



Wright State University
Traditional Report AY 2019-20
Ohio



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

☐ THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

CITY

STATE



ZIP

SALUTATION



FIRST NAME

LAST NAME

Webb

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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), Institution Information Postgraduate level (PG), or both.

(\$205(a)(C))

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

- [Teacher Preparation Program](#)

THIS PAGE INCLUDES:

>> [List of Programs](#)

List of Programs

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	UG	
13.1202	Elementary Education	UG	
13.1203	Junior High/Intermediate/Middle School Education and Teaching	PG	
13.1	Special Education	Both	
13.1322	Teacher Education - Biology	Both	
13.1323	Teacher Education - Chemistry	Both	
13.1321	Teacher Education - Computer Science	UG	
13.1337	Teacher Education - Earth Science	Both	
13.1305	Teacher Education - English/Language Arts	Both	
13.1306	Teacher Education - Foreign Language	Both	
13.1316	Teacher Education - General Science	Both	
13.1307	Teacher Education - Health	UG	
13.1311	Teacher Education - Mathematics	Both	
13.1312	Teacher Education - Music	UG	
13.1314	Teacher Education - Physical Education and Coaching	UG	
13.1329	Teacher Education - Physics	Both	
13.1318	Teacher Education - Social Studies	Both	

Total number of teacher preparation programs:

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\(a\)\(1\)\(C\)\(i\)\)](#)

THIS PAGE INCLUDES:

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

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

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

Undergraduate Requirements

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

☒ Yes

☐ No

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

Element	Admission	Completion
Transcript	☒ 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
Essay or personal statement	☐ Yes ☒ No	☐ Yes ☒ No

Element	Admission	Completion
Interview	☐ Yes ☒ No	☐ Yes ☒ No
Other Specify: edTPA	☐ 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.)

2.75

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

2.5

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

Postgraduate Requirements

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

☒ Yes

☐ No

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

Element	Admission	Completion
Transcript	☒ 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
Essay or personal statement	☐ Yes ☒ No	☐ Yes ☒ No

Element	Admission	Completion
Interview	☐ Yes ☒ No	☐ Yes ☒ No
Other Specify: edTPA	☐ 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.)

2.7

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:

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2019-20. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models?

☒ Yes

☐ No

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

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	445
Number of clock hours required for student teaching	490

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

All Programs

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

5

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

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

32

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

709

Number of students in supervised clinical experience during this academic year

680

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

We have three general phases of supervised field experience. Candidates may have more than one experience within the same phase. The number of field experiences varies by academic program. In phase 1, we are asking our candidates to explore what it means to be a teacher. Most of our programs have at least two experiences in this phase. Candidates are not observers, but rather active participants; we want them to be involved and interacting with the students and staff. In phase 1, we are encouraging and evaluating 23 different professional dispositions. Examples of these dispositions are traits like initiative, demonstrating respect for differences, punctuality, and seeking help when needed. Phase 2 indicates that our candidates are taking some level of methods courses. They are learning strategies and best practices and are encouraged to implement these in their field settings. In phase 3, candidates are student teaching. They are expected to be working closely with their cooperating teacher to plan, instruct, assess, organize, and manage instruction.

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))

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

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

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

Enrollment and Program Completers

2019-20 Total	
Total Number of Individuals Enrolled	471
Subset of Program Completers	157

Gender	Total Enrolled	Subset of Program Completers
Male	136	40
Female	335	117
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	0	0
Asian	1	1
Black or African American	10	1
Hispanic/Latino of any race	7	2
Native Hawaiian or Other Pacific Islander	1	1
White	438	147

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	12	5
No Race/Ethnicity Reported	2	0

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

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

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

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

- [Academic Major](#)

THIS PAGE INCLUDES:

>> [Teachers Prepared by Subject Area](#)

>> [Teachers Prepared by Academic Major](#)

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2019-20.

For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. [\(§205\(b\)\(1\)\(H\)\)](#)

What are CIP Codes?

☐

No teachers prepared in academic year 2019-20

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

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

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	12
13.1202	Teacher Education - Elementary Education	

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	23
13.1210	Teacher Education - Early Childhood Education	76
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	22
13.1306	Teacher Education - Foreign Language	2
13.1307	Teacher Education - Health	4
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	10
13.1312	Teacher Education - Music	17
13.1314	Teacher Education - Physical Education and Coaching	4
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	12
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	24
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	1
13.1331	Teacher Education - Speech	

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

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2019-20. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. [\(\\$205\(b\)\(1\)\(H\)\)](#)

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

What are CIP Codes?

Do participants earn a degree upon completion of the program?

- ☒ Yes
- ☐ No

☐ No teachers prepared in academic year 2019-20

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

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	12
13.1202	Teacher Education - Elementary Education	
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	23
13.1210	Teacher Education - Early Childhood Education	76
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	7
13.1306	Teacher Education - Foreign Language	2
13.1307	Teacher Education - Health	4

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	1
13.1312	Teacher Education - Music	17
13.1314	Teacher Education - Physical Education and Coaching	4
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - General Science	2
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	12
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	1
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify: 	
01	Agriculture	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	
09	Communication or Journalism	

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

CIP Code	Academic Major	Number Prepared
99	Other Specify:	

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

Program Assurances

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

No
2. Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.
- Yes

No
3. Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.
- Yes

No

Program does not prepare special education teachers
4. Prospective general education teachers are prepared to provide instruction to students with disabilities.
- Yes

No
5. Prospective general education teachers are prepared to provide instruction to limited English proficient students.
- Yes

No
6. Prospective general education teachers are prepared to provide instruction to students from low-income families.
- Yes

No
7. Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.
- Yes

No
8. Describe your institution’s most successful strategies in meeting the assurances listed above:
- All teacher candidates complete extensive supervised field experiences in a range of school settings, including diverse urban, suburban, and rural schools (when possible). All teacher candidates are assessed at multiple points in their teacher preparation program, including the comprehensive edTPA Teacher Performance Assessment during student teaching.

Annual Goals: Mathematics

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

[\(\\$205\(a\)\(1\) \(A\)\(i\), \\$205\(a\)\(1\)\(A\)\(ii\), \\$206\(a\)\)](#)

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

[>> Report Progress on Last Year's Goal \(2019-20\)](#)

[>> Review Current Year's Goal \(2020-21\)](#)

[>> Set Next Year's Goal \(2021-22\)](#)

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

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

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

- ☒ Yes
- ☐ No

2. Describe your goal.

Our goal was to prepare 2 high school mathematics teachers in 2019-2020.

3. Did your program meet the goal?

- ☐ Yes
- ☒ No

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

We employed a number of strategies. In 2018, we received approval to offer licensure for high school mathematics at the undergraduate level. Previously, we only held approval to offer the program at the graduate level. We created websites, social media postings, and other marketing materials to advertise the new offering. We also worked to inform internal (advising, admissions office) and external (school partners, community members) stakeholders of our new offerings.

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

We learned that it is a slow process to build awareness of a new program offering. We have continued to refine our marketing strategies to recruit more students into our high school mathematics programs.

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

While the enrollment in the undergraduate offering did not materialize in 2019-2020, enrollment in our high school mathematics programs has exceeded expectations for 2020-2021.

Review Current Year's Goal (2020-21)

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

- ☒ Yes
☐ No

8. Describe your goal.

Our goal is to prepare 4 high school mathematics teachers in 2020-2021.

Set Next Year's Goal (2021-22)

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

- ☒ Yes
☐ No

10. Describe your goal.

Our goal is to prepare 4 high school mathematics teachers in 2021-2022.

Annual Goals: Science

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

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

[>> Report Progress on Last Year's Goal \(2019-20\)](#)

[>> Review Current Year's Goal \(2020-21\)](#)

[>> Set Next Year's Goal \(2021-22\)](#)

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

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

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

- ☒ Yes
- ☐ No

2. Describe your goal.

Our goal was to prepare 6 high school science teachers in 2019-20.

3. Did your program meet the goal?

- ☒ Yes
- ☐ No

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

We employed a number of strategies. In 2018, we received approval to offer licensure for high school science at the undergraduate level. Previously, we only held approval to offer the program at the graduate level. We created websites, social media postings, and other marketing materials to advertise the new offering. We also worked to inform internal (advising, admissions office) and external (school partners, community members) stakeholders of our new offerings.

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

The enrollment for 2019-2020 was at the graduate level. We learned that it is a slow process to build awareness of a new program offering. We have continued to refine our marketing strategies to recruit more students into our high school science programs.

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

Review Current Year's Goal (2020-21)

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

- ☒ Yes
☐ No

8. Describe your goal.

In 2020-21, we hope to prepare 2 high school science teachers at the graduate level and an additional 2 at the undergraduate level (4 total).

Set Next Year's Goal (2021-22)

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

- ☒ Yes
☐ No

10. Describe your goal.

Our goal is to prepare 3 high school science teachers in 2021-2022.

Annual Goals: Special Education

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

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

>>

[Report Progress on Last Year's Goal \(2019-20\)](#)

>>

[Review Current Year's Goal \(2020-21\)](#)

>>

[Set Next Year's Goal \(2021-22\)](#)

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

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

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

- ☒ Yes
- ☐ No

2. Describe your goal.

Our goal is to prepare 10 special education teachers.

3. Did your program meet the goal?

- ☒ Yes
- ☐ No

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

We employed a number of strategies. In 2018, we received approval to offer licensure for special education teachers (called intervention specialists in Ohio) at the undergraduate level. Previously, we only held approval to offer the program at the graduate level. We created websites, social media postings, and other marketing materials to advertise the new offering. We also worked to inform internal (advising, admissions office) and external (school partners, community members) stakeholders of our new offerings.

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

The enrollment for 2019-2020 was primarily at the graduate level. We learned that it is a slow process to build awareness of a new program offering. We have continued to refine our marketing strategies to recruit more students into our intervention specialist programs.

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

Review Current Year's Goal (2020-21)

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

- ☒ Yes
☐ No

8. Describe your goal.

Our goal is to enroll 10 special education teachers.

Set Next Year's Goal (2021-22)

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

- ☒ Yes
☐ No

10. Describe your goal.

Our goal is to enroll 35 special education teachers.

Annual Goals: Instruction of Limited English Proficient Students

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

[\(\\$205\(a\)\(1\) \(A\)\(i\), \\$205\(a\)\(1\)\(A\)\(ii\), \\$206\(a\)\)](#)

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

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

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

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

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

- ☒ Yes
- ☐ No

2. Describe your goal.

We hope to prepare 1 TESOL teacher through our endorsement program.

3. Did your program meet the goal?

- ☐ Yes
- ☒ No

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

We employed a number of strategies. In 2018, we received approval to offer TESOL licensure and endorsement at the undergraduate level. Previously, we only held approval to offer an endorsement program at the graduate level. We created websites, social media postings, and other marketing materials to advertise the new offering. We also worked to inform internal (advising, admissions office) and external (school partners, community members) stakeholders of our new offerings.

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

We learned that it is a slow process to build awareness of a new program offering. We have continued to refine our marketing strategies to recruit more students into our TESOL programs.

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

As the university continues to experience declining enrollment overall and with the potential future loss of faculty expertise in TESOL, our ability to offer TESOL programs in the future may be impacted.

Review Current Year's Goal (2020-21)

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

- ☒ Yes
☐ No

8. Describe your goal.

We hope to enroll 2 students in our TESOL programs and graduate 1 in 2020-2021.

Set Next Year's Goal (2021-22)

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

- ☒ Yes
☐ No

10. Describe your goal.

We hope to enroll 4 students in our TESOL programs in 2021-2022.

Assessment Pass Rates

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

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

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

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

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
003 -APK: ADOLESCENCE TO YOUNG ADULT (7–12) Evaluation Systems group of Pearson Other enrolled students	2			
003 -APK: ADOLESCENCE TO YOUNG ADULT (7–12) Evaluation Systems group of Pearson All program completers, 2019-20	20	253	20	100
003 -APK: ADOLESCENCE TO YOUNG ADULT (7–12) Evaluation Systems group of Pearson All program completers, 2018-19	28	260	28	100
003 -APK: ADOLESCENCE TO YOUNG ADULT (7–12) Evaluation Systems group of Pearson All program completers, 2017-18	24	254	24	100
001 -APK: EARLY CHILDHOOD (PK–3) Evaluation Systems group of Pearson Other enrolled students	21	249	21	100
001 -APK: EARLY CHILDHOOD (PK–3) Evaluation Systems group of Pearson All program completers, 2019-20	76	246	76	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
001 -APK: EARLY CHILDHOOD (PK–3) Evaluation Systems group of Pearson All program completers, 2018-19	60	249	60	100
001 -APK: EARLY CHILDHOOD (PK–3) Evaluation Systems group of Pearson All program completers, 2017-18	71	250	71	100
002 -APK: MIDDLE CHILDHOOD (4–9) Evaluation Systems group of Pearson Other enrolled students	1			
002 -APK: MIDDLE CHILDHOOD (4–9) Evaluation Systems group of Pearson All program completers, 2019-20	17	259	17	100
002 -APK: MIDDLE CHILDHOOD (4–9) Evaluation Systems group of Pearson All program completers, 2018-19	31	247	31	100
002 -APK: MIDDLE CHILDHOOD (4–9) Evaluation Systems group of Pearson All program completers, 2017-18	25	244	23	92
004 -APK: MULTI-AGE (PK–12) Evaluation Systems group of Pearson Other enrolled students	3			
004 -APK: MULTI-AGE (PK–12) Evaluation Systems group of Pearson All program completers, 2019-20	13	252	13	100
004 -APK: MULTI-AGE (PK–12) Evaluation Systems group of Pearson All program completers, 2018-19	32	252	31	97
004 -APK: MULTI-AGE (PK–12) Evaluation Systems group of Pearson All program completers, 2017-18	28	249	27	96
007 -BIOLOGY Evaluation Systems group of Pearson Other enrolled students	1			
007 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2018-19	4			
012 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson Other enrolled students	21	248	21	100
012 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	76	243	76	100
012 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	59	246	59	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	
012 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	71	249	71	100	
013 -EARLY CHILDHOOD SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	2				
013 -EARLY CHILDHOOD SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	4				
014 -EARTH AND SPACE SCIENCE Evaluation Systems group of Pearson All program completers, 2018-19	2				
018 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	8				
019 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	7				
020 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	7				
020 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2019-20	7				
020 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2018-19	16	249	16	100	
020 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2017-18	10	252	10	100	
090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson Other enrolled students	27	245	25	93	
090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2019-20	104	246	100	96	
090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2018-19	111	247	111	100	
090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2017-18	108	244	104	96	
023 -HEALTH Evaluation Systems group of Pearson Other enrolled students	6				

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
023 -HEALTH Evaluation Systems group of Pearson All program completers, 2019-20	4			
023 -HEALTH Evaluation Systems group of Pearson All program completers, 2018-19	5			
023 -HEALTH Evaluation Systems group of Pearson All program completers, 2017-18	7			
024 -INTEGRATED SCIENCE Evaluation Systems group of Pearson Other enrolled students	2			
024 -INTEGRATED SCIENCE Evaluation Systems group of Pearson All program completers, 2019-20	2			
025 -INTEGRATED SOCIAL STUDIES Evaluation Systems group of Pearson Other enrolled students	12	244	12	100
025 -INTEGRATED SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2019-20	12	239	12	100
025 -INTEGRATED SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2018-19	4			
025 -INTEGRATED SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2017-18	12	235	12	100
027 -MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	7			
027 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	1			
027 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	3			
027 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	1			
028 -MIDDLE GRADES ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	16	246	15	94
028 -MIDDLE GRADES ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2019-20	15	248	15	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	
028 -MIDDLE GRADES ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2018-19	14	246	14	100	
028 -MIDDLE GRADES ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2017-18	11	253	11	100	
030 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	20	237	19	95	
030 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	9				
030 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	16	239	16	100	
030 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	12	238	12	100	
029 -MIDDLE GRADES SCIENCE Evaluation Systems group of Pearson Other enrolled students	22	238	20	91	
029 -MIDDLE GRADES SCIENCE Evaluation Systems group of Pearson All program completers, 2019-20	10	255	10	100	
029 -MIDDLE GRADES SCIENCE Evaluation Systems group of Pearson All program completers, 2018-19	15	244	15	100	
029 -MIDDLE GRADES SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	13	238	13	100	
031 -MIDDLE GRADES SOCIAL STUDIES Evaluation Systems group of Pearson Other enrolled students	16	227	13	81	
031 -MIDDLE GRADES SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2019-20	12	240	12	100	
031 -MIDDLE GRADES SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2018-19	17	243	17	100	
031 -MIDDLE GRADES SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2017-18	12	236	12	100	
0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2017-18	1				

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
032 -MUSIC Evaluation Systems group of Pearson Other enrolled students	4			
032 -MUSIC Evaluation Systems group of Pearson All program completers, 2019-20	14	240	12	86
032 -MUSIC Evaluation Systems group of Pearson All program completers, 2018-19	15	235	13	87
032 -MUSIC Evaluation Systems group of Pearson All program completers, 2017-18	10	237	8	80
034 -PHYSICAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	7			
034 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	4			
034 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	5			
034 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	7			
035 -PHYSICS Evaluation Systems group of Pearson Other enrolled students	4			
035 -PHYSICS Evaluation Systems group of Pearson All program completers, 2019-20	1			
0624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2017-18	1			
5621 -PRINC LEARNING AND TEACHING EARLY CHILD CBT Educational Testing Service (ETS) All program completers, 2018-19	1			
0354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2017-18	1			
043 -SPECIAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	3			
043 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	8			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
043 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	20	251	19	95
043 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	13	244	11	85

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\(a\)\(1\)\(B\)\)](#)

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THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

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, 2019-20	152	145	95
All program completers, 2018-19	166	163	98
All program completers, 2017-18	154	147	95

Low-Performing

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

THIS PAGE INCLUDES:

>> [Low-Performing](#)

Low-Performing

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:

Ohio Department of Higher Education and NCATE in 2015

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

- ☐ 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.

Opportunities are provided for candidates to collect manage and analyze data through action research projects within a classroom setting. In these projects they typically collect quantitative and qualitative data related to student work and candidate effectiveness. Resultant data lead to implications for teaching. Technology is utilized to analyze the data. Various software including Excel are utilized. The candidates present their data using technology as well. In formal presentations, candidates utilize such programs as Prezi, PowerPoint and other presentation software to share their findings. Candidates also use school and District tools such as ProgressBook to collect and analyze data and share it with parents and families. The COVID-19 pandemic provided rich opportunities for our candidates to utilize technology in their teaching. Candidates were exposed to a variety of learning management systems. Many of our candidates experienced field placements in a virtual setting. We hope to retain many of the lessons learned in effectively utilizing educational technologies as our P-12 partners return to more in-person offerings.

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

Teacher Training

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

a. Teach students with disabilities effectively

• Candidates take EDS 6670 Collaboration for Inclusion. This course is co-taught with a member of the Special Education faculty. Candidates experience firsthand the co-teaching model and collaborate with peers to design lessons that will meet the needs of students with disabilities and students learning English while learning more about special populations and strategies for reaching them throughout the course. • In ED 6180, candidates complete four online IRIS modules focused on assessing students with disabilities and students learning English. • In ED 4220, candidates complete two online IRIS modules, one on differentiated instruction and one on Universal Design for Learning. • A section addressing accommodations for students with exceptionalities and LEP students is required on every lesson plan for the program. • Candidates are assessed on their ability to write differentiated lesson plans several times in the program: within their ED 6070 Integrated Unit Assignment, their ED 6180 Formative Assessment Lesson Plan Assignment, and their ED 4220 Differentiated Lesson Plan Assignment • Candidates are taught to EMBED lessons with strategies that others may consider accommodations. For example, candidates must find examples of accessible text for lessons, they must frame their lessons using the "before, during, after" model for which they are building background knowledge, supporting learning, and summarizing learning using a variety of literacy tools. • Candidates complete the edTPA. Within this national portfolio assessment, they must describe how they meet the needs of students on IEPs and analyze the work of at least one student on an IEP, providing feedback to that student to improve learning.

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*.

See response in a. above.

c. Effectively teach students who are limited English proficient.

See response in a. 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

IEPs are introduced in the first class that candidates take in the program. IEPs are also emphasized in EDS 4590/6590, and candidates are required to write an IEP then and again in various methods classes.

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*.

In the collaboration and transition classes, we cover teaming, including how to collaborate with students and parents on IEP teams and how to organize and carry out an effective meeting. Teacher candidates analyze different perspectives of professionals, parents, and students and brainstorm ways to authentically attend to all.

c. Effectively teach students who are limited English proficient.

English language learners are emphasized in the EDS 6530 intro class. ELL is also emphasized in methods courses, which focus on assessment of individual strengths and needs and interventions based on needs.

Contextual Information

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

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

THIS PAGE INCLUDES:

>> [Contextual Information](#)

Contextual Information

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

The College of Education and Human Services is in its sixth decade of service to the region, the state, and the nation and takes pride in the foundation it has laid as an institution and the difference it has made in the lives of our current and former students. The College of Education and Human Services at Wright State University successfully completed a continuing accreditation review through the National Council for Accreditation of Teacher Education (NCATE) on November 15-17, 2015 and is fully approved by the Ohio Department of Higher Education. An active participant in the National Network for Educational Renewal (NNER), Wright State maintains mutually beneficial partnerships with nine school districts, collaborating with them on the design, development, and evaluation of teacher preparation programs and professional development activities.

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:

Greg Webb

TITLE:

Assessment and Accreditation Analyst

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:

Joseph E. Keferl

TITLE:

Dean, College of Education and Human Services