

Title II

Higher Education Act

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Indiana Wesleyan University
 Alternative, IHE-based Program
 2008-09

Print Report Card

Program Information

Name of Institution: Indiana Wesleyan University
Institution/Program Type: Alternative, IHE-based
Academic Year: 2008-09
State: Indiana

Address: 1900 West 50th Street

Marion, IN, 46953

Contact Name: Dr. Brad Oliver
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Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant: No

TQE partnership name or grant number, if applicable:

Section I.a Program Admission

For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.

Element	Undergraduate	Postgraduate
Application	NA	Yes
Fee/Payment	NA	Yes
Transcript	NA	Yes
Fingerprint check	NA	No
Background check	NA	No
Experience in a classroom or working with children	NA	No

Minimum number of courses/credits/semester hours completed	NA	No
Minimum high school GPA	NA	No
Minimum undergraduate GPA	NA	Yes
Minimum GPA in content area coursework	NA	Yes
Minimum GPA in professional education coursework	NA	No
Minimum ACT score	NA	No
Minimum SAT score	NA	No
Minimum GRE score	NA	No
Minimum basic skills test score	NA	Yes
Subject area/academic content test or other subject matter verification	NA	Yes
Minimum Miller Analogies test score	NA	No
Recommendation(s)	NA	No
Essay or personal statement	NA	No
Interview	NA	No
Resume	NA	No
Beachelor's degree or higher	NA	Yes
Job offer from school/district	NA	No
Personality test (e.g.,Myers - Briggs Assessment)	NA	No
Other (specify: N/A)	NA	No

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

<http://www.indwes.edu/Adult-Graduate/Transition-to-Teaching/Requirements/>

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

Postgraduate

Does your initial teacher certification program conditionally admit students? No

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

There is an appeal process if prospective candidates do not agree with the university's interpretation of their documents. The entrance requirements are established by the State of Indiana and all prospective candidates must meet the requirements.

Section I.b Program Enrollment

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.

Total number of students enrolled in 2008-09:	294
Unduplicated number of males enrolled in 2008-09:	182

Unduplicated number of females enrolled in 2008-09:	112
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2008-09	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	4
<i>Race</i>	
American Indian or Alaska Native:	2
Asian:	1
Black or African American:	12
Native Hawaiian or Other Pacific Islander:	0
White:	273
Two or more races:	0

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2008-09.

Average number of clock hours required prior to student teaching	33
Average number of clock hours required for student teaching	380
Number of full-time equivalent faculty in supervised clinical experience during this academic year	0.25
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	146
Number of students in supervised clinical experience during this academic year	197

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

The clinical experiences in which prospective teachers participate provide supervised practical application of program knowledge, skills, and dispositions in facilitating P-12 students' learning. Authentic assessments documenting candidates' professional growth are exhibited in either a Teacher Work Sample or portfolio. Prospective teachers are supervised by cooperating teachers and university faculty.

In the general education programs for elementary generalist, prospective teachers are required to complete 3 sections of supervised clinical experiences. Two sections are for the duration of 17 weeks at 5 hours per week. The last section of the supervised clinical experience is for the duration of 17 weeks, but 15 weeks are for 5 hours per week. The remaining 2 weeks of the experience is for 7 hours per day for 10 days.

In the general education program for secondary, prospective teachers are required to complete 2 sections of supervised clinical experiences. The first section is for the duration of 17 weeks at 5 hours per week. The last section of the supervised clinical experience is for the duration of 17 weeks, but 15 weeks are for 5 hours per week. The remaining 2 weeks of the experience is for 7 hours per day for the 10 days.

The general education programs candidates are also required to complete 30 hours of field experience. This experience aligns to the content of a required course.

In the special education program, prospective teachers are required to complete 5 hours per week per course in a P-12 exceptional needs settings for their field experience. There are four courses that require field experiences which are aligned to the course content.

In the special education program supervised clinical experience, prospective teachers are required to complete 17

consecutive weeks, for 5 full days each week.

In all the initial licensure programs, the prospective teachers facilitate students' learning by planning, developing, and implementing learning and behavioral activities for the students. The special education prospective teachers also gain experience by attending case conferences, by developing the Individual Educational Program, and through collaboration.

Indiana Wesleyan University arranges placement with P-12 school districts for prospective teachers who are not already in classroom settings.

Section I.d Certified Licensed

Provide the number of students who have been certified or licensed as teachers, by subject and area of certification or licensure.

Teaching subject/area	Number certified/ licensed 2008-09	Number certified/ licensed 2007-08	Number certified/ licensed 2006-07
TOTAL (all areas/subjects)	190	193	204
Chemistry	7	6	3
Economics	8	9	7
Elementary Generalist	42	58	54
Government	7	10	7
Health	3	5	5
Historical Perspectives	17	14	16
Instrumental and General Music	3	2	0
Language Arts	19	21	25
Life Science	15	5	15
Mathematics	18	17	24
Physical Education	6	5	10
Psychology	10	9	8
Sociology	7	13	13
Spanish	6	10	4
Visual Arts	9	3	9
Vocal and General Music	5	2	2

Section I.e Program Completers

Provide the total number of initial teacher certification preparation program completers in each of the following academic years:

2008-09: 122

2007-08: 130

2006-07: 157

Section II. Annual Goals

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure 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. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the area(s) in which the IHE does not have that program.

Teacher shortage area	Goal for increasing prospective teachers trained
Mathematics	<p>Academic year: 2008-09</p> <p>Goal: Reach out to various orga</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Indiana Wesleyan University Student Enrollment Services department actively seeks prospective students for all their education programs. The personnel within this departments used the following strategies to increase prospective teachers' enrollments during the 2008-09 academic year.</p> <ol style="list-style-type: none"> 1. During the summer prior to the academic year, the personnel within the department completed informational visits to current students who were in other programs at the university. 2. The Student Enrollment Services used various newspapers, established conference booths, and scheduled informational meeting around the state to provide information on Indiana Wesleyan University's education programs. 3. The department's personnel also met with various Indiana area schools' administrators to provide them with information concerning Indiana Wesleyan University's education programs. <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>The goal was to reach out to various professional and nonprofessional organizations.</p> <p>To improve performance in meeting the goal, Indiana Wesleyan University will seek more diverse opportunities outside of the field of education.</p> <ol style="list-style-type: none"> 1.The Student Enrollment Services department will attend organizational gatherings and job fairs. 2. The department will use professional publications to actively seek prospective students.
Science	<p>Academic year: 2008-09</p> <p>Goal: Reach out to various orga</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Indiana Wesleyan University Student Enrollment Services department actively seeks prospective students for all their education programs. The personnel within this departments used the following strategies to increase prospective teachers' enrollments during the 2008-09 academic year.</p>

	<p>1. During the summer prior to the academic year, the personnel within the department completed informational visits to current students who were in other programs at the university.</p> <p>2. The Student Enrollment Services used various newspapers, established conference booths, and scheduled informational meeting around the state to provide information on Indiana Wesleyan University's education programs.</p> <p>3. The department's personnel also met with various Indiana area schools' administrators to provide them with information concerning Indiana Wesleyan University's education programs.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>The goal was to reach out to various professional and nonprofessional organizations.</p> <p>To improve performance in meeting the goal, Indiana Wesleyan University will seek more diverse opportunities outside of the field of education.</p> <p>1.The Student Enrollment Services department will attend organizational gatherings and job fairs.</p> <p>2. The department will use professional publications to actively seek prospective students.</p>
<p>Special education</p>	<p>Academic year: 2008-09</p> <p>Goal: Reach out to various orga</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Indiana Wesleyan University Student Enrollment Services department actively seeks prospective students for all their education programs. The personnel within this departments used the following strategies to increase prospective teachers' enrollments during the 2008-09 academic year.</p> <p>1. During the summer prior to the academic year, the personnel within the department completed informational visits to current students who were in other programs at the university.</p> <p>2. The Student Enrollment Services used various newspapers, established conference booths, and scheduled informational meeting around the state to provide information on Indiana Wesleyan University's education programs.</p> <p>3. The department's personnel also met with various Indiana area schools' administrators to provide them with information concerning Indiana Wesleyan University's education programs.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>The goal was to reach out to various professional and nonprofessional organizations.</p> <p>To improve performance in meeting the goal, Indiana Wesleyan University will seek more diverse opportunities outside of the field of education.</p> <p>1.The Student Enrollment Services department will attend organizational gatherings and job fairs.</p> <p>2. The department will use professional publications to actively seek prospective students.</p>
<p>Instruction of limited English proficient</p>	<p>Academic year: 2008-09</p> <p>Goal: N/A</p>

students	<p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>
Other	<p>Academic year: 2008-09</p> <p>Goal: N/A</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>

Provide any additional comments, exceptions and explanations below:

The postgraduate level initial teaching licensure programs are currently being redeveloped and will include instruction on meeting all P-12 students' learning needs. The prospective teachers will be prepared to teach students who have been identified as having disabilities and those with limited English proficiencies, but will not be certified in these areas. The postgraduate levels of certification will be in the areas of elementary generalist and secondary education content areas.

The redesigned programs will address the current needs of the P-12 school districts for hiring high quality teachers who are content area(s) specialists.

Section II. Assurances

Please indicate whether your institution is in compliance with the following assurances.

Training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institution's graduates are likely to teach, based on past hiring and recruitment trends.

Yes

Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.

Yes

General education teachers receive training in providing instruction to children with disabilities.

Yes

General education teachers receive training in providing instruction to limited English proficient students.

No

General education teachers receive training in providing instruction to children from low-income families.

No

Prospective teachers receive training on how to effectively teach in urban and rural schools, as

applicable.

No

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

The alternative initial teacher licensure programs at Indiana Wesleyan University provides learning opportunities in meeting diverse learning needs of P-12 students in a thread approach. This approach aligns the courses' content and objectives to diverse and environmental situations that impact students' learning. This permits prospective teachers to gain an understanding of the courses' content as it relate to meeting the diverse needs of students in various educational settings. The courses provide an opportunity to learn and practice the skills gained before the supervised clinical experience. This provides the ability of the prospective teachers to effectively teach more holistically and increase student learning in their supervised clinical experience.

The alternative initial teacher licensure programs are currently being redesigned to better address and improve prospective teachers' knowledge, skills, and professional dispositions in areas that impact student learning. The content and course work will facilitate greater understanding and development of skills to be effective educators in diverse environments working with families and students to improve learning outcomes.

Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking test	Avg. scaled score	Number passing test	Pass rate (%)	State Average pass rate (%)	State Average scaled score
133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	9					
235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	13		13	100		
245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	7					
5730 -COMPUTERIZED PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2008-09	96		96	100		
5710 -COMPUTERIZED PPST READING Educational Testing Service (ETS) All program completers, 2008-09	93		93	100		
5720 -COMPUTERIZED PPST WRITING Educational Testing Service (ETS) All program completers, 2008-09	94		94	100		
011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2008-09	39		39	100		
041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	15		15	100		

550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2008-09	1				
061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	9				
113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	4				
091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	3				
730 -PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2008-09	16		15	94	
710 -PPST READING Educational Testing Service (ETS) All program completers, 2008-09	18		18	100	
720 -PPST WRITING Educational Testing Service (ETS) All program completers, 2008-09	18		18	100	
300 -READING SPECIALIST Educational Testing Service (ETS) All program completers, 2008-09	39		39	100	
081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	20		20	100	
191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	4				

Section III. Summary Rates

Academic Year	Number taking one or more required tests	Number passing all tests taken	Pass Rate (%)	Statewide average pass rate (%)
All program completers, 2008-09	122	119	98	
All program completers, 2007-08	130	130	100	

Section IV. Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?

Yes

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

State

NCATE

Other (specify: HLC and Council for Exceptional Children (CEC))

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)?

No

Section V. Technology

Does your program prepare teachers to:

- **integrate technology effectively into curricula and instruction**
Yes
- **use technology effectively to collect data to improve teaching and learning**
Yes
- **use technology effectively to manage data to improve teaching and learning**
Yes
- **use technology effectively to analyze data to improve teaching and learning**
Yes

Provide a description of how your program 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 how your program 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.

The alternative initial teacher licensure programs provide opportunities for prospective teachers to not only increase their knowledge and understanding of the various types of technology tools, but to incorporate the use of them in the teaching and learning process. The prospective teachers are provided with access to educational resources through Atomic Learning that can be utilized to embed technology into curricula and instruction, and to effectively collect, manage, and analyze data to increase student academic achievement.

The prospective teachers are also required to successfully complete a technology course that is specifically designed for educators. The course is a hands-on experience where candidates gain skills in the selection and utilization of appropriate technological applications to facilitate P-12 student learning. Learning theory, curriculum models, and developmental levels of P-12 students are presented as guides for the selection of technology tools and applications.

Prospective teachers are required to apply their knowledge of the use of various technology tools throughout their supervised clinical experience to improve student learning. They utilize a required lesson plan format that addresses various key areas including the use of technology as a teaching and learning tool.

Section VI. Teacher Training

Does your program prepare general education teachers to:

- **teach students with disabilities effectively**

Yes

- participate as a member of individualized education program teams

No

- teach students who are limited English proficient effectively

No

Provide a description of how your program 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.

The perspective teachers in the alternative initial teacher licensure programs are provided with learning opportunities in meeting the diverse learning needs of P-12 students in a thread approach. This approach aligns teaching diverse students with the courses' content and objectives in order to effectively increase all P-12 students learning outcomes.

The alternative initial teacher licensure programs are currently being redeveloped and will include instruction on meeting all P-12 students' learning needs. The prospective teachers will not only be prepared to teach students who have been identified as having disabilities, but also those with limited English proficiencies. The programs will contain greater intensity of researched-based methodologies that are effective in learning outcomes for students who have been identified as needing additional educational services and supports, including limited English proficient. Prospective teachers will gain in their understanding of students who are presented with challenges that impacts their learning. This knowledge and understanding will be expected to be synthesized in order to apply it to clinical practice. The redesigned program is scheduled to be implemented in fall 2010.

The redesigned programs' planning activities involve developing and writing new courses with the faculty who have expertise in the content areas, creating necessary materials related to the new courses, reviewing accreditations' key assessments, alignment of the accrediting organizations standards to the new courses' objectives and content, and the seeking approvals from the university's governing bodies.

Does your program prepare special education teachers to:

- teach students with disabilities effectively

Yes

- participate as a member of individualized education program teams

Yes

- teach students who are limited English proficient effectively

No

Provide a description of how your program 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.

The alternative initial teacher licensure program for special education was designed for licensure in the noncategorical mild to moderate range of disabilities. The prospective teachers in this program are prepared to effectively teach P-12 students through the completion of a series of courses and clinical experiences that contain a hierarchy of knowledge and skills expectations. Throughout the program prospective teachers are engaged in activities that involve legal expectations and understanding of the diverse learning needs of P-12 students who have been identified as needing

additional supports and services under IDEA. The prospective teachers have activities to assist them in understanding their role as advocates for children in the community and school environments. They are provided with instruction in participating as a member of an individualized education program team and in the value of collaboration with other professionals. During the supervised clinical experience prospective teachers are encouraged to participate in the individualized education program development in case conferences. They are trained in research-based methodologies that are effective in teaching P-12 students who have been identified with disabilities.

The current program is scheduled to be redesigned and implemented by fall 2010. The redesigned program will have greater emphasis on the skills to teach students with limited English proficiency as well as content for equipping prospective teachers to prepare P-12 students for life.

The program's planning activities involve developing and writing new courses with the faculty who have expertise in content areas, creating necessary materials related to the new courses, reviewing the accreditations' key assessments, alignment to the accrediting professional organizations' standards, and seeking approval from the university's governing bodies.

Section VII. 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. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

The mission of Indiana Wesleyan University is to prepare prospective teachers to become world changers by developing them in character, scholarship, and leadership. The alternative initial teacher licensure programs provide an integrated experience of intellectual challenge, spiritual growth, and leadership development. The programs operate with the basic premise that adults with a baccalaureate degree and work experience in a particular field, along with passing scores on the state approved exams, possess sufficient knowledge in the content area(s) they want to teach. Therefore programs contains no courses where content knowledge on subjects are taught. Prospective teachers are equipped with effective teaching strategies, principles, and methods that are researched-based.

Supporting Files

Indiana Wesleyan University
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