IN

Purdue University
Alternative, IHE-based Report AY 2022-23
Indiana

REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

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

- Academic year

- IPEDS ID

IPEDS ID

243780

☐ **THIS INSTITUTION HAS NO IPEDS ID**

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

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CITY

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SALUTATION

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List of Programs

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

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

- Teacher Preparation Program

List of Programs

Note: This section is preloaded with the list of programs reported in the prior year's IPRC.

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.01	General Education (alternative programs/programs providing pedagogy only)	PG	
13.1	Special Education	PG	

Total number of teacher preparation programs:

2

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

Undergraduate Requirements

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

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

○ Yes

● No

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

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

Element	Admission		Completion	
Essay or personal statement	◯ Yes	◯ No	◯ Yes	◯ No
Interview	◯ Yes	◯ No	◯ Yes	◯ No
Other Specify: Teacher Ed Prog./Signature Form -- Acknowledgment of Misdemeanors, Felonies…	◯ Yes	◯ No	◯ Yes	◯ No

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

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

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

Postgraduate Requirements

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

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

🔘 Yes
◯ No

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

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

Element	Admission		Completion	
Recommendation(s)	● Yes	○ No	○ Yes	● No
Essay or personal statement	○ Yes	● No	○ Yes	● No
Interview	○ Yes	● No	○ Yes	● No
Other Specify: Teacher Ed Prog./Signature Form -- Acknowledgment of Misdemeanors, Felonies…	● Yes	○ No	○ Yes	● No

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

2.5

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

3

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

Candidates completing the Transition to Teaching (TTT) program are required to successfully complete the subject area/academic content test(s) prior to or soon after program admission. Candidates completing the Special Education Masters Degree Option and Special Education Non-Degree Option are required to attempt the subject area/academic content test(s) prior to the student teaching/internship semester. Background checks must be valid and on file with the Office of Clinical Practice prior to field placement and maintained annually.

Supervised Clinical Experience

Note: The clinical experience requirements in this section are preloaded from the prior year's IPRC. Teacher preparation providers will enter the number of participants each year.

Provide the following information about supervised clinical experience in 2022-23. (§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	40
Number of clock hours required for student teaching	400

You have programs with the teacher of record model, but "clock hours of supervised clinical experience required prior to teaching as the teacher of record" and "years required for teaching as the teacher of record" are 0. Please correct the data, or confirm.

☑ **I confirm that there are 0 hours required**

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	0
Years required of teaching as the teacher of record in a classroom	0

All Programs	
Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) Optional tool for automatically calculating full-time equivalent faculty in the system	11
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	6
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	44
Number of students in supervised clinical experience during this academic year	40

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

Student Teaching clock hours reflect the average hours across all programs. All Purdue University West Lafayette teacher education programs include an early field experience and student teaching component. Individualized mentorship and induction support are provided by faculty and staff members as needed and upon request via the Purdue University Teacher Education First-Year Teacher Performance Pledge. The College of Education has partnerships with P-12 schools in Indiana. The school can be an elementary, middle/junior high, or high school that works collaboratively with Purdue University Teacher Education faculty to develop and demonstrate exemplary learning practices and programs for diverse students; provides field-based preparation (early field experiences and student teaching) for our teacher education students, and discovers and demonstrates new educational knowledge through study and research. The Transition to Teaching program allows candidates to serve as the teacher of record in a classroom if they are currently operating on a state-issued Emergency Permit or Transition to Teaching Permit. In order to obtain full licensure, these candidates must complete a licensure program. For these provisional teachers, Purdue University provides university supervision and designates a mentor in the building. For the Special Education programs, candidates also may be the teacher of record in a classroom. These candidates complete 320 hours of supervised practicum and 640 hours of supervised student teaching experience.

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

2022-23 Total	
Total Number of Individuals Enrolled	146
Subset of Program Completers	44

Gender	Total Enrolled	Subset of Program Completers
Male	37	12
Female	109	32
Non-Binary/Other	0	0
No Gender Reported	0	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	2	2
Asian	6	2
Black or African American	5	0
Hispanic/Latino of any race	8	2
Native Hawaiian or Other Pacific Islander	0	0
White	122	37

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	3	1
No Race/Ethnicity Reported	0	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers

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

Please provide the number of teachers prepared by subject area for academic year 2022-23.

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 2022-23**

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	11

CIP Code	Subject Area	Number Prepared
13.1202	Teacher Education - Elementary Education	0
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	0
13.1210	Teacher Education - Early Childhood Education	0
13.1301	Teacher Education - Agriculture	2
13.1302	Teacher Education - Art	0
13.1303	Teacher Education - Business	5
13.1305	Teacher Education - English/Language Arts	9
13.1306	Teacher Education - Foreign Language	1
13.1307	Teacher Education - Health	1
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	5
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	2
13.1311	Teacher Education - Mathematics	3
13.1312	Teacher Education - Music	0
13.1314	Teacher Education - Physical Education and Coaching	3
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - Science Teacher Education/General Science	0
13.1317	Teacher Education - Social Science	0
13.1318	Teacher Education - Social Studies	0
13.1320	Teacher Education - Trade and Industrial	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	1
13.1323	Teacher Education - Chemistry	0
13.1324	Teacher Education - Drama and Dance	0
13.1328	Teacher Education - History	1
13.1329	Teacher Education - Physics	0

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	0
13.1337	Teacher Education - Earth Science	0
13.14	Teacher Education - English as a Second Language	0
13.99	Education - Other Specify:	0

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2022-23. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. **(§205(b)(1)(H))**

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

What are CIP Codes?

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

- ⦿ Yes
- ◯ No

☐ **No teachers prepared in academic year 2022-23**

If this provider does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or **clear responses already entered**).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	11
13.1202	Teacher Education - Elementary Education	0
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	0
13.1210	Teacher Education - Early Childhood Education	0
13.1301	Teacher Education - Agriculture	0
13.1302	Teacher Education - Art	0
13.1303	Teacher Education - Business	0
13.1305	Teacher Education - English/Language Arts	0
13.1306	Teacher Education - Foreign Language	0

CIP Code	Academic Major	Number Prepared
13.1307	Teacher Education - Health	0
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	0
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1311	Teacher Education - Mathematics	0
13.1312	Teacher Education - Music	0
13.1314	Teacher Education - Physical Education and Coaching	0
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - General Science	0
13.1317	Teacher Education - Social Science	0
13.1318	Teacher Education - Social Studies	0
13.1320	Teacher Education - Trade and Industrial	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	0
13.1323	Teacher Education - Chemistry	0
13.1324	Teacher Education - Drama and Dance	0
13.1328	Teacher Education - History	0
13.1329	Teacher Education - Physics	0
13.1331	Teacher Education - Speech	0
13.1337	Teacher Education - Earth Science	0
13.14	Teacher Education - English as a Second Language	0
13.99	Education - Other Specify:	0
01	Agriculture	0
03	Natural Resources and Conservation	0
05	Area, Ethnic, Cultural, and Gender Studies	0

CIP Code	Academic Major	Number Prepared
09	Communication or Journalism	0
11	Computer and Information Sciences	0
12	Personal and Culinary Services	0
14	Engineering	0
16	Foreign Languages, Literatures, and Linguistics	0
19	Family and Consumer Sciences/Human Sciences	0
21	Technology Education/Industrial Arts	0
22	Legal Professions and Studies	0
23	English Language/Literature	0
24	Liberal Arts/Humanities	0
25	Library Science	0
26	Biological and Biomedical Sciences	0
27	Mathematics and Statistics	0
30	Multi/Interdisciplinary Studies	0
38	Philosophy and Religious Studies	0
40	Physical Sciences	0
41	Science Technologies/Technicians	0
42	Psychology	0
44	Public Administration and Social Service Professions	0
45	Social Sciences	0
46	Construction	0
47	Mechanic and Repair Technologies	0
50	Visual and Performing Arts	0
51	Health Professions and Related Clinical Sciences	0
52	Business/Management/Marketing	0

CIP Code	Academic Major	Number Prepared
54	History	0
99	Other Specify:	0

Program Assurances

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

Program Assurances

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

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

- ● Yes
- ○ No

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

- ● Yes
- ○ No

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

- ● Yes
- ○ No
- ○ Program does not prepare special education teachers

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

- ● Yes
- ○ No

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

- ● Yes
- ○ No

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

- ● Yes
- ○ No

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

- ● Yes
- ○ No

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

The 2022-2023 Purdue University Alternative Teacher Education Programs e.g., Transition to Teaching Grade Levels 5-12), Special Education Masters Mild and Intense Option (Grade Levels K-6 and 5-12), and Special Education Mild and Intense Non-Degree Option (Grade Levels K-6 and 5-12) are designed for non-traditional learners whose prior knowledge, professional experiences, and academic preparation enable each to contribute to and draw upon the richness of the curriculum, diverse clinical experiences, and purposeful family and community engagement. Program expectations are both rigorous and relevant to ensure an in-depth understanding of content knowledge and the capability of transferring this knowledge via clearly defined performance standards, high-quality artifacts, formative feedback, and summative evaluations. Field experiences occur routinely, at multiple grade and developmental levels, and in diverse communities. The Special Education Program is guided by its ePURPOSE Advisory Board comprised of

practicing teachers, administrators, and community leaders who ensure the program aligns with the realities of today's learning environments and the students served therein. The feedback received by the advisory board members is directly reinvested within program planning. The post-graduate/post-baccalaureate TTT program actively involves professors and instructors from all disciplines, including English learners, special education, and technology in education. The courses taken by students are taught by professors and instructors who communicate regularly with practicing elementary and secondary teachers in our partner schools who are familiar with cutting-edge, research-based pedagogies. Students complete early field experience and student teaching placements in rural, suburban, and/or urban secondary schools and are mentored both by Purdue faculty and Master teachers in their disciplines at both the elementary and secondary school settings. Since inclusion is part of all teacher education programs, content and strategies for teaching P-12 students with disabilities are included in methods and field experiences. Students learn evidence-based content and strategies, as well as pedagogy related to P-12 students with exceptional needs. Technology is integrated into courses throughout the Purdue University post-baccalaureate teacher license only and Transition to Teaching Teacher Education Programs to ensure candidates are prepared to effectively use technology to collect, manage, and analyze data to improve teaching and learning and to address the technological needs of diverse learners. Successful completion of the Alternative Special Education Program(s) qualifies these students to acquire the Blended and Online Teaching (BOT) additional license.

Annual Goals: Mathematics

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

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

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

- Quantifiable Goals

Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in mathematics in 2022-23?

If no, leave remaining questions for 2022-23 blank (or clear responses already entered).

- ● Yes
- ○ No

2. Describe your goal.

The 2022-2023 Mathematics Education Goal is to prepare two (2) mathematics teachers via an alternative route program.

3. Did your program meet the goal?

- ● Yes
- ○ No

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

In 2022-2023, three Transition to Teaching (TTT) program completers obtained an Initial Instructional License in Mathematics, Grades 5-12. Via the Purdue University Boiler Track to Teaching initiative, graduates in undergraduate content majors i.e., Mathematics, Engineering, Chemistry, etc., may also pursue up to nine out of eighteen credit hours towards the TTT program. Some of the students within these majors elect to pursue the identical licensure pathway as their undergraduate degree and others may select a related field. For example: A Mechanical Engineering graduate may choose to pursue Engineering/Technical Education or Mathematics. An additional license may be obtained in the second academic choice via examination. In these cases, the institution may only account for the primary, not secondary choice for Title II and Initial Indiana license purposes. Thus, the recorded number of TTT students who obtain a Mathematics Initial Instructional license may reflect fewer numbers.

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

Recruitment and retention strategies will be enhanced to increase exposure of the TTT program within and outside the state of Indiana. Increasing partnerships with program alumni to promote the attributes of the program with potential recruits will also be pursued.

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

Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in mathematics in 2023-24? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

The 2023-2024 Mathematics Education Goal is to prepare two (2) mathematics teachers via an alternative route program based on program admission, enrollment, and the projected time to completion.

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in mathematics in 2024-25? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

The 2024-2025 Mathematics Education Goal is to prepare two (2) mathematics teachers via an alternative route program based on program admission, enrollment, and the projected time to completion.

Annual Goals: Science

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

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

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

- Quantifiable Goals

Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in science in 2022-23?

If no, leave remaining questions for 2022-23 blank (or **clear responses already entered**).

- ⦿ Yes
- ○ No

2. Describe your goal.

The 2022-2023 Science Education Goal is to prepare four (4) science teachers in biology, chemistry, earth/space sciences, and/or physics via an alternative route program.

3. Did your program meet the goal?

- ○ Yes
- ⦿ No

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

One Transition to Teaching (TTT) Biology educator completed the program during 2022-2023. As with mathematics, a concerted and increased effort requires continuation to promote and recruit within the Boiler Track to Teaching initiative; which is the most reliable way to retain at the Post-Bac level recent Purdue University West Lafayette undergraduate majors in the STEM fields.

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

A graduate level recruiter has also been employed to increase program admission outcomes for alternative licensure programs. Engaging alumni and practicing teachers for recruitment and retention support is an additional, proven way to encourage prospective candidates to choose Purdue University,

known for its STEM fields, to select Purdue West Lafayette above all others within the State of Indiana.

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

Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in science in 2023-24? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

The 2023-2024 Science Education Goal is to prepare three (3) science teachers in biology, chemistry, earth/space sciences, and/or physics via an alternative route program based on program admission, enrollment, and the projected time to completion.

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in science in 2024-25? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

The 2024-2025 Science Education Goal is to prepare three (3) science teachers in biology, chemistry, earth/space sciences, and/or physics via an alternative route program based on program admission, enrollment, and the projected time to completion.

Annual Goals: Special Education

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

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

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

- Quantifiable Goals

Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in special education in 2022-23?

If no, leave remaining questions for 2022-23 blank (or clear responses already entered).

- ◉ Yes
- ○ No

2. Describe your goal.

The 2022-2023 Special Education Goal is to prepare twenty-three (23) special education teachers via an alternative route program.

3. Did your program meet the goal?

- ○ Yes
- ◉ No

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

Eleven Special Education candidates completed their program within 2022-2023.

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

The remaining candidates projected to complete their program in 2022-2023, are full time educators teaching on provisional permits while they complete their academic, graduate degree seeking goals. These students remain on course for program completion within the 2023-2024 academic year. An increase in recruitment, retention, and other support mechanisms have been implemented to increase the number of prospective students within and outside the State of Indiana; including the recent hire of recruiter. Recent federal regulations directed specifically toward state licensure practices to minimize the number of emergency permits, has generated some perceived challenges for out-of-state students resulting in some recruits

being dissuaded from enrolling in an out-of-state program.

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

Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in special education in 2023-24? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

The 2023-2024 Special Education Goal is to prepare twenty (20) special education teachers via an alternative route program based on program admission, enrollment, and the projected time to completion.

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in special education in 2024-25? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

The 2024-2025 Special Education Goal is to prepare twenty (20) special education teachers via an alternative route program based on program admission, enrollment, and the projected time to completion.

Annual Goals: Instruction of Limited English Proficient Students

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

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

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

- Quantifiable Goals

Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in instruction of limited English proficient students in 2022-23?

If no, leave remaining questions for 2022-23 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 (2023-24)

7. Is your program preparing teachers in instruction of limited English proficient students in 2023-24? If no, leave the next question blank.

- ○ Yes
- ● No

8. Describe your goal.

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in instruction of limited English proficient students in 2024-25? If no, leave the next question blank.

- ○ Yes
- ● No

10. Describe your goal.

Assessment Pass Rates

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

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

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

- Pass rate
- Scaled score
- Teacher credential assessment

THIS PAGE INCLUDES:

>> Assessment Pass Rates

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5701 -AGRICULTURE Educational Testing Service (ETS) Other enrolled students	3			
ETS5701 -AGRICULTURE Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	3			
PIN0008 -BUSINESS Evaluation Systems group of Pearson All program completers, 2022-23	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
PIN0008 -BUSINESS Evaluation Systems group of Pearson All program completers, 2021-22	1			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	4			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	1			
PIN0009 -CAREER AND TECH EDUC-AGRICULTURE Evaluation Systems group of Pearson All program completers, 2022-23	1			
PIN0009 -CAREER AND TECH EDUC-AGRICULTURE Evaluation Systems group of Pearson All program completers, 2020-21	1			
PIN0011 -CAREER AND TECH EDUC-FAMILY AND CONSUMER SCI Evaluation Systems group of Pearson All program completers, 2022-23	1			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) Other enrolled students	2			
PIN0021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2022-23	4			
PIN0021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2021-22	2			
PIN0021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2020-21	2			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) Other enrolled students	7			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2022-23	5			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2021-22	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
PIN0024 -EXCEPTIONAL NEEDS-INTENSE INTERVENTION Evaluation Systems group of Pearson All program completers, 2020-21	9			
PIN0025 -EXCEPTIONAL NEEDS-MILD INTERVENTION Evaluation Systems group of Pearson Other enrolled students	1			
PIN0025 -EXCEPTIONAL NEEDS-MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2021-22	4			
PIN0025 -EXCEPTIONAL NEEDS-MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2020-21	18	266	18	100
PIN0064 -EXCEPTIONAL NEEDS-MILD INTERVENTION: READING INST Evaluation Systems group of Pearson All program completers, 2021-22	4			
PIN0064 -EXCEPTIONAL NEEDS-MILD INTERVENTION: READING INST Evaluation Systems group of Pearson All program completers, 2020-21	18	243	18	100
ETS5122 -FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) Other enrolled students	1			
ETS5122 -FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) All program completers, 2022-23	4			
ETS5122 -FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) All program completers, 2021-22	1			
PIN0030 -FINE ARTS-VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2020-21	1			
ETS5921 -GEOGRAPHY Educational Testing Service (ETS) Other enrolled students	1			
ETS5931 -GOVERNMENT POLITICAL SCIENCE Educational Testing Service (ETS) All program completers, 2021-22	1			
PIN0066 -HEALTH Evaluation Systems group of Pearson All program completers, 2021-22	1			
ETS5551 -HEALTH EDUCATION Educational Testing Service (ETS) Other enrolled students	2			
ETS5551 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2022-23	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5165 -MATHEMATICS Educational Testing Service (ETS) Other enrolled students	7			
ETS5165 -MATHEMATICS Educational Testing Service (ETS) All program completers, 2022-23	2			
ETS5165 -MATHEMATICS Educational Testing Service (ETS) All program completers, 2021-22	1			
PIN0035 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2021-22	2			
ETS5116 -MUSIC: VOCAL AND GENERAL KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	1			
PIN0007 -P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	1			
PIN0007 -P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	23	260	23	100
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	2			
PIN0067 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2022-23	1			
PIN0067 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	1			
ETS5265 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	4			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2022-23	25	178	25	100
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2021-22	18	180	18	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5625 -PRINC LEARNING AND TEACHING PRE K-12 Educational Testing Service (ETS) All program completers, 2022-23	12	176	12	100
ETS5625 -PRINC LEARNING AND TEACHING PRE K-12 Educational Testing Service (ETS) All program completers, 2021-22	17	176	17	100
PIN0043 -SCIENCE-CHEMISTRY Evaluation Systems group of Pearson All program completers, 2021-22	2			
PIN0045 -SCIENCE-LIFE SCIENCE Evaluation Systems group of Pearson All program completers, 2020-21	2			
PIN0047 -SCIENCE-PHYSICS Evaluation Systems group of Pearson All program completers, 2021-22	1			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) Other enrolled students	9			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2022-23	11	174	11	100
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2021-22	15	178	15	100
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2020-21	4			
ETS5545 -SE CK AND SEVERE TO PROF APPL Educational Testing Service (ETS) Other enrolled students	2			
ETS5545 -SE CK AND SEVERE TO PROF APPL Educational Testing Service (ETS) All program completers, 2022-23	1			
PIN0006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	2			
PIN0006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	4			
PIN0051 -SOCIAL STUDIES-HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2021-22	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
PIN0052 -SOCIAL STUDIES-PSYCHOLOGY Evaluation Systems group of Pearson All program completers, 2021-22	1			
PIN0053 -SOCIAL STUDIES-SOCIOLOGY Evaluation Systems group of Pearson All program completers, 2020-21	1			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) Other enrolled students	4			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5051 -TECHNOLOGY EDUCATION Educational Testing Service (ETS) Other enrolled students	1			
ETS5051 -TECHNOLOGY EDUCATION Educational Testing Service (ETS) All program completers, 2022-23	2			
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) Other enrolled students	1			
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2022-23	1			
PIN0054 -WORLD LANGUAGES-CHINESE (MANDARIN) Evaluation Systems group of Pearson All program completers, 2021-22	1			

Summary Pass Rates

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

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

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

- Pass rate
- Scaled score
- Teacher credential assessment

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2022-23	44	44	100
All program completers, 2021-22	42	41	98
All program completers, 2020-21	29	29	100

Low-Performing

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

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

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:

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

- ○ Yes
- ● No

Use of Technology

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

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

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.**

   Purdue University West Lafayette was the first university in Indiana to adopt the Blended and Online Teaching (BOT) teacher preparation standards for its graduate-level Special Education Masters and Non-Degree Programs. This program strategically models the instructional performances expected of each student and requires every student to incorporate these skills and attributes within lesson plans and clinical practices. Authentic artifacts are generated by each student and evaluated by a team of objective specialists. The measurable outcomes are a component of course requirements and result in being awarded multiple badges based on the BOT standards. The successful completion of each badge is a program completion requirement. The above innovation ensures teacher education candidates are prepared to effectively use technology to collect, manage, and analyze data to improve teaching and learning and to address the technological needs of diverse learners. Students access information about schools and class content through a learning management system and how to use technology to facilitate organization, assessment, and student achievement. The following are addressed: 1.) The nature and role of educational technology, 2.) Fundamentals of education technology, including the integration of instructional design, media, computer, and related technologies within the classroom setting, 3.) Students explore and evaluate how, when, and why technology should be infused into education, 4.) Students experience how different tools are used to create, manage, present, and evaluate instructional materials, 5.) Students learn how the computer, other forms of media, and instructional design techniques are integrated, utilized, and evaluated within the classroom, and 6.) Students use technology to gather resources to understand its effective use in the classroom. Technological applications in special education, including microcomputers, interactive video, auditory and visual enhancement, and other adaptive devices for individuals with disabilities including learning and cognitive disabilities and visual, sensory, and physical impairments are also introduced. All candidates in the alternative Special Education

program complete Advanced Assistive Technology. This course addresses the educational/training application of instructional technology, including computers, media, and instructional design. It stresses the knowledge, skills, and dispositions needed to implement and manage technology in instructional environments to meet the needs of individuals with diverse special needs and to make technological accommodations when needed.

Teacher Training

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

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

Teacher Training

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

    a. **Teach students with disabilities effectively**

    The Alternative Purdue University Teacher Education curricula focus on 1.) Social Justice and Diversity (social class - low income and at-risk student populations - race, ethnicity, gender), 2.) Language Proficiency (English Learners), 3.) Cognitive Abilities, 4.) Exceptionalities (including high ability/gifted and talented), 5.) K-12 STEM Education, Innovation, Collaboration, Advancement, and Leadership. The Alternative Purdue University Teacher Education Programs have partnerships with schools in rural, suburban, and urban school settings in Indiana and elsewhere. The post-graduate/post-baccalaureate Secondary Transition to Teaching program actively involves professors and instructors from all disciplines, including English learners, special education, and technology in education. The courses taken by students are taught by professors and instructors who engage regularly with practicing elementary and secondary teachers in our partner schools who are familiar with cutting-edge, research-based pedagogies. Students complete field experience and student teaching placements in rural, suburban, and/or urban secondary schools and are mentored both by Purdue faculty and Master teachers in their disciplines at both the elementary and secondary school settings. Since inclusion is part of all teacher education programs, content and strategies for teaching P-12 students with disabilities are included in methods and field experiences. Students learn evidence-based content and strategies, as well as pedagogy related to P-12 students with exceptional needs.

    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.***

    Within the first course Transition to Pedagogy #1 and throughout the Transition to Teaching (TTT) program, the purpose and application of the Individualized Education Plan (IEP) are reinforced. During student teaching, TTT students may have an opportunity to participate in instructional teams, glean from their special education colleagues, and with the guidance of their cooperating/mentor teacher, examine and apply the IEPs associated with students within their classroom. Students within the Special Education program receive multiple opportunities to comprehend the role and significance of the IEP as both an author and implementer.

    c. **Effectively teach students who are limited English proficient.**

    Please reference 1a above.

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**

    Candidates develop a context for learning in order to identify specific needs, strengths, areas for continuous improvement, etc. of the learners with/without disability. In addition to this information, teacher candidates use baseline data and other assessments to make decisions regarding which evidence-based strategies would best meet the student's needs. Teacher candidates develop lesson plans and demonstrate performance within

clinical practice experiences. Candidates are evaluated on their impact on student learning based on a series of performance-based Key Assessment Rubrics.

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.*

Each Transition to Teaching candidate participates in a minimum of four (4) opportunities to co-develop an IEP and participate as a member of a collaborative team meeting/Case Conference.

c. **Effectively teach students who are limited English proficient.**

Transition to Teaching candidates are introduced to legislation and strategies for working with students with limited English proficiency. Some candidates have experience teaching students with English proficiency during Clinical Practice Experiences in EDPS 56010 Intervention Strategies and Research and EDPS56600 Graduate Supervised Teaching Special Education.

Contextual Information

On this page, review the contextual information about your program, and update as needed.

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

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.

Description of Purdue University Purdue University is a public, land-grant university located in West Lafayette, Indiana. Throughout its history, Purdue has been dedicated to the mission and spirit of land grant universities through the conduct of significant outreach to the citizens of Indiana and beyond. Purdue is committed to the discovery and dissemination of knowledge, a mission reflected not only in its land grant status but also in its Carnegie classification as RU/VH: Research University (very high research activity). Purdue University has been preparing teachers since 1908. Teacher Education at Purdue is governed by a Teacher Education Council (TEC) and is comprised of representatives from five colleges across the university: the Colleges of Agriculture, Health and Human Sciences, Education, Liberal Arts, and Science, as well as the Purdue Polytechnic Institute, where students are enrolled in these colleges and major in their content areas. The Program Coordinator Council (PCC) is a collaborative and advisory body of the TEC that is comprised of the program conveners for all teacher education programs. The PCC provides a mechanism to address common issues affecting teacher education programs. It also provides support and encouragement for networking, collaboration, and professional development among faculty and staff. The College of Education provides leadership for the PCC and TEC, as well as core education courses and support services.

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:

Dr. Joy Garton Krueger

TITLE:

Director, Purdue University Office of Teacher Education and Licensure

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:

Dr. Joy Garton Krueger

TITLE:

Director, Purdue Office of Teacher Education and Licensure