



Wittenberg University
Traditional Report AY 2019-20
Ohio



100% COMPLETE
STATUS: IN PROGRESS

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

Martin

PHONE

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martinc5@wittenberg.edu

List of Programs

THIS PAGE INCLUDES:

>> [List of Programs](#)

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Institution Information 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](#)

List of Programs

| CIP Code | Teacher Preparation Programs | UG, PG, or Both | Update |
|----------|---|-----------------|--------|
| 13.1202 | Elementary Education | Both | |
| 13.1 | Special Education | Both | |
| 13.1302 | Teacher Education - Art | Both | |
| 13.1322 | Teacher Education - Biology | Both | |
| 13.1323 | Teacher Education - Chemistry | Both | |
| 13.1337 | Teacher Education - Earth Science | Both | |
| 13.1305 | Teacher Education - English/Language Arts | Both | |
| 13.1306 | Teacher Education - Foreign Language | Both | |
| 13.1311 | Teacher Education - Mathematics | Both | |
| 13.1312 | Teacher Education - Music | Both | |
| 13.1329 | Teacher Education - Physics | Both | |
| 13.1318 | Teacher Education - Social Studies | Both | |

Total number of teacher preparation programs:

12

Program Requirements

THIS PAGE INCLUDES:

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

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

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

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

Undergraduate Requirements

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

- Yes
 No

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

| Element | Admission | Completion |
|---|---|---|
| Transcript | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Fingerprint check | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Background check | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum number of courses/credits/semester hours completed | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum GPA | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum GPA in content area coursework | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum GPA in professional education coursework | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum ACT score | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Minimum SAT score | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Minimum basic skills test score | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Subject area/academic content test or other subject matter verification | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Recommendation(s) | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Essay or personal statement | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |

| Element | Admission | Completion |
|--|---|---|
| Interview | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Other Specify: <input type="text"/> | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |

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

2.5

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

2.5

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

We require evidence of basic skills in mathematics and writing at the admission point. This is currently done through course grades. We also require evidence of satisfactory ratings on professional educator dispositions at both admission, throughout the program and at completion.

Postgraduate Requirements

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

- Yes
 No

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

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

| Element | Admission | Completion |
|--|---|---|
| Essay or personal statement | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Interview | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Other Specify: <input type="text"/> | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |

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

2.5

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

2.5

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

We require evidence of basic skills in mathematics and writing at the admission point. This is currently done through course grades. We also require evidence of satisfactory ratings on professional educator dispositions at both admission and completion.

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2019-20. ([§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

156

Number of clock hours required for student teaching

600

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

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

Number of years required for 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)

2

[Optional tool](#) for automatically calculating full-time equivalent faculty in the system

Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)

12

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

55

Number of students in supervised clinical experience during this academic year

44

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

Student Teaching: Clinical experiences moved in mid March from face to face to an online synchronized and an a-synchronized environment. Teacher candidates had to continue their experience and meet with the expectations of the school district of their assignment. Candidates had to continue to function in the schools as if they were 'actually' fulfilling the requirements of the Clinical Educator. The a-synchronized requirements provided candidates opportunities to develop and post: learning activities, homework assignments and tutoring for low and high performing students. All fall field placements continued as usual. The second half of spring semester was impacted. While some of the placement hours were completed prior to K-12 schools going online, the remaining contact was modified in each placement. Some placements moved to being provided case studies to review, assess, and provide recommendations for next steps in instruction. Some placements used videos of classroom instruction to evaluate and make suggestions, some placements actually utilized videos of faculty instruction their own child to allow candidates to diagnose and suggest levels, modifications, feedback needs and provide next steps. Faculty would meet with candidates online and come to a consensus on next lesson plan, and then implement it. The process would repeat. Our faculty believe that some of these ideas and implementations provided results that merit repeating in a non- Covid environment.

Enrollment and Program Completers

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year.

(§205(a)(1)(C)(ii))

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

- [Enrolled Student](#)
- [Program Completer](#)

Enrollment and Program Completers

| 2019-20 Total | |
|--------------------------------------|-----|
| Total Number of Individuals Enrolled | 181 |
| Subset of Program Completers | 46 |

| Gender | Total Enrolled | Subset of Program Completers |
|---|----------------|------------------------------|
| Male | 36 | 7 |
| Female | 145 | 39 |
| 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 | 6 | 1 |
| Hispanic/Latino of any race | 2 | 0 |
| Native Hawaiian or Other Pacific Islander | 0 | 0 |
| White | 172 | 44 |

| Race/Ethnicity | Total Enrolled | Subset of Program Completers |
|-----------------------------------|----------------|------------------------------|
| Two or more races | 1 | 1 |
| No Race/Ethnicity Reported | 0 | 0 |

Teachers Prepared

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

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

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

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 2019-20.

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 2019-20

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 | 14 |
| 13.1202 | Teacher Education - Elementary Education | |

| CIP Code | Subject Area | Number Prepared |
|----------|--|----------------------|
| 13.1203 | Teacher Education - Junior High/Intermediate/Middle School Education | <input type="text"/> |
| 13.1210 | Teacher Education - Early Childhood Education | 30 |
| 13.1301 | Teacher Education - Agriculture | <input type="text"/> |
| 13.1302 | Teacher Education - Art | 4 |
| 13.1303 | Teacher Education - Business | <input type="text"/> |
| 13.1305 | Teacher Education - English/Language Arts | 7 |
| 13.1306 | Teacher Education - Foreign Language | <input type="text"/> |
| 13.1307 | Teacher Education - Health | <input type="text"/> |
| 13.1308 | Teacher Education - Family and Consumer Sciences/Home Economics | <input type="text"/> |
| 13.1309 | Teacher Education - Technology Teacher Education/Industrial Arts | <input type="text"/> |
| 13.1311 | Teacher Education - Mathematics | <input type="text"/> |
| 13.1312 | Teacher Education - Music | 2 |
| 13.1314 | Teacher Education - Physical Education and Coaching | <input type="text"/> |
| 13.1315 | Teacher Education - Reading | <input type="text"/> |
| 13.1316 | Teacher Education - Science Teacher Education/General Science | <input type="text"/> |
| 13.1317 | Teacher Education - Social Science | <input type="text"/> |
| 13.1318 | Teacher Education - Social Studies | 7 |
| 13.1320 | Teacher Education - Trade and Industrial | <input type="text"/> |
| 13.1321 | Teacher Education - Computer Science | <input type="text"/> |
| 13.1322 | Teacher Education - Biology | 1 |
| 13.1323 | Teacher Education - Chemistry | <input type="text"/> |
| 13.1324 | Teacher Education - Drama and Dance | <input type="text"/> |
| 13.1328 | Teacher Education - History | <input type="text"/> |
| 13.1329 | Teacher Education - Physics | <input type="text"/> |
| 13.1331 | Teacher Education - Speech | <input type="text"/> |

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

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2019-20. 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?](#)

Do participants earn a degree upon completion of the program?

- Yes
 No

No teachers prepared in academic year 2019-20

If your program does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or [clear responses already entered](#)).

| CIP Code | Academic Major | Number Prepared |
|----------|--|---------------------------------|
| 13.10 | Teacher Education - Special Education | <input type="text" value="14"/> |
| 13.1202 | Teacher Education - Elementary Education | <input type="text"/> |
| 13.1203 | Teacher Education - Junior High/Intermediate/Middle School Education | <input type="text"/> |
| 13.1210 | Teacher Education - Early Childhood Education | <input type="text" value="24"/> |
| 13.1301 | Teacher Education - Agriculture | <input type="text"/> |
| 13.1302 | Teacher Education - Art | <input type="text" value="4"/> |
| 13.1303 | Teacher Education - Business | <input type="text"/> |
| 13.1305 | Teacher Education - English/Language Arts | <input type="text" value="7"/> |
| 13.1306 | Teacher Education - Foreign Language | <input type="text"/> |
| 13.1307 | Teacher Education - Health | <input type="text"/> |

| CIP Code | Academic Major | Number Prepared |
|----------|--|----------------------|
| 13.1308 | Teacher Education - Family and Consumer Sciences/Home Economics | <input type="text"/> |
| 13.1309 | Teacher Education - Technology Teacher Education/Industrial Arts | <input type="text"/> |
| 13.1311 | Teacher Education - Mathematics | <input type="text"/> |
| 13.1312 | Teacher Education - Music | 2 |
| 13.1314 | Teacher Education - Physical Education and Coaching | <input type="text"/> |
| 13.1315 | Teacher Education - Reading | <input type="text"/> |
| 13.1316 | Teacher Education - General Science | <input type="text"/> |
| 13.1317 | Teacher Education - Social Science | <input type="text"/> |
| 13.1318 | Teacher Education - Social Studies | 7 |
| 13.1320 | Teacher Education - Trade and Industrial | <input type="text"/> |
| 13.1321 | Teacher Education - Computer Science | <input type="text"/> |
| 13.1322 | Teacher Education - Biology | 1 |
| 13.1323 | Teacher Education - Chemistry | <input type="text"/> |
| 13.1324 | Teacher Education - Drama and Dance | <input type="text"/> |
| 13.1328 | Teacher Education - History | <input type="text"/> |
| 13.1329 | Teacher Education - Physics | <input type="text"/> |
| 13.1331 | Teacher Education - Speech | <input type="text"/> |
| 13.1337 | Teacher Education - Earth Science | <input type="text"/> |
| 13.14 | Teacher Education - English as a Second Language | <input type="text"/> |
| 13.99 | Education - Other Specify: <input type="text"/> | <input type="text"/> |
| 01 | Agriculture | <input type="text"/> |
| 03 | Natural Resources and Conservation | <input type="text"/> |
| 05 | Area, Ethnic, Cultural, and Gender Studies | <input type="text"/> |
| 09 | Communication or Journalism | <input type="text"/> |

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

| CIP Code | Academic Major | Number Prepared |
|----------|---|---|
| 99 | Other Specify: <input data-bbox="289 121 1260 163" type="text"/> | <input data-bbox="1292 90 1568 132" type="text"/> |

Program Assurances

THIS PAGE INCLUDES:

>> [Program Assurances](#)

Respond to the following assurances. Note: 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

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:

To address these needs, Wittenberg employs the following strategies: 1) The Education Department meets quarterly with T.E.A.B. (Teacher Education Advisory Board) , a group of local school district administrators, including superintendents and principals. Working with T.E.A.B. enables Wittenberg to understand local hiring and preparation trends. 2) All candidates who complete their preparation at Wittenberg must also complete Wittenberg's Liberal Arts Education core, which provides our candidates with a deep and broad content background. In order to address the needs of diverse students, all Wittenberg teacher candidate: a) complete a 12 hour reading core which provides our candidates with the foundational skills necessary to help all students learn, including limited English proficient students b) participate in a diversity of field and clinical experiences that provides experience in teaching urban, rural, low-income, and sub-urban populations c) all teacher candidates are required to take and pass EDUC 120 -Introduction to Students with Special Needs and EDUC 332 Assessment and Inclusion.

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\(a\)\)](#)

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 \(2019-20\)](#)
- >> [Review Current Year's Goal \(2020-21\)](#)
- >> [Set Next Year's Goal \(2021-22\)](#)

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in mathematics in 2019-20?

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

As indicated last year, our goal was to add 3 mathematics teachers during the 2019-20 school year.

3. Did your program meet the goal?

- Yes
 No

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

This goal remains in progress. The program went from 5 enrolled in Math Education to 6 enrolled in the program.

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

The EPP believes that recruitment in general - including STEM - was impacted due to lack of face to face meetings as a result of Covid 19. As we are returning to a more 'normal' environment on campus, recruitment should begin to return to a pre-Covid environment. The EPP found that what sells our programs is the personal contact and family environment that the program and university offers. Even if we meet one student at a time, it is a stronger recruitment tool than an online situation.

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

Included in these initiatives are direct contact with prospective teacher candidates in mathematics and science by the content experts on the faculty. The university is also utilizing its' new enrollment database system (Slate) that allows for precise queries to be run in the areas of mathematics, science and special education. The EPP was awarded a \$20,000 state-level grant in collaboration with a partner district to develop programming to attract underrepresented persons into the teaching profession. This collaboration has been difficult to grow while face to face meetings have been eliminated. With classes moving to a synchronize expectation and contact meetings all but eliminated, it has become difficult to expect our K-12 colleagues to spend additional time on 'zoom'. Our intended mentoring of K-12 potential candidates was put on hold, for safety purposes. Special Education continues to be one of the most popular licensure programs at the EPP. With the expanded P-3 to P-5 and an embedded Special Ed license, the EPP anticipates growth in this program.

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in mathematics in 2020-21? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

The Education Department at Wittenberg continues its' committed to increasing the number of teachers prepared in high need areas, such as math, science, and special education. Content area specific faculty in the Education Department are active in meeting with prospective students in order to meet this goal. The EPP is also planning to develop a K-12 IS endorsement during 2020-2021 to enhance the qualifications of our secondary teacher candidates.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in mathematics in 2021-22? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

The EPP will return to its original plan (pre-Covid) to reactivate the mentor program for minorities and those interested in Math and Science teacher preparation. The EPP will be adding a P-5/IS licensure during the 2021-2022 academic year. The department is also planning to develop a K-12 IS endorsement during 2020-2021, and making this available to all licensure areas.

Annual Goals: Science

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2019-20\)](#)
- >> [Review Current Year's Goal \(2020-21\)](#)
- >> [Set Next Year's Goal \(2021-22\)](#)

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\(a\)\)](#)

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

- [Quantifiable Goals](#)

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in science in 2019-20?

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

Our goal is to increase the number of science education students.

3. Did your program meet the goal?

- Yes
 No

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

The program has a stable number of Science Education students, but it did not grow.

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

The Education department believes that once we return to a post - Covid environment that increasing our face to face recruitment will help bring in students in our Science area. The department is also starting a discussion on providing a Integrated science license instead of science specialties, with the intent of increasing the marketability of science candidates.

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

Included in these initiatives are direct contact with prospective teacher candidates in mathematics and science by the content experts on the faculty. The university is also utilizing its' new enrollment database system (Slate) that allows for precise queries to be run in the areas of mathematics, science and special education. The EPP was awarded a \$20,000 state-level grant in collaboration with a partner district to develop programming to attract underrepresented persons into the teaching profession. This collaboration has been difficult to grow while face to face meetings have been eliminated. With classes moving to a synchronize expectation and contact meetings all but eliminated, it has become difficult to expect our K-12 colleagues to spend additional time on 'zoom'. Our intended mentoring of k-12 potential candidates was put on hold, for safety purposes.

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in science in 2020-21? If no, leave the next question blank.

Yes

No

8. Describe your goal.

The Education Department at Wittenberg is committed to increasing the number of teachers prepared in high need areas, such as math, science, and special education. Content area specific faculty in the Education Department are active in meeting with prospective students in order to meet this goal.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in science in 2021-22? If no, leave the next question blank.

Yes

No

10. Describe your goal.

The EPP will return to its original plan (pre-Covid) to reactivate the mentor program for minorities and those interested in Math and Science teacher preparation. The department will be discussing adding an Integrated Science license to increase marketability of Teacher Candidates and desirability of the program.

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\(a\)\)](#)

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 \(2019-20\)](#)
- >> [Review Current Year's Goal \(2020-21\)](#)
- >> [Set Next Year's Goal \(2021-22\)](#)

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in special education in 2019-20?

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

As indicated last year, our goal is to add 15 teachers.

3. Did your program meet the goal?

- Yes
 No

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

The department does not believe that anything beyond the increased marketability of those pursuing this license increased the numbers in the program from 37 to 56. Our faculty are exceptionally skilled in this area and help significantly with recruitment and retention of candidates. The desirability of an early childhood license combined with the Special Education license is an attractive combination.

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

The continuation of recruitment of those enrolled in P-5 to a Special Education endorsement will support the growth of this program.

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

The EPP was awarded a \$20,000 state-level grant in collaboration with a partner district to develop programming to attract underrepresented persons into the teaching profession. This collaboration has been difficult to grow while face to face meetings have been eliminated. With classes moving to a synchronize expectation and contact meetings all but eliminated, it has become difficult to expect our K-12 colleagues to spend additional time on 'zoom'. Our intended mentoring of k-12 potential candidates was put on hold, for safety purposes. Special Education continues to be one of the most popular licensure programs at the EPP. With the expanded P-3 to P-5 and an embedded Special Ed license, the EPP anticipates continued growth in this program. The EPP will continue to offer this dual licensure program and promote it as distinct in the state of Ohio.

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in special education in 2020-21? If no, leave the next question blank.

Yes

No

8. Describe your goal.

The Education department is working to add a P-5/Special Education with High Leverage practices to the department. This dual licensure will add to the marketability of an already popular program.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in special education in 2021-22? If no, leave the next question blank.

Yes

No

10. Describe your goal.

The department has 2 goals in the 2021-2022 academic year. First, will be to begin the P-5/Special Education dual licensure. The second is to look at adding a K-12 endorsement option to all interested teacher candidates, regardless of their intended licensure area.

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\(a\)\)](#)

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 \(2019-20\)](#)
- >> [Review Current Year's Goal \(2020-21\)](#)
- >> [Set Next Year's Goal \(2021-22\)](#)

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in instruction of limited English proficient students in 2019-20?

If no, leave remaining questions for 2019-20 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 (2020-21)

7. Is your program preparing teachers in instruction of limited English proficient students in 2020-21? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in instruction of limited English proficient students in 2021-22? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

Assessment Pass Rates

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

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

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

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

Assessment Pass Rates

| Assessment code - Assessment name Test Company Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|---|---------------------------|-------------------------|----------------------------|---------------------|
| 003 -APK: ADOLESCENCE TO YOUNG ADULT (7–12) Evaluation Systems group of Pearson All program completers, 2019-20 | 8 | | | |
| 003 -APK: ADOLESCENCE TO YOUNG ADULT (7–12) Evaluation Systems group of Pearson All program completers, 2018-19 | 2 | | | |
| 003 -APK: ADOLESCENCE TO YOUNG ADULT (7–12) Evaluation Systems group of Pearson All program completers, 2017-18 | 5 | | | |
| 001 -APK: EARLY CHILDHOOD (PK–3) Evaluation Systems group of Pearson All program completers, 2019-20 | 13 | 255 | 13 | 100 |
| 001 -APK: EARLY CHILDHOOD (PK–3) Evaluation Systems group of Pearson All program completers, 2018-19 | 10 | 258 | 10 | 100 |
| 001 -APK: EARLY CHILDHOOD (PK–3) Evaluation Systems group of Pearson All program completers, 2017-18 | 7 | | | |

| Assessment code - Assessment name Test Company Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|--|---------------------------|-------------------------|----------------------------|---------------------|
| 002 -APK: MIDDLE CHILDHOOD (4–9) Evaluation Systems group of Pearson All program completers, 2018-19 | 1 | | | |
| 002 -APK: MIDDLE CHILDHOOD (4–9) Evaluation Systems group of Pearson All program completers, 2017-18 | 3 | | | |
| 004 -APK: MULTI-AGE (PK–12) Evaluation Systems group of Pearson All program completers, 2019-20 | 18 | 241 | 16 | 89 |
| 004 -APK: MULTI-AGE (PK–12) Evaluation Systems group of Pearson All program completers, 2018-19 | 7 | | | |
| 004 -APK: MULTI-AGE (PK–12) Evaluation Systems group of Pearson All program completers, 2017-18 | 15 | 259 | 15 | 100 |
| 006 -ART Evaluation Systems group of Pearson All program completers, 2019-20 | 3 | | | |
| 007 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2019-20 | 1 | | | |
| 012 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20 | 28 | 245 | 27 | 96 |
| 012 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19 | 17 | 254 | 17 | 100 |
| 012 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18 | 20 | 246 | 19 | 95 |
| 014 -EARTH AND SPACE SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18 | 1 | | | |
| 020 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2019-20 | 7 | | | |
| 020 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2017-18 | 1 | | | |
| 090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2019-20 | 23 | 245 | 22 | 96 |
| 090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2018-19 | 18 | 245 | 18 | 100 |

| Assessment code - Assessment name Test Company Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|--|---------------------------|-------------------------|----------------------------|---------------------|
| 090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2017-18 | 24 | 242 | 21 | 88 |
| 025 -INTEGRATED SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2018-19 | 1 | | | |
| 025 -INTEGRATED SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2017-18 | 3 | | | |
| 028 -MIDDLE GRADES ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2017-18 | 3 | | | |
| 030 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18 | 1 | | | |
| 029 -MIDDLE GRADES SCIENCE Evaluation Systems group of Pearson All program completers, 2018-19 | 1 | | | |
| 031 -MIDDLE GRADES SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2018-19 | 1 | | | |
| 031 -MIDDLE GRADES SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2017-18 | 2 | | | |
| 032 -MUSIC Evaluation Systems group of Pearson All program completers, 2019-20 | 2 | | | |
| 032 -MUSIC Evaluation Systems group of Pearson All program completers, 2017-18 | 2 | | | |
| 043 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20 | 14 | 232 | 11 | 79 |
| 043 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19 | 6 | | | |
| 043 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18 | 13 | 250 | 13 | 100 |

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 Westat'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, 2019-20 | 42 | 38 | 90 |
| All program completers, 2018-19 | 20 | 20 | 100 |
| All program completers, 2017-18 | 31 | 28 | 90 |

Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

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

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:

We are now CAEP-eligible, as one of the NCATE Legacy-approved institutions in 2017

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

- Yes
- No

Use of Technology

THIS PAGE INCLUDES:

>> [Use of Technology](#)

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

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

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.

As a standard practice, candidates are encouraged, and in most cases required, to integrate technology such as presentation assistance, virtual grouping, and web-based assessment technology into their lessons and course presentations. Furthermore, lesson plans ask for students to specify the technology being used in the classroom. In methods courses, particularly math and science, students are required to develop a unit and must specifically address the use of technology by students in the unit. During methods course instruction, students develop a webpage that targets the development of a specific standard across grade levels. The webpage design and components included are structured so that students have the opportunity to demonstrate their expertise in the selection and use of technology that will enhance student learning. Additionally, since all university programs went online during spring 2020, our candidates have experienced education through technology as a student, field placement, and as a student teacher. Each has needed to design, develop and/or find technology to facilitate learning. As reported, our student teachers were able to switch from face to face to an online teaching environment almost overnight. They provided lectures, lessons, activities, assessments and tutoring in a synchronized and a-synchronized environment. This experience, while unplanned provided the department with assurances that our candidates were indeed capable and competent in their ability to utilize technology.

Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

Teacher Training

1. Provide a description of the activities that prepare general education teachers to:

a. Teach students with disabilities effectively

All teacher candidates are required to successfully complete this entry-level course: EDUC-120--Introduction to Students with Special Needs. This course examines how schools and society respond to students who have special learning needs, those who have differing linguistic, cultural, or economic situations. The course provides an overview of legislative mandates relating to students with disabilities, teacher roles, educational programming options, and approaches for creating more inclusive school environments. EDUC 332 Assessment and Inclusion which provides prospective teachers with the knowledge and skills for accommodating students with special learning needs in general education and inclusive settings. EDUC 312 Reading and Writing in the Content Area —Focus on planning, selecting, using research-based strategies for literacy instruction and assessment, creating a literate environment in content-area classrooms. Strategies for disciplinary reading, vocabulary instruction, questioning/discussion skills, and writings or developmental delays and those who are gifted in early, middle or secondary classes. This course also focuses on High Leverage Practices in Special Education to increase K-12 student success and is assessed on the subsequent Teacher Work Sample. procedures.

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*.

Participation as a member of an individualized education program team is required as part of the student teaching/clinical practice experience and all general education teachers. All candidates are evaluated on their participation, engagement, and success in their professional responsibilities and teaching roles. The EDUC 120 course introduces the requirements of the IEP and IDEA ACT and the Response to Intervention. The EDUC 332 course expands upon the IEP process to include description of rolls, collection of data, differentiation and the candidates legal responsibilities to comply with a students IEP needs. All candidates are evaluated during student teaching by Clinical Educators and University Supervisors on their ability and success with providing differentiated instruction to K-12 students.

c. Effectively teach students who are limited English proficient.

While Wittenberg does not offer an E.L. program, we recognize that all teachers will, at some point, work with students in this category. To prepare them, all candidates complete the 12 hour reading core prepares our candidates to meet the needs of students who are limited English proficient.

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

In addition to the EDUC 120, 332 requirement for all teacher candidates, Special Education candidates also take 2 methods classes specifically to prepare them to effectively address students with special needs in the K-12 setting. Within these courses candidates receive instruction and practice on teaching methods, writing IEP's, general schemes for mild to moderate disabilities, behavioral and motivational needs of students with disabilities.

The are required to do a deep dive on the Ecological Impact of disabilities across the lifespan, and examine case studies related to disabilities. They are provided practical field experiences that are supervised by Special Education mentor teachers and University Special Education faculty. In an effort to provide comprehensive training in special education, Wittenberg implemented a semester long apprenticeship course (EDUC 482) that is required for all I.S. candidates. During this course, teacher candidates will shadow and receive direct mentoring from a practicing Intervention Specialist regarding the continuum of professional and instructional expectations of special educators. In addition, the teacher candidates will meet for instruction & reflection in individual and small group sessions with the university instructor and mentors. The course requires 50 hours of field experience.

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*.

All special education candidates complete a semester long apprenticeship in the semester prior to student teaching. The apprenticeship provides candidates to learn about and participate in all aspects of special education prior to student teaching. EDUC 433 - Skills for Collaborative Problem Solving in Special Education also addresses developing IEP's using the 6 IDEA processes. All of the coursework is utilized and assessed by candidates during the apprenticeship and subsequently evaluated by mentors.

c. Effectively teach students who are limited English proficient.

While Wittenberg does not offer an E.L. program, we recognize that all teachers will, at some point, work with students in this category. To prepare them, all candidates complete the 12 hour reading core prepares our candidates to meet the needs of students who are limited English proficient. EDUC 422 Early Childhood Intervention specifically addresses Cultural and linguist diverse learners at the Elementary level, while EDUC 352 Upper Grades Content Area Literacy - addresses similar issues at the middle and secondary level

Contextual Information

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

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

THIS PAGE INCLUDES:

>> [Contextual Information](#)

Contextual Information

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

Our department takes advantage of our particular geographic location to assure our students have clinical experiences in urban, and suburban and rural locations.

Supporting Files

No files have been provided.

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

Report Card Certification

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

Certification of submission

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

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

TITLE:

Certification of review of submission

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

NAME OF REVIEWER:

TITLE: