

Title II Higher Education Act

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Caryl L. Martin Program User

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2020-21 Academic Year Data ▾

2022 Title II Reports National Teacher Preparation Data

Wittenberg University

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OH

Wittenberg University Traditional Report AY 2020-21 Ohio

Report CompleteStatus: Certified

Institution Information

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

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

IPEDS ID

THIS INSTITUTION HAS NO IPEDS ID

If no IPEDS ID, please provide an explanation

Address

Address line 2:

City

State

▾

Zip

Salutation

▾

First Name

Last Name

Phone

Email

Section I: Program Information

List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Institution Postgraduate level (PG), or both. ([§205\(a\)\(C\)](#))

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

- [Teacher Preparation Program](#)

This Page Includes:

- [List of Programs](#)

List of Programs

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| List of Programs | | | |
|------------------|---|-----------------|---|
| CIP Code | Teacher Preparation Programs | UG, PG, or Both | Update |
| 13.1202 | Elementary Education | Both | <ul style="list-style-type: none">• Edit• Delete |
| 13.1 | Special Education | Both | <ul style="list-style-type: none">• Edit• Delete |
| 13.1302 | Teacher Education - Art | Both | <ul style="list-style-type: none">• Edit• Delete |
| 13.1322 | Teacher Education - Biology | Both | <ul style="list-style-type: none">• Edit• Delete |
| 13.1323 | Teacher Education - Chemistry | Both | <ul style="list-style-type: none">• Edit• Delete |
| 13.1337 | Teacher Education - Earth Science | Both | <ul style="list-style-type: none">• Edit• Delete |
| 13.1305 | Teacher Education - English/Language Arts | Both | <ul style="list-style-type: none">• Edit• Delete |
| 13.1306 | Teacher Education - Foreign Language | Both | <ul style="list-style-type: none">• Edit• Delete |
| 13.1311 | Teacher Education - Mathematics | Both | <ul style="list-style-type: none">• Edit• Delete |

| CIP Code | Teacher Preparation Programs | UG, PG, or Both | Update |
|----------------------|------------------------------------|---|--|
| 13.1312 | Teacher Education - Music | Both | <ul style="list-style-type: none"> Edit Delete |
| 13.1329 | Teacher Education - Physics | Both | <ul style="list-style-type: none"> Edit Delete |
| 13.1318 | Teacher Education - Social Studies | Both | <ul style="list-style-type: none"> Edit Delete |
| <input type="text"/> | | UG, PG, or Both <input type="radio"/> UG <input type="radio"/> PG <input type="radio"/> Both <input type="radio"/> | <ul style="list-style-type: none"> Insert Cancel |

Total number of teacher preparation programs:

Save Option

To save this page, indicate whether it is still in progress (indicating you may have entered data, but have not yet completed all portions of the page) or completed (indicating you have completed all portions of the page). When pages are marked as complete, the red dot next to the section on the right side menu will change to a green dot. You will still be able to edit all pages of your report until you certify the full report through the Certification link.

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Section I: Program Information

Program Requirements

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](#)

This Page Includes:

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

Undergraduate Requirements

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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.

Undergraduate Requirements

| Element | Admission | Completion |
|---------|-----------|------------|
|---------|-----------|------------|

Undergraduate Requirements

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

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

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

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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.

Postgraduate Requirements

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

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

Supervised Clinical Experience

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Provide the following information about supervised clinical experience in 2020-21. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models? Yes
 No

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

Programs with student teaching models (most traditional programs)

Programs with student teaching models (most traditional programs)

Number of clock hours of supervised clinical experience required prior to student teaching

Number of clock hours of supervised clinical experience required prior to student teaching

156

Number of clock hours required for student teaching

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)

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

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

Number of years required for teaching as the teacher of record in a classroom

Number of years required for teaching as the teacher of record in a classroom

If there are no programs with a student teacher model or teacher of record model, please describe the teaching model(s) used:

All Programs
All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)

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)

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

11

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

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

45

Number of students in supervised clinical experience during this academic year

Number of students in supervised clinical experience during this academic year

33

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

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Calculate Full-Time Equivalent Faculty in the System

For any other part-time faculty supervising clinical experience, indicate the number of faculty and the percentage that represents the part-time employment rate for those faculty members (for example, 25% for a faculty member employed at a quarter of the time compared to a full-time faculty member)

| Employment Rate (%) | Number of Faculty | Update |
|--|--|---------------------------------------|
| 100% (Full-Time) | <input type="text"/> | |
| 50% (Half-Time) | <input type="text"/> | |
| <input type="text" value="75%"/> Employment Rate (%) | <input type="text"/> Number of Faculty | <input type="button" value="Delete"/> |
| <input type="text" value="25%"/> Employment Rate (%) | <input type="text"/> Number of Faculty | <input type="button" value="Delete"/> |

Section I: Program Information

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](#)

This Page Includes:

- [Enrollment and Program Completers](#)

Enrollment and Program Completers

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Enrollment and Completer Totals
2020-21 Total

Total Number of Individuals Enrolled Total Number of Individuals Enrolled in 2020-21

Subset of Program Completers Subset of Program Completers in 2020-21

Program Enrollment and Completers By Gender

| | | |
|---------------|-----------------------|-------------------------------------|
| Gender | Total Enrolled | Subset of Program Completers |
|---------------|-----------------------|-------------------------------------|

Program Enrollment and Completers By Gender

| Gender | Total Enrolled | Subset of Program Completers |
|--------------------|------------------------------------|------------------------------------|
| Male | Male Enrollment 37 | Male Completers 6 |
| Female | Female Enrollment 125 | Female Completers 30 |
| Non-Binary/Other | Non-Binary/Other Enrollment 0 | Non-Binary/Other Completers 0 |
| No Gender Reported | Nonreported gender Enrollment 0 | Nonreported gender Completers 0 |

Program Enrollment and Completers By Race/Ethnicity

| Race/Ethnicity | Total Enrolled | Subset of Program Completers |
|---|---|---|
| American Indian or Alaska Native | American Indian or Alaska Native Enrollment 1 | American Indian or Alaska Native Completers 0 |
| Asian | Asian Enrollment 2 | Asian Completers 1 |
| Black or African American | Black or African American Enrollment 8 | Black or African American Completers 2 |
| Hispanic/Latino of any race | Hispanic/Latino of any race enrollment 1 | Hispanic/Latino of any race Completers 0 |
| Native Hawaiian or Other Pacific Islander | Native Hawaiian or Other Pacific Islander Enrollment 0 | Native Hawaiian or Other Pacific Islander Completers 0 |
| White | White Enrollment 149 | White Completers 32 |
| Two or more races | Two or more races Enrollment 0 | Two or more races Completers 0 |
| No Race/Ethnicity Reported | Nonreported race/ethnicity Enrollment 1 | Nonreported race/ethnicity Completers 1 |

Save Option

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Section I: Program Information

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](#)

- [Teachers Prepared by Subject Area](#)
- [Teachers Prepared by Academic Major](#)

Teachers Prepared by Subject Area

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

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

[\(\\$205\(b\)\(1\)\(H\)\)](#)

[What are CIP Codes?](#)

No teachers prepared in academic year 2020-21

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

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

| Teachers Prepared by Subject Area | | |
|-----------------------------------|--|---|
| CIP Code | Subject Area | Number Prepared |
| 13.10 | Teacher Education - Special Education | Number Prepared <input type="text" value="12"/> |
| 13.1202 | Teacher Education - Elementary Education | Number Prepared <input type="text"/> |
| 13.1203 | Teacher Education - Junior High/Intermediate/Middle School Education | Number Prepared <input type="text"/> |
| 13.1210 | Teacher Education - Early Childhood Education | Number Prepared <input type="text" value="22"/> |
| 13.1301 | Teacher Education - Agriculture | Number Prepared <input type="text"/> |
| 13.1302 | Teacher Education - Art | Number Prepared <input type="text"/> |
| 13.1303 | Teacher Education - Business | Number Prepared <input type="text"/> |
| 13.1305 | Teacher Education - English/Language Arts | Number Prepared <input type="text" value="6"/> |
| 13.1306 | Teacher Education - Foreign Language | Number Prepared <input type="text"/> |
| 13.1307 | Teacher Education - Health | Number Prepared <input type="text"/> |
| 13.1308 | Teacher Education - Family and Consumer Sciences/Home Economics | Number Prepared <input type="text"/> |
| 13.1309 | Teacher Education - Technology Teacher Education/Industrial Arts | Number Prepared <input type="text"/> |
| 13.1311 | Teacher Education - Mathematics | Number Prepared <input type="text" value="1"/> |
| 13.1312 | Teacher Education - Music | Number Prepared <input type="text" value="3"/> |
| 13.1314 | Teacher Education - Physical Education and Coaching | Number Prepared <input type="text"/> |
| 13.1315 | Teacher Education - Reading | Number Prepared <input type="text"/> |
| 13.1316 | Teacher Education - Science Teacher Education/General Science | Number Prepared <input type="text"/> |
| 13.1317 | Teacher Education - Social Science | Number Prepared <input type="text"/> |
| 13.1318 | Teacher Education - Social Studies | Number Prepared <input type="text"/> |
| 13.1320 | Teacher Education - Trade and Industrial | Number Prepared <input type="text"/> |
| 13.1321 | Teacher Education - Computer Science | Number Prepared <input type="text"/> |
| 13.1322 | Teacher Education - Biology | Number Prepared <input type="text" value="1"/> |
| 13.1323 | Teacher Education - Chemistry | Number Prepared <input type="text"/> |
| 13.1324 | Teacher Education - Drama and Dance | Number Prepared <input type="text"/> |

Teachers Prepared by Subject Area

| CIP Code | Subject Area | Number Prepared |
|----------|---|--|
| 13.1328 | Teacher Education - History | Number Prepared <input type="text" value="3"/> |
| 13.1329 | Teacher Education - Physics | Number Prepared <input type="text"/> |
| 13.1331 | Teacher Education - Speech | Number Prepared <input type="text"/> |
| 13.1337 | Teacher Education - Earth Science | Number Prepared <input type="text"/> |
| 13.14 | Teacher Education - English as a Second Language | Number Prepared <input type="text"/> |
| 13.99 | Education - Other Specify: Other specify: <input type="text"/> | Number Prepared <input type="text"/> |

Teachers Prepared by Academic Major

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

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

[What are CIP Codes?](#)

- Do participants earn a degree upon completion of the program? Yes
 No
 No teachers prepared in academic year 2020-21

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](#)).

Teachers Prepared by Academic Major

| CIP Code | Academic Major | Number Prepared |
|----------|--|---|
| 13.110 | Teacher Education - Special Education | Number Prepared <input type="text" value="12"/> |
| 13.1202 | Teacher Education - Elementary Education | Number Prepared <input type="text"/> |
| 13.1203 | Teacher Education - Junior High/Intermediate/Middle School Education | Number Prepared <input type="text"/> |
| 13.1210 | Teacher Education - Early Childhood Education | Number Prepared <input type="text" value="22"/> |
| 13.1301 | Teacher Education - Agriculture | Number Prepared <input type="text"/> |
| 13.1302 | Teacher Education - Art | Number Prepared <input type="text"/> |
| 13.1303 | Teacher Education - Business | Number Prepared <input type="text"/> |
| 13.1305 | Teacher Education - English/Language Arts | Number Prepared <input type="text"/> |
| 13.1306 | Teacher Education - Foreign Language | Number Prepared <input type="text"/> |
| 13.1307 | Teacher Education - Health | Number Prepared <input type="text"/> |
| 13.1308 | Teacher Education - Family and Consumer Sciences/Home Economics | Number Prepared <input type="text"/> |
| 13.1309 | Teacher Education - Technology Teacher Education/Industrial Arts | Number Prepared <input type="text"/> |
| 13.1311 | Teacher Education - Mathematics | Number Prepared <input type="text"/> |
| 13.1312 | Teacher Education - Music | Number Prepared <input type="text"/> |
| 13.1314 | Teacher Education - Physical Education and Coaching | Number Prepared <input type="text"/> |
| 13.1315 | Teacher Education - Reading | Number Prepared <input type="text"/> |
| 13.1316 | Teacher Education - General Science | Number Prepared <input type="text"/> |
| 13.1317 | Teacher Education - Social Science | Number Prepared <input type="text"/> |

| CIP Code | Academic Major | Number Prepared |
|----------|---|--|
| 13.1318 | Teacher Education - Social Studies | Number Prepared <input type="text"/> |
| 13.1320 | Teacher Education - Trade and Industrial | Number Prepared <input type="text"/> |
| 13.1321 | Teacher Education - Computer Science | Number Prepared <input type="text"/> |
| 13.1322 | Teacher Education - Biology | Number Prepared <input type="text"/> |
| 13.1323 | Teacher Education - Chemistry | Number Prepared <input type="text"/> |
| 13.1324 | Teacher Education - Drama and Dance | Number Prepared <input type="text"/> |
| 13.1328 | Teacher Education - History | Number Prepared <input type="text"/> |
| 13.1329 | Teacher Education - Physics | Number Prepared <input type="text"/> |
| 13.1331 | Teacher Education - Speech | Number Prepared <input type="text"/> |
| 13.1337 | Teacher Education - Earth Science | Number Prepared <input type="text"/> |
| 13.14 | Teacher Education - English as a Second Language | Number Prepared <input type="text"/> |
| 13.99 | Education - Other Specify: Other specify: <input type="text"/> | Number Prepared <input type="text"/> |
| 01 | Agriculture | Number Prepared <input type="text"/> |
| 03 | Natural Resources and Conservation | Number Prepared <input type="text"/> |
| 05 | Area, Ethnic, Cultural, and Gender Studies | Number Prepared <input type="text"/> |
| 09 | Communication or Journalism | Number Prepared <input type="text"/> |
| 11 | Computer and Information Sciences | Number Prepared <input type="text"/> |
| 12 | Personal and Culinary Services | Number Prepared <input type="text"/> |
| 14 | Engineering | Number Prepared <input type="text"/> |
| 16 | Foreign Languages, Literatures, and Linguistics | Number Prepared <input type="text"/> |
| 19 | Family and Consumer Sciences/Human Sciences | Number Prepared <input type="text"/> |
| 21 | Technology Education/Industrial Arts | Number Prepared <input type="text"/> |
| 22 | Legal Professions and Studies | Number Prepared <input type="text"/> |
| 23 | English Language/Literature | Number Prepared <input type="text" value="6"/> |
| 24 | Liberal Arts/Humanities | Number Prepared <input type="text"/> |
| 25 | Library Science | Number Prepared <input type="text"/> |
| 26 | Biological and Biomedical Sciences | Number Prepared <input type="text" value="1"/> |
| 27 | Mathematics and Statistics | Number Prepared <input type="text" value="1"/> |
| 30 | Multi/Interdisciplinary Studies | Number Prepared <input type="text"/> |
| 38 | Philosophy and Religious Studies | Number Prepared <input type="text"/> |
| 40 | Physical Sciences | Number Prepared <input type="text"/> |
| 41 | Science Technologies/Technicians | Number Prepared <input type="text"/> |
| 42 | Psychology | Number Prepared <input type="text"/> |
| 44 | Public Administration and Social Service Professions | Number Prepared <input type="text"/> |
| 45 | Social Sciences | Number Prepared <input type="text"/> |
| 46 | Construction | Number Prepared <input type="text"/> |
| 47 | Mechanic and Repair Technologies | Number Prepared <input type="text"/> |
| 50 | Visual and Performing Arts | Number Prepared <input type="text"/> |
| 51 | Health Professions and Related Clinical Sciences | Number Prepared <input type="text"/> |

| CIP Code | Academic Major | Number Prepared |
|----------|---|--|
| 52 | Business/Management/Marketing | Number Prepared <input type="text"/> |
| 54 | History | Number Prepared <input type="text" value="3"/> |
| 99 | Other Specify: Other specify: <input type="text" value="Music"/> | Number Prepared <input type="text" value="3"/> |

Save Option

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Section I: Program Information

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\(b\)\)](#)

This Page Includes:

- [Program Assurances](#)

Program Assurances

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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. 3) WITT grant. This grant linked our department with the local school district to create a dual major in Early Childhood becoming Elementary Ed with Special Education. This is to help meet the growing needs for special education teachers while providing our partners with direct input on the training of candidates.

To address these needs, Wittenberg employs the following strategies:
 1) The Education Department meets quarterly with T.E.A.B. (Teacher Education Advisory

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Section II: Annual Goals

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 \(2020-21\)](#)
- [Review Current Year's Goal \(2021-22\)](#)
- [Set Next Year's Goal \(2022-23\)](#)

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

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

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

Yes

No

2. Describe your goal. 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.

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

3. Did your program meet the goal? Yes

No

4. Description of strategies used to achieve goal, if applicable: Our number of Math teachers entering into the program has increased just slightly. Retention is the key

Our number of Math teachers entering into the program has increased just slightly. Retention is the key and our faculty work closely with these majors to help with retention.

and our faculty work closely with these majors to help with retention.

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: 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.

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

Review Current Year's Goal (2021-22)

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

8. Describe your goal. The EPP has created a partnership with a nearby Community College to facilitate the expeditious transfer and program completion by Math, Science, and Special Ed majors. The idea is to attract and retain those interested in teaching high needs areas.

The EPP has created a partnership with a nearby Community College to facilitate the expeditious transfer and program completion by Math, Science, and Special Ed majors. The idea is to

Set Next Year's Goal (2022-23)

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

10. Describe your goal. To attract transfer students from a nearby Community College with the perk of an expedited degree. The EPP also has funds to try to reduce the costs of completion.

To attract transfer students from a nearby Community College with the perk of an expedited degree. The EPP also has funds to try to reduce the costs of completion.

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Section II: Annual Goals

Annual Goals: Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. [\(\\$205\(a\)\(1\)\(A\)\(i\), \\$205\(a\)\(1\)\(A\)\(ii\), \\$206\(a\)\)](#)

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

- [Quantifiable Goals](#)

This Page Includes:

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

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

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

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

Yes

No

2. Describe your goal. 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.

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

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: The EPP has created a partnership with a nearby Community College to facilitate the expeditious transfer and program completion by Math, Science, and Special Ed majors. The idea is to attract and retain those interested in teaching high needs areas. This grant will also enable the department to be able to reduce costs for completers.

The EPP has created a partnership with a nearby Community College to facilitate the expeditious transfer and program completion by Math, Science, and Special Ed majors. The idea is to

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

Review Current Year's Goal (2021-22)

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

To increase and retain teacher candidates in science.

8. Describe your goal. To increase and retain teacher candidates in science.

Set Next Year's Goal (2022-23)

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

To increase and retain biology majors who want a teaching license.

10. Describe your goal. To increase and retain biology majors who want a teaching license.

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Section II: Annual Goals

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,

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

- [Quantifiable Goals](#)

This Page Includes:

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

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

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

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

Yes

No

2. Describe your goal. The 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.

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.

3. Did your program meet the goal? Yes

No

4. Description of strategies used to achieve goal, if applicable: Our P-5 program is now a dual license with K-12 Special Education.

Our P-5 program is now a dual license with K-12 Special Education.

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: This program has been approved by the state.

This program has been approved by the state.

Review Current Year's Goal (2021-22)

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

No

8. Describe your goal. The 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.

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

Set Next Year's Goal (2022-23)

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

No

Attract more candidates in P-5 and K-12 IS dual licensure program.

10. Describe your goal. Attract more candidates in P-5 and K-12 IS dual licensure program.

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Section II: Annual Goals

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 \(2020-21\)](#)
- [Review Current Year's Goal \(2021-22\)](#)
- [Set Next Year's Goal \(2022-23\)](#)

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

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

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

Yes

No

2. Describe your goal.

3. Did your program meet the goal? Yes

No

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

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

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

Review Current Year's Goal (2021-22)

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

8. Describe your goal.

Set Next Year's Goal (2022-23)

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

10. Describe your goal.

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Section III: Program Pass Rates

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](#)

This Page Includes:

- [Assessment Pass Rates](#)

Assessment Pass Rates

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Assessment Pass Rates

| Assessment code - Assessment name Test Company Group | Number taking tests | Avg. scaled score | Number Pass passing tests | Pass rate (%) |
|--|---------------------------|-------------------------|------------------------------------|---------------------|
|--|---------------------------|-------------------------|------------------------------------|---------------------|

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 enrolled students who have completed all noncl | 1 | | | |
| 003 -APK: ADOLESCENCE TO YOUNG ADULT (7-12) Evaluation Systems group of Pearson All program completers, 2020-21 | 5 | | | |
| 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 | 3 | | | |
| 001 -APK: EARLY CHILDHOOD (PK-3) Evaluation Systems group of Pearson All program completers, 2020-21 | 3 | | | |
| 001 -APK: EARLY CHILDHOOD (PK-3) Evaluation Systems group of Pearson All program completers, 2019-20 | 14 | 256 | 14 | 100 |
| 001 -APK: EARLY CHILDHOOD (PK-3) Evaluation Systems group of Pearson All program completers, 2018-19 | 11 | 256 | 11 | 100 |
| 002 -APK: MIDDLE CHILDHOOD (4-9) Evaluation Systems group of Pearson All program completers, 2018-19 | 1 | | | |
| 004 -APK: MULTI-AGE (PK-12) Evaluation Systems group of Pearson All program completers, 2020-21 | 3 | | | |
| 004 -APK: MULTI-AGE (PK-12) Evaluation Systems group of Pearson All program completers, 2019-20 | 21 | 242 | 20 | 95 |
| 004 -APK: MULTI-AGE (PK-12) Evaluation Systems group of Pearson All program completers, 2018-19 | 7 | | | |
| 006 -ART Evaluation Systems group of Pearson All program completers, 2019-20 | 4 | | | |
| 007 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2020-21 | 1 | | | |
| 007 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2019-20 | 1 | | | |
| TP014 -EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2020-21 | 5 | | | |
| 012 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21 | 10 | 233 | 10 | 100 |
| 012 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20 | 29 | 244 | 28 | 97 |
| 012 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19 | 17 | 254 | 17 | 100 |
| 020 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2020-21 | 6 | | | |
| 020 -ENGLISH LANGUAGE ARTS | 7 | | | |

Assessment Pass Rates

| Assessment code - Assessment name Test Company Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|---|---------------------------|-------------------------|----------------------------|---------------------|
| Evaluation Systems group of Pearson All program completers, 2019-20 | | | | |
| 020 -ENGLISH LANGUAGE ARTS | 1 | | | |
| Evaluation Systems group of Pearson All program completers, 2018-19 | | | | |
| 090 -FOUNDATIONS OF READING | 3 | | | |
| Evaluation Systems group of Pearson Other enrolled students | | | | |
| 090 -FOUNDATIONS OF READING | 19 | 244 | 18 | 95 |
| Evaluation Systems group of Pearson All program completers, 2020-21 | | | | |
| 090 -FOUNDATIONS OF READING | 29 | 244 | 28 | 97 |
| Evaluation Systems group of Pearson All program completers, 2019-20 | | | | |
| 090 -FOUNDATIONS OF READING | 18 | 245 | 18 | 100 |
| Evaluation Systems group of Pearson All program completers, 2018-19 | | | | |
| 025 -INTEGRATED SOCIAL STUDIES | 1 | | | |
| Evaluation Systems group of Pearson All enrolled students who have completed all noncl | | | | |
| 025 -INTEGRATED SOCIAL STUDIES | 3 | | | |
| Evaluation Systems group of Pearson All program completers, 2020-21 | | | | |
| 025 -INTEGRATED SOCIAL STUDIES | 1 | | | |
| Evaluation Systems group of Pearson All program completers, 2018-19 | | | | |
| 027 -MATHEMATICS | 1 | | | |
| Evaluation Systems group of Pearson All program completers, 2020-21 | | | | |
| 029 -MIDDLE GRADES SCIENCE | 1 | | | |
| Evaluation Systems group of Pearson All program completers, 2018-19 | | | | |
| 031 -MIDDLE GRADES SOCIAL STUDIES | 1 | | | |
| Evaluation Systems group of Pearson All program completers, 2018-19 | | | | |
| 032 -MUSIC | 3 | | | |
| Evaluation Systems group of Pearson All program completers, 2020-21 | | | | |
| 032 -MUSIC | 2 | | | |
| Evaluation Systems group of Pearson All program completers, 2019-20 | | | | |
| TP003 -SECONDARY ENGLISH-LANGUAGE ARTS | 3 | | | |
| Evaluation Systems group of Pearson All program completers, 2020-21 | | | | |
| TP004 -SECONDARY HISTORY/SOCIAL STUDIES | 2 | | | |
| Evaluation Systems group of Pearson All program completers, 2020-21 | | | | |
| TP005 -SECONDARY MATHEMATICS | 1 | | | |
| Evaluation Systems group of Pearson All program completers, 2020-21 | | | | |
| 043 -SPECIAL EDUCATION | 15 | 233 | 14 | 93 |
| Evaluation Systems group of Pearson All program completers, 2019-20 | | | | |
| 043 -SPECIAL EDUCATION | 6 | | | |
| Evaluation Systems group of Pearson All program completers, 2018-19 | | | | |

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Section III: Program Pass Rates

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

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Summary Pass Rates

| Group | Number taking tests | Number passing tests | Pass rate (%) |
|---------------------------------|---------------------|----------------------|---------------|
| All program completers, 2020-21 | 33 | 31 | 94 |
| All program completers, 2019-20 | 43 | 39 | 91 |
| All program completers, 2018-19 | 21 | 21 | 100 |

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Section IV: Low-Performing

Low-Performing

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

This Page Includes:

- [Low-Performing](#)

Low-Performing

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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:

Other specify:

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

No

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Section V: Use of Technology

Use of Technology

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

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

This Page Includes:

- [Use of Technology](#)

Use of Technology

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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:

1. integrate technology effectively into curricula and instruction Yes
 No
 2. use technology effectively to collect data to improve teaching and learning Yes
 No
 3. use technology effectively to manage data to improve teaching and learning Yes
 No
 4. 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. Further, 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

As a standard practice, candidates are encouraged, and in most cases required, to integrate technology such as presentation assistance, virtual grouping, and web-based

capable and competent in their ability to utilize technology.

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Section VI: Teacher Training

Teacher Training

Provide the following information about your teacher preparation program. ([§205\(a\)\(1\)\(G\)](#))

This Page Includes:

- [Teacher Training](#)

Teacher Training

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1. Provide a description of the activities that prepare general education teachers to:
 1. 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 (required of all teacher candidates) 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 (required of all teacher candidates), focuses 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

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

Teacher Work Sample. procedures.

2. 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 (IEP) 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 (RTI). 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

Participation as a member of an individualized education (IEP) program team is required as part of the student teaching/clinical practice experience and all general education teachers. All candidates

success with providing differentiated instruction to K-12 students.

3. 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. The department also requires an early placement (pre admittance) requirement of tutoring EL students at a local

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

high school.

2. Does your program prepare special education teachers? Yes No

If yes, provide a description of the activities that prepare *special education teachers* to:

1. Teach students with disabilities effectively In addition to the EDUC 120, and the 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. Teacher candidates 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

In addition to the EDUC 120, and the 332 requirement for all teacher candidates, Special Education candidates also take 2 methods classes specifically to prepare them to effectively address

requires 50 hours of field experience.

2. 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 an opportunity 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

All special education candidates complete a semester long apprenticeship in the semester prior to student teaching. The apprenticeship provides candidates an opportunity to learn about and

candidates during the apprenticeship and subsequently evaluated by mentors.

3. 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

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

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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

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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.

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Supporting Files

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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: