



Alma College
Traditional Report AY 2024-25
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

168594

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

Bradford

LAST NAME

Westgate

PHONE

(989) 463-7264

EMAIL

westgatebs@alma.edu

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](#)

THIS PAGE INCLUDES:

>> [List of Programs](#)

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
13.1202	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	
13.1316	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:

13

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

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 checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input 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

Essay or personal statement	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

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

2.75

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:

Candidates submit applications for admission to the Teacher Education Program (TEP) typically around their sophomore year. Candidates with a 3.00 cumulative GPA are admitted if they meet all TEP admission requirements. Those with a 2.75-2.99 cumulative GPA are put on a wait list while the rest of the requirements are verified. If they meet all other requirements, candidates on the wait list may be admitted to the TEP if their GPA does not lower the cohort GPA to below 3.00.

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

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 2024-25. ([§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 prior to Student Teaching include 103 hours for secondary education candidates, 128 hours for elementary education candidates, and 210 hours for special education candidates. Since text could not be entered into the field to indicate a minimum of 100 hours, the number of clock hours of supervised clinical experience required prior to student teaching entered represents an average of the three programs (147 hours).

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

2024-25 Total	
Total Number of Individuals Enrolled	155
Subset of Program Completers	32

Gender	Total Enrolled	Subset of Program Completers
Male	33	4
Female	122	28
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	2	0
Hispanic/Latino of any race	1	0
Native Hawaiian or Other Pacific Islander	0	0
White	132	31
Two or more races	12	1

No Race/Ethnicity Reported

8

0

Teachers Prepared

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

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

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

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

- [Academic Major](#)

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 2024-25.

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 2024-25

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="11"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="14"/>

13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	1
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	<input type="text"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	5
13.1306	Teacher Education - Foreign Language	1
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	1
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 - Science 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	2
13.1328	Teacher Education - History	3
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"/>

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2024-25. 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 2024-25

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="9"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="14"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text" value="1"/>
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	<input type="text"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	<input type="text" value="1"/>
13.1306	Teacher Education - Foreign Language	<input type="text" value="1"/>
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	<input type="text"/>
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	<input type="text"/>
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	3
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"/>
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"/>
54	History	<input type="text"/>

99

Other Specify:

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:

Alma College's Teacher Education Program Advisory Council (TEPAC) consists of local P-12 educators and administrators and meets on a semi-annual basis, enabling the EPP to ensure that our preparation programs are aware and responding to local needs. Candidates in both PK-6 and Secondary education programs are required to take an introductory course to special education (EDC 151), designed to increase access to learning and improve educational outcomes for P-12 students. In addition, candidates in both programs are required to complete another special education course (EDC 374) that provides techniques to promote the full participation of students with special needs in general education classrooms. It also includes planning, collaboration, and co-teaching strategies that promote equity in access to learning. This course is taught in the field to help candidates apply their learning. Alma College offers two options for special education. The Special Education: Mild to Moderate Disabilities major

provides a pathway to special education teacher licensure with State of Michigan endorsements in Learning Disabilities, Cognitive Impairment, and Emotional Impairment. This program is experimental and helps address the special education teacher shortage in Michigan. Mild to Moderate candidates complete coursework and field experiences in English Language Arts and Mathematics. The second option for Special Education is the Learning Disabilities major in either Secondary or PK-6 content areas. This program ensures that candidates are prepared to teach exceptional learners in the required Secondary and PK-6 content areas. With regard to teaching P-12 students with limited English proficiency, all education candidates are required to take EDC 308 Diversity in Education which prepares them to work effectively with culturally and linguistically diverse learners. Further preparation is provided for secondary candidates in EDC 346 Teaching Reading in Middle and Senior High and for PK-6 and Special Education candidates in 466 Learner-Centered Literacy Supports. These courses ensure all candidates are familiar with theory and methods for providing targeted literacy interventions and support for culturally and linguistically diverse learners. The course, EDC 211 Strategic Partnerships, also a required course for all education candidates, focuses on developing positive relationships with families and increasing equitable access to learning opportunities. Candidates 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). Candidates are encouraged to take advantage of multiple experiences offered through the education department and the institution and may select to student teach up to 100 miles away as there are a lack of urban schools nearby.

Annual Goals: Mathematics

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

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

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

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2024-25\)](#)
- >> [Review Current Year's Goal \(2025-26\)](#)
- >> [Set Next Year's Goal \(2026-27\)](#)

Report Progress on Last Year's Goal (2024-25)

1. Did your program prepare teachers in mathematics in 2024-25?

If no, leave remaining questions for 2024-25 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

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

3. Did your program meet the goal?

- Yes
 No

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

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

The goal was not achievable as there was only one candidate planning to be prepared in mathematics.

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

Review Current Year's Goal (2025-26)

7. Is your program preparing teachers in mathematics in 2025-26? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

The department's goal is to have at least two mathematics completers in 2025-26. We are currently on target to meet that goal with two candidates currently being prepared in mathematics.

Set Next Year's Goal (2026-27)

9. Will your program prepare teachers in mathematics in 2026-27? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

The department's goal is to have three to four mathematics completers in 2026-27 as there are currently four candidates being prepared for mathematics that should complete their programs then.

Annual Goals: Science

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

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

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

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2024-25\)](#)
- >> [Review Current Year's Goal \(2025-26\)](#)
- >> [Set Next Year's Goal \(2026-27\)](#)

Report Progress on Last Year's Goal (2024-25)

1. Did your program prepare teachers in science in 2024-25?

If no, leave remaining questions for 2024-25 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

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

3. Did your program meet the goal?

- Yes
 No

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

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

The goal was not achievable as there were zero candidates planning to be prepared in science.

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

Review Current Year's Goal (2025-26)

7. Is your program preparing teachers in science in 2025-26? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

The department's goal is to have at least two science completers in 2025-26. We are currently on target to meet that goal with two candidates currently being prepared in science.

Set Next Year's Goal (2026-27)

9. Will your program prepare teachers in science in 2026-27? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

The department's goal is to have three to four science completers in 2026-27 as there are currently four candidates being prepared for science that should complete their programs then.

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 \(2024-25\)](#)
- >> [Review Current Year's Goal \(2025-26\)](#)
- >> [Set Next Year's Goal \(2026-27\)](#)

Report Progress on Last Year's Goal (2024-25)

1. Did your program prepare teachers in special education in 2024-25?

If no, leave remaining questions for 2024-25 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

Our goal is to have seven special education completers in 2024-25.

3. Did your program meet the goal?

- Yes
 No

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

We exceeded the goal with 11 special education completers in 2024-25.

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 (2025-26)

7. Is your program preparing teachers in special education in 2025-26? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Our goal is to have the nine currently enrolled special education majors complete their program in 2025-26.

Set Next Year's Goal (2026-27)

9. Will your program prepare teachers in special education in 2026-27? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

The department's goal is to have 15 special education completers in 2026-27.

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 \(2024-25\)](#)
- >> [Review Current Year's Goal \(2025-26\)](#)
- >> [Set Next Year's Goal \(2026-27\)](#)

Report Progress on Last Year's Goal (2024-25)

1. Did your program prepare teachers in instruction of limited English proficient students in 2024-25?

If no, leave remaining questions for 2024-25 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 (2025-26)

7. Is your program preparing teachers in instruction of limited English proficient students in 2025-26? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Set Next Year's Goal (2026-27)

9. Will your program prepare teachers in instruction of limited English proficient students in 2026-27? 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 (%)
098 -BUS. MANAGEMENT MARKETG & TECH Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
103 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2024-25	3			
103 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2023-24	15	238	15	100
103 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2022-23	13	243	13	100
002 -ENGLISH Evaluation Systems group of Pearson All program completers, 2024-25	3			
002 -ENGLISH Evaluation Systems group of Pearson All program completers, 2023-24	3			

002 -ENGLISH Evaluation Systems group of Pearson All program completers, 2022-23	4			
009 -HISTORY Evaluation Systems group of Pearson All program completers, 2024-25	1			
009 -HISTORY Evaluation Systems group of Pearson All program completers, 2023-24	1			
090 -LANGUAGE ARTS (ELEMENTARY) Evaluation Systems group of Pearson All program completers, 2023-24	2			
114 -LEARNING DISABILITIES Evaluation Systems group of Pearson All enrolled students who have completed all noncl	7			
114 -LEARNING DISABILITIES Evaluation Systems group of Pearson Other enrolled students	1			
114 -LEARNING DISABILITIES Evaluation Systems group of Pearson All program completers, 2024-25	10	231	8	80
114 -LEARNING DISABILITIES Evaluation Systems group of Pearson All program completers, 2023-24	10	225	10	100
114 -LEARNING DISABILITIES Evaluation Systems group of Pearson All program completers, 2022-23	2			
117 -LOWER ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5			
117 -LOWER ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	1			
117 -LOWER ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2024-25	12	260	12	100
117 -LOWER ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2023-24	1			
118 -LOWER ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
118 -LOWER ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	1			

118 -LOWER ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2024-25	13	232	10	77
118 -LOWER ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2023-24	1			
119 -LOWER ELEMENTARY EDUCATION SUBTEST 3 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	11	237	8	73
119 -LOWER ELEMENTARY EDUCATION SUBTEST 3 Evaluation Systems group of Pearson Other enrolled students	8			
119 -LOWER ELEMENTARY EDUCATION SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2024-25	13	235	12	92
119 -LOWER ELEMENTARY EDUCATION SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2023-24	1			
120 -LOWER ELEMENTARY EDUCATION SUBTEST 4 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5			
120 -LOWER ELEMENTARY EDUCATION SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2024-25	12	247	11	92
120 -LOWER ELEMENTARY EDUCATION SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2023-24	1			
089 -MATHEMATICS (ELEMENTARY) Evaluation Systems group of Pearson All program completers, 2024-25	1			
089 -MATHEMATICS (ELEMENTARY) Evaluation Systems group of Pearson All program completers, 2023-24	2			
022 -MATHEMATICS (SECONDARY) Evaluation Systems group of Pearson All program completers, 2023-24	1			
022 -MATHEMATICS (SECONDARY) Evaluation Systems group of Pearson All program completers, 2022-23	5			
099 -MUSIC EDUCATION Evaluation Systems group of Pearson All program completers, 2024-25	3			
099 -MUSIC EDUCATION Evaluation Systems group of Pearson All program completers, 2023-24	2			

099 -MUSIC EDUCATION Evaluation Systems group of Pearson All program completers, 2022-23	3			
019 -PHYSICS Evaluation Systems group of Pearson All program completers, 2023-24	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, 2024-25	2			
084 -SOCIAL STUDIES (SECONDARY) Evaluation Systems group of Pearson All program completers, 2023-24	1			
084 -SOCIAL STUDIES (SECONDARY) Evaluation Systems group of Pearson All program completers, 2022-23	1			
121 -UPPER ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2024-25	1			
122 -UPPER ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
122 -UPPER ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	1			
122 -UPPER ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2024-25	11	220	7	64
123 -UPPER ELEMENTARY EDUCATION SUBTEST 3 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5			
123 -UPPER ELEMENTARY EDUCATION SUBTEST 3 Evaluation Systems group of Pearson Other enrolled students	2			
123 -UPPER ELEMENTARY EDUCATION SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2024-25	12	237	11	92
124 -UPPER ELEMENTARY EDUCATION SUBTEST 4 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
124 -UPPER ELEMENTARY EDUCATION SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2024-25	9			

Summary Pass Rates

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

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

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

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

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2024-25	31	25	81
All program completers, 2023-24	23	23	100
All program completers, 2022-23	26	26	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.

Education candidates are prepared to model and apply state-approved technology standards to engage and improve learning for all P-12 students. In EDC 211 Strategic Partnerships, candidates demonstrate their ability to use communication strategies that support and empower families and communities through respectful, reciprocal relationships by creating digital weekly or monthly newsletters that incorporate translation features. Candidates also promote and provide opportunities to engage families by setting up digital communication platforms such as Remind and using polling or response technology to gather parent/guardian input and establish two-way communication pathways. All education candidates take EDC 314 Instructional and Assistive Technology. Candidates integrate instructional and assistive technologies that support diverse learners, including English Language Learners (ELLs). Candidates apply Universal Design for Learning (UDL) principles and explore tools to promote language accessibility, comprehension, and engagement. Course emphasizes designing inclusive digital environments that offer multiple means of representation, action, and expression, ensuring equitable participation for linguistically and culturally diverse students. Candidates examine ethical and equitable digital practices and develop family communication strategies to engage caregivers in supporting technology use at home. Candidates demonstrate their ability to use technology to differentiate instruction, support English language development, and foster meaningful collaboration with families and communities. In EDC 316 Educational Assessment, another required course for all education candidates, candidates develop assessment literacy by designing, interpreting, and reflecting on diagnostic, formative, and summative assessments. Candidates demonstrate their ability to use spreadsheets to analyze and interpret student data, developing habits of data-informed instructional planning. During student teaching, candidates are required to demonstrate these competencies in designing and using formative and summative assessments as well as student data to guide instruction.

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

Candidates in both PK-6 and Secondary education programs are required to take an introductory course to special education (EDC 151), designed to increase access to learning and improve educational outcomes for P-12 students. In addition, candidates in both programs are required to complete another special education course (EDC 374) that provides techniques to promote the full participation of students with special needs in general education classrooms. It also includes planning, collaboration, and co-teaching strategies that promote equity in access to learning. This course is taught in the field to help candidates apply their 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*.

Candidates are systematically prepared to participate as active members of the Individualized Education Program (IEP) teams through both coursework and field-based experiences. In courses such as Introduction to Special Education and Inclusion and Co-Teaching, candidates learn the legal foundations and collaborative responsibilities outlined in the Individuals with Disabilities Education Act. These courses include structured opportunities to engage in mock IEP meetings, analyze real IEP documents, and interact with parents of students with disabilities to better understand family perspectives. Throughout their clinical placements, candidates collaborate with general and special education teachers to discuss student needs and supports. During student teaching, all candidates are expected to attend and reflect on at least one IEP meeting, ensuring they develop practical skills in communication, collaboration, and shared decision-making within IEP teams.

c. Effectively teach students who are limited English proficient.

With regard to teaching P-12 students with limited English proficiency, all education candidates are required to take EDC 308 Diversity in Education which prepares them to work effectively with culturally and linguistically diverse learners. Further preparation is provided for secondary candidates in EDC 346 Teaching Reading in Middle and Senior High and for PK-6 and Special Education candidates in EDC 466 Learner-Centered Literacy Supports. These courses ensure all candidates are familiar with theory and methods for providing targeted literacy interventions and support for culturally and linguistically diverse learners.

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

Alma College offers two options for special education. The Special Education: Mild to Moderate Disabilities major provides a pathway to special education teacher licensure with State of Michigan endorsements in Learning Disabilities, Cognitive Impairment, and Emotional Impairment. This program is experimental and helps address the special education teacher shortage in Michigan. Mild to Moderate candidates complete coursework

and field experiences in English Language Arts and Mathematics. The second option for Special Education is the Learning Disabilities major in either Secondary or PK-6 content areas. This program ensures that candidates are prepared to teach exceptional learners in the required Secondary and PK-6 content areas.

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 are extensively prepared to serve as knowledgeable and effective members of IEP teams through a comprehensive sequence of aligned coursework and clinical experiences. Grounded in the requirements of the Individuals with Disabilities Education Act, candidates engage in repeated, scaffolded practice with IEP development and implementation across their program. They participate in mock IEP meetings in multiple courses, interview practicing special educators to explore real-world problem-solving within IEP teams, and learn from community experts, including representatives from organizations such as the ARC of Midland, on family advocacy and legal considerations. Additionally, candidates collaborate with related service providers, such as speech-language pathologists and social workers, to understand interdisciplinary roles within the IEP process. From initial placements through student teaching, candidates actively engage with IEPs and participate in team meetings, ensuring they are fully prepared to lead and contribute effectively to the IEP process.

c. Effectively teach students who are limited English proficient.

With regard to teaching P-12 students with limited English proficiency, all education candidates, including Special Education majors, are required to take EDC 308 Diversity in Education which prepares them to work effectively with culturally and linguistically diverse learners. Further preparation is provided in EDC 466 Learner-Centered Literacy Supports for Special Education candidates. This course provides candidates with theory and methods for providing targeted literacy interventions and support for culturally and linguistically diverse learners.

Contextual Information

THIS PAGE INCLUDES:

>> [Contextual Information](#)

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

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

Contextual Information

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

The Teacher Education Program at Alma College offers certification programs at the initial level in the state of Michigan. Candidates may seek certification in elementary or secondary education. Elementary candidates can choose from Lower Elementary (grades PK-3) or Upper Elementary (grades 3-6), or both. Elementary candidates may also add an endorsement in grades 5-9 in the content areas of Mathematics, Language Arts, Social Studies, and Science, and a Special Education endorsement in grades K-12. Secondary Education candidates may seek certification in the following content areas: Biology (7-12); Business, Management, Marketing, and Technology (6-12); Chemistry (7-12), English Language Arts (5-9 or 7-12); History (7-12); Mathematics (5-9 or 7-12); Music (K-12); Physics (7-12); Science (5-9 or 7-12); Social Studies (5-9 or 7-12), and Special Education (K-12). Since January 2024, candidates may also obtain initial certification in Special Education as a stand-alone program while earning endorsements in Learning Disabilities, Cognitive Impairment, and Emotional Impairment. Our preparation model emphasizes learner development, equitable and inclusive practices, data-informed instruction, and professional dispositions. One of Alma College's value statements reads "We are all transformed when we celebrate and value the varied identities, backgrounds, experiences, and perspectives in our campus community. Alma College strives to cultivate a sense of belonging among students, faculty, and staff as they pursue learning together by recognizing and removing barriers to success as well as offering equitable access to opportunities through education and advocacy." The department emphasizes academic excellence and prepares candidates for employment in local, state, national, and international markets. The department addresses critical shortage areas in education, such as Special Education, Math, and Science. A key strength of the program is its focus on "early and often" field experiences, which help candidates make informed career decisions. These experiences, combined with academic preparation and strong non-academic qualities such as professionalism, make the department's graduates well-prepared and sought-after educators. The Education Department is one of the largest and most well-supported departments on campus, reporting directly to the provost. The department chair, a tenured faculty member, is appointed by the provost and typically serves renewable three-year terms. The department currently consists of four full-time faculty members, including one tenured faculty member. The department also includes adjunct instructors, a director of accreditation and certification, and a director of clinical experiences.

Supporting Files

No files have been provided.

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

Report Card Certification

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

Certification of submission

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

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Dr. Bradford Westgate

TITLE:

Department Chair of Education

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:

Judy J. Dix

TITLE:

Director of Accreditation and Certification