



Baldwin Wallace University
Traditional Report AY 2022-23
Ohio



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

201195

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

Baldwin Wallace University | Dept. of Education

275 Eastland Road

CITY

Berea

STATE

Ohio

ZIP

44017

SALUTATION

Ms.

FIRST NAME

Sarah

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List of Programs

THIS PAGE INCLUDES:

>> [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](#)

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
13.121	Early Childhood Education	UG	
13.1203	Junior High/Intermediate/Middle School Education and Teaching	UG	
13.1	Special Education	Both	
13.1302	Teacher Education - Art	UG	
13.1322	Teacher Education - Biology	Both	
13.1323	Teacher Education - Chemistry	Both	
13.1305	Teacher Education - English/Language Arts	UG	
13.1306	Teacher Education - Foreign Language	UG	
13.1316	Teacher Education - General Science	UG	
13.1311	Teacher Education - Mathematics	Both	
13.1312	Teacher Education - Music	UG	
13.1329	Teacher Education - Physics	Both	
13.1318	Teacher Education - Social Studies	UG	

Total number of teacher preparation programs:

15

Program Requirements

THIS PAGE INCLUDES:

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

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

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

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

Undergraduate Requirements

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

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

- Yes
 No

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

Element	Admission	Completion
Transcript	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Fingerprint check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input 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 type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

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

2.8

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

For admission and successful completion of teacher education programs, teacher candidates must hold a cumulative GPA of 2.8 or higher in all BW courses, a GPA of 2.8 or higher in all EDU courses, and meet the GPA requirements for their teaching field(s). Teacher candidates must also have completed all prerequisite coursework in education with grades of C or better and received satisfactory scores on the dispositional assessment.

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 checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input 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 type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

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

2.8

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

For admission and successful completion of graduate education programs (initial licensure programs), teacher candidates must hold a cumulative GPA of 2.8 or higher in all BW courses, a GPA of 2.8 or higher in all EDU courses, and meet the GPA requirements for their teaching field(s). Teacher candidates must also have completed all prerequisite coursework in education with grades of C or better and received satisfactory scores on the dispositional assessment.

Supervised Clinical Experience

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

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

Are there programs with student teaching models?

- Yes
 No

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

Programs with student teaching models (most traditional programs)

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

100

Number of clock hours required for student teaching

525

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)

6

[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)

7

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

67

Number of students in supervised clinical experience during this academic year

64

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

BW's Supervised Clinical Experiences include the unduplicated numbers of candidates, Cooperating Teachers, and Faculty Supervisors in the internship experience and Clinical Practice (student teaching). The internship experience is completed in the semester prior to student teaching and in many cases, candidates have a year-long placement in which they remain with the same Cooperating Teacher and University Supervisor during the academic year.

Enrollment and Program Completers

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

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

(§205(a)(1)(C)(ii))

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

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

Enrollment and Program Completers

2022-23 Total	
Total Number of Individuals Enrolled	199
Subset of Program Completers	56

Gender	Total Enrolled	Subset of Program Completers
Male	51	19
Female	148	37
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	3	1
Black or African American	12	1
Hispanic/Latino of any race	13	1
Native Hawaiian or Other Pacific Islander	0	0
White	162	50

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	8	3
No Race/Ethnicity Reported	1	0

Teachers Prepared

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

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

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

THIS PAGE INCLUDES:

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

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

- [Academic Major](#)

Teachers Prepared by Subject Area

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

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

What are CIP Codes?

No teachers prepared in academic year 2022-23

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

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

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	9

CIP Code	Subject Area	Number Prepared
13.1202	Teacher Education - Elementary Education	
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	7
13.1210	Teacher Education - Early Childhood Education	14
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	1
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	4
13.1306	Teacher Education - Foreign Language	1
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	13
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	5
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	1
13.1323	Teacher Education - Chemistry	1
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2022-23. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

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

[What are CIP Codes?](#)

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

- Yes
 No

No teachers prepared in academic year 2022-23

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

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	<input type="text" value="8"/>
13.1202	Teacher Education - Elementary Education	<input type="text"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text" value="7"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text" value="12"/>
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	<input type="text" value="1"/>
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"/>

CIP Code	Academic Major	Number Prepared
13.1307	Teacher Education - Health	<input type="text"/>
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	13 <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:	12 <input type="text"/>
	<input type="text" value="Teacher Education - Adolescent/Young Adult"/>	
01	Agriculture	<input type="text"/>
03	Natural Resources and Conservation	<input type="text"/>
05	Area, Ethnic, Cultural, and Gender Studies	<input type="text"/>

CIP Code	Academic Major	Number Prepared
09	Communication or Journalism	<input type="text"/>
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	1 <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	4 <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"/>

CIP Code	Academic Major	Number Prepared
54	History	1
99	Other Specify: Integrated Social Studies	3

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:

All teacher education candidates are trained in working with diverse learners, including students with exceptional needs, limited English proficiency, and students and families from diverse backgrounds. The BW Field Office tracks and monitors candidate field placements to ensure a variety of experiences including urban, suburban, rural, and experiences in private and public schools. BW has worked to provide field experience opportunities for candidates from freshman through senior year which grow and develop from observational placements to course-embedded experiences, to the clinical-based model. The institution is working to develop internships for all initial teacher education program areas, with the intension of the internship being completed prior to Clinical Practice (student teaching) to provide a year-long clinical experience for candidates.

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.

THIS PAGE INCLUDES:

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

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

- [Quantifiable Goals](#)

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

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

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

- Yes
 No

2. Describe your goal.

The BW Department of Education is partnering with Noodle (formerly Meteor Learning) to market the online MAED in Mathematics or Science programs. Additionally, the EPP has secured a significant amount of scholarship funding for these programs through 2024 and is projecting a goal of admitting two new MAED in Mathematics Teacher candidates in May 2023.

3. Did your program meet the goal?

- Yes
 No

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

The Addressing Educator Shortages Grant in Ohio (AESIO) grant extends to MAEd in Mathematics Teaching admits in summer 2023. Eligible candidates admitted into the 2023 May cohort received a significant scholarship based on the AESIO grant in combination with additional grant-funded scholarships. In some cases, covering 100% of tuition costs. BW's partnership with Noodle (formerly Meteor Learning) also supported marketing efforts to attract candidates statewide for the 100% online program. A total of 3 candidates were admitted into the program in May 2023.

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:

The AESIO and additional grants attracted a total of 3 candidates in May 2023. The remaining grant funds will be provided as scholarships for the May 2024 cohort. However, due to overall low enrollment, BW anticipates that the MAEd in Science and Mathematics Teaching programs will be sunset after May 2025.

Review Current Year's Goal (2023-24)

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

- Yes
 No

8. Describe your goal.

The BW Department of Education is partnering with Noodle (formerly Meteor Learning) to market the online MAED in Mathematics or Science programs. Additionally, the EPP has secured a significant amount of scholarship funding for these programs through 2024 and is projecting a goal of admitting one new MAED in Mathematics Teacher candidates in May 2023.

Set Next Year's Goal (2024-25)

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

- Yes
 No

10. Describe your goal.

Annual Goals: Science

THIS PAGE INCLUDES:

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

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

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

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

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

- [Quantifiable Goals](#)

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

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

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

- Yes
 No

2. Describe your goal.

The BW Department of Education is partnering with Meteor Learning to market the online MAED in Mathematics or Science programs. Additionally, the EPP has secured a significant amount of scholarship funding for these programs through 2024 and is projecting a goal of admitting 5 new MAED in Science Teacher candidates in May 2023.

3. Did your program meet the goal?

- Yes
 No

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

The Addressing Educator Shortages Grant in Ohio (AESIO) grant extends to MAED in Science Teaching admits in summer 2023. Eligible candidates admitted into the 2023 May cohort received a significant scholarship based on the AESIO grant in combination with additional grant-funded scholarships. In some cases, covering 100% of tuition costs. BW's partnership with Noodle (formerly Meteor Learning) also supported marketing efforts to attract candidates statewide for the 100% online program. A total of 11 candidates were admitted into the program in May 2023.

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:

The AESIO and additional grants attracted a total of 11 candidates in May 2023. The remaining grant funds will be provided as scholarships for the May 2024 cohort. However, due to overall low enrollment, BW anticipates that the MAEd in Science and Mathematics Teaching programs will be sunset after May 2025.

Review Current Year's Goal (2023-24)

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

- Yes
 No

8. Describe your goal.

Our projected goal is to welcome 3 new candidates into the MAEd in Science Teaching program in May 2024.

Set Next Year's Goal (2024-25)

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

- Yes
 No

10. Describe your goal.

Annual Goals: Special Education

THIS PAGE INCLUDES:

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

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

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

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

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

- [Quantifiable Goals](#)

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

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

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

- Yes
 No

2. Describe your goal.

The EPP now offers a Dual-Primary program which prepares candidates for initial licensure in Primary (P-5) and Primary Intervention (P-5). Additionally, the EPP launched an graduate education program for candidates seeking initial licensure in Mild/Moderate Intervention (K-12) and their MAEd. The EPP set a goal to admit 5 new students in the Dual-Primary program in 2022-23, and to admit 3 candidates into the new online Teacher Academy program in May 2023.

3. Did your program meet the goal?

- Yes
 No

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

The EPP welcomed 12 candidates into the Dual-Primary program in 2022-23. Candidates enrolled in the existing Primary (PK-5) stand-alone program were invited to declare the Dual-Primary program to gain the Primary IS licensure preparation. The Addressing Educator Shortages Grant in Ohio (AESIO) grant extended to Teacher Academy Mild/Moderate Intervention (K-12) admits in summer 2023. BW's partnership with Noodle (formerly Meteor Learning) also supported marketing efforts to attract candidates statewide for the 100% online program. A total of 7 candidates were admitted into the program in May 2023.

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 (2023-24)

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

Yes

No

8. Describe your goal.

Our projected goal is to welcome 10 new Dual-Primary: Primary (PK-5) / Primary Intervention Specialist (PK-5) candidates in 2023-24 and 3 new Teacher Academy Mild/Moderate Intervention Specialist (K-12) candidates in May 2024.

Set Next Year's Goal (2024-25)

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

Yes

No

10. Describe your goal.

Our projected goal is to welcome an additional 10 new Dual-Primary: Primary (PK-5) / Primary Intervention Specialist (PK-5) candidates in 2024-25 and 3 new Teacher Academy Mild/Moderate Intervention Specialist (K-12) candidates in May 2024.

Annual Goals: Instruction of Limited English Proficient Students

THIS PAGE INCLUDES:

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

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

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

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

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

- [Quantifiable Goals](#)

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

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

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

- Yes
 No

2. Describe your goal.

Our goal is to have two new initial teacher candidates participate in our English as a Second Language Learner Certificate program in 2022-23.

3. Did your program meet the goal?

- Yes
 No

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

Candidates are encouraged to consider adding the ELL certificate to undergraduate courses.

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

The ELL certificate is an optional set of coursework that leads to a certificate from the institution and not a license credential. Due to the limited space in students' schedules, and the need to take required courses when offered, it has been challenging to increase enrollment in this program and the ELL-targeted courses. For this reason, the ELL certificate program will be discontinued after the Spring 2024 semester.

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

Review Current Year's Goal (2023-24)

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

- Yes
 No

8. Describe your goal.

Our goal is to have two new initial teacher candidates participate in our English as a Second Language Learner Certificate program in 2023-24.

Set Next Year's Goal (2024-25)

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

- Yes
 No

10. Describe your goal.

Assessment Pass Rates

THIS PAGE INCLUDES:

[>> Assessment Pass Rates](#)

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

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

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

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

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
003 -APK: ADOLESCENCE TO YOUNG ADULT (7–12) Evaluation Systems group of Pearson All program completers, 2022-23	6			
003 -APK: ADOLESCENCE TO YOUNG ADULT (7–12) Evaluation Systems group of Pearson All program completers, 2021-22	8			
003 -APK: ADOLESCENCE TO YOUNG ADULT (7–12) Evaluation Systems group of Pearson All program completers, 2020-21	20	260	20	100
001 -APK: EARLY CHILDHOOD (PK–3) Evaluation Systems group of Pearson All program completers, 2022-23	1			
001 -APK: EARLY CHILDHOOD (PK–3) Evaluation Systems group of Pearson All program completers, 2021-22	10	254	10	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
001 -APK: EARLY CHILDHOOD (PK–3) Evaluation Systems group of Pearson All program completers, 2020-21	35	248	35	100
002 -APK: MIDDLE CHILDHOOD (4–9) Evaluation Systems group of Pearson All program completers, 2022-23	3			
002 -APK: MIDDLE CHILDHOOD (4–9) Evaluation Systems group of Pearson All program completers, 2021-22	5			
002 -APK: MIDDLE CHILDHOOD (4–9) Evaluation Systems group of Pearson All program completers, 2020-21	12	250	12	100
004 -APK: MULTI-AGE (PK–12) Evaluation Systems group of Pearson All program completers, 2022-23	11	259	11	100
004 -APK: MULTI-AGE (PK–12) Evaluation Systems group of Pearson All program completers, 2021-22	16	248	16	100
004 -APK: MULTI-AGE (PK–12) Evaluation Systems group of Pearson All program completers, 2020-21	30	252	30	100
006 -ART Evaluation Systems group of Pearson All program completers, 2022-23	1			
006 -ART Evaluation Systems group of Pearson All program completers, 2021-22	2			
006 -ART Evaluation Systems group of Pearson All program completers, 2020-21	1			
007 -BIOLOGY Evaluation Systems group of Pearson Other enrolled students	3			
007 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2022-23	2			
007 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2021-22	1			
007 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2020-21	3			
009 -CHEMISTRY Evaluation Systems group of Pearson Other enrolled students	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
009 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2020-21	1			
TP014 -EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2021-22	2			
012 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	10	246	10	100
012 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	35	248	35	100
018 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
018 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2022-23	9			
019 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
019 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2022-23	9			
020 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2022-23	3			
020 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2021-22	2			
020 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2020-21	4			
190 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
190 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2022-23	18	240	15	83
090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2022-23	5			
090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2021-22	17	234	16	94

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2020-21	50	244	49	98
023 -HEALTH Evaluation Systems group of Pearson All program completers, 2021-22	2			
023 -HEALTH Evaluation Systems group of Pearson All program completers, 2020-21	2			
025 -INTEGRATED SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2022-23	4			
025 -INTEGRATED SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2021-22	6			
025 -INTEGRATED SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2020-21	5			
TP021 -K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2022-23	2			
TP021 -K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2021-22	2			
027 -MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	3			
027 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2022-23	2			
027 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2020-21	7			
TP018 -MIDDLE CHILDHOOD ENGLISH-LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2022-23	2			
TP016 -MIDDLE CHILDHOOD MATHEMATICS Evaluation Systems group of Pearson All program completers, 2022-23	2			
TP016 -MIDDLE CHILDHOOD MATHEMATICS Evaluation Systems group of Pearson All program completers, 2021-22	3			
028 -MIDDLE GRADES ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
028 -MIDDLE GRADES ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2022-23	1			
028 -MIDDLE GRADES ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2021-22	3			
028 -MIDDLE GRADES ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2020-21	4			
030 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson All program completers, 2022-23	6			
030 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson All program completers, 2021-22	5			
030 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson All program completers, 2020-21	12	244	10	83
029 -MIDDLE GRADES SCIENCE Evaluation Systems group of Pearson All program completers, 2022-23	3			
029 -MIDDLE GRADES SCIENCE Evaluation Systems group of Pearson All program completers, 2021-22	2			
029 -MIDDLE GRADES SCIENCE Evaluation Systems group of Pearson All program completers, 2020-21	6			
031 -MIDDLE GRADES SOCIAL STUDIES Evaluation Systems group of Pearson Other enrolled students	1			
031 -MIDDLE GRADES SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2022-23	1			
031 -MIDDLE GRADES SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2021-22	2			
031 -MIDDLE GRADES SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2020-21	3			
032 -MUSIC Evaluation Systems group of Pearson All program completers, 2022-23	11	249	11	100
032 -MUSIC Evaluation Systems group of Pearson All program completers, 2021-22	11	252	11	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
032 -MUSIC Evaluation Systems group of Pearson All program completers, 2020-21	23	258	22	96
1007 -OPI GERMAN American Council on the Teaching of Foreign Langua All program completers, 2020-21	1			
034 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	2			
034 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	2			
035 -PHYSICS Evaluation Systems group of Pearson Other enrolled students	2			
055 -PRIMARY EDUCATION (PK-5) Evaluation Systems group of Pearson All program completers, 2022-23	1			
TP003 -SECONDARY ENGLISH-LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2022-23	2			
TP004 -SECONDARY HISTORY/SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2022-23	3			
TP004 -SECONDARY HISTORY/SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2021-22	3			
TP005 -SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2022-23	2			
043 -SPECIAL EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
043 -SPECIAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
TP012 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2022-23	5			
043 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2022-23	9			
TP012 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
043 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	5			
043 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	5			
TP015 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2022-23	1			
TP015 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2021-22	1			
TP020 -WORLD LANGUAGE Evaluation Systems group of Pearson All program completers, 2022-23	1			
2006 -WPT GERMAN American Council on the Teaching of Foreign Langua 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. [\(S205\(a\)\(1\)\(B\)\)](#)

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.

THIS PAGE INCLUDES:

[>> Summary Pass Rates](#)

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

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

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2022-23	51	43	84
All program completers, 2021-22	50	48	96
All program completers, 2020-21	98	94	96

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.

Our educational technology curriculum and course sequence within our initial license programs are crafted to equip our teacher candidates with comprehensive tech-integration skills and strategies throughout their academic program. In the foundational course, EDU 114: 21st Century Productivity Tools, first-year students delve into the Technological Pedagogical Content Knowledge (TPACK) model. Here, they grasp the profound interplay among technology, content, and pedagogy in the teaching and learning milieu. Following this, in their second year, candidates embark on EDU 214: Media Resources for the Education Professional. This pivotal course explores the theoretical underpinnings guiding the selection of technology to enrich teaching methodologies and bolster K-12 students' learning experiences. Candidates are trained in leveraging an array of tools for blended learning, encompassing screencasting, collaborative platforms, and student-driven digital projects. Transitioning into their third and final technology course, EDU 314: 21st Century Classroom Technology, our candidates—enrolled across Early Childhood, Middle Childhood, and AYA programs—immerse themselves in advanced applications of technology. This culminating course serves as the apex of their educational technology coursework, empowering them to integrate technology into lesson planning following the principles of UDL, appropriately using formative and summative assessments to monitor student progress, and harnessing data-driven insights to refine instructional strategies.

Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

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

Teacher Training

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

a. Teach students with disabilities effectively

All initial undergraduate teacher candidates are required to complete the course EDU 103, Education of Children with Special Needs. Starting in Spring 2024, Dual-Primary candidates will take EDU 104, Introduction to Inclusive Early Childhood Education and all other EDU candidates will continue to take EDU 103. These courses are designed to introduce the students to characteristics of learners with special learning, physical and emotional needs. Public laws, court cases, teaching and accommodation strategies will be explored as they relate to trends in reaching students with disabilities, gifts and talents, and diverse cultural needs in both special education and inclusive K-12 settings. Additionally, the strategy of Differentiated Instruction (DI) is introduced in 200-level EDU courses and included in lesson planning. Applying strategies of DI is incorporated at the 300-level EDU courses as candidates begin teaching lessons in their content areas through the 400-level EDU courses when candidates engage in clinical practice.

b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

Candidates from all teacher education program areas are introduced to IEPs in the course EDU 104, Introduction to Inclusive Early Childhood Education (Dual-Primary candidates) or EDU 103, Education of Children with Special Needs (all other EDU candidates). In the course, EDU 324, Supporting Diverse Learners in Early Childhood Classrooms, Early Childhood teacher candidates examine IEPs and IEP data to utilize for lesson planning and assessment purposes. In the course, EDU 312, Middle Childhood, Adolescent to Young Adult, and Multi-Age teacher candidates complete a module on IEPs and the role of the general education teacher. In the course EDU 274, Introduction to Students with Mild/Moderate Educational Needs, teacher candidates engage in a simulated Intervention Assistance Team project in which they are introduced to the differentiated referral process, the identification of students with disabilities, and culminates in writing an IEP. During the project, candidates also address their role throughout the process and thereafter.

c. Effectively teach students who are limited English proficient.

Early Childhood Education and Mild to Moderate Intervention Specialist candidates are required to complete EDU 204, The Teaching of Phonics and Spelling, which provides instructional literacy strategies for primary-level general education students, as well as English Language Learners. Middle Childhood Education, Mild to Moderate Intervention Specialist, and Adolescent Young Adult candidates are required to complete EDU 348, Reading in the Content Area, which provides content and disciplinary literacy strategies for general education students and English Language Learners across disciplines.

2. Does your program prepare special education teachers?

- Yes
 No

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

a. Teach students with disabilities effectively

Candidates in the Mild to Moderate Intervention Specialist (K-12) program and the Dual-Primary (PK-5) program are provided an overview of special education in the 100-level EDU courses including an observation based field experience. At the 200-level, candidates begin a number of courses that begin to build their teaching skills such as lesson planning, writing IEPs, general classroom strategies, the collaboration process, transition development and application of technology based tools. Specific observations in the field are included at the 200-level. At the 300- and 400-level, candidates are learning to teach within a variety of content areas, how to use reading and technology strategies in those content areas, how to provide remediation in the content areas, assessment strategies, and behavior support strategies. Prior to clinical practice (student teaching), candidates are in the field for a significant portion of time teaching lessons in the various content areas, collecting and analyzing both academic and behavioral student data and more. The Mild/Moderate Intervention Specialist program requires two semesters of internship and the Dual-Primary program requires three semesters of internship.

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*.

Mild to Moderate Intervention Specialist (K-12) and Dual-Primary (PK-5) candidates create and adapt instruction about students with disabilities and diverse cultural background enabling them to create and adapt instructional materials while using research-based teaching practices that optimize student learning. Collaborative best practices are embedded throughout their coursework enabling them to be effective special education teachers. They receive training about the IEP process which includes the development, implementation, and assessment of comprehensive IEPs for students. We have multiple field experiences in special education before students complete clinical practice. In the course EDU 274, Introduction to Students with Mild/Moderate Educational Needs, Mild/Moderate Intervention Specialist candidates engage in a simulated Intervention Assistance Team project in which they are introduced to the differentiated referral process, the identification of students with disabilities, and culminates in writing an IEP. During the project, candidates also address their role throughout the process and thereafter. In EDU 324, Dual-Primary candidates examine IEPs and IEP data for lesson planning and assessment purposes.

c. Effectively teach students who are limited English proficient.

Mild to Moderate Intervention Specialist (K-12) and Dual-Primary (PK-5) candidates are required to complete EDU 204, The Teaching of Phonics and Spelling, which provides instructional literacy strategies for primary-level general education students, as well as English Language Learners. Candidates are required to complete EDU 348, Reading in the Content Area, which provides content and disciplinary literacy strategies for general education students and English Language Learners across disciplines. Mild/Moderate Intervention Specialist (K-12) candidates also complete EDU 494, Remediation Across the Curriculum, which includes a component on ESL language development and strategies.

Contextual Information

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

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

THIS PAGE INCLUDES:

>> [Contextual Information](#)

Contextual Information

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

Supporting Files

No files have been provided.

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

Report Card Certification

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

Certification of submission

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

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Sarah Ackerman

TITLE:

Data Coordinator

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:

Gabe Swarts

TITLE:

Associate Dean