

Title II

Higher Education Act

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Indiana Wesleyan University
 Traditional Program
 2008-09

Print Report Card

Program Information

Name of Institution: Indiana Wesleyan University

Institution/Program Type: Traditional

Academic Year: 2008-09

State: Indiana

Address: 4201 S. Washington

Marion, IN, 46952

Contact Name: Dr. James Elsberry

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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	Yes	NA
Fee/Payment	No	NA

Transcript	No	NA
Fingerprint check	No	NA
Background check	No	NA
Experience in a classroom or working with children	Yes	NA
Minimum number of courses/credits/semester hours completed	Yes	NA
Minimum high school GPA	No	NA
Minimum undergraduate GPA	Yes	NA
Minimum GPA in content area coursework	Yes	NA
Minimum GPA in professional education coursework	Yes	NA
Minimum ACT score	No	NA
Minimum SAT score	No	NA
Minimum GRE score	No	NA
Minimum basic skills test score	Yes	NA
Subject area/academic content test or other subject matter verification	No	NA
Minimum Miller Analogies test score	No	NA
Recommendation(s)	No	NA
Essay or personal statement	Yes	NA
Interview	Yes	NA
Resume	Yes	NA
Beachelor's degree or higher	No	NA
Job offer from school/district	No	NA
Personality test (e.g.,Myers- Briggs Assessment)	No	NA
Other (specify: disposition assessment; professional impression assessment; portfolio)	Yes	NA

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

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

Sophomore year

Does your initial teacher certification program conditionally admit students? No

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

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:	178
Unduplicated number of males enrolled in 2008-09:	36
Unduplicated number of females enrolled in 2008-09:	142

2008-09	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	5
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	0
Black or African American:	1
Native Hawaiian or Other Pacific Islander:	0
White:	169
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	270
Average number of clock hours required for student teaching	560
Number of full-time equivalent faculty in supervised clinical experience during this academic year	3.36
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	126.38
Number of students in supervised clinical experience during this academic year	292

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

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)	96	92	93
Art	2	5	3
Elementary	58	54	43
Special Education	20	21	18
English	6	6	4
Mathematics	5	7	9
Music	8	6	11
Physical Education	5	4	5
Science	0	1	1
Social Studies	6	3	8
Biology	0	1	0
TESOL	2	0	0

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: 93

2007-08: 92

2006-07: 96

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	Academic year: 2008-09 Goal: 38 Goal met? Yes

Description of strategies used to achieve goal:

Teacher Education faculty work closely with the IWU admissions office to identify prospective mathematics education applicants and provide the encouragement and support needed for them to matriculate. Mathematics and professional education faculty meet regularly with prospective students as they visit campus, providing them with information about mathematics education, helping them to understand the requisites for success in the major. Mathematics and professional education faculty jointly supervise mathematics education candidates in their field placements, developing those with potential for success, and encouraging those who show insufficient ability to consider another major.

Description of steps to improve performance in meeting goal or lessons learned in meeting goal:

Mathematics education is our fastest-growing major, with the growth in the numbers of women math ed majors being particularly strong.

Science

Academic year: 2008-09

Goal: 3

Goal met? Yes

Description of strategies used to achieve goal:

Teacher Education faculty work closely with the IWU admissions office to identify prospective science education applicants and provide the encouragement and support needed for them to matriculate. Science and professional education faculty meet regularly with prospective students as they visit campus, providing them with information about science education, helping them to understand the requisites for success in the major. Science and professional education faculty jointly supervise science education candidates in their field placements, developing those with potential for success, and encouraging those who show insufficient ability to consider another major.

Description of steps to improve performance in meeting goal or lessons learned in meeting goal:

Science education is our smallest major, due primarily to the rigor and size of the program. We are initiating conversations with science faculty to determine and implement steps to improve this number.

Special education

Academic year: 2008-09

Goal: 51

Goal met? Yes

Description of strategies used to achieve goal:

Special Education faculty work closely with the IWU admissions office to identify prospective special education applicants and provide the encouragement and support needed for them to matriculate. Special education faculty meet regularly with prospective students as they visit campus, providing them with information about special education, helping them to understand the requisites for success in the major. Special education faculty develop candidates who potential for success in their field placements, and encourage those who show insufficient ability to consider another major.

	<p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Special education is one of our strongest majors. We recently created a combined elementary/special education major which has increased the numbers of special education program completers seeking certification in this field. Future steps include determining ways to add content coursework leading to additional certification for students in the field of special education.</p>
<p>Instruction of limited English proficient students</p>	<p>Academic year: 2008-20</p> <p>Goal: 10</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Teacher Education faculty work closely with the IWU admissions office to identify prospective Teaching English to Speakers of Other Languages (TESOL) education applicants and provide the encouragement and support needed for them to matriculate. TESOL and professional education faculty meet regularly with prospective students as they visit campus, providing them with information about TESOL education, helping them to understand the requisites for success in the major. TESOL and professional education faculty jointly supervise TESOL education candidates in their field placements, developing those with potential for success, and encouraging those who show insufficient ability to consider another major.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>This is a new but growing major for us. Finding a doctorally-prepared TESOL educator will help significantly in increasing the number of candidates in this field.</p>
<p>Other</p>	<p>Academic year:</p> <p>Goal:</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:

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.

No

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:

Each program is carefully developed to meet and exceed the requirements of the Indiana Department of Education and the Specialized Professional Association for each teaching field. We will implement additional strategies and program requirements to respond to new teacher-certification rules taking effect for this coming academic year in the State of Indiana.

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	2					
133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	5					
133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	3					
235 -BIOLOGY CONTENT KNOWLEDGE						

Educational Testing Service (ETS) All program completers, 2007-08	2				
245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	1				
245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	1				
5730 -COMPUTERIZED PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2008-09	75		75	100	
5730 -COMPUTERIZED PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2007-08	40		40	100	
5730 -COMPUTERIZED PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2006-07	41		41	100	
5710 -COMPUTERIZED PPST READING Educational Testing Service (ETS) All program completers, 2008-09	73		73	100	
5710 -COMPUTERIZED PPST READING Educational Testing Service (ETS) All program completers, 2007-08	44		44	100	
5710 -COMPUTERIZED PPST READING Educational Testing Service (ETS) All program completers, 2006-07	44		44	100	
5720 -COMPUTERIZED PPST WRITING Educational Testing Service (ETS) All program completers, 2008-09	73		73	100	
5720 -COMPUTERIZED PPST WRITING Educational Testing Service (ETS) All program completers, 2007-08	40		40	100	
5720 -COMPUTERIZED PPST WRITING Educational Testing Service (ETS) All program completers, 2006-07	41		41	100	
542 -ED EXCEPT STUDENTS: MILD MODER. DISABIL Educational Testing Service (ETS) All program completers, 2008-09	20		20	100	
542 -ED EXCEPT STUDENTS: MILD MODER. DISABIL Educational Testing Service (ETS)	20		20	100	

All program completers, 2007-08					
542 -ED EXCEPT STUDENTS: MILD MODER. DISABIL Educational Testing Service (ETS) All program completers, 2006-07	18	18	100		
353 -EDUC. EXCEPTIONAL STUDENTS: CK Educational Testing Service (ETS) All program completers, 2008-09	20	20	100		
353 -EDUC. EXCEPTIONAL STUDENTS: CK Educational Testing Service (ETS) All program completers, 2007-08	20	20	100		
353 -EDUC. EXCEPTIONAL STUDENTS: CK Educational Testing Service (ETS) All program completers, 2006-07	18	18	100		
011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2008-09	57	57	100		
011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2007-08	53	51	96		
011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2006-07	41	41	100		
041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	6				
041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	6				
041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	4				
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	5				
061 -MATHEMATICS: CONTENT KNOWLEDGE					

Educational Testing Service (ETS) All program completers, 2007-08	7				
061 - MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	9				
113 - MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	7				
113 - MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	6				
113 - MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	11		11	100	
091 - PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	5				
091 - PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	4				
091 - PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	5				
730 - PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2008-09	21		20	95	
730 - PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2007-08	50		50	100	
730 - PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2006-07	47		47	100	
710 - PPST READING Educational Testing Service (ETS) All program completers, 2008-09	23		23	100	
710 - PPST READING Educational Testing Service (ETS) All program completers, 2007-08	47		47	100	
710 - PPST READING Educational Testing Service (ETS) All program completers, 2006-07	45		45	100	

720 - PPST WRITING Educational Testing Service (ETS) All program completers, 2008-09	23	23	100		
720 - PPST WRITING Educational Testing Service (ETS) All program completers, 2007-08	51	51	100		
720 - PPST WRITING Educational Testing Service (ETS) All program completers, 2006-07	47	47	100		
300 - READING SPECIALIST Educational Testing Service (ETS) All program completers, 2008-09	58	58	100		
300 - READING SPECIALIST Educational Testing Service (ETS) All program completers, 2007-08	53	53	100		
300 - READING SPECIALIST Educational Testing Service (ETS) All program completers, 2006-07	40	40	100		
081 - SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	6				
081 - SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	3				
081 - SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	8				
191 - SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1				

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	96	95	99	

All program completers, 2007-08	92	92	100	
All program completers, 2006-07	93	93	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

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.

1. The Indiana Wesleyan teacher education program contains a technology thread that is included in each of the eight domains of the Teacher as Decision Maker conceptual framework. As such, candidates ability to integrate technology effectively into curricula and instruction is assessment multiple times prior to graduation.
2. Candidates in all programs are required to take a technology course related to their field of study.
3. The Teacher Work Sample is an assessment completed by all candidates during the student-teaching semester. The TWS requires students to collect, analyze, and display pre- and post-test data using appropriate technology to make

instructional decisions.

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**
Yes
- **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.

All general education candidates are required to complete an exceptionalities course which prepares them to teach students who have special cognitive-academic, social-emotional, physical-sensory needs. Part of the instruction in this course prepares students to participate as a member of individualized education program teams. General education candidates currently have no instruction in teaching of limited English proficient students, but that will be remedied during the upcoming academic year.

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.

Special education teachers have extensive coursework and clinical experiences that prepare them to teach students with disabilities successfully, including training preparing them for participation as members of individualized education program teams. Courses such as Teaching and Learning in Inclusive Settings, Psychology of the Exceptional Learner, Assessment in Special Education, Behavior Management in Special Education, Public Policy and Special Education, and

Methods for Teaching Children with Exceptional Needs, combined with over 200 hours of special education practicum experience and 560 hours of teaching in special education classrooms, prepare special education teachers for these roles.

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.

We have submitted program reviews to professional organizations for assessment and national recognition, with these results: Elementary Education--Association of Childhood Education, International (ACEI): Recognized with conditions; Music Education--National Association of Schools of Music (NASM): Accredited; Physical Education--National Association for Sport and Physical Education (NASPE): Recognized with conditions; Health Education--American Association for Health Education (AAHE): Program application in process; Spanish Education--American Council of Teachers of the Foreign Languages (ACTFL): Recognized with conditions; TESOL Education--Teachers of English to Speakers of Other Languages (TESOL): Recognized; Art Education--Recognized by the State of Indiana; English Education--National Council of Teachers of English (NCTE): Program application in process; Mathematics Education--National Council of Teachers of Mathematics (NCTM): Recognized; Social studies education--National Council for the Social Studies (NCSS): Recognized; Science education--National Science Teachers Association (NSTA): Recognized with conditions

Supporting Files

Indiana Wesleyan University

Traditional Program

2008-09

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