



University of Evansville

Alternative, IHE-based Report AY 2021-22

Indiana



REPORT COMPLETE

STATUS: CERTIFIED

## Institution Information

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

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

IPEDS ID

 THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

CITY

STATE

ZIP

SALUTATION

FIRST NAME

LAST NAME

Freels

**PHONE**

(812) 488-2368

**EMAIL**

ef97@evansville.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  | UG              |        |
| 13.01    | General Education (alternative programs/programs providing pedagogy only) | PG              |        |

**Total number of teacher preparation programs:**

2

# Program Requirements

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

## THIS PAGE INCLUDES:

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

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

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

## Undergraduate Requirements

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

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

- Yes  
 No

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

| Element   | Admission   | Completion  |
|---|---|---|
| Transcript  | <input 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 checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum GPA   | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum GPA in content area coursework                                  | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum GPA in professional education coursework                        | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum ACT score   | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Minimum SAT score   | <input checked="" type="radio"/> Yes <input 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 type="radio"/> Yes <input checked="" type="radio"/> No |
| Recommendation(s)   | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

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

2.8

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.)

3

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

Exit documentation is provided through a "Professional Dossier" and edTPA portfolio required for the EDUC 435: Student Teaching Seminar.

## 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 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 checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum ACT score  | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Minimum SAT score  | <input checked="" type="radio"/> Yes <input 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 |

| Element   | Admission   | Completion  |
|---|---|---|
| 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 checked="" type="radio"/> Yes <input type="radio"/> No |
| Essay or personal statement   | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Interview   | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Other Specify:<br>Professional Dossier                                  | <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

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.)

3

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

Alternative program for Transition to Teaching has a GPA recommendation of 3.0, but it is not required. Students with a GPA under 2.5, must first pass the IN Core content assessment as mentioned in state statute. Alternative program for Elementary Education meets the same requirements as those in the undergraduate program, which is a 3.0.

## 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 2021-22. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models?

- Yes  
 No

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

### Programs with student teaching models (most traditional programs)

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

120

Number of clock hours required for student teaching

600

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

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

**All Programs**

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

2

[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)

2

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

55

Number of students in supervised clinical experience during this academic year

48

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

The initial internship is supervised by a mentor teacher and a content area pedagogy adjunct or a full-time school of education faculty member, or a content area faculty member from the Arts & Sciences. This provides support for the intern throughout the program experience.

# 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

| 2021-22 Total                        |    |
|--------------------------------------|----|
| Total Number of Individuals Enrolled | 48 |
| Subset of Program Completers         | 20 |

| Gender                                    | Total Enrolled | Subset of Program Completers |
|---|----------------|------------------------------|
| Male                                      | 15             | 8                            |
| Female                                    | 33             | 12                           |
| Non-Binary/Other                          | 0              | 0                            |
| No Gender Reported                        | 0              | 0                            |
| Race/Ethnicity                            | Total Enrolled | Subset of Program Completers |
| American Indian or Alaska Native          | 0              | 0                            |
| Asian                                     | 1              | 0                            |
| Black or African American                 | 4              | 2                            |
| Hispanic/Latino of any race               | 3              | 0                            |
| Native Hawaiian or Other Pacific Islander | 0              | 0                            |
| White                                     | 39             | 18                           |



| Race/Ethnicity             | Total Enrolled | Subset of Program Completers |
|----------------------------|----------------|------------------------------|
| Two or more races          | 1              | 0                            |
| No Race/Ethnicity Reported | 0              | 0                            |

## Teachers Prepared

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

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

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

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

- [Academic Major](#)

### THIS PAGE INCLUDES:

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

## Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2021-22.

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 2021-22

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

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

| CIP Code | Subject Area                             | Number Prepared                |
|----------|--|--------------------------------|
| 13.10    | Teacher Education - Special Education    | <input type="text"/>           |
| 13.1202  | Teacher Education - Elementary Education | <input type="text" value="2"/> |

| CIP Code | Subject Area   | Number Prepared |
|----------|--|-----------------|
| 13.1203  | Teacher Education - Junior High/Intermediate/Middle School Education |                 |
| 13.1210  | Teacher Education - Early Childhood Education                        |                 |
| 13.1301  | Teacher Education - Agriculture                                      |                 |
| 13.1302  | Teacher Education - Art  |                 |
| 13.1303  | Teacher Education - Business   |                 |
| 13.1305  | Teacher Education - English/Language Arts                            | 3               |
| 13.1306  | Teacher Education - Foreign Language                                 |                 |
| 13.1307  | Teacher Education - Health   |                 |
| 13.1308  | Teacher Education - Family and Consumer Sciences/Home Economics      |                 |
| 13.1309  | Teacher Education - Technology Teacher Education/Industrial Arts     |                 |
| 13.1311  | Teacher Education - Mathematics                                      | 3               |
| 13.1312  | Teacher Education - Music  | 2               |
| 13.1314  | Teacher Education - Physical Education and Coaching                  | 4               |
| 13.1315  | Teacher Education - Reading  |                 |
| 13.1316  | Teacher Education - Science Teacher Education/General Science        |                 |
| 13.1317  | Teacher Education - Social Science                                   |                 |
| 13.1318  | Teacher Education - Social Studies                                   | 3               |
| 13.1320  | Teacher Education - Trade and Industrial                             |                 |
| 13.1321  | Teacher Education - Computer Science                                 |                 |
| 13.1322  | Teacher Education - Biology  | 2               |
| 13.1323  | Teacher Education - Chemistry  |                 |
| 13.1324  | Teacher Education - Drama and Dance                                  | 1               |
| 13.1328  | Teacher Education - History  |                 |
| 13.1329  | Teacher Education - Physics  |                 |
| 13.1331  | Teacher Education - Speech   |                 |

| CIP Code | Subject Area                                       | Number Prepared      |
|----------|--|----------------------|
| 13.1337  | Teacher Education - Earth Science                  | <input type="text"/> |
| 13.14    | Teacher Education - English as a Second Language   | <input type="text"/> |
| 13.99    | Education - Other Specify:<br><input type="text"/> | <input type="text"/> |

## Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2021-22. 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 2021-22

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:<br><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:<br><input data-bbox="289 121 1260 163" type="text"/> | <input data-bbox="1292 90 1568 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:

Extensive pre-student teaching internships with university supervision by experienced education faculty along with significant mentoring by an experienced classroom teacher.





# 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 \(2021-22\)](#)
- >> [Review Current Year's Goal \(2022-23\)](#)
- >> [Set Next Year's Goal \(2023-24\)](#)

## Report Progress on Last Year's Goal (2021-22)

1. Did your program prepare teachers in mathematics in 2021-22?

If no, leave remaining questions for 2021-22 blank (or [clear responses already entered](#)).

- Yes  
 No

2. Describe your goal.

Our goal is to add 3 teachers to our math Transition to Teaching program.

3. Did your program meet the goal?

- Yes  
 No

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

Our reduced tuition has helped us increase enrollment, along with marketing efforts, to make the public aware of our program. The School of Education department has received a STEM grant for the Indiana Higher Education Commission, which has provided tuition assistance in the STEM fields.

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

We plan to continue implementing marketing strategies. We also secured a third STEM grant to provide tuition assistance to those who are interested in the STEM fields.

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

We continue to work with the Marketing department to promote this. The local school corporations are encouraging prospective teachers to enroll in our program.

## Review Current Year's Goal (2022-23)

**7. Is your program preparing teachers in mathematics in 2022-23? If no, leave the next question blank.**

- Yes  
 No

**8. Describe your goal.**

Our goal is to add 2 teachers to our math Transition to Teaching program.

## Set Next Year's Goal (2023-24)

**9. Will your program prepare teachers in mathematics in 2023-24? If no, leave the next question blank.**

- Yes  
 No

**10. Describe your goal.**

Our goal is to add 2 teachers to our math Transition to Teaching program.

# Annual Goals: Science

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2021-22\)](#)
- >> [Review Current Year's Goal \(2022-23\)](#)
- >> [Set Next Year's Goal \(2023-24\)](#)

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 (2021-22)

1. Did your program prepare teachers in science in 2021-22?

If no, leave remaining questions for 2021-22 blank (or [clear responses already entered](#)).

- Yes  
 No

2. Describe your goal.

Our goal is to add 2 teachers to our science Transition to Teaching program.

3. Did your program meet the goal?

- Yes  
 No

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

Our reduced tuition has helped us increase enrollment, along with marketing efforts to make the public aware of our program. The School of Education department has received a STEM grant from the Indiana Higher Education Commission, which has provided tuition assistance in the STEM fields.

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

We plan to continue implementation marketing strategies. We also secured a third STEM grant to provide tuition assistance to those who are interested in the STEM fields.

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

We continue to work with the Marketing department to promote this. The local school corporations are encouraging prospective teachers to enroll in our program.

## Review Current Year's Goal (2022-23)

**7. Is your program preparing teachers in science in 2022-23? If no, leave the next question blank.**

- Yes  
 No

**8. Describe your goal.**

Our goal is to add 2 teachers to our science Transition to Teaching program.

## Set Next Year's Goal (2023-24)

**9. Will your program prepare teachers in science in 2023-24? If no, leave the next question blank.**

- Yes  
 No

**10. Describe your goal.**

Our goal is to add 2 teachers to our science Transition to Teaching program.

## Annual Goals: Special Education

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2021-22\)](#)
- >> [Review Current Year's Goal \(2022-23\)](#)
- >> [Set Next Year's Goal \(2023-24\)](#)

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 (2021-22)

1. Did your program prepare teachers in special education in 2021-22?

If no, leave remaining questions for 2021-22 blank (or [clear responses already entered](#)).

- Yes  
 No

2. Describe your goal.

3. Did your program meet the goal?

- Yes  
 No

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

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

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

## Review Current Year's Goal (2022-23)

7. Is your program preparing teachers in special education in 2022-23? If no, leave the next question blank.

- Yes  
 No

8. Describe your goal.

## Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in special education in 2023-24? If no, leave the next question blank.

- Yes  
 No

10. Describe your goal.

# Annual Goals: Instruction of Limited English Proficient Students

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2021-22\)](#)
- >> [Review Current Year's Goal \(2022-23\)](#)
- >> [Set Next Year's Goal \(2023-24\)](#)

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 (2021-22)

1. Did your program prepare teachers in instruction of limited English proficient students in 2021-22?

If no, leave remaining questions for 2021-22 blank (or [clear responses already entered](#)).

- Yes
- No

2. Describe your goal.

3. Did your program meet the goal?

- Yes
- No

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

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

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



## Review Current Year's Goal (2022-23)

7. Is your program preparing teachers in instruction of limited English proficient students in 2022-23? If no, leave the next question blank.

- Yes  
 No

8. Describe your goal.

## Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in instruction of limited English proficient students in 2023-24? If no, leave the next question blank.

- Yes  
 No

10. Describe your goal.

## Assessment Pass Rates

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

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

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

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

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

## Assessment Pass Rates

| Assessment code - Assessment name<br>Test Company<br>Group  | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|---|---------------------|-------------------|----------------------|---------------|
| ETS0235 -BIOLOGY CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>Other enrolled students                              | 3                   |                   |                      |               |
| PIN0008 -BUSINESS<br>Evaluation Systems group of Pearson<br>All program completers, 2020-21                                     | 1                   |                   |                      |               |
| PIN0011 -CAREER AND TECH EDUC-FAMILY AND CONSUMER SCI<br>Evaluation Systems group of Pearson<br>All program completers, 2020-21 | 1                   |                   |                      |               |
| PIN0011 -CAREER AND TECH EDUC-FAMILY AND CONSUMER SCI<br>Evaluation Systems group of Pearson<br>All program completers, 2019-20 | 1                   |                   |                      |               |
| ETS5008 -ELEM ED: MATH & SCIENCE<br>Educational Testing Service (ETS)<br>All program completers, 2021-22                        | 2                   |                   |                      |               |
| ETS5007 -ELEM ED: READING & SOCIAL STUDIES<br>Educational Testing Service (ETS)<br>All program completers, 2021-22              | 2                   |                   |                      |               |

| Assessment code - Assessment name<br>Test Company<br>Group   | Number<br>taking<br>tests | Avg.<br>scaled<br>score | Number<br>passing<br>tests | Pass<br>rate<br>(%) |
|--|---------------------------|-------------------------|----------------------------|---------------------|
| PIN0005 -ELEMENTARY EDUCATION<br>Evaluation Systems group of Pearson<br>All program completers, 2020-21                      | 1                         |                         |                            |                     |
| PIN0060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1<br>Evaluation Systems group of Pearson<br>Other enrolled students         | 1                         |                         |                            |                     |
| PIN0060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1<br>Evaluation Systems group of Pearson<br>All program completers, 2020-21 | 2                         |                         |                            |                     |
| PIN0061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2<br>Evaluation Systems group of Pearson<br>Other enrolled students         | 1                         |                         |                            |                     |
| PIN0061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2<br>Evaluation Systems group of Pearson<br>All program completers, 2020-21 | 2                         |                         |                            |                     |
| PIN0062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3<br>Evaluation Systems group of Pearson<br>Other enrolled students         | 1                         |                         |                            |                     |
| PIN0062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3<br>Evaluation Systems group of Pearson<br>All program completers, 2020-21 | 2                         |                         |                            |                     |
| PIN0063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4<br>Evaluation Systems group of Pearson<br>Other enrolled students         | 1                         |                         |                            |                     |
| PIN0063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4<br>Evaluation Systems group of Pearson<br>All program completers, 2020-21 | 2                         |                         |                            |                     |
| PIN0021 -ENGLISH LANGUAGE ARTS<br>Evaluation Systems group of Pearson<br>All program completers, 2021-22                     | 1                         |                         |                            |                     |
| PIN0021 -ENGLISH LANGUAGE ARTS<br>Evaluation Systems group of Pearson<br>All program completers, 2020-21                     | 3                         |                         |                            |                     |
| PIN0021 -ENGLISH LANGUAGE ARTS<br>Evaluation Systems group of Pearson<br>All program completers, 2019-20                     | 3                         |                         |                            |                     |
| ETS5038 -ENGLISH LANGUAGE ARTS: CK<br>Educational Testing Service (ETS)<br>Other enrolled students                           | 2                         |                         |                            |                     |
| ETS5038 -ENGLISH LANGUAGE ARTS: CK<br>Educational Testing Service (ETS)<br>All program completers, 2021-22                   | 2                         |                         |                            |                     |
| PIN0026 -FINE ARTS-GENERAL MUSIC<br>Evaluation Systems group of Pearson<br>All program completers, 2019-20                   | 1                         |                         |                            |                     |

| Assessment code - Assessment name<br>Test Company<br>Group  | Number<br>taking<br>tests | Avg.<br>scaled<br>score | Number<br>passing<br>tests | Pass<br>rate<br>(%) |
|---|---------------------------|-------------------------|----------------------------|---------------------|
| PIN0029 -FINE ARTS-THEATRE ARTS<br>Evaluation Systems group of Pearson<br>All program completers, 2021-22           | 1                         |                         |                            |                     |
| PIN0028 -FINE ARTS-VOCAL MUSIC<br>Evaluation Systems group of Pearson<br>All program completers, 2019-20            | 1                         |                         |                            |                     |
| ETS5183 -GERMAN WORLD LANGUAGE<br>Educational Testing Service (ETS)<br>All program completers, 2020-21              | 1                         |                         |                            |                     |
| PIN0066 -HEALTH<br>Evaluation Systems group of Pearson<br>All program completers, 2020-21                           | 1                         |                         |                            |                     |
| PIN0035 -MATHEMATICS<br>Evaluation Systems group of Pearson<br>Other enrolled students                              | 1                         |                         |                            |                     |
| ETS5165 -MATHEMATICS<br>Educational Testing Service (ETS)<br>Other enrolled students                                | 1                         |                         |                            |                     |
| PIN0035 -MATHEMATICS<br>Evaluation Systems group of Pearson<br>All program completers, 2021-22                      | 2                         |                         |                            |                     |
| ETS5165 -MATHEMATICS<br>Educational Testing Service (ETS)<br>All program completers, 2021-22                        | 1                         |                         |                            |                     |
| PIN0035 -MATHEMATICS<br>Evaluation Systems group of Pearson<br>All program completers, 2020-21                      | 1                         |                         |                            |                     |
| PIN0035 -MATHEMATICS<br>Evaluation Systems group of Pearson<br>All program completers, 2019-20                      | 1                         |                         |                            |                     |
| ETS5116 -MUSIC: VOCAL AND GENERAL KNOWLEDGE<br>Educational Testing Service (ETS)<br>Other enrolled students         | 2                         |                         |                            |                     |
| ETS5116 -MUSIC: VOCAL AND GENERAL KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2021-22 | 2                         |                         |                            |                     |
| PIN0007 -P-12 EDUCATION<br>Evaluation Systems group of Pearson<br>All program completers, 2021-22                   | 1                         |                         |                            |                     |
| PIN0007 -P-12 EDUCATION<br>Evaluation Systems group of Pearson<br>All program completers, 2020-21                   | 1                         |                         |                            |                     |
| PIN0007 -P-12 EDUCATION<br>Evaluation Systems group of Pearson<br>All program completers, 2019-20                   | 1                         |                         |                            |                     |

| Assessment code - Assessment name<br>Test Company<br>Group  | Number<br>taking<br>tests | Avg.<br>scaled<br>score | Number<br>passing<br>tests | Pass<br>rate<br>(%) |
|---|---------------------------|-------------------------|----------------------------|---------------------|
| ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>Other enrolled students                | 1                         |                         |                            |                     |
| ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2021-22        | 1                         |                         |                            |                     |
| PIN0067 -PHYSICAL EDUCATION<br>Evaluation Systems group of Pearson<br>All program completers, 2021-22                 | 1                         |                         |                            |                     |
| PIN0067 -PHYSICAL EDUCATION<br>Evaluation Systems group of Pearson<br>All program completers, 2020-21                 | 2                         |                         |                            |                     |
| ETS5624 -PRINC LEARNING AND TEACHING 7-12<br>Educational Testing Service (ETS)<br>All program completers, 2021-22     | 13                        | 181                     | 13                         | 100                 |
| ETS5622 -PRINC LEARNING AND TEACHING K-6<br>Educational Testing Service (ETS)<br>All program completers, 2021-22      | 1                         |                         |                            |                     |
| ETS5622 -PRINC LEARNING AND TEACHING K-6<br>Educational Testing Service (ETS)<br>All program completers, 2020-21      | 1                         |                         |                            |                     |
| ETS5625 -PRINC LEARNING AND TEACHING PRE K-12<br>Educational Testing Service (ETS)<br>All program completers, 2021-22 | 1                         |                         |                            |                     |
| PIN0043 -SCIENCE-CHEMISTRY<br>Evaluation Systems group of Pearson<br>All program completers, 2019-20                  | 1                         |                         |                            |                     |
| PIN0045 -SCIENCE-LIFE SCIENCE<br>Evaluation Systems group of Pearson<br>All program completers, 2021-22               | 2                         |                         |                            |                     |
| PIN0045 -SCIENCE-LIFE SCIENCE<br>Evaluation Systems group of Pearson<br>All program completers, 2020-21               | 1                         |                         |                            |                     |
| PIN0045 -SCIENCE-LIFE SCIENCE<br>Evaluation Systems group of Pearson<br>All program completers, 2019-20               | 2                         |                         |                            |                     |
| PIN0006 -SECONDARY EDUCATION<br>Evaluation Systems group of Pearson<br>All program completers, 2020-21                | 10                        | 259                     | 10                         | 100                 |
| PIN0006 -SECONDARY EDUCATION<br>Evaluation Systems group of Pearson<br>All program completers, 2019-20                | 7                         |                         |                            |                     |
| PIN0048 -SOCIAL STUDIES-ECONOMICS<br>Evaluation Systems group of Pearson<br>All program completers, 2020-21           | 1                         |                         |                            |                     |

| Assessment code - Assessment name<br>Test Company<br>Group   | Number<br>taking<br>tests | Avg.<br>scaled<br>score | Number<br>passing<br>tests | Pass<br>rate<br>(%) |
|--|---------------------------|-------------------------|----------------------------|---------------------|
| PIN0050 -SOCIAL STUDIES-GOVERNMENT AND CITIZENSHIP<br>Evaluation Systems group of Pearson<br>All program completers, 2019-20 | 1                         |                         |                            |                     |
| PIN0051 -SOCIAL STUDIES-HISTORICAL PERSPECTIVES<br>Evaluation Systems group of Pearson<br>All program completers, 2021-22    | 2                         |                         |                            |                     |
| PIN0051 -SOCIAL STUDIES-HISTORICAL PERSPECTIVES<br>Evaluation Systems group of Pearson<br>All program completers, 2019-20    | 2                         |                         |                            |                     |
| ETS5941 -WORLD AND U.S. HISTORY CK<br>Educational Testing Service (ETS)<br>Other enrolled students                           | 4                         |                         |                            |                     |
| ETS5941 -WORLD AND U.S. HISTORY CK<br>Educational Testing Service (ETS)<br>All program completers, 2021-22                   | 1                         |                         |                            |                     |
| PIN0059 -WORLD LANGUAGES-SPANISH<br>Evaluation Systems group of Pearson<br>All program completers, 2020-21                   | 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, 2021-22 | 19                  | 18                   | 95            |
| All program completers, 2020-21 | 13                  | 11                   | 85            |
| All program completers, 2019-20 | 11                  | 11                   | 100           |

# 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 used on campus and in campus classes but more effective training takes place in school internships and practice where students see technology in use. Includes on-campus training for web-based commercial assessment products (NWEA, Google Workspace products, including Google Classroom, Google Docs, and Google Sheets, etc.) using hand-held devices and Promethean Boards.

# 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

In addition to coursework, internships and student teaching are primary methods for meeting this goals as the students see the strategies in practice. Evidence is dependent on demographics of placement.

#### 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*.

Students experience a greater understanding of IEP's and associated program teams while serving as student interns and student teachers.

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

In addition to coursework, internships and student teaching are primary methods for meeting this goals as the students see the strategies in practice. Evidence is dependent on demographics of placement.

### 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

#### 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*.

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



## Contextual Information

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On this page, review the questions regarding your program's use of technology, and update as needed.

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

THIS PAGE INCLUDES:

>> [Contextual Information](#)

## Contextual Information

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

The alternative program is small but effective. After offering reduced tuition for students in the transition to teaching and the accelerated elementary ed programs and increasing marketing efforts, interest in the program has increased and we expect enrollment to grow in subsequent years.

## Supporting Files

|  |  |
|--|--|
| <a href="#">Traditional and Alternatives 2021-2022</a> |  |
|--|--|

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

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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: