a parental involvement perspective. These are topics that are also addressed throughout the course. In ED 401 or ED 421, students complete an IEP activity where

During Exceptional Persons, all candidates participate in an IEP Workshop and complete a reflection that highlights the importance of general education teachers' involvement in the IEP

they interpret an IEP to identify key components.

- 3. Effectively teach students who are limited English proficient. Working with ESL students is a topic that is addressed in many courses. First, an overview is provided in Exceptional Persons with definitions and examples of different programming options. During methods courses, especially in reading courses, candidates must address ESL in their differentiation options. Elementary candidates gaining the reading endorsement are also required to take at least one

Working with ESL students is a topic that is addressed in many courses. First, an overview is provided in Exceptional Persons with definitions and examples of different programming options.

ESL course.

- 2. Does your program prepare special education teachers?  Yes  No

If yes, provide a description of the activities that prepare *special education teachers* to:

- 1. Teach students with disabilities effectively All of the candidates receiving special education endorsements take the same general education courses described above. In addition, they also take a series of courses related to strategies and methods to use with students that have disabilities. In their special

All of the candidates receiving special education endorsements take the same general education courses described above. In addition, they also take a series of courses related to strategies and

education methods course, they provide 6-week interventions to groups of identified students.

- 2. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*. In addition to the IEP Workshop, candidates receiving special education endorsements participate in numerous activities to prepare them to be a member of an IEP team. For example, in Foundations of Special Education, candidates participate in a mock IEP. Each candidate assumes a different role to experience the different components. During methods courses, candidates write an IEP based on one of the students from the field. They facilitate a mock IEP with their peers. As student teachers, candidates are asked to write and conduct an IEP meeting in conjunction with their cooperating teacher.

In addition to the IEP Workshop, candidates receiving special education endorsements participate in numerous activities to prepare them to be a member of an IEP team. For example, in

- 3. Effectively teach students who are limited English proficient. Special education methods courses instruct students in strategies that benefit students from a variety of need areas, including students who are limited English proficient. These needs may also be addressed in mock lesson plans.

Special education methods courses instruct students in strategies that benefit students from a variety of need areas, including students who are limited English proficient. These needs may also

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# Contextual Information

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

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## Contextual Information

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

We review student data three times per year to make decisions on student's entrance and continuation in the program and set our program goals. Additionally, we complete the annual reports for our state department of education and our university. We continue to use our web-based electronic Learning Management System tool to provide students with critical feedback necessary for successful program continuation. Students also monitor their own assessment information through their portfolio system. In the Spring of 2021, the site visit team from the state came to campus (virtually) as part of our seven year reaccreditation process. Our approval came before

the state board in November of 2021.

We review student data three times per year to make decisions on student's entrance and continuation in the program and set our program goals. Additionally, we complete the annual

## 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.**

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## 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: