



Purdue University Northwest
Alternative, IHE-based Report AY 2020-21
Indiana



REPORT COMPLETE
STATUS: **CERTIFIED**

Institution Information

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

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

IPEDS ID

☐ THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

CITY

STATE

ZIP

SALUTATION

FIRST NAME

LAST NAME

Gregory

PHONE

(219) 989-2201

EMAIL

anne.gregory@pnw.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
13.01	General Education (alternative programs/programs providing pedagogy only)	PG	
13.1	Special Education	PG	

Total number of teacher preparation programs:

2

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

THIS PAGE INCLUDES:

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

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

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

Undergraduate Requirements

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

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

☐ Yes

☒ No

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

Element	Admission	Completion
Transcript	☐ Yes ☐ No	☐ Yes ☐ No
Fingerprint check	☐ Yes ☐ No	☐ Yes ☐ No
Background check	☐ Yes ☐ No	☐ Yes ☐ No
Minimum number of courses/credits/semester hours completed	☐ Yes ☐ No	☐ Yes ☐ No
Minimum GPA	☐ Yes ☐ No	☐ Yes ☐ No
Minimum GPA in content area coursework	☐ Yes ☐ No	☐ Yes ☐ No
Minimum GPA in professional education coursework	☐ Yes ☐ No	☐ Yes ☐ No
Minimum ACT score	☐ Yes ☐ No	☐ Yes ☐ No
Minimum SAT score	☐ Yes ☐ No	☐ Yes ☐ No
Minimum basic skills test score	☐ Yes ☐ No	☐ Yes ☐ No
Subject area/academic content test or other subject matter verification	☐ Yes ☐ No	☐ Yes ☐ No
Recommendation(s)	☐ Yes ☐ No	☐ Yes ☐ No

Element	Admission	Completion
Essay or personal statement	☐ Yes ☐ No	☐ Yes ☐ No
Interview	☐ Yes ☐ No	☐ Yes ☐ No
Other Specify: 	☐ Yes ☐ No	☐ Yes ☐ 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:

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	☒ Yes ☐ No	☒ Yes ☐ No
Fingerprint check	☐ Yes ☒ No	☐ Yes ☒ No
Background check	☒ Yes ☐ No	☒ Yes ☐ No
Minimum number of courses/credits/semester hours completed	☒ Yes ☐ No	☒ Yes ☐ No
Minimum GPA	☒ Yes ☐ No	☒ Yes ☐ No
Minimum GPA in content area coursework	☒ Yes ☐ No	☒ Yes ☐ No
Minimum GPA in professional education coursework	☒ Yes ☐ No	☒ Yes ☐ No
Minimum ACT score	☒ Yes ☐ No	☐ Yes ☒ No
Minimum SAT score	☒ Yes ☐ No	☐ Yes ☒ No
Minimum basic skills test score	☒ Yes ☐ No	☐ Yes ☒ No
Subject area/academic content test or other subject matter verification	☒ Yes ☐ No	☒ Yes ☐ No

Element	Admission	Completion
Recommendation(s)	☐ Yes ☒ No	☒ Yes ☐ No
Essay or personal statement	☒ Yes ☐ No	☐ Yes ☒ No
Interview	☒ Yes ☐ No	☐ Yes ☒ No
Other Specify: 	☐ Yes ☐ No	☐ Yes ☐ 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 is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3

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

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 2020-21. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models?

- ☒ Yes
- ☐ No

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

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	143
Number of clock hours required for student teaching	640

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

- ☐ Yes
- ☒ No

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

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

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

All Programs	
Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)	6
Optional tool for automatically calculating full-time equivalent faculty in the system	
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	1
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	24
Number of students in supervised clinical experience during this academic year	24

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

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))

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

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

2020-21 Total	
Total Number of Individuals Enrolled	23
Subset of Program Completers	10

Gender	Total Enrolled	Subset of Program Completers
Male	2	1
Female	21	9
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	4	2
Hispanic/Latino of any race	0	0
Native Hawaiian or Other Pacific Islander	0	0
White	15	6

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	2	1
No Race/Ethnicity Reported	2	1

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

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

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

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

- Academic Major

THIS PAGE INCLUDES:

>> Teachers Prepared by Subject Area

>> Teachers Prepared by Academic Major

Teachers Prepared by Subject Area

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

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

What are CIP Codes?

☐

No teachers prepared in academic year 2020-21

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

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

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	10
13.1202	Teacher Education - Elementary Education	

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

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify: 	

Teachers Prepared by Academic Major

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

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

What are CIP Codes?

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

- ☐ Yes
- ☒ No

☐ No teachers prepared in academic year 2020-21

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	
13.1202	Teacher Education - Elementary Education	
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify: 	
01	Agriculture	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	
09	Communication or Journalism	

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

CIP Code	Academic Major	Number Prepared
99	Other Specify: 	

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

Program Assurances

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

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

☒ Yes

☐ No

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

☒ Yes

☐ No

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

☒ Yes

☐ No

☐ Program does not prepare special education teachers

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

☒ Yes

☐ No

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

☒ Yes

☐ No

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

☒ Yes

☐ No

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

☒ Yes

☐ No

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

All programs provide teacher candidates with field experiences throughout their programs of study and this culminates with a 16-week clinical experience in the candidate's final semester. The EPP provides resources (i.e., field guides that are unique to each of the preparation strand field experience as well as student teaching handbooks) to support and foster relationships with the districts for clinical placements. The Office of Partnerships and Outreach (OPO) within the School of Education and Counseling (SoEC) uses data from assessments (which include input from clinical educators and students) to determine the needs of our community partners, alignment with our partners' annual goals with specific university coursework and learning outcomes. In order to be responsive to our partner school districts, the OPO annually surveys educators and administrators to learn of their identified needs, and works with them to strategically place candidates in diverse classrooms with experienced and dedicated mentor teachers.

Additionally, an electronic tracking system that stores the details of the candidates' field and clinical experiences is employed to ensure that we meet these assurances. This tracking and monitoring system, the Site Tracker of the EPP (STEPP) is maintained by the OPO to ensure that candidates are afforded diverse clinical placements. The STEPP includes the following information for each candidate: District, school, teacher, grade, type of environment, supervisor, semester and year. It is updated each semester to ensure that accurate accounts of candidate experiences occur. While some partnerships have been in existence for several years, the EPP continually seeks new partnerships with districts that may provide candidates opportunities for additional experiences with diverse students or opportunities for candidates to explore innovative practices and technologies. New partnerships are being sought by the OPO, especially after the data of previous field experiences was loaded into STEPP. It was evident from this data that candidates were not consistently receiving diverse experiences. A specific example included the creation of a partnership with a district to create a teacher residency experience. In this experience, candidates co-teach alongside a mentor educator, participate in institutes and professional development opportunities to further refine and develop their instructional competencies, and complete coursework for their degree. The ability to replicate this model with other districts is currently underway. The OPO continually seeks out partnerships with the goal of ensuring candidates receive diverse experiences in rural, urban, and suburban environments.

Annual Goals: Mathematics

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

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

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

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year’s Goal \(2020-21\)](#)
- >> [Review Current Year’s Goal \(2021-22\)](#)
- >> [Set Next Year’s Goal \(2022-23\)](#)

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

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

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

- ☒ Yes
- ☐ No

2. Describe your goal.

To increase the number of candidates in mathematics education via the Transition to Teach (T2T) program by one (1) candidate during the 2020-2021 academic year.

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 (2021-22)

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

- ☒ Yes
☐ No

8. Describe your goal.

The goal for the 21-22 academic year is to increase the number of T2T candidates pursuing licensure in mathematics by one (1) candidate

Set Next Year's Goal (2022-23)

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

- ☒ Yes
☐ No

10. Describe your goal.

To reach the goal of increasing the enrollment of T2T candidates pursuing the licensure in mathematics by one (1) the following steps will be taken: Ensure the current plan of study for the T2T program is published on the School of Education and Counseling (SoEC) website. Optimize the use of search terms for the T2T program so that it is easily discoverable. Continue to have academic advisors within the SoEC to communicate regularly with other academic advisors within the academic/content departments to ensure that information about the T2T program is being shared with graduates who might not have previously considered education as a career choice. Continue to increase the use of external communications (e.g., advertisement) to target individuals interested in a career change.

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:

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

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

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

- ☒ Yes
- ☐ No

2. Describe your goal.

To increase the number of candidates in the various science teaching disciplines via the T2T program by one (1) candidate during the 2020-2021 academic year.

3. Did your program meet the goal?

- ☐ Yes
- ☒ No

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

n/a

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

We have learned that it is difficult to predict the number and types of candidates who might be interested in pursuing an alternative route to certification. Recent changes to the undergraduate programs of study within the content/disciplines no longer afford an educational option. Instead, the SoEC and content area departments have created pathways into education as a licensure route that can begin prior to undergraduate graduation and extend for one-year following (a four +1 licensure year).

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

n/a

Review Current Year's Goal (2021-22)

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

☒

Yes

☐

No

8. Describe your goal.

The goal for the 21-22 academic year is to increase the number of T2T candidates pursuing licensure in one of the various science disciplines by one (1) candidate.

Set Next Year's Goal (2022-23)

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

☒

Yes

☐

No

10. Describe your goal.

The traditional secondary science program will be discontinued and recruitment efforts will be made for the alternative route transition to teach program in the areas of Life Science, Physics, and Chemistry.

Annual Goals: Special Education

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

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

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](#)

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

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

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

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

- ☒ Yes
- ☐ No

2. Describe your goal.

The goal for the 20-21 academic year is to increase the number of candidates pursuing initial licensure in special education by 5 candidates.

3. Did your program meet the goal?

- ☒ Yes
- ☐ No

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

We were successful in accomplishing our goal. We added 13 new candidates pursuing licensure in special education during the 2020-2021 academic year.

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

We have learned that it is difficult to predict the number and types of candidates who might be interested in pursuing an alternative route to certification. Communications with academic advisors within the institution indicate that they are more successful at recruiting candidates into the education field early in their programs of study; that at graduation students are not thinking of education or another field in education as a career path for them.

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

n/a

Review Current Year's Goal (2021-22)

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

- ☒ Yes
☐ No

8. Describe your goal.

The goal for the academic year 2021-22 is to increase the number of candidates pursuing initial licensure in special education by two (2) candidates.

Set Next Year's Goal (2022-23)

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

- ☒ Yes
☐ No

10. Describe your goal.

The goal of increasing the enrollment of candidates pursuing initial licensure in special education is by three (3).

Annual Goals: Instruction of Limited English Proficient Students

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

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

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](#)

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

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

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

- ☐ Yes
- ☒ No

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 (2021-22)

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

- ☐ Yes
☒ No

8. Describe your goal.

Set Next Year's Goal (2022-23)

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

- ☐ Yes
☒ No

10. Describe your goal.

Assessment Pass Rates

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

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

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

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

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
PIN0060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	1			
PIN0024 -EXCEPTIONAL NEEDS-INTENSE INTERVENTION Evaluation Systems group of Pearson All program completers, 2020-21	1			
PIN0025 -EXCEPTIONAL NEEDS-MILD INTERVENTION Evaluation Systems group of Pearson Other enrolled students	2			
PIN0025 -EXCEPTIONAL NEEDS-MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2020-21	3			
PIN0064 -EXCEPTIONAL NEEDS-MILD INTERVENTION: READING INST Evaluation Systems group of Pearson Other enrolled students	2			
PIN0064 -EXCEPTIONAL NEEDS-MILD INTERVENTION: READING INST Evaluation Systems group of Pearson All program completers, 2020-21	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
PIN0007 -P-12 EDUCATION Evaluation Systems group of Pearson Other enrolled students	2			
PIN0007 -P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	4			
PIN0006 -SECONDARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
PIN0006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	1			

Summary Pass Rates

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

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

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

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

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2020-21	6		

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.

THIS PAGE INCLUDES:

>> [Low-Performing](#)

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:

CEC

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

- ☐ Yes
- ☒ No

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.

Technology is foundational as both a tool and as an essential component of pedagogical and content knowledge and skills. The vision and the mission of technology and its uses within the EPP are led by the Technology Task Force, comprised of EPP faculty members, clinical partners as well as university staff (e.g., Supervisor of the Office of Instructional Technology). The Technology Task Force is charged with guiding the EPP in its uses of technology as well as informing the program areas about appropriate and relevant innovations in technology related to curriculum and instruction, assessment of candidate knowledge and skills as well as communication and processes. The standards established by the International Society for Technology in Education (ISTE Standards) have been adopted by the Educator Preparation Program (EPP) at Purdue University Northwest. These serve as the framework for the integration of technology skills developed by teacher candidates throughout their program. The standards address the needs of both educators and learners. ISTE Standards for Educators define the requisite skills and pedagogical knowledge for educators to teach, work and learn. They are designed to “deepen...practice, promote collaboration with peers, challenge...to rethink traditional approaches and prepare students to drive their own learning.” (ISTE, 2020). Simultaneously, candidates are expected to apply the ISTE Standards for Students as they develop learning segments, prepare instructional materials and complete assessments to demonstrate student learning. The ISTE Standards for Students describe the “skills and knowledge students need to grow, thrive and contribute in a global, interconnected and constantly changing society.” (ISTE, 2020). The ISTE Standards are embedded in courses across each degree program, and aligned to the core standards and assessments adopted by the EPP, including InTASC, Specialized Professional Assessment (SPA) Standards, and the North Dakota Common Metrics Skills of Teaching Observation Tool (STOT). The ISTE Standards have further been aligned with diversity standards to ensure that teacher candidates receive an education that is mindful of the

importance of both traditional and digital equity (Matrix of ISTE Standards by Course). Teacher candidates engage with both the ISTE Standards for Students and the ISTE Standards for Educators during their program of study. However, they are measured by the ISTE Standards for Educators with regard to their coursework. To illustrate this point a bit more, teacher candidates are required to take the “Foundations of Learning Design and Technology” course (EDCI 51300) which focuses on helping them develop the foundational 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. Candidates 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. Additionally, they are required to use the principles of universal design for learning to differentiate instruction through the use of a variety of technology. The use of technology within the classroom (i.e., clinical field placement) provides opportunities for candidates to experiment with pedagogy, democratize the learning space, and better engage learners. In this way, technology facilitates interaction between educators and learners. As part of their field-based experiences, candidates are required to develop and implement lessons that incorporate technology. In this way, candidates bridge theory to practice and build on the content learned in the university classroom through the application in the field-based experience. Field guides for these experiences as well as the university course syllabi specify the technological integrations candidates are to employ within the experience. Further, candidates engage in the edTPA as a means for demonstrating how they are able to analyze data to monitor their impact on learning in the classroom during their final semester in program (i.e., student teaching). Technology is a critical element of the communication processes adopted by the EPP, including recruitment and retention efforts. Electronic reporting tools such as the SoEC Newsletter, the STAR Report and the databases used to track prospective and incoming candidates allow the EPP to be focused and targeted in the communication to stakeholders. Further, technology is employed by the EPP in its communications with community partners, clinical educators, and candidates. It is an integral aspect of recruiting, selecting, and monitoring candidate academic progress and advancement. The Surveys of Principals and Teachers conducted by the Indiana Department of Education, (CAEP 4) also provide information about the EPP completers’ use of technology. For the indicator that the teacher was prepared to “integrate technology as appropriate to advance student learning,” the principals’ ratings were all “Agree” or “Strongly Agree.” The EPP completers responded to the same question and 89% indicated “Agree” or “Strongly Agree.” This points to a relative strength in the program completers’ self-efficacy for the use of technology. Following the recommendations of the US Department of Education (2016), the EPP has aspired to provide “both faculty and pre-service teachers with regular exposure to and experience with teaching and learning technologies and strategies relevant to online, blended and face-to-face environments and their affordances and constraints.” To that end, the EPP has evidence that technology has been integrated across and throughout programs of study. Yet, the efficacy of candidate’s use and integration of technology within their pedagogical practices is not currently formally assessed. This, coupled with proposed changes to technological requirements for novice educators from the state legislature (i.e., the need for educators to teach coding), indicates that further attention to technology and coding is needed. As a means to address this concern, the EPP has created a technology task force that will make recommendations to faculty members in each of the program area that will identify specific measures for use in assessing educator progress in technology integration and where the development of ‘coding’ understandings will occur.

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

Currently candidates in Transition to Teach (T2T) 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 and English language learners, all candidates take a course focusing on differentiating curriculum (EDPS 59100) and the course entitled Measuring Educational Achievement (EDPS 53200). The T2T program is an 18 credit hour program of study that leads to eligibility for licensure for individuals who currently hold baccalaureate degrees in one of 17 identified or related disciplines. For candidates who are pursuing the graduate degree in special education, they take 24 credits of coursework related to one of two options: Mild Intervention or Intense Intervention. In both of these options, candidates have coursework in which they explore issues of identification, evaluation and Assessment of Exceptional Individuals (EDPS 56300); Social, Legal and Ethical Issues (EDPS 56800); complete a course focusing on collaboration (EDPS 50101); and an Advanced Assistive Technology course (EDPS 57100). In the Mild Intervention option, candidates take 6 credits on intervention strategies and methods (EDPS 57701 and 59100) and complete a student teaching experience in a classroom context supporting learners with mild exceptional needs (high incidence population)(EDPS 56600). For the Intense Intervention option, candidates complete 6 credits of coursework focusing on intervention strategies and methods for working with learners with intense exceptional needs (EDPS 50303 and EDPS 50404)and complete a student teaching experience in a classroom/learning context focusing on learners with intense needs (EDPS 56600).

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*.

Currently candidates in Transition to Teach (T2T) 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 and English language learners, all candidates take a course focusing on differentiating curriculum (EDPS 59100) and the course entitled Measuring Educational Achievement (EDPS 53200). The T2T program is an 18 credit hour program of study that leads to eligibility for licensure for individuals who currently hold baccalaureate degrees in one of 17 identified or related disciplines. For candidates who are pursuing the graduate degree in special education, they take 24 credits of coursework related to one of two options: Mild Intervention or Intense Intervention. In both of these options, candidates have coursework in which they explore issues of identification, evaluation and Assessment of Exceptional Individuals (EDPS 56300); Social, Legal and Ethical Issues (EDPS 56800); complete a course focusing on collaboration (EDPS 50101); and an Advanced Assistive Technology course (EDPS 57100). In the Mild Intervention option, candidates take 6 credits on intervention strategies and methods (EDPS 57701 and 59100) and complete a student teaching experience in a classroom context supporting learners with mild exceptional needs (high incidence population)(EDPS 56600). For the Intense Intervention option, candidates complete 6 credits of coursework focusing on intervention strategies and methods for working with learners with intense exceptional needs (EDPS 50303 and EDPS 50404)and complete a student teaching experience in a classroom/learning context focusing on learners with intense needs (EDPS 56600).

c. Effectively teach students who are limited English proficient.

Currently candidates in Transition to Teach (T2T) 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 and English language learners, all candidates take a course focusing on differentiating curriculum (EDPS 59100) and the course entitled Measuring Educational Achievement (EDPS 53200). The T2T program is an 18 credit hour program of study that leads to eligibility for licensure for individuals who currently hold baccalaureate degrees in one of 17 identified or related disciplines. For candidates who are pursuing the graduate degree in special education, they take 24 credits of coursework related to one of two options: Mild Intervention or Intense Intervention. In both of these options, candidates have

coursework in which they explore issues of identification, evaluation and Assessment of Exceptional Individuals (EDPS 56300); Social, Legal and Ethical Issues (EDPS 56800); complete a course focusing on collaboration (EDPS 50101); and an Advanced Assistive Technology course (EDPS 57100). In the Mild Intervention option, candidates take 6 credits on intervention strategies and methods (EDPS 57701 and 59100) and complete a student teaching experience in a classroom context supporting learners with mild exceptional needs (high incidence population)(EDPS 56600). For the Intense Intervention option, candidates complete 6 credits of coursework focusing on intervention strategies and methods for working with learners with intense exceptional needs (EDPS 50303 and EDPS 50404)and complete a student teaching experience in a classroom/learning context focusing on learners with intense needs (EDPS 56600).

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

For candidates who are pursuing licensure in special education, coursework is specifically targeted to prepare them to work in one of two populations: Mild Intervention and Intense Intervention. In both of these options, candidates participate in 'program team meetings' at their placement sites, are required to develop individual education plans, and to create learning opportunities for a wide variety of learners with whom they work. Further, candidates are introduced to the IEP process and asked to design an IEP. For candidates focusing on work with learners requiring mild intervention, the courses in which this occurs are: EDPS 57701 (Development of learners with mild intervention needs) and EDPS 59100 (Methods of teaching children with mild needs); for candidates focusing on work with learners requiring intense interventions, the courses are: EDPS 50303 (Characteristics of students with intense intervention needs) and EDPS 50404 (Intervention strategies for students with intense needs). These courses also teach candidates how to be contributing members of the IEP team. The performance of 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, EDPS 56300, teaches the proper interpretation of psychological evaluation data, a skill necessary to competent participation in the IEP process. In addition, in the EDPS 56800 course, candidates learn about teaching learners for whom English is a new language. This includes simulation activities designed to promote empathy and understanding for the challenge these learners experience. Candidates are required to select and design teaching strategies for students who are linguistically different. This work is documented in the online assessment system through rubrics measuring skills in the differentiation of 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. In both of the specific concentration methods courses, EDPS 57701 and 59100 (Mild Intervention) and EDPS 50303 and 50404 (Intense Intervention), candidates learn 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.

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*.

For candidates who are pursuing licensure in special education, coursework is specifically targeted to prepare them to work in one of two populations: Mild Intervention and Intense Intervention. In both of these options, candidates participate in 'program team meetings' at their placement sites, are required to develop individual education plans, and to create learning opportunities for a wide variety of learners with whom they work. Further, candidates are introduced to the IEP process and asked to design an IEP. For candidates focusing on work with learners requiring mild intervention, the courses in which this occurs are: EDPS 57701 (Development of learners with mild intervention needs) and EDPS 59100 (Methods of teaching children with mild needs); for candidates focusing on work with learners requiring intense interventions, the courses are: EDPS 50303 (Characteristics of students with intense intervention needs) and EDPS 50404 (Intervention strategies for students with intense needs). These courses also teach candidates how to be contributing members of the IEP team. The performance of 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, EDPS 56300, teaches the proper interpretation of psychological evaluation data, a skill necessary to competent participation in the IEP process. In addition, in the EDPS 56800 course, candidates learn about teaching learners for whom English is a new language. This includes simulation activities designed to promote empathy and understanding for the challenge these learners experience. Candidates are required to select and design teaching strategies for students who are linguistically different. This work is documented in the online assessment system through rubrics measuring skills in the differentiation of 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. In both of the specific concentration methods courses, EDPS 57701 and 59100 (Mild Intervention) and EDPS 50303 and 50404 (Intense Intervention), candidates learn 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.

c. Effectively teach students who are limited English proficient.

For candidates who are pursuing licensure in special education, coursework is specifically targeted to prepare them to work in one of two populations: Mild Intervention and Intense Intervention. In both of these options, candidates participate in 'program team meetings' at their placement sites, are required to develop individual education plans, and to create learning opportunities for a wide variety of learners with whom they work. Further, candidates are introduced to the IEP process and asked to design an IEP. For candidates focusing on work with learners requiring mild intervention, the courses in which this occurs are: EDPS 57701 (Development of learners with mild intervention needs) and EDPS 59100 (Methods of teaching children with mild needs); for candidates focusing on work with learners requiring intense interventions, the courses are: EDPS 50303 (Characteristics of students with intense intervention needs) and EDPS 50404 (Intervention strategies for students with intense needs). These courses also teach candidates how to be contributing members of the IEP team. The performance of 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, EDPS 56300, teaches the proper interpretation of psychological evaluation data, a skill necessary to competent participation in the IEP process. In addition, in the EDPS 56800 course, candidates learn about teaching learners for whom English is a new language. This includes simulation activities designed to promote empathy and understanding for the challenge these learners experience. Candidates are required to select and design teaching strategies for students who are linguistically different. This work is documented in the online assessment system through rubrics measuring skills in the differentiation of 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. In both of the specific concentration methods courses, EDPS 57701 and 59100 (Mild Intervention) and EDPS 50303 and 50404 (Intense Intervention), candidates learn 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.

Contextual Information

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

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

THIS PAGE INCLUDES:

>> [Contextual Information](#)

Contextual Information

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

Announced by Purdue University Board of Trustee in 2014, the campuses of Purdue University Calumet (PUC) located in Hammond, Indiana and Purdue 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. PNW was accredited by CAEP in June 2021.

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:

Anne E Gregory, Ph.D.

TITLE:

Dean| College of Humanities, Education and Social Sciences Director | School of Education and Couns

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:

Sheila Stephenson, MS.Ed

TITLE:

Assessment Coordinator