



Alma College  
Traditional Report AY 2022-23  
Michigan



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**

168591

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

**ADDRESS**

614 W. Superior St

**CITY**

Alma

**STATE**

Michigan

**ZIP**

48801-1421

**SALUTATION**

Dr.

**FIRST NAME**

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# List of Programs

THIS PAGE INCLUDES:

>> [List of Programs](#)

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

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

- [Teacher Preparation Program](#)

## List of Programs

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

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	UG	
13.1202	Elementary Education	UG	
13.1203	Junior High/Intermediate/Middle School Education and Teaching	UG	
13.1	Special Education	UG	
13.1322	Teacher Education - Biology	UG	
13.1303	Teacher Education - Business	UG	
13.1323	Teacher Education - Chemistry	UG	
13.1305	Teacher Education - English/Language Arts	UG	
13.1306	Teacher Education - Foreign Language	UG	
13.1316	Teacher Education - General Science	UG	
13.1328	Teacher Education - History	UG	
13.1311	Teacher Education - Mathematics	UG	
13.1312	Teacher Education - Music	UG	
13.1329	Teacher Education - Physics	UG	
13.1318	Teacher Education - Social Studies	UG	

Total number of teacher preparation programs:



# Program Requirements

THIS PAGE INCLUDES:

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

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

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

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

## Undergraduate Requirements

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

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

- Yes  
 No

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

Element	Admission	Completion
Transcript	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Background check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input type="radio"/> Yes <input checked="" 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 type="radio"/> Yes <input checked="" 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 type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

Element	Admission	Completion
Essay or personal statement	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: "basic skills" considered:Math proficiency&ENG 101/proficiency; not on academic ...	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" 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 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

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

For acceptance into TEP (Teacher Education Program) (generally sophomore year), students are admitted with a 3.0 cumulative GPA if they meet all other requirements. Those with a 2.75-2.99 cumulative GPA are waitlisted. If they meet all other requirements, waitlisted students may be admitted to TEP if their GPA does not lower the cohort GPA to below 3.0.

## Postgraduate Requirements

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

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

- Yes  
 No

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

Element	Admission	Completion
Transcript	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Background check	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

Element	Admission	Completion
Minimum basic skills test score	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Essay or personal statement	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Interview	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Other Specify: <input type="text"/>	<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. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

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

## Supervised Clinical Experience

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

Provide the following information about supervised clinical experience in 2022-23. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models?

- Yes  
 No

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

### Programs with student teaching models (most traditional programs)

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

Number of clock hours required for student teaching

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**

**Years required of 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)**

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

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

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

**Number of students in supervised clinical experience during this academic year**

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

Clinical experience hours: 118 hours for secondary education; 128 hours for elementary education; several students also complete either 60 hours for early childhood or 110 hours for special education. Student teaching: 560 hours required for elementary or secondary education; several students do an additional student teaching in early childhood or special education, not included in average. We have included number of students across all our clinical experiences, unduplicated. Many students have more than one placement in an academic year. We have included full-time and adjunct faculty who visit candidates in clinical experiences (student teaching) but not instructors who are responsible for placements linked to courses.



# Enrollment and Program Completers

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

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

**(§205(a)(1)(C)(ii))**

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

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

## Enrollment and Program Completers

2022-23 Total	
Total Number of Individuals Enrolled	119
Subset of Program Completers	26

Gender	Total Enrolled	Subset of Program Completers
Male	26	4
Female	93	22
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	0
Black or African American	1	0
Hispanic/Latino of any race	4	0
Native Hawaiian or Other Pacific Islander	0	0
White	110	25

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	2	0
No Race/Ethnicity Reported	1	1

# Teachers Prepared

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

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

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

## THIS PAGE INCLUDES:

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

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

- [Academic Major](#)

## Teachers Prepared by Subject Area

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

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

### What are CIP Codes?

No teachers prepared in academic year 2022-23

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

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

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	<input type="text" value="6"/>

CIP Code	Subject Area	Number Prepared
13.1202	Teacher Education - Elementary Education	13
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	13
13.1210	Teacher Education - Early Childhood Education	3
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	1
13.1305	Teacher Education - English/Language Arts	7
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	8
13.1312	Teacher Education - Music	3
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	1
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	2
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	2
13.1329	Teacher Education - Physics	1

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

## Teachers Prepared by Academic Major

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

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

### [What are CIP Codes?](#)

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

- Yes  
 No

No teachers prepared in academic year 2022-23

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

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	<input type="text" value="6"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="13"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text" value="13"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text"/>
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	<input type="text"/>
13.1303	Teacher Education - Business	<input type="text" value="1"/>
13.1305	Teacher Education - English/Language Arts	<input type="text" value="5"/>
13.1306	Teacher Education - Foreign Language	<input type="text"/>

CIP Code	Academic Major	Number Prepared
13.1307	Teacher Education - Health	<input type="text"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	3
13.1312	Teacher Education - Music	3
13.1314	Teacher Education - Physical Education and Coaching	<input type="text"/>
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - General Science	<input type="text"/>
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	2
13.1320	Teacher Education - Trade and Industrial	<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"/>
13.1328	Teacher Education - History	2
13.1329	Teacher Education - Physics	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>
01	Agriculture	<input type="text"/>
03	Natural Resources and Conservation	<input type="text"/>
05	Area, Ethnic, Cultural, and Gender Studies	<input type="text"/>

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

CIP Code	Academic Major	Number Prepared
54	History	<input type="text"/>
99	Other Specify: <input type="text"/>	<input type="text"/>



# Program Assurances

THIS PAGE INCLUDES:

>> [Program Assurances](#)

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

## Program Assurances

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

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

- Yes  
 No

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

- Yes  
 No

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

- Yes  
 No  
 Program does not prepare special education teachers

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

- Yes  
 No

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

- Yes  
 No

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

- Yes  
 No

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

- Yes  
 No

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

To respond to local needs, we meet once or twice a year with our Teacher Education Program Advisory Council to share information and ideas with our local teachers and administrators. We have initiated several new partnerships with local schools and communities in recent years. From such meetings, we have developed our special education non-certification minor that teacher candidates may choose to do to support their teaching profession. To link our program preparation with schools and teacher decision-making, we are in regular contact, formally and informally, with local teachers and administrators. For example, we have invited teachers from across local schools in different grades and subject areas to discuss our assessment instruments and give us feedback. We have started providing professional development for our alumni who are in their first years of teaching. Alumni choose a topic such as Supporting Struggling learners that they need support on and we design a Professional Development of their chosen topic. In

addition to the secondary education major, all K-12 special education (LD) prospective teachers must also complete an academic teaching major or minor. Elementary program teachers must also complete 30 credit hours of cognate classes in the multiple content areas of the elementary (K-8) curriculum. All students are well prepared in core subject areas. All prospective general education students are required to pass (with a C or better) EDC 373 Special education for classroom teachers, which includes work with P12 students. In addition, all students must pass (with a C or better) EDC 370 Instructional and assistive technology, which includes a large component focused on the needs of students with disabilities. All methods classes require students to consider the diverse needs of students in assessment, planning, and instruction. All elementary education prospective students are required to pass (with a C or better) ENG 225 General Linguistics which addresses the needs of limited English proficient students. All secondary students are required to pass (with a C or better) EDC 346 Teaching Reading in Middle and Senior High School which addresses the interrelatedness of language and culture. All methods classes for secondary and elementary prospective teachers address the impact of culture and poverty on learning. All prospective students are well-prepared to teach in rural schools and low SES schools (as the college is situated in a rural area, there is a local need to address the issues of rural schools). Prospective teachers are encouraged to take advantage of multiple experiences offered through the department and the institution and may select to student teach in urban centers in Michigan or in Chicago.

# Annual Goals: Mathematics

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

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

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

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

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

- [Quantifiable Goals](#)

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

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

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

- Yes  
 No

2. Describe your goal.

The department's goal is to have at least 3 math completers for 2022-23.

3. Did your program meet the goal?

- Yes  
 No

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

We achieved the goal through ongoing recruitment efforts, which included credit transfer agreements with Teacher Cadet programs, recruitment talks at Teacher Cadet Programs, and college-provided scholarships for high-need disciplines. The Mathematics Department at Alma College advertises mathematics teaching as a lucrative career pathway for mathematics majors and minors. We deliver a rigorous and relevant curriculum that covers essential mathematical content, teaching methodologies, and educational theories in ways that motivate students to become math educators. We offer targeted advising to help students progress through the program efficiently. Additionally, we provide free math tutoring to students as they take their courses. Supports for teacher candidates who are ready to take certification exams include study materials and vouchers for paying for certification tests.

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

The Michigan Department of Education's shift away from requiring dual licensure for elementary teachers may change the trends for middle school math endorsements, and consequently the total number of math endorsements. We plan to regularly analyze recruitment and retention data to identify trends, challenges, and areas for improvement. We will bring guest speakers and advocates to math education courses to inspire and support current students who are considering middle school mathematics teaching. Mathematics education faculty will continue to offer undergraduate research opportunities in mathematics education and support students in seeking research stipends and travel grants for conference presentations to build a vibrant mathematics education program that is visible on campus. Whenever possible, we will provide students with opportunities to teach mathematics in real classrooms to counter math teaching anxiety. We will seek feedback from stakeholders, especially high school partner schools, to encourage their aspiring math teachers to obtain teacher certification through Alma College.

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

N/A

## Review Current Year's Goal (2023-24)

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

- Yes  
 No

**8. Describe your goal.**

The department's goal is to have at least 3 math completers for 2023-24.

## Set Next Year's Goal (2024-25)

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

- Yes  
 No

**10. Describe your goal.**

The department's goal is to have at least 2 math completers for 2024-25.

# Annual Goals: Science

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

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

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

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

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

- [Quantifiable Goals](#)

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

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

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

- Yes  
 No

2. Describe your goal.

The department's goal is to have at least 3 science completers for 2022-23.

3. Did your program meet the goal?

- Yes  
 No

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

Recruitment is a continual focus across all of our certification programs. Our science teacher education faculty member regularly communicates with faculty in the Natural Science division and is exploring ways in which recruitment information (e.g. infographics and surveys from Get The Facts Out, lists of required courses for certification, etc.) can be shared with prospective Science Teaching Majors or Minors currently taking science courses. We will work with the Admissions staff to ensure prospective students are aware of science endorsement options given recent changes in our certification structure.

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

Alma College is transitioning to the new secondary science certification structure now in place from MDE, which positions the broad science

endorsement as the primary endorsement with the secondary education major (onto which specializations in biology, physics, and/or chemistry may be added). Our new Science Teaching Major and Minor leverage many introductory-level science courses, which we anticipate may provide a more flexible entry point for all students (but notably current students who decide to explore secondary science certification later in their undergraduate timeline). Additionally, while many other EPPs offered certification in secondary integrated science (DX), Alma College did not, and we anticipate this broad endorsement structure will be attractive to prospective students and position our graduates as highly qualified and marketable in the field.

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

N/A

## Review Current Year's Goal (2023-24)

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

- Yes  
 No

**8. Describe your goal.**

The department's goal is to have at least 1 science completer for 2023-24.

## Set Next Year's Goal (2024-25)

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

- Yes  
 No

**10. Describe your goal.**

The department's goal is to have at least 1 science completer for 2024-25.

## Annual Goals: Special Education

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

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

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

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

- [Quantifiable Goals](#)

### THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

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

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

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

- Yes
- No

2. Describe your goal.

Our goal is to have 7 special education completers for 2022-23.

3. Did your program meet the goal?

- Yes
- No

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

N/A

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

Our goal is to continue with the trend of 3-6 undergraduate completers per year. We have learned lessons that will assist in supporting this goal. Through the ten years of the undergraduate program, we have learned how to structure courses and clinical experience which prepare future teachers for the field and assist with program completion. This includes teaching 200-level courses in partnership with the local Juvenile Probate Court Judge and staff to support local at-risk youth with transition skills. We teach the 300-level courses in the elementary school setting to work one-on-one with students with IEPs. In addition, each student completes 30 hours of clinical experience in each an elementary, middle, and high school setting. The real-world clinical

requirements provide students with a range of experiences that are necessary for a future teacher of special education. To assist with passing the MTTC-Learning Disabilities test (and other major test requirements), we offer in-class “mock” practice quizzes to guide and track progress toward successful passage of the test. We also offer outside-of-class support to students who struggle with passing the “mock” quizzes. To assist students with program completion, we offer group and individual advising in which the students are coached 2-3 times per year on which courses must be completed to continue to make progress toward program completion. To continue to reach our goal of 3-6 completers per year, we will (1) continue to offer MTTC support in class and at study sessions and will include more intentional support through practice test and materials for students after graduation and, (2) continue to advise students early and often through one-on-one advising about course requirements of this large program major. As we have learned to build coursework and clinical experiences that assist with program completion and the successful passage of the MTTC, and to be responsive to the shortage of special education teachers in Michigan, in 2023, Alma College launched a Master of Arts in Special Education. Within this program, a Michigan-certified teacher can earn a learning disabilities endorsement. We anticipate 19 completers of this program in August 2023 and predict full enrollment (20) in the 12-month Master’s program in Fall of 2023. Although this is a new program, our goal of completers of the Master of Arts in Special Education is an additional 8-10 completers. However, we cannot predict enrollment trends at this time.

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

The special education program at Alma College was launched conditionally in 2013 with full approval from the Michigan Department of Education in 2020. We graduated the first completer in 2017. Since this time, 38 more students have completed the Special Education-Learning Disabilities major, for a total of 39 students between 2013-2023. Michigan is a dual-licensure state. Our special education majors must also complete a major in elementary education or secondary education plus a content area teaching major or minor to be considered a completer of the special education major program. The following is a breakdown of the completion of the special education major program: Between the years 2013-2023, 35/39 (89%) of special education majors at Alma College have taken and passed the MTTC-Learning Disabilities Test. One student chose to not take the test and to pursue another career path after major course completion, and 3 students have not passed MTTC -Learning Disabilities required of the program. Also impacting the completion data are the 2 secondary students who must complete 1-2 courses in their Secondary content area to be considered completers of the special education major program. Additionally, one elementary education major has passed the MTTC-Learning Disabilities, but not the elementary education test. Note: In 2020, the Michigan Department of Education revised the Special Education-Learning Disabilities Test and launched the revised MTTC-Learning Disabilities Test (114). The faculty at Alma College was able to align review materials to support students with standards that comprise the MTTC 114. The process of developing materials to support students with this test will continue.

## Review Current Year’s Goal (2023-24)

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

- Yes  
 No

8. Describe your goal.

Our goal is to have 7 special education completers for 2023-24.

## Set Next Year’s Goal (2024-25)

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

- Yes  
 No

10. Describe your goal.

Our goal is to have 7 special education completers for 2024-25.





# Annual Goals: Instruction of Limited English Proficient Students

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

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

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

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

- [Quantifiable Goals](#)

## THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

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

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

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

- Yes  
 No

2. Describe your goal.

3. Did your program meet the goal?

- Yes  
 No

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

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

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

## Review Current Year's Goal (2023-24)

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

- Yes  
 No

8. Describe your goal.

## Set Next Year's Goal (2024-25)

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

- Yes  
 No

10. Describe your goal.

## Assessment Pass Rates

THIS PAGE INCLUDES:

[>> Assessment Pass Rates](#)

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

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

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

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

## Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
103 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2022-23	13	243	13	100
103 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	7			
103 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	15	253	15	100
002 -ENGLISH Evaluation Systems group of Pearson All program completers, 2022-23	4			
002 -ENGLISH Evaluation Systems group of Pearson All program completers, 2021-22	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
002 -ENGLISH Evaluation Systems group of Pearson All program completers, 2020-21	2			
009 -HISTORY Evaluation Systems group of Pearson All program completers, 2021-22	2			
009 -HISTORY Evaluation Systems group of Pearson All program completers, 2020-21	1			
114 -LEARNING DISABILITIES Evaluation Systems group of Pearson All program completers, 2022-23	2			
114 -LEARNING DISABILITIES Evaluation Systems group of Pearson All program completers, 2021-22	2			
022 -MATHEMATICS (SECONDARY) Evaluation Systems group of Pearson All program completers, 2022-23	5			
022 -MATHEMATICS (SECONDARY) Evaluation Systems group of Pearson All program completers, 2021-22	2			
022 -MATHEMATICS (SECONDARY) Evaluation Systems group of Pearson All program completers, 2020-21	1			
099 -MUSIC EDUCATION Evaluation Systems group of Pearson All program completers, 2022-23	3			
099 -MUSIC EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	1			
099 -MUSIC EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	3			
044 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	1			
019 -PHYSICS Evaluation Systems group of Pearson All program completers, 2022-23	1			
084 -SOCIAL STUDIES (SECONDARY) Evaluation Systems group of Pearson All program completers, 2022-23	1			
084 -SOCIAL STUDIES (SECONDARY) Evaluation Systems group of Pearson All program completers, 2021-22	4			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
084 -SOCIAL STUDIES (SECONDARY) Evaluation Systems group of Pearson All program completers, 2020-21	1			

## Summary Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. [\(S205\(a\)\(1\)\(B\)\)](#)

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

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, 2022-23	26	26	100
All program completers, 2021-22	17	17	100
All program completers, 2020-21	22	22	100

# Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

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

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

## Low-Performing

1. Is your teacher preparation program currently approved or accredited?

- Yes
- No

If yes, please specify the organization(s) that approved or accredited your program:

- State
- CAEP
- AAQEP
- Other specify:

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

- Yes
- No



# Use of Technology

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

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

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.

All teacher candidates take an Assistive and Instructional Technology course. Through this course, students prepare a portfolio to demonstrate their readiness to enact technology standards for Michigan teachers which include UDL principles. This International Society for Technology in Education (ISTE) portfolio includes evidence of completing Google for Education certification training, IRIS training for assistive technology, and membership to a professional organization for instructional technology. Through ISTE standard 2.7, Analyst, candidates demonstrate how 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. Candidates are assessed by mentor teachers using a rubric on their technology integration practices before and during student teaching. Technology integration is also assessed in the candidates' teaching discipline through the unit and lesson plans.

# Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Provide the following information about your teacher preparation program.

**(§205(a)(1)(G))**

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

## Teacher Training

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

#### a. Teach students with disabilities effectively

All teacher candidates are prepared to teach students with disabilities effectively. All students are introduced to issues of diverse learners and differentiating instruction in introductory courses (e.g. Diverse Learners for Elementary, Child Development, etc) and subsequent courses. All general education students (except special education teacher candidates) are required to take a specific special education course (Special Education for Classroom Teachers) that includes working with students identified as being at risk or with a disability. The course addresses multiple aspects of differentiation, includes an 8-hour practicum, and emphasizes methodology appropriate for instructing exceptional learners in inclusive classrooms. Now that we have a special education major, those students play an important role in all of our courses. For example, we have invited those students to lead sessions with all students on Tier I differentiation after all students have an introduction to important frameworks such as UDL and RtI. We have also added significant content to several courses as we work more closely with special education faculty and students.

#### 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 course of their preparation from initial placement to student teaching, all teacher candidates work with IEPs and IEP teams. Specific training to participate fully on these teams occurs in the course called Special Education for Classroom Teachers which introduces them to Individualized Education Programs. All student teachers are expected to attend an IEP and to talk with classroom and special education teachers about their special needs students.

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

All students are introduced to issues of diverse learners and differentiating instruction in introductory courses (e.g. Diverse Learners for Elementary, Child Development, etc) and subsequent courses; special topics include working with culturally and linguistically diverse students in general education classrooms. All teacher candidates take courses treating exceptional learners such as those who are limited English proficient. Courses treating language acquisition topics and literacy issues which include theory, methods and strategies are General Linguistics and Teaching the Struggling Reader (for elementary) and Teaching Reading in Middle and Senior High (for secondary). They also work with these students in the local schools. All students must also take an Instructional and Assistive Technology course which includes more attention to the needs of children with disabilities or limited English proficiency. The student teaching evaluation and state survey include a section on the use of technology for multiple purposes including data management, assessment, planning, instruction, and modifying instruction. They also evaluate student teachers' work with special needs populations.

### 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**

All special education teaching candidates must complete a 36 credit hour Special Education-Learning Disabilities major. The major requires candidates to complete clinical experiences in multiple K-12 special education settings including a special education teaching internship semester. Special education teacher candidates are required to participate in a culminating course that includes a rotation through multiple different special education classrooms.

**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*.**

Special education candidates have theoretical and practical experiences that are very closely and clearly related to the special education curriculum and state standards; all are very highly supervised. They all work with IEPs and IEP teams from initial placement through two student teaching placements.

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

All students are introduced to issues of diverse learners and differentiating instruction in introductory courses (e.g. Diverse Learners for Elementary, Child Development, etc) and subsequent courses; special topics include working with culturally and linguistically diverse students in general education classrooms. All teacher candidates take courses treating topics related to exceptional learners such as those who are limited English proficient. Courses treating language acquisition topics and literacy issues which include theory, methods and strategies are General Linguistics and Teaching the Struggling Reader (for elementary) and Teaching Reading in Middle and Senior High (for secondary). They also work with these students in the local schools. All students must also take an Instructional and Assistive Technology course which includes more attention to the needs of children with disabilities or limited English proficiency. The student teaching evaluation and state survey include a section on the use of technology for multiple purposes including data management, assessment, planning, instruction, and modifying instruction. They also evaluate student teachers' work with special needs populations.

# Contextual Information

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

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

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.

In Fall 2014, we began to implement our Tk20 data management system (now Watermark.) In 2014-15, all student teachers used this system for key assignments while their teachers and field instructors used it for their evaluations. We also introduced it for earlier classroom placements in our secondary and elementary education programs. Finally, we used it for our Teacher Education Program applications and our Student Teacher applications. In summer 2015, we created data reports and met together to review the data and make appropriate changes to forms, processes, data collection and reporting, and our program. In the 2015-16 year, we made many improvements and added placement experiences for the special education program and early childhood program to Tk20, enabling us to gather more data. We continued our summer review of data, this time being able to compare across years. In 2016-17, we collected lesson and unit plans from methods courses, and had a departmental review of the plans submitted, the related assignments, and how well they met the rating sheets created by the department. We continue to have these extensive review sessions each summer, along with regular review of state data throughout the year, as it is received. We continue to gather information from our classes and across the program and make data informed program changes. During the 2017-2018 academic year, we hired an External Reviewer who observed a representative sample of our alumni's teaching and got feedback from the principals of our alumni on their performance. The External Reviewer also rated our student-created artifacts, giving us more data on our students' preparation. These data were compiled and reviewed in 2018-2019 and will be used for program improvement. After a site visit from CAEP in April 2019, the Accreditation Council of the Council for the Accreditation of Educator Preparation (CAEP) met on October 21, 2019, and granted our program accreditation status at the initial-licensure level until 2026. Though COVID-19 very much affected department and program activities Fall 2020 through Winter 2021, programs functioned as usual with in-person courses and supervised field placements; program requirements were not adjusted. Currently, we have a newly state-approved PK-6 program. As of November 2023, we have newly state-approved programs in new grade bands (5-9 and 7-12) in Secondary Math and ELA. In November 2023, we applied for new grade band (5-9 and 7-12) programs for General Science which include additional disciplinary specializations in Chemistry, Physics, and Biology. In April of 2024, we will apply for a state-approved program in new grade bands (5-9 and 7-12) in Secondary Social Studies which will include an additional disciplinary specialization in History. A program external evaluator will begin reviewing program data in July 2024 to evaluate program performance.

## 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

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

## Certification of submission

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

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

TITLE:

## Certification of review of submission

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

NAME OF REVIEWER:

TITLE: