



West Virginia Wesleyan College
Traditional Report AY 2022-23
West Virginia



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

Samples

PHONE

(304) 473-8142

EMAIL

samples_t@wwc.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 | |
| 13.1 | Special Education | UG | |
| 13.1305 | Teacher Education - English/Language Arts | UG | |
| 13.1311 | Teacher Education - Mathematics | UG | |
| 13.1312 | Teacher Education - Music | UG | |
| 13.1318 | Teacher Education - Social Studies | UG | |

Total number of teacher preparation programs:

6

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 checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Fingerprint check | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Background check | <input type="radio"/> Yes <input checked="" 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 checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Subject area/academic content test or other subject matter verification | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Recommendation(s) | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |

| Element | Admission | Completion |
|---|---|---|
| Essay or personal statement | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Interview | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Other Specify: Dispositions contract and final assessment, Demographic info., Performance Ass... | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

2.75

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.)

2.75

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

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 type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input type="radio"/> No |
| Fingerprint check | <input type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input type="radio"/> No |
| Background check | <input type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input type="radio"/> No |
| Minimum number of courses/credits/semester hours completed | <input type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input type="radio"/> No |
| Minimum GPA | <input type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input type="radio"/> No |
| Minimum GPA in content area coursework | <input type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input type="radio"/> No |
| Minimum GPA in professional education coursework | <input type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input type="radio"/> No |
| Minimum ACT score | <input type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input type="radio"/> No |
| Minimum SAT score | <input type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input type="radio"/> No |
| Minimum basic skills test score | <input type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input type="radio"/> No |
| Subject area/academic content test or other subject matter verification | <input type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input type="radio"/> No |

| Element | Admission | Completion |
|--|--|--|
| Recommendation(s) | <input type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input type="radio"/> No |
| Essay or personal statement | <input type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input type="radio"/> No |
| Interview | <input type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input type="radio"/> No |
| Other Specify: <input type="text" value="TB test, Bachelor's degree, dispositions documentation & assess., Performance ..."/> | <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.)

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

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

Supervised Clinical Experience

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

Number of clock hours required for student teaching

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

- Yes
 No

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

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

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

325

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

560

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)

1

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

12

Number of students in supervised clinical experience during this academic year

16

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

The required 325 hours prior to student teaching, is an accross the board requirement for all elementary and secondary undergraduate programs. This includes Clinical I, Residency 1, and a 15-hr diverse field experience. Methods courses are taught and have some field hours embedded in them but the amounts are different for elementary (hours vary depending on the semester, the weather, the public school calendar, etc.) and secondary (15 hrs) and are not included in the 135 hours.

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 | 24 |
| Subset of Program Completers | 16 |

| Gender | Total Enrolled | Subset of Program Completers |
|---|----------------|------------------------------|
| Male | 3 | 2 |
| Female | 21 | 14 |
| 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 | 0 | 0 |
| Black or African American | 0 | 0 |
| Hispanic/Latino of any race | 0 | 0 |
| Native Hawaiian or Other Pacific Islander | 0 | 0 |
| White | 24 | 16 |

| Race/Ethnicity | Total Enrolled | Subset of Program Completers |
|----------------------------|----------------|------------------------------|
| Two or more races | 0 | 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.

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 | 4 |

| CIP Code | Subject Area | Number Prepared |
|----------|--|-----------------|
| 13.1202 | Teacher Education - Elementary Education | 10 |
| 13.1203 | Teacher Education - Junior High/Intermediate/Middle School Education | 0 |
| 13.1210 | Teacher Education - Early Childhood Education | 0 |
| 13.1301 | Teacher Education - Agriculture | 0 |
| 13.1302 | Teacher Education - Art | 0 |
| 13.1303 | Teacher Education - Business | 0 |
| 13.1305 | Teacher Education - English/Language Arts | 1 |
| 13.1306 | Teacher Education - Foreign Language | 0 |
| 13.1307 | Teacher Education - Health | 0 |
| 13.1308 | Teacher Education - Family and Consumer Sciences/Home Economics | 0 |
| 13.1309 | Teacher Education - Technology Teacher Education/Industrial Arts | 0 |
| 13.1311 | Teacher Education - Mathematics | 1 |
| 13.1312 | Teacher Education - Music | 2 |
| 13.1314 | Teacher Education - Physical Education and Coaching | 0 |
| 13.1315 | Teacher Education - Reading | 0 |
| 13.1316 | Teacher Education - Science Teacher Education/General Science | 0 |
| 13.1317 | Teacher Education - Social Science | 0 |
| 13.1318 | Teacher Education - Social Studies | 0 |
| 13.1320 | Teacher Education - Trade and Industrial | 0 |
| 13.1321 | Teacher Education - Computer Science | 0 |
| 13.1322 | Teacher Education - Biology | 0 |
| 13.1323 | Teacher Education - Chemistry | 0 |
| 13.1324 | Teacher Education - Drama and Dance | 0 |
| 13.1328 | Teacher Education - History | 0 |
| 13.1329 | Teacher Education - Physics | 0 |

| CIP Code | Subject Area | Number Prepared |
|----------|--|--------------------------------|
| 13.1331 | Teacher Education - Speech | <input type="text" value="0"/> |
| 13.1337 | Teacher Education - Earth Science | <input type="text" value="0"/> |
| 13.14 | Teacher Education - English as a Second Language | <input type="text" value="0"/> |
| 13.99 | Education - Other Specify: <input type="text"/> | <input type="text" value="0"/> |

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="4"/> |
| 13.1202 | Teacher Education - Elementary Education | <input type="text" value="10"/> |
| 13.1203 | Teacher Education - Junior High/Intermediate/Middle School Education | <input type="text" value="0"/> |
| 13.1210 | Teacher Education - Early Childhood Education | <input type="text" value="0"/> |
| 13.1301 | Teacher Education - Agriculture | <input type="text" value="0"/> |
| 13.1302 | Teacher Education - Art | <input type="text" value="0"/> |
| 13.1303 | Teacher Education - Business | <input type="text" value="0"/> |
| 13.1305 | Teacher Education - English/Language Arts | <input type="text" value="1"/> |
| 13.1306 | Teacher Education - Foreign Language | <input type="text" value="0"/> |

| CIP Code | Academic Major | Number Prepared |
|----------|---|-----------------|
| 13.1307 | Teacher Education - Health | 0 |
| 13.1308 | Teacher Education - Family and Consumer Sciences/Home Economics | 0 |
| 13.1309 | Teacher Education - Technology Teacher Education/Industrial Arts | 0 |
| 13.1311 | Teacher Education - Mathematics | 1 |
| 13.1312 | Teacher Education - Music | 2 |
| 13.1314 | Teacher Education - Physical Education and Coaching | 0 |
| 13.1315 | Teacher Education - Reading | 0 |
| 13.1316 | Teacher Education - General Science | 0 |
| 13.1317 | Teacher Education - Social Science | 0 |
| 13.1318 | Teacher Education - Social Studies | 0 |
| 13.1320 | Teacher Education - Trade and Industrial | 0 |
| 13.1321 | Teacher Education - Computer Science | 0 |
| 13.1322 | Teacher Education - Biology | 0 |
| 13.1323 | Teacher Education - Chemistry | 0 |
| 13.1324 | Teacher Education - Drama and Dance | 0 |
| 13.1328 | Teacher Education - History | 0 |
| 13.1329 | Teacher Education - Physics | 0 |
| 13.1331 | Teacher Education - Speech | 0 |
| 13.1337 | Teacher Education - Earth Science | 0 |
| 13.14 | Teacher Education - English as a Second Language | 0 |
| 13.99 | Education - Other Specify: <input data-bbox="289 1728 1255 1772" type="text"/> | 0 |
| 01 | Agriculture | 0 |
| 03 | Natural Resources and Conservation | 0 |
| 05 | Area, Ethnic, Cultural, and Gender Studies | 0 |

| CIP Code | Academic Major | Number Prepared |
|----------|--|-----------------|
| 09 | Communication or Journalism | 0 |
| 11 | Computer and Information Sciences | 0 |
| 12 | Personal and Culinary Services | 0 |
| 14 | Engineering | 0 |
| 16 | Foreign Languages, Literatures, and Linguistics | 0 |
| 19 | Family and Consumer Sciences/Human Sciences | 0 |
| 21 | Technology Education/Industrial Arts | 0 |
| 22 | Legal Professions and Studies | 0 |
| 23 | English Language/Literature | 0 |
| 24 | Liberal Arts/Humanities | 0 |
| 25 | Library Science | 0 |
| 26 | Biological and Biomedical Sciences | 0 |
| 27 | Mathematics and Statistics | 0 |
| 30 | Multi/Interdisciplinary Studies | 0 |
| 38 | Philosophy and Religious Studies | 0 |
| 40 | Physical Sciences | 0 |
| 41 | Science Technologies/Technicians | 0 |
| 42 | Psychology | 0 |
| 44 | Public Administration and Social Service Professions | 0 |
| 45 | Social Sciences | 0 |
| 46 | Construction | 0 |
| 47 | Mechanic and Repair Technologies | 0 |
| 50 | Visual and Performing Arts | 0 |
| 51 | Health Professions and Related Clinical Sciences | 0 |
| 52 | Business/Management/Marketing | 0 |

| CIP Code | Academic Major | Number Prepared |
|----------|--|--------------------------------|
| 54 | History | <input type="text" value="0"/> |
| 99 | Other Specify: <input type="text"/> | <input type="text" value="0"/> |

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:

1. A number of our students stay in WV to teach, but others go to PA, OH, VA, or NC. Because we have a reciprocity agreement with these states, we offer candidates training that will allow certification in their selected fields in the states where they are likely to teach. We assist all completers with certification requirements. 2. Candidates are able to participate in field experiences allowing them to make instructional decisions under the guidance of mentor teachers. In addition, teacher candidates participate in action research as they analyze the impact of their teaching on student learning. This will prepare them to make decisions using best practice in their future classroom. We continue to pilot the Year-Long Residency with other institutions in WV. This program gives candidates access to public school classrooms over two semesters; further integrating the candidate in the decision making process. Elementary Education majors are fully immersed in the yearlong residency model. 3. General education teaching candidates are required to

take the course SPEC 230: Exceptionalities & Human Diversity which trains them to provide differentiated instruction to children with disabilities. Another required course is SPEC 330: Behavior Management where students develop a personal behavior management philosophy and levels of behavior interventions to address the differing needs and perspectives of students with and without disabilities. We offer several electives in Special Education (SPEC) that are open to any teacher education candidate. Some candidates are declaring SPEC as a minor and taking 15 additional special education hours. 4. Candidates receive training in providing instruction to limited English proficient students in coursework done in EDUC 241. Candidates are also asked to provide modifications to lesson plans for teaching limited English proficient students. 5. General education teacher candidates receive training in providing instruction to children from low-income families in EDUC 110: Introduction to the Teaching Profession, EDUC 201 Learning and Human Development, and in SPEC coursework by exploring the work of Ruby Payne. 6. Prospective teachers receive training on how to effectively teach in urban and rural schools by studying characteristics of diversity and urban and rural students throughout the undergraduate program. Candidates complete a diverse field placement to supplement diversities seen in our partnership schools. 7. Pre-service teachers are also invited to participate in professional development offerings within the local county where students are placed.

Annual Goals: Mathematics

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 mathematics in 2022-23?

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

- Yes
 No

2. Describe your goal.

Continuous work with Math Department. Increase recruitment efforts for students with strong Mathematics skills. Work with surrounding Boards of Education to improve partnerships. Connect Math faculty with testing agencies for test revision/

3. Did your program meet the goal?

- Yes
 No

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

Continuous work with Math Department - Faculty from the Math department take part in our application review and serve on our Teacher Education Committee. Increase recruitment efforts for students with strong Mathematics skills - We have found it difficult to recruit students with strong Math skills. Many schools in the surrounding area that often have students who attend this institution have multiple teachers teaching Math or are not conventionally certified. Work with surrounding Boards of Education to improve partnerships.- We work closely with the county where we are located. We have a strong Grow Your Own program with them and average about six students per semester in our Grow Your Own courses. We have paused partnership with two border counties as they have new administration at the board office level. Connect Math faculty with testing agencies for test revision - shared the possibility from testing agency,

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

The unit will definitely make contact and work with bordering outnries to increase the Grow Your Own Program.

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

Review Current Year's Goal (2023-24)

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

- Yes
 No

8. Describe your goal.

Continuous work with Math Department. Increase recruitment efforts for students with strong Mathematics skills. Work with surrounding Boards of Education to improve partnerships. Work with teacher candidates to explore 5-9 Math endorsement.

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.

Continuous work with Math Department. Increase recruitment efforts for students with strong Mathematics skills. Work with surrounding Boards of Education to improve partnerships. Work with teacher candidates to explore 5-9 Math endorsement.

Annual Goals: Science

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

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

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

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

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

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

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

If no, leave remaining questions for 2022-23 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 (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.

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.

Continue to increase Special Education enrollment by 2 each year. - Continue to present Special Educaiton as a viable minor. Continue to meet with new and undeclared students to discuss Special Education opportunites.

3. Did your program meet the goal?

- Yes
 No

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

Continue to increase Special Education enrollment by 2 each year. - The program did meet the goal. We graduated 4 students with degrees in Special Education - 2 who were certified in Special Education only and two who completed both Elementary Education and Special Education as double majors. Continue to present Special Educaiton as a viable minor - We have found that mpre and more students are coming to us with many completed course credits. This makes it much easier for students to add Special Education as a 2nd major or minor. Continue to meet with new and undeclared students to discuss Special Education opportunites - This conversation is part of our advising meetings. The department is also writing letters to undeclared, deposited students in an effort to convert some undecided students to education majors.

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.

Increase Special Education enrollment by 2 each year - We have 3 Double Majors in SPED and ELED in the 23-24 reporting cycle Discuss SPED as a viable minor/major - We have focused on haveing these discussions earlier and earlier with students, in an effort to avoid the cruch of classes and overload for both students and faculty. Continue to meet with new and undeclared students to discuss Special Education opportunites - these efforts continue

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.

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.

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 (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.

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. [\(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.

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 (%) |
|--|---------------------------|-------------------------|----------------------------|---------------------|
| ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2022-23 | 1 | | | |
| ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2021-22 | 1 | | | |
| ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2020-21 | 14 | 162 | 14 | 100 |
| ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All enrolled students who have completed all noncl | 1 | | | |
| ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2022-23 | 3 | | | |

| Assessment code - Assessment name Test Company Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|---|---------------------------|-------------------------|----------------------------|---------------------|
| ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2021-22 | 3 | | | |
| ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2020-21 | 14 | 176 | 14 | 100 |
| ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2022-23 | 1 | | | |
| ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2021-22 | 3 | | | |
| ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2020-21 | 13 | 170 | 13 | 100 |
| ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) All enrolled students who have completed all noncl | 2 | | | |
| ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) Other enrolled students | 10 | 174 | 10 | 100 |
| ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) All program completers, 2022-23 | 11 | 168 | 11 | 100 |
| ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) All program completers, 2021-22 | 5 | | | |
| ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) All enrolled students who have completed all noncl | 1 | | | |
| ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) Other enrolled students | 11 | 185 | 11 | 100 |
| ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) All program completers, 2022-23 | 9 | | | |
| ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) All program completers, 2021-22 | 3 | | | |
| ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) All enrolled students who have completed all noncl | 2 | | | |
| ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) Other enrolled students | 11 | 172 | 11 | 100 |

| Assessment code - Assessment name Test Company Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|--|---------------------------|-------------------------|----------------------------|---------------------|
| ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) All program completers, 2022-23 | 12 | 167 | 12 | 100 |
| ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) All program completers, 2021-22 | 3 | | | |
| ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) All program completers, 2020-21 | 1 | | | |
| ETS7813 -ELEM ED CKT: MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl | 1 | | | |
| ETS7813 -ELEM ED CKT: MATHEMATICS Educational Testing Service (ETS) Other enrolled students | 2 | | | |
| ETS7813 -ELEM ED CKT: MATHEMATICS Educational Testing Service (ETS) All program completers, 2022-23 | 5 | | | |
| ETS7812 -ELEM ED CKT: READING LANGUAGE ARTS Educational Testing Service (ETS) All enrolled students who have completed all noncl | 1 | | | |
| ETS7812 -ELEM ED CKT: READING LANGUAGE ARTS Educational Testing Service (ETS) Other enrolled students | 2 | | | |
| ETS7812 -ELEM ED CKT: READING LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2022-23 | 5 | | | |
| ETS7814 -ELEM ED CKT: SCIENCE Educational Testing Service (ETS) All enrolled students who have completed all noncl | 1 | | | |
| ETS7814 -ELEM ED CKT: SCIENCE Educational Testing Service (ETS) Other enrolled students | 3 | | | |
| ETS7814 -ELEM ED CKT: SCIENCE Educational Testing Service (ETS) All program completers, 2022-23 | 6 | | | |
| ETS7815 -ELEM ED CKT: SOCIAL STUDIES Educational Testing Service (ETS) All enrolled students who have completed all noncl | 1 | | | |
| ETS7815 -ELEM ED CKT: SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students | 3 | | | |
| ETS7815 -ELEM ED CKT: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2022-23 | 6 | | | |

| Assessment code - Assessment name Test Company Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|---|---------------------------|-------------------------|----------------------------|---------------------|
| ETS7815 -ELEM ED CKT: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2020-21 | 1 | | | |
| ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) Other enrolled students | 4 | | | |
| ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2022-23 | 4 | | | |
| ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2021-22 | 2 | | | |
| ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2020-21 | 7 | | | |
| ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) Other enrolled students | 4 | | | |
| ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2022-23 | 4 | | | |
| ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2021-22 | 2 | | | |
| ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2020-21 | 7 | | | |
| ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) Other enrolled students | 3 | | | |
| ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2022-23 | 3 | | | |
| ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2021-22 | 2 | | | |
| ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2020-21 | 7 | | | |
| ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students | 3 | | | |
| ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2022-23 | 3 | | | |

| Assessment code - Assessment name Test Company Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|---|---------------------------|-------------------------|----------------------------|---------------------|
| ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2021-22 | 2 | | | |
| ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2020-21 | 6 | | | |
| ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All enrolled students who have completed all noncl | 1 | | | |
| ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) Other enrolled students | 2 | | | |
| ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2022-23 | 1 | | | |
| ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2021-22 | 1 | | | |
| ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2020-21 | 3 | | | |
| ETS5165 -MATHEMATICS Educational Testing Service (ETS) All program completers, 2022-23 | 1 | | | |
| ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22 | 1 | | | |
| ETS5164 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) Other enrolled students | 1 | | | |
| ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2020-21 | 1 | | | |
| ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students | 1 | | | |
| ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23 | 2 | | | |
| ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22 | 5 | | | |
| ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21 | 2 | | | |

| Assessment code - Assessment name Test Company Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|--|---------------------------|-------------------------|----------------------------|---------------------|
| ETS5623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2020-21 | 1 | | | |
| ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All enrolled students who have completed all noncl | 1 | | | |
| ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students | 2 | | | |
| ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2022-23 | 4 | | | |
| ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2021-22 | 7 | | | |
| ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2020-21 | 7 | | | |
| ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All enrolled students who have completed all noncl | 2 | | | |
| ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students | 6 | | | |
| ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2022-23 | 11 | 173 | 11 | 100 |
| ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2021-22 | 2 | | | |
| ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2020-21 | 8 | | | |
| ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) Other enrolled students | 3 | | | |
| ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2022-23 | 2 | | | |
| ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2020-21 | 1 | | | |
| ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21 | 2 | | | |

| Assessment code - Assessment name Test Company Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|---|---------------------------|-------------------------|----------------------------|---------------------|
| ETS5203 -TEACHING READING: ELEM EDUCATION Educational Testing Service (ETS) All program completers, 2020-21 | 1 | | | |
| ETS5205 -TEACHING READING: ELEMENTARY Educational Testing Service (ETS) All program completers, 2020-21 | 5 | | | |

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 | 15 | 15 | 100 |
| All program completers, 2021-22 | 9 | | |
| All program completers, 2020-21 | 16 | 15 | 94 |

Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

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

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

Low-Performing

1. Is your teacher preparation program currently approved or accredited?

- Yes
- No

If yes, please specify the organization(s) that approved or accredited your program:

- State
- CAEP
- AAQEP
- Other specify:

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

- Yes
- No

Use of Technology

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

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

THIS PAGE INCLUDES:

>> [Use of Technology](#)

Use of Technology

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

Does your program prepare teachers to:

- a. integrate technology effectively into curricula and instruction

Yes
 No

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

Yes
 No

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

Yes
 No

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

Yes
 No

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

We have integrated a variety of instructional technology assignments in each of the core Teacher Preparation courses. These assignments supplement the 3-credit hour Technology course requirement; EDUC 141: Educational Technology Survey (2-hr. Freshman level) and EDUC 321: Technology Integration (1-hr Senior level). Our students use technology in their coursework and in their field experiences and clinical placements. Each of our students has a personal laptop computer that is supported with standard software and a high speed Internet connection. This campus wide support allows faculty to plan a variety of in class activities. We are using two systems for data collection and analysis. We maintain a department database with student data and also reports department findings and updates in the campus wide assessment database. West Virginia Wesleyan College uses the TaskStream assessment management system for managing, analyzing, and reporting data. Faculty implement ongoing curriculum revision based on assessment findings from course embedded assessments. We recently implemented a 1 hour change to the EDUC 321 technology course. We found that given so many districts have one to one devices, our candidates needed additional coursework in technology. EDUC 321 will move to 2 hours in the next iteration. This will increase our requirements to 4 hours and put us above the required 3 hours.

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

Teacher Candidates complete three courses that have intensive training on teaching students with disabilities: EDUC 201, Learning and Human Development; SPEC 230 Exceptionalities and Human Diversity; and SPEC 330 Behavior Management. Candidates plan for and deliver both micro lessons and classroom based lessons based on the WWWC Approved Lesson Plan. This requires candidates to differentiate each lesson to include all students. Teacher candidates also have the opportunity to take additional SPEC courses to increase their knowledge. Other courses offer opportunities to discuss strategies to teach students with disabilities.

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*.

Teacher candidates complete three intensive classroom experiences within the program. Clinical I, Residency I, and the Year Long Residency, Residency II - Student Teaching. During each of these experiences candidates participate in all student meetings and planning activities with the supervising classroom teacher. Students completing a SPEC minor also complete a 20 hour clinical placement.

c. Effectively teach students who are limited English proficient.

Candidates receive specialized instruction in EDUC 241 on teaching ELL students. Candidates also experience planning and instruction for ELL students during their field experiences.

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

Teacher candidates complete three intensive classroom experiences within the program. Clinical I, Residency I, and Residency II - Student Teaching. During each of these experiences candidates participate in all student meetings and planning activities with the supervising classroom teacher, administrators and parents. Candidates complete the curriculum for the degree in Special Education, K-6 and 5-12, completing 52 hours in Special Education curriculum. Full curriculum available at www.wwwc.edu.

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.

Teacher candidates complete three intensive classroom experiences within the program. Clinical I, Residency I, and Residency II - Year Long Residency - Student Teaching. During each of these experiences candidates participate in all student meetings and planning activities with the supervising classroom teacher.

c. Effectively teach students who are limited English proficient.

Candidates receive specialized instruction in EDUC 241 on teaching ELL students. Candidates also experience planning and instruction for ELL students during their field experiences.

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.

Progress in the Teacher Education Program is evaluated using the following Key Assessments: 1. Assessment of candidate ability to plan instruction--Unit Plan: Instructional Processes and Assessment--prepared during the semester enrolled in Instructional Processes, EDUC 241 2. Assessment of content knowledge--Content knowledge assessment in portfolio and content based coursework GPA of 2.75. 3. Licensure assessment, or other content-based assessment-- ETS Praxis II: Norm Referenced Multiple Choice Exam--taken before admission to the Professional Semester 4. Assessment of candidate effect on student learning--Candidates are participating in the West Virginia Teacher Performance Assessment. This is a collaborative product of 15 WV institutions of higher education 5. Additional assessment that addresses Standards--Includes: ETS Praxis Principles of Learning and Teaching Exam: Norm Referenced Multiple Choice--taken prior to certification for licensure, Content Based Portfolio 6. Assessment of student teaching--Student Teaching Evaluation: Summative performance of student teaching experience--done during the student teaching semester 6M Music Department Senior Juries--Performance-based assessment of applied music (voice or instrumental) completed during the senior year

Supporting Files

No files have been provided.

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

Report Card Certification

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

Certification of submission

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

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

TITLE:

Certification of review of submission

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

NAME OF REVIEWER:

TITLE: