



Western Michigan University
Traditional Report AY 2017-18
Michigan



REPORT COMPLETE
STATUS: **CERTIFIED**

Institution Information

ADDRESS

1903 W. Michigan Avenue

CITY

Kalamazoo

STATE

Michigan

ZIP

49008-5260

SALUTATION

Ms.

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Laura

LAST NAME

Ciccantell

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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?

(<https://www2.ed.gov/programs/tqpartnership/awards.html>)

☐ Yes
☒ No

If yes, provide the following:

AWARD YEAR

GRANTEE NAME

PROJECT NAME

GRANT NUMBER

LIST PARTNER DISTRICTS/LEAS (ONE PER LINE)

LIST OTHER PARTNERS (ONE PER LINE)

PROJECT TYPE

- ☐ Residency
- ☐ Pre-baccalaureate
- ☐ Both Residency and Pre-baccalaureate

List of Programs

On this page, review the list of teacher preparation programs offered by your institution of higher education (IHE) or organization. If you submitted an IPRC last year, this list of programs is pre-loaded from your prior year’s report. If your IHE offers both traditional and alternative programs, be sure to enter the programs in the appropriate reports. For the traditional report, list all traditional programs within the IHE. For the alternative report, list all alternative programs within the IHE. You may edit, delete, and insert new rows as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page. The system will automatically total the number of programs for you.

THIS PAGE INCLUDES:

>> [Program Information](#)

Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <https://www2.ed.gov/programs/tqpartnership/awards.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Art Education/Visual Arts	No	
Elementary Education	No	
Music Education	No	
Secondary Education	No	
Special Education	No	
Total number of teacher preparation programs: 5		

On this page, review and enter information about the program requirements for admission into the program, program completion, and supervised clinical experience. If you submitted an IPRC last year, much of this page is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to specify the requirements in the appropriate reports. For the traditional report, provide the requirements for traditional programs within the IHE. For the alternative report, provide the requirements for the alternative programs within the IHE.

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

THIS PAGE INCLUDES:

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

Admissions

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

Sophomore year



If Other, please specify:

2. Does your initial teacher certification program conditionally admit students?

- ☐ Yes
- ☒ No

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

http://www.wmich.edu/education/advising/

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

Admissions criteria can be found under each specific major on the advising website.

Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. [\(\\$205\(a\)\(1\)\(C\)\(i\)\)](#)

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 rest of the page blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Required for Entry	Required for Exit
---------	--------------------	-------------------

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

2.75

3. What was the median GPA of individuals accepted into the program in academic year 2017-18?

3.42

4. 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.)

2.75

5. What was the median GPA of individuals completing the program in academic year 2017-18?

3.52

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

In 2017-18, the majority of the teacher education programs required a minimum GPA of 3.0 for admission and at final internship. The Art Education, Music Education, Career and Technical Education, and Health and Physical Education programs required minimum GPAs of 2.75 at admission and final internship.The State of Michigan has eliminated the basic skills requirement for teachers as of September 25, 2018. WMU will still require candidates to meet reading, writing, and math basic skill proficiencies for admission to teacher education.

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 rest of the page blank (or [clear responses already entered](#)) then click save at the bottom of the page.

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

3. What was the median GPA of individuals accepted into the program in academic year 2017-18?

3.2

4. 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

5. What was the median GPA of individuals completing the program in academic year 2017-18?

4

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

The State of Michigan has eliminated the basic skills requirement for teachers as of September 25, 2018. WMU will still require candidates to meet reading, writing, and math basic skill proficiencies for admission to teacher education programs.

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2017-18. (§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))

Additional guidance on reporting supervised clinical experience and nonclinical coursework.

Average number of clock hours of supervised clinical experience required prior to student teaching	272
Average number of clock hours required for student teaching	680
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	15
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	383
Number of students in supervised clinical experience during this academic year	399

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

Enrollment

On this page, enter the number of candidates for an initial teaching credential who are enrolled in the initial teacher preparation programs within your institution of higher education (IHE) or organization. **Do not** report on the total number of students enrolled in the entire IHE. **Do not** include individuals who currently hold a teaching credential and are seeking additional licenses or endorsements, or individuals preparing for school-based careers other than classroom teachers (e.g., administrators, guidance counselors).

The Department recognizes that in many cases, candidates voluntarily report their race/ethnicity and gender data, and that in some cases, candidates may choose not to report this information. Please report on the race/ethnicity data you have available, though the data may not be complete. It is not expected that the sum of the enrolled students reported by race/ethnicity or by gender will necessarily equal the total number of students enrolled.

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

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

THIS PAGE INCLUDES:

>> [Enrollment](#)

Enrollment

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

[Additional guidance on reporting race and ethnicity data.](#)

Total number of students enrolled in 2017-18	428
Unduplicated number of males enrolled in 2017-18	118
Unduplicated number of females enrolled in 2017-18	310

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled. ([§205\(a\)\(1\)\(C\)\(ii\)\(H\)](#))

2017-18	Number Enrolled
Ethnicity	
Hispanic/Latino of any race	18
Race	

2017-18	Number Enrolled
American Indian or Alaska Native	<input type="text" value="0"/>
Asian	<input type="text" value="5"/>
Black or African American	<input type="text" value="18"/>
Native Hawaiian or Other Pacific Islander	<input type="text" value="0"/>
White	<input type="text" value="371"/>
Two or more races	<input type="text" value="11"/>

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.

THIS PAGE INCLUDES:

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

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2017-18. 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\(b\)\(1\)\(H\)\)](#)

[Additional guidance on reporting teachers prepared by subject area.](#)

What are CIP Codes?

☐

No teachers prepared in academic year 2017-18

CIP Code	Subject Area	Number Prepared
13.01	Education - General	<input type="text"/>
13.10	Teacher Education - Special Education	<input type="text" value="18"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text" value="36"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="85"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1205	Teacher Education - Secondary Education	<input type="text" value="88"/>
13.1206	Teacher Education - Multiple Levels	<input type="text"/>

CIP Code	Subject Area	Number Prepared
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	6
13.1303	Teacher Education - Business	2
13.1305	Teacher Education - English/Language Arts	65
13.1306	Teacher Education - Foreign Language	7
13.1307	Teacher Education - Health	5
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	4
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	2
13.1311	Teacher Education - Mathematics	41
13.1312	Teacher Education - Music	18
13.1314	Teacher Education - Physical Education and Coaching	6
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	30
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	16
13.1319	Teacher Education - Technical Education	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	1
13.1323	Teacher Education - Chemistry	2
13.1324	Teacher Education - Drama and Dance	
13.1325	Teacher Education - French	
13.1326	Teacher Education - German	
13.1328	Teacher Education - History	18
13.1329	Teacher Education - Physics	3
13.1330	Teacher Education - Spanish	7

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	
13.1332	Teacher Education - Geography	2
13.1333	Teacher Education - Latin	
13.1335	Teacher Education - Psychology	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	
13.99	Education - Other Specify: Political Science	5

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2017-18. 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.

[Additional guidance on reporting teachers prepared by academic major.](#)

What are CIP Codes?

☐
 No teachers prepared in academic year 2017-18

CIP Code	Academic Major	Number Prepared
13.01	Education - General	
13.10	Teacher Education - Special Education	18
13.1210	Teacher Education - Early Childhood Education	36
13.1202	Teacher Education - Elementary Education	85
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1205	Teacher Education - Secondary Education	88
13.1301	Teacher Education - Agriculture	

CIP Code	Academic Major	Number Prepared
13.1302	Teacher Education - Art	<input type="text" value="6"/>
13.1303	Teacher Education - Business	<input type="text" value="1"/>
13.1305	Teacher Education - English/Language Arts	<input type="text" value="15"/>
13.1306	Teacher Education - Foreign Language	<input type="text"/>
13.1307	Teacher Education - Health	<input type="text"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text" value="4"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text" value="2"/>
13.1311	Teacher Education - Mathematics	<input type="text" value="11"/>
13.1312	Teacher Education - Music	<input type="text" value="17"/>
13.1314	Teacher Education - Physical Education and Coaching	<input type="text" value="4"/>
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - Science	<input type="text"/>
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	<input type="text" value="15"/>
13.1319	Teacher Education - Technical Education	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	<input type="text"/>
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1325	Teacher Education - French	<input type="text"/>
13.1326	Teacher Education - German	<input type="text"/>
13.1328	Teacher Education - History	<input type="text" value="5"/>
13.1329	Teacher Education - Physics	<input type="text" value="2"/>
13.1330	Teacher Education - Spanish	<input type="text" value="6"/>
13.1331	Teacher Education - Speech	<input type="text"/>

CIP Code	Academic Major	Number Prepared
13.1332	Teacher Education - Geography	<input type="text"/>
13.1333	Teacher Education - Latin	<input type="text"/>
13.1335	Teacher Education - Psychology	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	<input type="text"/>
13.03	Education - Curriculum and Instruction	<input type="text"/>
13.09	Education - Social and Philosophical Foundations of Education	<input type="text"/>
24	Liberal Arts/Humanities	<input type="text"/>
42	Psychology	<input type="text"/>
45.01	Social Sciences	<input type="text"/>
45.02	Anthropology	<input type="text"/>
45.06	Economics	<input type="text"/>
45.07	Geography and Cartography	<input type="text"/>
45.10	Political Science and Government	<input type="text"/>
45.11	Sociology	<input type="text"/>
50	Visual and Performing Arts	1 <input type="text"/>
54	History	<input type="text"/>
16	Foreign Languages	<input type="text"/>
19	Family and Consumer Sciences/Human Sciences	<input type="text"/>
23	English Language/Literature	<input type="text"/>
38	Philosophy and Religious Studies	<input type="text"/>
01	Agriculture	<input type="text"/>
09	Communication or Journalism	<input type="text"/>
14	Engineering	<input type="text"/>

CIP Code	Academic Major	Number Prepared
26	Biology	<input type="text"/>
27	Mathematics and Statistics	<input type="text"/>
40.01	Physical Sciences	<input type="text"/>
40.02	Astronomy and Astrophysics	<input type="text"/>
40.04	Atmospheric Sciences and Meteorology	<input type="text"/>
40.05	Chemistry	<input type="text"/>
40.06	Geological and Earth Sciences/Geosciences	<input type="text"/>
40.08	Physics	<input type="text"/>
52	Business/Business Administration/Accounting	1 <input type="text"/>
11	Computer and Information Sciences	<input type="text"/>
99	Other Specify: <input type="text" value="Interdisciplinary Health"/>	1 <input type="text"/>

On this page, enter the total number of individuals who completed the program in AY 2017-18 and the two prior academic years. If you submitted an IPRC last year, the number of program completers for the two prior academic years are pre-loaded from your prior year's report.

A program completer is a person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as a criterion for determining who is a program completer.

An individual cannot be classified as both enrolled and as a program completer at the same time. An enrolled individual is not a program completer. Once an individual has met all the requirements of a state-approved teacher preparation program and becomes a program completer, the individual is no longer classified as enrolled.

After entering the program completers, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Program Completers](#)

Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years.

2017-18	<div>173</div>
2016-17	<div>197</div>
2015-16	<div>215</div>

Annual Goals

On this page, review the annual goals in each subject area listed below. If you submitted an IPRC last year, the goals you entered last year are pre-loaded from your prior year's report. Please respond to the questions to report on progress towards the goals, and set new goals for the next academic year.

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

THIS PAGE INCLUDES:

- >> [Annual Goals - Mathematics](#)
- >> [Annual Goals - Science](#)
- >> [Annual Goals - Special Education](#)
- >> [Annual Goals - Instruction of Limited English Proficient Students](#)
- >> [Assurances](#)

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 to state credential 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\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/oep/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2017-18

1. Did your program prepare teachers in mathematics in 2017-18?

- ☒ Yes
- ☐ No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in mathematics in 2017-18?

0

3. Did your program meet the goal for prospective teachers set in mathematics in 2017-18?

- ☒ Yes
- ☐ No
- ☐ Not applicable

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

Continued recruitment of candidates in related fields including science and engineering.

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:

Our goal is to maintain math education enrollments.

Academic year 2018-19

7. Is your program preparing teachers in mathematics in 2018-19?

- ☒ Yes
- ☐ No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in mathematics in 2018-19?

0

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

Our goal is to maintain math education enrollments. The College of Arts and Sciences has started exploring strategies and options to increase the number of and support to candidates pursuing math education.

Academic year 2019-20

10. Will your program prepare teachers in mathematics in 2019-20?

- ☒ Yes
- ☐ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in mathematics in 2019-20?

0

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

Our goal is to maintain math education enrollments.

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 to state credential 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\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/oep/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2017-18

1. Did your program prepare teachers in science in 2017-18?

- ☒ Yes
- ☐ No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in science in 2017-18?

0

3. Did your program meet the goal for prospective teachers set in science in 2017-18?

- ☒ Yes
☐ No
☐ Not applicable

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

Continued recruitment of candidates in related fields including other science related majors and engineering.

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:

Our goal is to maintain science education enrollments.

Academic year 2018-19

7. Is your program preparing teachers in science in 2018-19?

- ☒ Yes
☐ No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in science in 2018-19?

0

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

Our goal is to maintain science education enrollments. The College of Arts and Sciences has started exploring strategies and options to increase the number of and support to candidates pursuing science education.

Academic year 2019-20

10. Will your program prepare teachers in science in 2019-20?

- ☒ Yes
☐ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in science in 2019-20?

0

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

Our goal is to maintain science education enrollments.

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 to state credential 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\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/oep/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2017-18

1. Did your program prepare teachers in special education in 2017-18?

- ☒ Yes
- ☐ No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in special education in 2017-18?

0

3. Did your program meet the goal for prospective teachers set in special education in 2017-18?

- ☒ Yes
- ☐ No
- ☐ Not applicable

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:

Our special education program is capped. We do not expect significant variation as a result.

Academic year 2018-19

7. Is your program preparing teachers in special education in 2018-19?

- ☒ Yes
- ☐ No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in special education in 2018-19?

0

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

Our special education program enrollment is capped. We do not expect significant variation as a result.

Academic year 2019-20

10. Will your program prepare teachers in special education in 2019-20?

- ☒ Yes
☐ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in special education in 2019-20?

0

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

Our special education program is capped. We do not expect significant variation as a result.

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 to state credential 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\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/oep/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2017-18

1. Did your program prepare teachers in instruction of limited English proficient students in 2017-18?

- ☒ Yes
☐ No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2017-18?

12

3. Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2017-18?

- ☒ Yes
☐ No
☐ Not applicable

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

In September 2017, four WMU faculty were awarded a five-year training grant by the U.S. Department of Education's Office of English Language Acquisition for the amount of \$2.6 million dollars. Project English Learners and Teacher Education (ELATE) provided tuition scholarships in addition to a rigorous and comprehensive professional development program for both pre-service and in-service teachers. Forty-seven new students were enrolled in the ESL endorsement program in 2017-18 as a result of these efforts.

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:

WMU has partnered with six local education agencies which have high needs in terms of educators with an expertise in working with ELs. Project ELATE is providing substantial financial support for these in-service teachers as they work towards earning their ESL endorsement. In addition, other activities of Project ELATE include hosting an annual ESL conference as well as a Family and Community Engagement Symposium. The first ESL conference took place in April of 2018 and the second ESL conference was held on April 13, 2019. Both conferences featured nationally-recognized ESL experts as well as local ESL teachers and coaches from the state of Michigan. <http://wmich.edu/specialed/ls-grant>

Academic year 2018-19

7. Is your program preparing teachers in instruction of limited English proficient students in 2018-19?

- ☒ Yes
- ☐ No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2018-19?

20

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

In September 2017, four WMU faculty were awarded a five-year training grant by the U.S. Department of Education's Office of English Language Acquisition for the amount of \$2.6 million dollars. Project English Learners and Teacher Education (ELATE) provides tuition scholarships in addition to a rigorous and comprehensive professional development program for both pre-service and in-service teachers

Academic year 2019-20

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

- ☒ Yes
- ☐ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2019-20?

20

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

In September 2017, four WMU faculty were awarded a five-year training grant by the U.S. Department of Education's Office of English Language Acquisition for the amount of \$2.6 million dollars. Project English Learners and Teacher Education (ELATE) provides tuition scholarships in addition to a rigorous and comprehensive professional development program for both pre-service and in-service teachers

Assurances

Please certify that your institution is in compliance with the following assurances. ([§205\(a\)\(1\)\(A\)\(iii\)](#), [§206\(b\)](#)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

1. 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:

Most successful strategies: For preparing prospective teachers to focus on identified needs of local education agencies or states where they teach: Instructional design in methods courses and field-based practica begins with local and state grade-level expectations in each content area and is informed by relevant state and national standards, high need areas, and input from local pK-12 districts. Additional input is provided by field experience coordinators and cooperating teachers during monthly School and University Partnership Team (SUPT) meetings. For addressing needs of schools and instructional decision-making: School-based seminars as a part of pre-intern and internship experiences provide context-based learning experiences which include critical reflection on challenges and successes. Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects: Special education candidates complete the same elementary education content, methods, and field experiences as general education elementary candidates. In addition, special education candidates provide core academic content instruction to children with disabilities during their four special education practica. Prospective general education teachers are provided coursework to specifically address the provision of instruction to children with disabilities: Instructional design in all methods courses, including specialty methods courses in content areas, include significant focus on differentiated instruction and planning for accommodations. Content methods courses, pre-internship, and internship experiences all address cultural and economic diversity as components of effective instructional design and teaching. Currently, the program provides only minimal preparation for working with Limited English Proficient students. This is an area we have identified for continued development. The U.S. Department of Education grant that was awarded in fall 2017 has allowed us to dramatically increase the number of pre-service and in-service teachers who will be prepared to teach limited English proficient students.

Assessment Pass Rates

On this page, review the assessment pass rates. 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.

After reviewing, save the page using the floating save box at the bottom of the page.

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 (%)
017 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2017-18	2			
017 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2016-17	7			
017 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2015-16	5			
098 -BUS. MANAGEMENT MARKETG & TECH Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
098 -BUS. MANAGEMENT MARKETG & TECH Evaluation Systems group of Pearson All program completers, 2017-18	2			
098 -BUS. MANAGEMENT MARKETG & TECH Evaluation Systems group of Pearson All program completers, 2016-17	4			
098 -BUS. MANAGEMENT MARKETG & TECH Evaluation Systems group of Pearson All program completers, 2015-16	7			
018 -CHEMISTRY Evaluation Systems group of Pearson Other enrolled students	1			
018 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2017-18	1			
018 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2016-17	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	
018 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2015-16	4				
020 -EARTH/SPACE SCIENCE Evaluation Systems group of Pearson Other enrolled students	1				
020 -EARTH/SPACE SCIENCE Evaluation Systems group of Pearson All program completers, 2016-17	3				
020 -EARTH/SPACE SCIENCE Evaluation Systems group of Pearson All program completers, 2015-16	2				
103 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	9				
103 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	12	236	10	83	
103 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	81	243	81	100	
103 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	100	240	100	100	
103 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	110	240	110	100	
059 -EMOTIONAL IMPAIRMENT Evaluation Systems group of Pearson All program completers, 2017-18	1				
002 -ENGLISH Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1				
002 -ENGLISH Evaluation Systems group of Pearson Other enrolled students	7				
002 -ENGLISH Evaluation Systems group of Pearson All program completers, 2017-18	19	246	19	100	
002 -ENGLISH Evaluation Systems group of Pearson All program completers, 2016-17	18	241	18	100	
002 -ENGLISH Evaluation Systems group of Pearson All program completers, 2015-16	18	242	18	100	

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
040 -FAMILY AND CONSUMER SCIENCES Evaluation Systems group of Pearson All program completers, 2017-18	4			
040 -FAMILY AND CONSUMER SCIENCES Evaluation Systems group of Pearson All program completers, 2016-17	3			
040 -FAMILY AND CONSUMER SCIENCES Evaluation Systems group of Pearson All program completers, 2015-16	2			
023 -FRENCH Evaluation Systems group of Pearson All program completers, 2016-17	1			
008 -GEOGRAPHY Evaluation Systems group of Pearson All program completers, 2016-17	1			
008 -GEOGRAPHY Evaluation Systems group of Pearson All program completers, 2015-16	2			
024 -GERMAN Evaluation Systems group of Pearson All program completers, 2015-16	1			
043 -HEALTH Evaluation Systems group of Pearson All program completers, 2017-18	3			
043 -HEALTH Evaluation Systems group of Pearson All program completers, 2016-17	7			
043 -HEALTH Evaluation Systems group of Pearson All program completers, 2015-16	4			
009 -HISTORY Evaluation Systems group of Pearson Other enrolled students	1			
009 -HISTORY Evaluation Systems group of Pearson All program completers, 2017-18	5			
009 -HISTORY Evaluation Systems group of Pearson All program completers, 2016-17	4			
009 -HISTORY Evaluation Systems group of Pearson All program completers, 2015-16	9			
087 -INDUSTRIAL TECHNOLOGY Evaluation Systems group of Pearson All program completers, 2017-18	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
087 -INDUSTRIAL TECHNOLOGY Evaluation Systems group of Pearson All program completers, 2016-17	1			
087 -INDUSTRIAL TECHNOLOGY Evaluation Systems group of Pearson All program completers, 2015-16	2			
094 -INTEGRATED SCIENCE (SECONDARY) Evaluation Systems group of Pearson Other enrolled students	2			
094 -INTEGRATED SCIENCE (SECONDARY) Evaluation Systems group of Pearson All program completers, 2016-17	3			
094 -INTEGRATED SCIENCE (SECONDARY) Evaluation Systems group of Pearson All program completers, 2015-16	3			
090 -LANGUAGE ARTS (ELEMENTARY) Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
026 -LATIN Evaluation Systems group of Pearson All program completers, 2016-17	1			
063 -LEARNING DISABILITIES Evaluation Systems group of Pearson All program completers, 2017-18	3			
022 -MATHEMATICS (SECONDARY) Evaluation Systems group of Pearson All program completers, 2017-18	8			
022 -MATHEMATICS (SECONDARY) Evaluation Systems group of Pearson All program completers, 2016-17	9			
022 -MATHEMATICS (SECONDARY) Evaluation Systems group of Pearson All program completers, 2015-16	8			
099 -MUSIC EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
099 -MUSIC EDUCATION Evaluation Systems group of Pearson Other enrolled students	2			
099 -MUSIC EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	25	253	25	100
099 -MUSIC EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	23	245	23	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	
099 -MUSIC EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	24	256	24	100	
044 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	3				
044 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	6				
044 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	6				
019 -PHYSICS Evaluation Systems group of Pearson All program completers, 2017-18	2				
019 -PHYSICS Evaluation Systems group of Pearson All program completers, 2016-17	1				
019 -PHYSICS Evaluation Systems group of Pearson All program completers, 2015-16	2				
010 -POLITICAL SCIENCE Evaluation Systems group of Pearson Other enrolled students	1				
010 -POLITICAL SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	1				
010 -POLITICAL SCIENCE Evaluation Systems group of Pearson All program completers, 2016-17	1				
010 -POLITICAL SCIENCE Evaluation Systems group of Pearson All program completers, 2015-16	2				
296 -PROF READINESS EXAM/BASIC SKILLS: MATH Evaluation Systems group of Pearson Other enrolled students	4				
296 -PROF READINESS EXAM/BASIC SKILLS: MATH Evaluation Systems group of Pearson All program completers, 2016-17	105	267	105	100	
296 -PROF READINESS EXAM/BASIC SKILLS: MATH Evaluation Systems group of Pearson All program completers, 2015-16	182	268	182	100	
296.1 -PROF READINESS EXAM/BASIC SKILLS: MATH.1 Evaluation Systems group of Pearson Other enrolled students	5				

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
296.1 -PROF READINESS EXAM/BASIC SKILLS: MATH.1 Evaluation Systems group of Pearson All program completers, 2017-18	4			
296.1 -PROF READINESS EXAM/BASIC SKILLS: MATH.1 Evaluation Systems group of Pearson All program completers, 2016-17	33	245	33	100
296.1 -PROF READINESS EXAM/BASIC SKILLS: MATH.1 Evaluation Systems group of Pearson All program completers, 2015-16	20	245	20	100
196 -PROF READINESS EXAM/BASIC SKILLS: READING Evaluation Systems group of Pearson Other enrolled students	3			
196 -PROF READINESS EXAM/BASIC SKILLS: READING Evaluation Systems group of Pearson All program completers, 2016-17	101	263	101	100
196 -PROF READINESS EXAM/BASIC SKILLS: READING Evaluation Systems group of Pearson All program completers, 2015-16	182	268	182	100
196.1 -PROF READINESS EXAM/BASIC SKILLS: READING.1 Evaluation Systems group of Pearson Other enrolled students	6			
196.1 -PROF READINESS EXAM/BASIC SKILLS: READING.1 Evaluation Systems group of Pearson All program completers, 2017-18	4			
196.1 -PROF READINESS EXAM/BASIC SKILLS: READING.1 Evaluation Systems group of Pearson All program completers, 2016-17	37	265	37	100
196.1 -PROF READINESS EXAM/BASIC SKILLS: READING.1 Evaluation Systems group of Pearson All program completers, 2015-16	20	272	20	100
396 -PROF READINESS EXAM/BASIC SKILLS: WRITING Evaluation Systems group of Pearson Other enrolled students	4			
396 -PROF READINESS EXAM/BASIC SKILLS: WRITING Evaluation Systems group of Pearson All program completers, 2016-17	107	229	107	100
396 -PROF READINESS EXAM/BASIC SKILLS: WRITING Evaluation Systems group of Pearson All program completers, 2015-16	183	231	183	100
396.1 -PROF READINESS EXAM/BASIC SKILLS: WRITING.1 Evaluation Systems group of Pearson Other enrolled students	5			
396.1 -PROF READINESS EXAM/BASIC SKILLS: WRITING.1 Evaluation Systems group of Pearson All program completers, 2017-18	4			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
396.1 -PROF READINESS EXAM/BASIC SKILLS: WRITING.1 Evaluation Systems group of Pearson All program completers, 2016-17	31	232	31	100
396.1 -PROF READINESS EXAM/BASIC SKILLS: WRITING.1 Evaluation Systems group of Pearson All program completers, 2015-16	19	237	19	100
084 -SOCIAL STUDIES (SECONDARY) Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
084 -SOCIAL STUDIES (SECONDARY) Evaluation Systems group of Pearson All program completers, 2017-18	10	244	10	100
084 -SOCIAL STUDIES (SECONDARY) Evaluation Systems group of Pearson All program completers, 2016-17	13	242	13	100
084 -SOCIAL STUDIES (SECONDARY) Evaluation Systems group of Pearson All program completers, 2015-16	12	238	12	100
028 -SPANISH Evaluation Systems group of Pearson Other enrolled students	3			
028 -SPANISH Evaluation Systems group of Pearson All program completers, 2017-18	3			
028 -SPANISH Evaluation Systems group of Pearson All program completers, 2016-17	5			
028 -SPANISH Evaluation Systems group of Pearson All program completers, 2015-16	4			
004 -SPEECH Evaluation Systems group of Pearson All program completers, 2016-17	2			
004 -SPEECH Evaluation Systems group of Pearson All program completers, 2015-16	2			
095 -VISUAL ARTS EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
095 -VISUAL ARTS EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
095 -VISUAL ARTS EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	6			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
095 -VISUAL ARTS EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	6			
095 -VISUAL ARTS EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	7			

Summary Pass Rates

On this page, review the summary pass rates. 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.

After reviewing, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2017-18	173	173	100
All program completers, 2016-17	197	197	100
All program completers, 2015-16	215	215	100

Low-Performing

On this page, review the questions regarding your program's approval/accreditation and whether your program has been designated as low performing by the state. 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:

>> [Low-Performing](#)

Low-Performing

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

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
- ☒ NCATE
- ☐ TEAC
- ☒ CAEP
- ☒ Other specify:

Institution is accredited by NCA-HLC

2. Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

- ☐ Yes
- ☒ No

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

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.

Programs in elementary education and special education include specific coursework, based on ISTE standards, related to the use of technologies to support and enhance teaching and learning. The secondary education programs include instructional technology training and the use of technology to promote pK12 student learning in the content-specific methods courses and the general methods courses required in each program. Faculty also model the use of technologies to assess students and analyze data related to those assessments. Special education students also use a simulation program to practice teaching strategies with "avatar" students - called Mursion (formerly TeachLive). During micro-teaching and unit design in methods classes and pre-internships and internships, all candidates are evaluated on their (1) use of technology to differentiate instruction and (2) collection of and use of data to improve instruction and Pk-12 student learning. The program faculty then use the results of these candidate evaluations to provide feedback and remediation, if necessary, to candidates during their field experiences and as part of continuous program improvement.

On this page, review the questions about how your program trains general education teachers and special education teachers. For the purposes of these questions, general education teachers means those who are not specifically prepared as special education teachers. 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.

Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. [\(§205\(a\)\(1\)\(G\)\)](#)

1. Does your program prepare general education teachers to:

a. teach students with disabilities effectively

☒ Yes

☐ No

b. participate as a member of individualized education program teams

☒ Yes

☐ No

c. teach students who are limited English proficient effectively

☒ Yes

☐ No

2. Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

All general education students complete coursework focused on effective teaching of students with special needs, including working in individualized education program teams. During micro teaching in methods classes and pre-internships and internships, all general education candidates are evaluated on their (1) effective differentiated instruction for students with special needs and (2) collection of and use of data to improve instruction and learning of students with special needs. The program faculty then use the results of these candidate evaluations to refine the general education curriculum relative to teaching students with diverse needs, including changes to special education coursework required of all general education candidates. As noted in the assurances section, we are not currently doing enough in the area of limited English proficiency. The faculty in general education are working with faculty in special education and language education to improve the preparation in this area with a goal of implementation of updated curricula and assessment by fall of 2019.

3. Does your program prepare special education teachers to:

a. teach students with disabilities effectively

☒ Yes

☐ No

☐ Program does not prepare special education teachers

b. participate as a member of individualized education program teams

☒ Yes

☐ No

☐ Program does not prepare special education teachers

c. teach students who are limited English proficient effectively

☒ Yes

☐ No

☐ Program does not prepare special education teachers

4. Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

Training includes multiple modalities coupled with frequent, structured, and supervised practica prior to student teaching. All special education students must complete a full year of student teaching which includes preparation in two areas of special needs plus the general education classroom. Special education candidates are evaluated during each practica and student teaching. Program faculty use the evaluation data to help individual candidates improve their pedagogy and as part of continuous program improvement.

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

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

THIS PAGE INCLUDES:

>> [Contextual Information](#)

Contextual Information

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

Western Michigan University is located in Kalamazoo, midway between Detroit and Chicago. Over 330,000 residents call metro Kalamazoo home, making it the 6th largest metropolitan area in Michigan. WMU owes its roots to the College of Education and Human Development. Founded in 1903 as a teacher's college, to fulfill a teacher shortage and address the lack of training opportunities in west Michigan, WMU has grown into an internationally regarded higher education institution while maintaining a strong commitment to training teachers and school administrators. In 1918, WMU began to offer four-year bachelor's degrees for teachers. WMU offers 40 of initial teacher preparation programs and five advanced programs across the four colleges of Education and Human Development, Arts and Sciences, Fine Arts, and Health and Human Services. WMU's student body totals nearly 23,000 and is made up of people from every Michigan county, every U.S. state, and nearly 100 other countries. It is relatively balanced in terms of gender with males accounting for 49% of the student population and females at 51%. It is heavily represented (82%) by Michigan residents. Approximately 27% of students are from underrepresented populations, while 8% hail from other nations. Over 21% of WMU students study at the graduate level. Within the College of Education and Human Development, where the majority of the degrees are earned for teacher education, 29% of faculty come from underrepresented populations. Education candidates have a two-stage admission process for initial teacher preparation. 1) Admission to undergraduate programs at WMU is determined on an individual basis. Applications are reviewed using a combination of these key factors: grade point average, ACT or SAT score, number and types of college preparatory courses, and trend of grades. The average WMU freshman has a 3.4 cumulative high school GPA, using a 4.0 scale, with a composite score of 23 on the ACT or 1090 on the SAT. When reviewing a student's trend of grades, a positive trend from freshman year through the time of application shows potential for success at the college level. Students are considered for admission as transfer students in undergraduate programs when they have completed college coursework during a fall or spring semester after graduating from high school. Early/middle college or dual-enrolled students are considered freshmen. Applicants should have a minimum cumulative GPA of 2.0/4.0 for consideration. Factors of consideration for applicants include cumulative college GPA (from all institutions attended), trend of recent semester grades, and number of college-level courses completed. 2) Admission to the professional education curriculum varies slightly by program, but occurs after sophomore year, and requires specific prerequisite coursework, a minimum GPA of 3.0 out of a 4.0 point scale is required by a majority of the programs. Each program also has other program-specific requirements. Organizational Structure The Educator Preparation Governing Council (EPGC) is a policy-making and review body with oversight of any matter related to the preparation of PK-12 education professionals at Western Michigan University, including undergraduate and graduate programs. Its ultimate goal is to improve the quality of educator preparation programs and the learning of students. For example, it will be concerned with the establishment or revision of educator programs, the assessment of program outcomes, and the alignment of programs with state and national standards for educators. Note: Throughout this document, the term "unit" refers to the overall professional education unit which encompasses all colleges, departments, and programs related to educator preparation. Functions . To develop policy concerning educator preparation at WMU and communicate such policies to internal and external constituents, including faculty, staff, students, and PK-12 school partners . To coordinate and review assessment processes and results to assure candidates meet national, state, and WMU standards . To consider possible deficiencies in programs, and recommend, initiate and monitor program improvements . To coordinate and review curriculum processes and results campus-wide to assure programs meet national, state, and WMU standards . To seek funding support for initiatives to improve the educator preparation unit . To consult regularly with PK-12 school partners to assure that educator preparation at WMU is responsive to the changing demands of public education and make recommendations for improvements to WMU programs based on those consultations . To report annually, through the Executive Committee (EC), to the Provost/Vice President for Academic Affairs . To consider any other matters affecting educator preparation programs at the University . Coordinate an annual meeting of all members of the EPGC Council Structure The EPGC comprises three standing committees: Executive Committee, Assessment and Compliance Committee (ACC), and the Professional Educators Board Curriculum Committee (PEBCC), The EPGC may establish ad hoc committees as needed to address emerging issues. 1. Executive Committee is responsible for overseeing the governance of the EPGC. 2. Assessment and Compliance Committee assures that candidate assessments are implemented at key checkpoints in educator preparation and present to the EC recommendations for improvement and recommendations pertaining to how deficiencies identified during the assessment can be remediated. 3. The PEBCC meets monthly (as needed) to review curriculum proposals impacting educator preparation. College curriculum committees are to refer all proposals impacting educator preparation to the PEBCC prior or concurrent to sending on to the Undergraduate Studies Council and Graduate Studies Council. Vision, Mission, and Goals We have developed a mission statement and guiding principles specifically for our educator preparation program to help us prepare educators that

are reflective practitioners ready to support the students of today and prepared to meet the changing needs of the future. CEHD Teacher Education Mission Teaching and the study of education are lifelong intellectual processes. They are based on the ability to critically reflect upon the union of educational aims, meaningful content and the diversity of learners in our society. With this in mind, our programs include these areas of inquiry: . Knowing how to build thoughtful, caring and productive relationships in educational settings. . Knowing the content of the subjects we teach. . Knowing the developmental nature and needs of children and youth. . Learning how to respond proactively to the educational needs of all those with whom we are engaged. . Reflecting about one's self in relationship to vital educational aims and the teaching profession. . Reflecting about schools in relationship to the larger society. As a result, graduates from our programs are prepared to work in a diverse array of settings and be leaders in promoting academic excellence, global awareness and engagement, democratic values, and tolerance. This realizes our intent, to engage our students in developing a responsible voice within schools and the larger community. Guiding Principles in Curriculum Revision of Teacher Preparation Programs

1. Create a program that prepares candidates to pass MTTC tests successfully with minimum retakes
2. Create a program that is cost-effective allowing students to graduate with the minimum credit hours required by WMU to meet all requirements
3. Create a program that gives students the opportunity to engage in intern teaching for the equivalent of one year
4. Create a program in which technology, social justice, equity, ESL, learner-centered supports, and social emotional competency are infused in every pedagogy course and across the program
5. Create a program that provides students with clinical experiences in urban, suburban, and rural school settings
6. Create a program in which evidence-based learning is imbedded throughout the curriculum
7. Create a program in which students are proficient in using positive behavioral intervention techniques
8. Create a program in which students are adept with differential learning practices and working with special populations of students.
9. Create a program in which students are skilled in using assessment data in improving students' learning.
10. Create a program that encourages students to engage in work with local youth through volunteer activities prior to admission into professional-level coursework.

Shared Values and Beliefs The shared values and beliefs of WMU's EPP are shaped by the following influences: 1) our professional commitment to understanding and promulgating the intellectual, moral, social, and political dimensions of teaching to our teacher candidates; 2) our institutional commitment to learner-centered, globally engaged, and discovery-driven enterprises; 3) the ten InTASC Standards; and 4) the 19 high-leverage teaching practices developed by TeachingWorks. Our EPP fosters the development of deep and flexible content knowledge through rigorous coursework in science, mathematics, language arts, social studies, and other disciplines. We believe that teachers must be able to relate content knowledge to real world problems so that learners can become active agents in proposing solutions, building new understandings, and imagining new possibilities. In order to accomplish this goal, teachers must also possess the pedagogical skills needed to actively engage students in authentic learning activities. They must know how to implement high-leverage teaching practices_such as posing questions about content, leading whole class discussions, working with individual students, setting up small-group work, establishing classroom routines, and more. Candidates at WMU learn these skills through pedagogical coursework as well as through supervised practicums and internships in K-12 classrooms. In addition to understanding content and pedagogy, our candidates must also know how learners develop_including an in-depth understanding of the social, physical, and psychological differences among learners. Through courses in human development and educational psychology, candidates gain an understanding of how humans learn and grow throughout the lifespan. Based on this knowledge, they then learn how to implement developmentally appropriate teaching practices in K-12 classrooms. We believe that teachers have a moral obligation to educate all students fairly and equitably_regardless of race, class, gender, language, ethnicity, ability, or sexual orientation_and to promote social justice. This value is promoted and monitored through dispositional rubrics, self-reflections, course assignments, and observations by clinical faculty. It is woven throughout the coursework and clinical experiences, with candidates being placed in a variety of school settings (e.g., urban, rural, suburban) and being provided with multiple and varied opportunities to learn about diversity. Candidates even have an option of completing their final internship overseas where they can experience a new culture. Another area central to our EPP's shared values is assessment. We believe that teachers must know how to monitor student learning using formative and summative assessments in the classroom, as well as how to interpret data obtained through standardized assessments. It is important to be a critical consumer of these assessments, with an understanding of their strengths and limitations, so that the data can be used effectively to guide instruction. Many of these assessments are conducted online, which requires technological literacy. The development of assessment skills occurs throughout our curriculum, including coursework as well as clinical experiences in K-12 schools. Finally, we value the idea of the reflective practitioner, which has been a hallmark of our EPP since the 1990s. Reflective teachers are themselves learners. They acknowledge their own continual learning and seek to model lifelong learning for their students. Our candidates are asked to explore their own learning styles and behaviors and to critically examine how their experiences may affect their future teaching. Informed by developmental theories and supported by guided clinical experiences, they work to construct understandings about learners and the processes of learning. They recognize that teaching is an iterative process of continually doing and reflecting; it is reflection in action.

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.

Enrollment Confirmation

Total Title II enrollment from Section I: Program Information, Enrollment is **428**.

Number of program completers from Section I: Program Information, Program Completers is **173**.

For a total enrollment of **601**.

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:

Laura Ciccantell

TITLE:

Certification Officer

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:

Marcia Feters

TITLE:

Associate Dean and Director of Teacher Education

Comparison with Last Year

Item	Last Year	This Year	Change
Total Enrollment	367	428	16.62%
Male Enrollment	89	118	32.58%
Female Enrollment	278	310	11.51%
Hispanic/Latino Enrollment	14	18	28.57%
American Indian or Alaska Native Enrollment	0	0	
Asian Enrollment	2	5	150.00%
Black or African American Enrollment	13	18	38.46%
Native Hawaiian or Other Pacific Islander Enrollment	0	0	

Item	Last Year	This Year	Change
White Enrollment	327	371	13.46%
Two or more races Enrollment	7	11	57.14%
Average number of clock hours required prior to student teaching	272	272	0.00%
Average number of clock hours required for student teaching	680	680	0.00%
Average number of clock hours required for mentoring	0	0	
Number of full-time equivalent faculty in supervised clinical experience during this academic year	17	15	-11.76%
Number of adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	406	383	-5.67%
Number of students in supervised clinical experience during this academic year	361	399	10.53%
Total completers for current academic year	197	173	-12.18%
Total completers for prior academic year	215	197	-8.37%
Total completers for second prior academic year	295	215	-27.12%