



Purdue University Northwest
Traditional Report AY 2016-17
Indiana



REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

ADDRESS

2200 169th Street

ANNX 138C

CITY

Hammond

STATE

Indiana

ZIP

46323

SALUTATION

Dr.

FIRST NAME

Anne

LAST NAME

Gregory

PHONE

(219) 989-2201

EMAIL

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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?

<https://www2.ed.gov/programs/tqpartnership/awards.html>

- Yes
 No

If yes, provide the following:

AWARD YEAR

GRANTEE NAME

PROJECT NAME

GRANT NUMBER

LIST PARTNER DISTRICTS/LEAS (ONE PER LINE)

LIST OTHER PARTNERS (ONE PER LINE)

PROJECT TYPE

- Residency
- Pre-baccalaureate
- Both Residency and Pre-baccalaureate

List of Programs

On this page, review the list of teacher preparation programs offered by your institution of higher education (IHE) or organization. If you submitted an IPRC last year, this list of programs is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to enter the programs in the appropriate reports. For the traditional report, list all traditional programs within the IHE. For the alternative report, list all alternative programs within the IHE. You may edit, delete, and insert new rows as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page. The system will automatically total the number of programs for you.

THIS PAGE INCLUDES:

>> [Program Information](#)

Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <https://www2.ed.gov/programs/tqpartnership/awards.html>.

| Teacher Preparation Programs | Teacher Quality Partnership Grant Member? | Update |
|--|---|--------|
| Teacher Education - Biology | No | |
| Teacher Education - Chemistry | No | |
| Teacher Education - Elementary Education/Special Education | No | |
| Teacher Education - English/Language Arts | No | |
| Teacher Education - French | No | |
| Teacher Education - Mathematics | No | |
| Teacher Education - Physics | No | |
| Teacher Education - Spanish | No | |
| Teacher Education: Social Studies: Economics | No | |
| Teacher Education: Social Studies: Government | No | |
| Teacher Education: Social Studies: Historical Perspectives | No | |
| Teacher Education: Social Studies: Psychology | No | |
| Teacher Education: Social Studies: Sociology | No | |

Total number of teacher preparation programs: 13

Program Requirements

THIS PAGE INCLUDES:

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

On this page, review and enter information about the program requirements for admission into the program, program completion, and supervised clinical experience. If you submitted an IPRC last year, much of this page is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to specify the requirements in the appropriate reports. For the traditional report, provide the requirements for traditional programs within the IHE. For the alternative report, provide the requirements for the alternative programs within the IHE.

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

Admissions

1. Indicate when students are formally admitted into your initial teacher certification program:

Other

If Other, please specify:

After completing 68 credit hours of coursework

2. Does your initial teacher certification program conditionally admit students?

- Yes
 No

3. Provide a link to your website where additional information about admissions requirements can be found:

<https://academics.pnw.edu/education/admissions/>

4. Please provide any additional information about or exceptions to the admissions information provided above:

Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. ([§205\(a\)\(1\)\(C\)\(i\)](#))

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 rest of the page blank (or [clear responses already entered](#)) then click save at the bottom of the page.

| Element | Required for Entry | Required for Exit |
|------------|---|---|
| Transcript | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |

| Element | Required for Entry | Required for Exit |
|---|---|---|
| Fingerprint check | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Background check | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input 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 checked="" type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Minimum SAT score | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Minimum basic skills test score | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Subject area/academic content test or other subject matter verification | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input 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 |
| 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: State required completion of the training of CPR and child suicide prevention | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

2.5

3. What was the median GPA of individuals accepted into the program in academic year 2016-17?

3.31

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

2.5

5. What was the median GPA of individuals completing the program in academic year 2016-17?

3.49

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

Following state guidelines, Candidates are able to demonstrate basic skills competency in one of three ways: ACT, SAT or CASA scores. As a result of unification, faculty members have been reviewing admission policies and practices during the 2017-2018 year. Based upon this review, new policies and practices will be enacted during the 2018-2019 year that will include interviews and writing samples.

Please provide the following information about your teacher preparation program's entry and exit requirements. ([§205\(a\)\(1\)\(C\)\(i\)](#))

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 rest of the page blank (or [clear responses already entered](#)) then click save at the bottom of the page.

| Element | Required for Entry | Required for Exit |
|---|--|--|
| 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 |
| 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"/> | <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 was the median GPA of individuals accepted into the program in academic year 2016-17?

4. 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.)

5. What was the median GPA of individuals completing the program in academic year 2016-17?

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

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2016-17. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

[Additional guidance on reporting supervised clinical experience and nonclinical coursework.](#)

| | |
|---|-----|
| Average number of clock hours of supervised clinical experience required prior to student teaching | 368 |
| Average number of clock hours required for student teaching | 640 |
| Average number of clock hours required for mentoring/induction support | 0 |
| Number of full-time equivalent faculty supervising clinical experience during this academic year | 1 |
| Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff) | 81 |
| Number of students in supervised clinical experience during this academic year | 192 |

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

The placement of candidates in field experiences is intentional and purposeful. The Office of Partnerships and Outreach (OPO) works to ensure that candidates have a variety of diverse and rich experiences in their fields. The OPO works with districts, schools, and cooperating teachers to provide candidates with opportunities to work and learn in rural, suburban, and urban contexts as well as within a variety of grade levels within their licensure range. Additionally, the OPO has worked with faculty members within the programs and school personnel to create field guides for each of the experiences that articulate expectations of candidates, cooperating teachers, and faculty/university supervisors. Additionally, a system for tracking and monitoring these experiences to ensure that each candidate is placed within experiences that afford them the opportunity to be apprenticed into the profession and develop the range of skills, knowledge, and dispositions to be successful is used.

Enrollment

THIS PAGE INCLUDES:

>> [Enrollment](#)

On this page, enter the number of candidates for an initial teaching credential who are enrolled in the initial teacher preparation programs within your institution of higher education (IHE) or organization. **Do not** report on the total number of students enrolled in the entire IHE. **Do not** include individuals who currently hold a teaching credential and are seeking additional licenses or endorsements, or individuals preparing for school-based careers other than classroom teachers (e.g., administrators, guidance counselors).

The Department recognizes that in many cases, candidates voluntarily report their race/ethnicity and gender data, and that in some cases, candidates may choose not to report this information. Please report on the race/ethnicity data you have available, though the data may not be complete. It is not expected that the sum of the enrolled students reported by race/ethnicity or by gender will necessarily equal the total number of students enrolled.

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

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

Enrollment

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

[Additional guidance on reporting race and ethnicity data.](#)

| | |
|--|---------------------------------|
| Total number of students enrolled in 2016-17 | <input type="text" value="87"/> |
| Unduplicated number of males enrolled in 2016-17 | <input type="text" value="14"/> |
| Unduplicated number of females enrolled in 2016-17 | <input type="text" value="73"/> |

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled. ([§205\(a\)\(1\)\(C\)\(ii\)\(H\)](#))

| 2016-17 | Number Enrolled |
|-----------------------------|---------------------------------|
| <i>Ethnicity</i> | |
| Hispanic/Latino of any race | <input type="text" value="24"/> |
| <i>Race</i> | |

2016-17

Number Enrolled

American Indian or Alaska Native

0

Asian

0

Black or African American

2

Native Hawaiian or Other Pacific Islander

0

White

61

Two or more races

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](#)

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2016-17. 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\(b\)\(1\)\(H\)](#))

[Additional guidance on reporting teachers prepared by subject area.](#)

[What are CIP Codes?](#)

No teachers prepared in academic year 2016-17

| CIP Code | Subject Area | Number Prepared |
|----------|--|----------------------|
| 13.01 | Education - General | <input type="text"/> |
| 13.10 | Teacher Education - Special Education | <input type="text"/> |
| 13.1210 | Teacher Education - Early Childhood Education | <input type="text"/> |
| 13.1202 | Teacher Education - Elementary Education | <input type="text"/> |
| 13.1203 | Teacher Education - Junior High/Intermediate/Middle School Education | <input type="text"/> |
| 13.1205 | Teacher Education - Secondary Education | <input type="text"/> |
| 13.1206 | Teacher Education - Multiple Levels | <input type="text"/> |

| CIP Code | Subject Area | Number Prepared |
|----------|--|----------------------|
| 13.1301 | Teacher Education - Agriculture | <input type="text"/> |
| 13.1302 | Teacher Education - Art | <input type="text"/> |
| 13.1303 | Teacher Education - Business | <input type="text"/> |
| 13.1305 | Teacher Education - English/Language Arts | 1 |
| 13.1306 | Teacher Education - Foreign Language | <input type="text"/> |
| 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 | 4 |
| 13.1312 | Teacher Education - Music | <input type="text"/> |
| 13.1314 | Teacher Education - Physical Education and Coaching | <input type="text"/> |
| 13.1315 | Teacher Education - Reading | <input type="text"/> |
| 13.1316 | Teacher Education - Science Teacher Education/General Science | <input type="text"/> |
| 13.1317 | Teacher Education - Social Science | <input type="text"/> |
| 13.1318 | Teacher Education - Social Studies | 2 |
| 13.1319 | Teacher Education - Technical Education | <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"/> |
| 13.1325 | Teacher Education - French | <input type="text"/> |
| 13.1326 | Teacher Education - German | <input type="text"/> |
| 13.1328 | Teacher Education - History | <input type="text"/> |
| 13.1329 | Teacher Education - Physics | <input type="text"/> |
| 13.1330 | Teacher Education - Spanish | <input type="text"/> |

| CIP Code | Subject Area | Number Prepared |
|----------|---|----------------------|
| 13.1331 | Teacher Education - Speech | <input type="text"/> |
| 13.1332 | Teacher Education - Geography | <input type="text"/> |
| 13.1333 | Teacher Education - Latin | <input type="text"/> |
| 13.1335 | Teacher Education - Psychology | <input type="text"/> |
| 13.1337 | Teacher Education - Earth Science | <input type="text"/> |
| 13.14 | Teacher Education - English as a Second Language | <input type="text"/> |
| 13.02 | Teacher Education - Bilingual, Multilingual, and Multicultural Education | <input type="text"/> |
| 13.99 | Education - Other Specify: <input type="text" value="Elementary/Special Education Dual License"/> | 35 |

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2016-17. 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.

[Additional guidance on reporting teachers prepared by academic major.](#)

What are CIP Codes?

No teachers prepared in academic year 2016-17

| CIP Code | Academic Major | Number Prepared |
|----------|--|----------------------|
| 13.01 | Education - General | <input type="text"/> |
| 13.10 | Teacher Education - Special Education | <input type="text"/> |
| 13.1210 | Teacher Education - Early Childhood Education | <input type="text"/> |
| 13.1202 | Teacher Education - Elementary Education | 35 |
| 13.1203 | Teacher Education - Junior High/Intermediate/Middle School Education | <input type="text"/> |
| 13.1205 | Teacher Education - Secondary Education | <input type="text"/> |
| 13.1301 | Teacher Education - Agriculture | <input type="text"/> |

| CIP Code | Academic Major | Number Prepared |
|----------|--|----------------------|
| 13.1302 | Teacher Education - Art | <input type="text"/> |
| 13.1303 | Teacher Education - Business | <input type="text"/> |
| 13.1305 | Teacher Education - English/Language Arts | <input type="text"/> |
| 13.1306 | Teacher Education - Foreign Language | <input type="text"/> |
| 13.1307 | Teacher Education - Health | <input type="text"/> |
| 13.1308 | Teacher Education - Family and Consumer Sciences/Home Economics | <input type="text"/> |
| 13.1309 | Teacher Education - Technology Teacher Education/Industrial Arts | <input type="text"/> |
| 13.1311 | Teacher Education - Mathematics | <input type="text"/> |
| 13.1312 | Teacher Education - Music | <input type="text"/> |
| 13.1314 | Teacher Education - Physical Education and Coaching | <input type="text"/> |
| 13.1315 | Teacher Education - Reading | <input type="text"/> |
| 13.1316 | Teacher Education - Science | <input type="text"/> |
| 13.1317 | Teacher Education - Social Science | <input type="text"/> |
| 13.1318 | Teacher Education - Social Studies | <input type="text"/> |
| 13.1319 | Teacher Education - Technical Education | <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"/> |
| 13.1325 | Teacher Education - French | <input type="text"/> |
| 13.1326 | Teacher Education - German | <input type="text"/> |
| 13.1328 | Teacher Education - History | <input type="text"/> |
| 13.1329 | Teacher Education - Physics | <input type="text"/> |
| 13.1330 | Teacher Education - Spanish | <input type="text"/> |
| 13.1331 | Teacher Education - Speech | <input type="text"/> |

| CIP Code | Academic Major | Number Prepared |
|----------|--|------------------------|
| 13.1332 | Teacher Education - Geography | <input type="text"/> |
| 13.1333 | Teacher Education - Latin | <input type="text"/> |
| 13.1335 | Teacher Education - Psychology | <input type="text"/> |
| 13.1337 | Teacher Education - Earth Science | <input type="text"/> |
| 13.14 | Teacher Education - English as a Second Language | <input type="text"/> |
| 13.02 | Teacher Education - Bilingual, Multilingual, and Multicultural Education | <input type="text"/> |
| 13.03 | Education - Curriculum and Instruction | <input type="text"/> |
| 13.09 | Education - Social and Philosophical Foundations of Education | <input type="text"/> |
| 24 | Liberal Arts/Humanities | <input type="text"/> |
| 42 | Psychology | <input type="text"/> |
| 45.01 | Social Sciences | <input type="text"/> |
| 45.02 | Anthropology | <input type="text"/> |
| 45.06 | Economics | <input type="text"/> |
| 45.07 | Geography and Cartography | <input type="text"/> |
| 45.10 | Political Science and Government | <input type="text"/> |
| 45.11 | Sociology | <input type="text"/> |
| 50 | Visual and Performing Arts | <input type="text"/> |
| 54 | History | 2 <input type="text"/> |
| 16 | Foreign Languages | <input type="text"/> |
| 19 | Family and Consumer Sciences/Human Sciences | <input type="text"/> |
| 23 | English Language/Literature | 1 <input type="text"/> |
| 38 | Philosophy and Religious Studies | <input type="text"/> |
| 01 | Agriculture | <input type="text"/> |
| 09 | Communication or Journalism | <input type="text"/> |
| 14 | Engineering | <input type="text"/> |

| CIP Code | Academic Major | Number Prepared |
|----------|---|----------------------|
| 26 | Biology | <input type="text"/> |
| 27 | Mathematics and Statistics | 4 |
| 40.01 | Physical Sciences | <input type="text"/> |
| 40.02 | Astronomy and Astrophysics | <input type="text"/> |
| 40.04 | Atmospheric Sciences and Meteorology | <input type="text"/> |
| 40.05 | Chemistry | <input type="text"/> |
| 40.06 | Geological and Earth Sciences/Geosciences | <input type="text"/> |
| 40.08 | Physics | <input type="text"/> |
| 52 | Business/Business Administration/Accounting | <input type="text"/> |
| 11 | Computer and Information Sciences | <input type="text"/> |
| 99 | Other Specify: <input type="text"/> | <input type="text"/> |

Program Completers

On this page, enter the total number of individuals who completed the program in AY 2016-17 and the two prior academic years. If you submitted an IPRC last year, the number of program completers for the two prior academic years are pre-loaded from your prior year's report.

A program completer is a person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as a criterion for determining who is a program completer.

An individual cannot be classified as both enrolled and as a program completer at the same time. An enrolled individual is not a program completer. Once an individual has met all the requirements of a state-approved teacher preparation program and becomes a program completer, the individual is no longer classified as enrolled.

After entering the program completers, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Program Completers](#)

Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years.

| | |
|---------|---------------------------------|
| 2016-17 | <input type="text" value="42"/> |
| 2015-16 | <input type="text" value="49"/> |
| 2014-15 | <input type="text" value="61"/> |

Annual Goals

On this page, review the annual goals in each subject area listed below. If you submitted an IPRC last year, the goals you entered last year are pre-loaded from your prior year's report. Please respond to the questions to report on progress towards the goals, and set new goals for the next academic year.

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

THIS PAGE INCLUDES:

- >> [Annual Goals - Mathematics](#)
- >> [Annual Goals - Science](#)
- >> [Annual Goals - Special Education](#)
- >> [Annual Goals - Instruction of Limited English Proficient Students](#)
- >> [Assurances](#)

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 to state credential 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\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2016-17

1. Did your program prepare teachers in mathematics in 2016-17?

- Yes
 No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in mathematics in 2016-17?

4

3. Did your program meet the goal for prospective teachers set in mathematics in 2016-17?

- Yes
 No
 Not applicable

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:

Academic year 2017-18

7. Is your program preparing teachers in mathematics in 2017-18?

- Yes
 No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in mathematics in 2017-18?

5

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

Purdue University Calumet and Purdue North Central unified and is now Purdue Northwest. With the two campuses now as one university, we do anticipate a slight increase to the secondary mathematics program.

Academic year 2018-19

10. Will your program prepare teachers in mathematics in 2018-19?

- Yes
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in mathematics in 2018-19?

4

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

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 to state credential 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\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2016-17

1. Did your program prepare teachers in science in 2016-17?

- Yes
 No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in science in 2016-17?

0

3. Did your program meet the goal for prospective teachers set in science in 2016-17?

- Yes

- No
- Not applicable

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:

There are no prospective teacher candidates entering the secondary science program during 2016-2017.

Academic year 2017-18

7. Is your program preparing teachers in science in 2017-18?

- Yes
- No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in science in 2017-18?

2

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

Purdue University Calumet and Purdue North Central unified and is now Purdue Northwest. With the two campuses now as one university, we do anticipate a slight increase to the secondary science program.

Academic year 2018-19

10. Will your program prepare teachers in science in 2018-19?

- Yes
- No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in science in 2018-19?

2

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

Annual Goals - Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential 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.

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2016-17

1. Did your program prepare teachers in special education in 2016-17?

- Yes
- No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in special education in 2016-17?

48

3. Did your program meet the goal for prospective teachers set in special education in 2016-17?

- Yes
- No
- Not applicable

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:

All of our Elementary Education candidates go through a dual Special Education Mild Needs program.

Academic year 2017-18

7. Is your program preparing teachers in special education in 2017-18?

- Yes
- No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in special education in 2017-18?

51

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

The undergraduate Elementary/Special Needs dual program plans on adding 51 new candidates.

Academic year 2018-19

10. Will your program prepare teachers in special education in 2018-19?

- Yes
- No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in special education in 2018-19?

80

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

This number includes both undergraduate and graduate special education programs. Undergraduate anticipates 60 new special education candidates and graduate anticipates 20 new candidates.

Annual Goals - Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential 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\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2016-17

1. Did your program prepare teachers in instruction of limited English proficient students in 2016-17?

- Yes
 No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2016-17?

3. Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2016-17?

- Yes
 No
 Not applicable

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:

Academic year 2017-18

7. Is your program preparing teachers in instruction of limited English proficient students in 2017-18?

- Yes

No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2017-18?

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

Academic year 2018-19

10. Will your program prepare teachers in instruction of limited English proficient students in 2018-19?

- Yes
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2018-19?

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

During the 2018-2019 academic year, faculty members will investigate the possibilities of offering English as a New Language programming as a possible concentration within the undergraduate program. This investigation will entail examining district level needs; possible avenues for partnering with districts and community agencies to meet needs in this area; and determining resources needed to bring such a program to fruition.

Assurances

Please certify that your institution is in compliance with the following assurances. ([§205\(a\)\(1\)\(A\)\(iii\)](#), [§206\(b\)](#)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

1. Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

- Yes
 No

2. Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

- Yes
 No

3. Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

- Yes
 No
 Program does not prepare special education teachers

4. Prospective general education teachers are prepared to provide instruction to students with disabilities.

- Yes
 No

5. Prospective general education teachers are prepared to provide instruction to limited English proficient students.

- Yes

No

6. Prospective general education teachers are prepared to provide instruction to students from low-income families.

Yes

No

7. Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

Yes

No

8. Describe your institution's most successful strategies in meeting the assurances listed above:

The Office of Partnerships and Outreach within the School of Education and Counseling tracks candidates in their field experiences. The first experience, occurring during candidates' First Year Experience (FYE) course and occurs prior to admission to the professional program. It includes trips to observe in four classroom contexts: early childhood, elementary, middle grades, and high school. These experiences provide the first opportunity for early candidates to determine begin to define their area of interest. Once candidates have been admitted to professional coursework, their field experiences are purposefully arranged and articulated with specific courses (e.g., the early literacy course EDCI 321/36203 is paired with k-3 classrooms in Gary Community School Corporation/Valparaiso Community Schools). In being purposeful in these articulations, we are working to ensure that candidates have field experiences in a variety of contexts (i.e., urban, suburban, and rural). Additionally, we are working to ensure that they have a variety of experiences at grade levels in their licensure band and with a diverse socioeconomic group of schools.

Assessment Pass Rates

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

On this page, review the assessment pass rates. 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 Westat's Title II Support Center and your testing company representative.

After reviewing, save the page using the floating save box at the bottom of the page.

Assessment Pass Rates

| Assessment code - Assessment name Test Company Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|--|---------------------------|-------------------------|----------------------------|---------------------|
| 0011.1 -ELEM ED CURR INSTRUC ASSESSMENT.1 Educational Testing Service (ETS) All program completers, 2015-16 | 1 | | | |
| 5033 -ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) All program completers, 2014-15 | 4 | | | |
| 5032 -ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) All program completers, 2014-15 | 4 | | | |
| 5035 -ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) All program completers, 2014-15 | 4 | | | |
| 5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) All program completers, 2014-15 | 4 | | | |
| 005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson Other enrolled students | 7 | | | |
| 005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17 | 30 | 241 | 29 | 97 |
| 005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16 | 30 | 242 | 29 | 97 |
| 005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15 | 40 | 240 | 39 | 98 |
| 060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students | 21 | 223 | 14 | 67 |

| Assessment code - Assessment name Test Company Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|--|---------------------------|-------------------------|----------------------------|---------------------|
| 060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2016-17 | 33 | 230 | 28 | 85 |
| 060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2015-16 | 31 | 235 | 31 | 100 |
| 060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2014-15 | 39 | 232 | 37 | 95 |
| 061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students | 17 | 229 | 12 | 71 |
| 061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2016-17 | 35 | 231 | 30 | 86 |
| 061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2015-16 | 31 | 239 | 28 | 90 |
| 061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2014-15 | 39 | 232 | 35 | 90 |
| 062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson Other enrolled students | 17 | 238 | 11 | 65 |
| 062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2016-17 | 34 | 234 | 30 | 88 |
| 062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2015-16 | 31 | 243 | 29 | 94 |
| 062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2014-15 | 39 | 232 | 37 | 95 |
| 063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson Other enrolled students | 17 | 223 | 9 | 53 |
| 063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2016-17 | 34 | 225 | 27 | 79 |
| 063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2015-16 | 31 | 239 | 29 | 94 |
| 063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2014-15 | 39 | 227 | 36 | 92 |

| Assessment code - Assessment name Test Company Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|--|---------------------------|-------------------------|----------------------------|---------------------|
| 5041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15 | 2 | | | |
| 021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students | 7 | | | |
| 021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2016-17 | 1 | | | |
| 021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2015-16 | 11 | 233 | 10 | 91 |
| 021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2014-15 | 3 | | | |
| 025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson Other enrolled students | 15 | 241 | 12 | 80 |
| 025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2016-17 | 34 | 239 | 33 | 97 |
| 025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2015-16 | 31 | 238 | 29 | 94 |
| 025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2014-15 | 40 | 233 | 39 | 98 |
| 035 -MATHEMATICS Evaluation Systems group of Pearson Other enrolled students | 1 | | | |
| 035 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17 | 4 | | | |
| 035 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16 | 2 | | | |
| 5061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15 | 1 | | | |
| 0300 -READING SPECIALIST Educational Testing Service (ETS) All program completers, 2015-16 | 1 | | | |
| 045 -SCIENCE—LIFE SCIENCE Evaluation Systems group of Pearson All program completers, 2015-16 | 1 | | | |

| Assessment code - Assessment name Test Company Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|--|---------------------------|-------------------------|----------------------------|---------------------|
| 045 -SCIENCE—LIFE SCIENCE Evaluation Systems group of Pearson All program completers, 2014-15 | 1 | | | |
| 5543 -SE CK AND MILD TO MODERATE APPL (CD) Educational Testing Service (ETS) All program completers, 2014-15 | 3 | | | |
| 006 -SECONDARY EDUCATION Evaluation Systems group of Pearson Other enrolled students | 3 | | | |
| 006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17 | 7 | | | |
| 006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16 | 16 | 247 | 16 | 100 |
| 006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15 | 14 | 239 | 13 | 93 |
| 048 -SOCIAL STUDIES—ECONOMICS Evaluation Systems group of Pearson All program completers, 2014-15 | 2 | | | |
| 050 -SOCIAL STUDIES—GOVERNMENT AND CITIZENSHIP Evaluation Systems group of Pearson All program completers, 2016-17 | 1 | | | |
| 050 -SOCIAL STUDIES—GOVERNMENT AND CITIZENSHIP Evaluation Systems group of Pearson All program completers, 2015-16 | 3 | | | |
| 050 -SOCIAL STUDIES—GOVERNMENT AND CITIZENSHIP Evaluation Systems group of Pearson All program completers, 2014-15 | 5 | | | |
| 051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2016-17 | 2 | | | |
| 051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2015-16 | 3 | | | |
| 051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2014-15 | 6 | | | |
| 052 -SOCIAL STUDIES—PSYCHOLOGY Evaluation Systems group of Pearson All program completers, 2014-15 | 1 | | | |
| 053 -SOCIAL STUDIES—SOCIOLOGY Evaluation Systems group of Pearson All program completers, 2015-16 | 1 | | | |

| Assessment code - Assessment name Test Company Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|---|---------------------------|-------------------------|----------------------------|---------------------|
| 053 -SOCIAL STUDIES—SOCIOLOGY Evaluation Systems group of Pearson All program completers, 2014-15 | 4 | | | |
| 059 -WORLD LANGUAGES—SPANISH Evaluation Systems group of Pearson Other enrolled students | 1 | | | |

Summary Pass Rates

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

On this page, review the summary pass rates. 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 Westat's Title II Support Center and your testing company representative.

After reviewing, save the page using the floating save box at the bottom of the page.

Summary Pass Rates

| Group | Number taking tests | Number passing tests | Pass rate (%) |
|---------------------------------|---------------------|----------------------|---------------|
| All program completers, 2016-17 | 42 | 33 | 79 |
| All program completers, 2015-16 | 49 | 45 | 92 |
| All program completers, 2014-15 | 59 | 51 | 86 |

Low-Performing

On this page, review the questions regarding your program's approval/accreditation and whether your program has been designated as low performing by the state. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

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

THIS PAGE INCLUDES:

>> [Low-Performing](#)

Low-Performing

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

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
 NCATE
 TEAC
 CAEP
 Other specify:

ACEI, NCTE, NCSS, NCTM, CEC

2. Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

- Yes
 No

Use of Technology

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

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

THIS PAGE INCLUDES:

>> [Use of Technology](#)

Use of Technology

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.

All teacher candidates at Purdue University Northwest are required to take the "Educational Technology for Teaching and Learning" course which focuses on helping candidates develop the necessary knowledge and skills to effectively integrate technology into curricula and instruction. In this project-based course, candidates use a variety of technological tools to develop materials highlighting technology's role in professional productivity and the learning process. The capstone project for the course is the development of a WebQuest, which requires candidates to use what they have learned about technology's role in education to develop a multidisciplinary inquiry-oriented, web-based lesson that inspires higher-order thinking in candidates. In the course, candidates also discuss how technology can be used to help differentiate instruction to meet the individual needs of learners, and complete an assignment researching adaptive/assistive technologies. As Technology is a cross-cutting theme in our programs of study, candidates are required to use technology to collect and analyze data, and to identify and implement research-based practices that will improve students' learning, engagement and outcomes. Towards this end, resources are made available to candidates to enhance their ability to understand and purposefully utilize technology in their instruction. Some of these resources are: iPads, MacBook Air laptops, and smartboards. Finally, this semester candidates engaged in the edTPA as part of their capstone experience during the student teaching semester. In this experience they were required to use technology to collect, manage and analyze data to monitor their impact on learning in the classroom. Additionally, they were required to use the principles of universal design for learning to differentiate instruction through the use of a variety of technology.

Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

On this page, review the questions about how your program trains general education teachers and special education teachers. For the purposes of these questions, general education teachers means those who are not specifically prepared as special education teachers. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

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

Teacher Training

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

1. Does your program prepare general education teachers to:

a. teach students with disabilities effectively

- Yes
 No

b. participate as a member of individualized education program teams

- Yes
 No

c. teach students who are limited English proficient effectively

- Yes
 No

2. Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

Currently candidates in educator preparation programs at Purdue University Northwest are required to participate in three courses which have been identified as preparing them to meet the challenges of today's classrooms. Specifically, to meet the needs of exceptional learners, all candidates take an Introduction to Special Education course (EDPS 260) and the course entitled Creating and Managing the Inclusive Classroom (EDPS 430); and to meet the needs of English Language Learners (ELLs), candidates take a Multiculturalism and Education. Candidates pursuing the literacy concentration (currently only offered on the Westville campus) also take two courses which provide them with opportunities to develop more in-depth understandings for working with ELLs: EDCI 322 English for New Language Learners and EDCI 368 Literacy Intervention Strategies for Diverse Learners. Candidates pursuing dual licensure (special education concentration--currently only offered on the Hammond campus), participate in two special education methods focused courses (i.e., mild needs), a special education law course, Teaching Children with Diverse Needs (EDPS 370), and a student teaching experience working with exceptional learners.

3. Does your program prepare special education teachers to:

a. teach students with disabilities effectively

- Yes

- No
- Program does not prepare special education teachers

b. participate as a member of individualized education program teams

- Yes
- No
- Program does not prepare special education teachers

c. teach students who are limited English proficient effectively

- Yes
- No
- Program does not prepare special education teachers

4. Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

For dual licensure candidates (elementary/special education) at PNW, the Introduction to Special Education course introduces the IEP process. The EDPS 37000, Teaching Children with Diverse Needs, also requires dual licensed candidates to design an IEP. This course also teaches candidates how to be contributing members of the IEP team. The performance of elementary/special education candidates in these courses are documented via an online assessment system that evaluates the ability of candidates to provide effective accommodations and adaptations in the classroom. In addition, an assessment course, EDCI 36600: Assessment in the K-12 Classroom, teaches the proper interpretation of psychological evaluation data, a skill necessary to competent participation in the IEP process. In addition, in the EDPS 37000, dual licensure candidates learn about teaching children for whom English is a new language. This includes simulation activities designed to promote empathy and understanding for the challenge these students experience. Both dual license and secondary candidates are required to select and design teaching strategies for students who are linguistically different. This work is documented in the online assessment system (TaskStream) through a rubric measuring skills in differentiated instruction. This project also addresses ways to differentiate instruction for students with disabilities, those at risk, children who are gifted, and students who are culturally different. Last academic year, a special education methods course, EDPS 45000: Methods of Teaching Children with Mild Needs, taught candidates how to measure the impact on instruction on student learning; skill in the development of a behavior intervention plan was also assessed in this course. A special education law class, EDPS 38000: Special Education Law for Teachers, was also approved and implemented last year; proper procedures and due process guidelines that define the IEP process are now extensively addressed in this course. Also, important, the dual licensed teacher candidates' very high pass-rates on special education licensing exams serve to further document beginning teacher competency to effectively instruct students with special needs while working effectively in the IEP development process.

Contextual Information

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

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

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.

Announced by Purdue University Board of Trustees in 2014, the campuses of Purdue University Calumet (PUC) located in Hammond, Indiana and Purdue University North Central (PNC) located in Westville, Indiana were to be unified. The unification process included application and review by the Higher Learning Commission (HLC), and in July 2016 the two distinct campuses were unified to form Purdue University Northwest (PNW). PNW, the fifth largest public university in Indiana, is a comprehensive, regional university dedicated to serving the professional, cultural and general educational needs of the citizens of Northwest Indiana. Prior to unification, PUC was last accredited by NCATE in 2015 and PNC was last accredited by NCATE in 2012. With a total undergraduate enrollment of approximately 566, the School of Education and Counseling graduates close to 57 candidates in the Elementary Education Program each year. Candidates enroll in courses at both campuses.

Supporting Files

[Basic Skills/Alternative Admissions Numbers by IHE Institution 2016-2017](#)

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.

Enrollment Confirmation

Total Title II enrollment from Section I: Program Information, Enrollment is **87**.

Number of program completers from Section I: Program Information, Program Completers is **42**.

For a total enrollment of **129**.

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:

Sheila Stephenson, MS.Ed

TITLE:

Assessment Coordinator, School of Education and Counseling

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:

Anne E. Gregory, Ph.D.

TITLE:

Director and Professor, School of Education and Counseling

Comparison with Last Year

| Item | Last Year | This Year | Change |
|--|-----------|-----------|---------|
| Total Enrollment | 66 | 87 | 31.82% |
| Male Enrollment | 7 | 14 | 100.00% |
| Female Enrollment | 59 | 73 | 23.73% |
| Hispanic/Latino Enrollment | 14 | 24 | 71.43% |
| American Indian or Alaska Native Enrollment | 0 | 0 | |
| Asian Enrollment | 0 | 0 | |
| Black or African American Enrollment | 3 | 2 | -33.33% |
| Native Hawaiian or Other Pacific Islander Enrollment | 0 | 0 | |

| Item | Last Year | This Year | Change |
|---|-----------|-----------|---------|
| White Enrollment | 45 | 61 | 35.56% |
| Two or more races Enrollment | 0 | 0 | |
| Average number of clock hours required prior to student teaching | 368 | 368 | 0.00% |
| Average number of clock hours required for student teaching | 640 | 640 | 0.00% |
| Average number of clock hours required for mentoring | 0 | 0 | |
| Number of full-time equivalent faculty in supervised clinical experience during this academic year | 5 | 1 | -80.00% |
| Number of adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff) | 55 | 81 | 47.27% |
| Number of students in supervised clinical experience during this academic year | 184 | 192 | 4.35% |
| Total completers for current academic year | 49 | 42 | -14.29% |
| Total completers for prior academic year | 61 | 49 | -19.67% |
| Total completers for second prior academic year | 57 | 61 | 7.02% |