

Purdue University  
Traditional Program

2016 | Title II  
Reports

Complete Report Card

AY 2014-15

## Institution Information

**Name of Institution:** Purdue University  
**Institution/Program Type:** Traditional  
**Academic Year:** 2014-15  
**State:** Indiana

**Address:** Beering Hall  
100 North University Street  
West Lafayette, IN, 47907

**Contact Name:** Dr. Maryann Santos  
**Phone:** 765-494-2336  
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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?  
(<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>)

No

If yes, provide the following:

**Award year:**

**Grantee name:**

**Project name:**

**Grant number:**

**List partner districts/LEAs:**

**List other partners:**

**Project Type:**

## Section I.a Program Information

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

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Agriculture Education	No
Early Childhood Education and Mild Intervention	No
Elementary Education and Reading	No
Elementary Education, Mild Intervention, and Reading	No
Engineering/Technology Education	No
Family and Consumer Sciences Education	No
Fine/Visual Arts Education	No
Health	No
Health and Physical Education	No
Language Arts (English) Education	No
Mathematics Education	No
Physical Education	No
Science: Chemistry Education	No
Science: Earth/Space Sciences Education	No
Science: Life Sciences (Biology) Education	No
Science: Physics Education	No
Social Studies: Historical Perspectives	No
Social Studies: Economics	No
Social Studies: Government & Citizenship	No
Social Studies: Psychology	No

Social Studies: Sociology	No
<b>Total number of teacher preparation programs: 21</b>	

## Section I.b Admissions

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

Other After completion of Teacher Education admission (Gate A) requirements

**Does your initial teacher certification program conditionally admit students?**

Yes

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

www.teach.purdue.edu

**Please provide any additional comments about or exceptions to the admissions information provided above:**

Students must satisfy the following Purdue University Teacher Education Program (TEP) admission(Gate A) requirements: (1) Basic Skills Competency Assessment via one of the following options:(a) successful completion of the Pearson Core Academic Skills Assessment (CASA) Reading, Writing, and Mathematics exams,(b) earn a minimum composite score for one of the following exams: ACT (24 -- Mathematics, Reading, Grammar, and Science/not including Writing), SAT (1100 -- Verbal and Mathematics/not including Writing), or GRE (1100 prior to 8/1/2011 or 301 beginning 8/1/2011 -- Verbal and Quantitative/not including Writing), or (c) earn a Master's degree; (2) earn a "C-" or above (no incomplete allowed) in core/foundational courses (EDCI 20500, EDCI 28500, EDPS 23500, and EDPS 26500) for most majors or (HDFS 21000, HDFS 26000, HDFS 31000, and HDFS 41200) for Early Childhood Education; (3) maintain a specific Overall GPA which is determined by the major area; (4) maintain a Professional Education GPA of 3.0/4.0 with "C-" or above (no incomplete allowed); (5) maintain a specific Content GPA which is determined by the major area; (6) complete the Criminal Background Check and submit a signed Self-Disclosure Statement; and (7) submit the online TEP Application and Signature Form.

## Section I.b Undergraduate Requirements

**Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))**

**Are there initial teacher certification programs at the undergraduate level?**

Yes

**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.**

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	Yes	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes

Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	Yes	No
Minimum SAT score	Yes	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	No	No
Essay or personal statement	No	No
Interview	No	No
Other Signature Form -- Acknowledgment of Misdemeanors, Felonies and Other Requirements	Yes	No

**What is the minimum GPA required for admission into the program?**

2.5

**What was the median GPA of individuals accepted into the program in academic year 2014-15**

3.24

**What is the minimum GPA required for completing the program?**

2.5

**What was the median GPA of individuals completing the program in academic year 2014-15**

3.39

**Please provide any additional comments about the information provided above:**

## Section I.b Postgraduate Requirements

**Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))**

**Are there initial teacher certification programs at the postgraduate level?**

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.**

Element	Required for Entry	Required for Exit
Transcript	Data not reported	Data not reported
Fingerprint check	Data not reported	Data not reported
Background check	Data not reported	Data not reported

Minimum number of courses/credits/semester hours completed	Data not reported	Data not reported
Minimum GPA	Data not reported	Data not reported
Minimum GPA in content area coursework	Data not reported	Data not reported
Minimum GPA in professional education coursework	Data not reported	Data not reported
Minimum ACT score	Data not reported	Data not reported
Minimum SAT score	Data not reported	Data not reported
Minimum basic skills test score	Data not reported	Data not reported
Subject area/academic content test or other subject matter verification	Data not reported	Data not reported
Recommendation(s)	Data not reported	Data not reported
Essay or personal statement	Data not reported	Data not reported
Interview	Data not reported	Data not reported
Other	Data not reported	Data not reported

**What is the minimum GPA required for admission into the program?**

**What was the median GPA of individuals accepted into the program in academic year 2014-15**

**What is the minimum GPA required for completing the program?**

**What was the median GPA of individuals completing the program in academic year 2014-15**

**Please provide any additional comments about the information provided above:**

Indiana's definition of Alternative, IHE Programs includes post-graduate programs. The information and data for those program completers are included in that report.

## Section I.c Enrollment

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

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

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

Total number of students enrolled in 2014-15:	419
Unduplicated number of males enrolled in 2014-15:	66
Unduplicated number of females enrolled in 2014-15:	353

2014-15	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	13
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	6
Black or African American:	5
Native Hawaiian or Other Pacific Islander:	0
White:	373
Two or more races:	10

## Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2014-15.

Average number of clock hours of supervised clinical experience required prior to student teaching	95
Average number of clock hours required for student teaching	492
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	16
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	41
Number of students in supervised clinical experience during this academic year	270

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

All Purdue University West Lafayette teacher education programs include an early field experience and student teaching component. Although there is no requirement for mentoring/induction support, Purdue offers a first year teacher performance pledge. Faculty and staff will provide individualized support for any Purdue first year teacher in Indiana who is not performing to an appropriate standard.

## Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2014-15. 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))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	37

Teacher Education - Early Childhood Education	12
Teacher Education - Elementary Education	107
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	86
Teacher Education - Multiple Levels	60
Teacher Education - Agriculture	16
Teacher Education - Art	9
Teacher Education - Business	
Teacher Education - English/Language Arts	26
Teacher Education - Foreign Language	
Teacher Education - Health	4
Teacher Education - Family and Consumer Sciences/Home Economics	8
Teacher Education - Technology Teacher Education/Industrial Arts	2
Teacher Education - Mathematics	12
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	10
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	2
Teacher Education - Chemistry	2
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	17
Teacher Education - Physics	1
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	

Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify: Teacher Education-Econ (17), TE-Govt (17), TE-Sociology (3)	37

## Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2014-15. 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))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	37
Teacher Education - Early Childhood Education	12
Teacher Education - Elementary Education	107
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	86
Teacher Education - Agriculture	16
Teacher Education - Art	9
Teacher Education - Business	
Teacher Education - English/Language Arts	26
Teacher Education - Foreign Language	
Teacher Education - Health	4
Teacher Education - Family and Consumer Sciences/Home Economics	8
Teacher Education - Technology Teacher Education/Industrial Arts	2
Teacher Education - Mathematics	12
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	10
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	



Teacher Education - Social Studies	17
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	2
Teacher Education - Chemistry	2
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	1
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	

English Language/Literature	
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify:	

## Section I.f Program Completers

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

2014-15: 225

2013-14: 261

2012-13: 368

## Section II Annual Goals - Mathematics

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

**(§205(a)(1)(A)(ii), §206(a))**

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

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

### **Academic year 2014-15**

**Did your program prepare teachers in mathematics in 2014-15?**

Yes

**How many prospective teachers did your program plan to add in mathematics in 2014-15?**

13

**Did your program meet the goal for prospective teachers set in mathematics in 2014-15?**

Yes

**Description of strategies used to achieve goal, if applicable:**

The College of Education hired a teacher education recruiter to recruit for all teacher education programs across the university. There also is a Recruitment Committee to assist with recruitment efforts and activities.

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

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

All faculty and staff can provide recruitment committee members with new and creative recruitment ideas to help increase enrollment numbers.

### **Academic year 2015-16**

**Is your program preparing teachers in mathematics in 2015-16?**

Yes

**How many prospective teachers did your program plan to add in mathematics in 2015-16?**

14

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

All faculty and staff can provide recruitment committee members with new and creative recruitment ideas to help increase enrollment numbers.

### **Academic year 2016-17**

**Will your program prepare teachers in mathematics in 2016-17?**

Yes

**How many prospective teachers does your program plan to add in mathematics in 2016-17?**

14

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

## **Section II Annual Goals - Science**

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

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

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

**Academic year 2014-15**

**Did your program prepare teachers in science in 2014-15?**

Yes

**How many prospective teachers did your program plan to add in science in 2014-15?**

10

**Did your program meet the goal for prospective teachers set in science in 2014-15?**

No

**Description of strategies used to achieve goal, if applicable:**

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

A Teacher Education Recruiter will focus efforts to increase teacher education enrollment in the sciences.

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

All faculty and staff can provide recruitment committee members with new and creative recruitment ideas to help increase enrollment numbers.

**Academic year 2015-16**

**Is your program preparing teachers in science in 2015-16?**

Yes

**How many prospective teachers did your program plan to add in science in 2015-16?**

10

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

**Academic year 2016-17**

**Will your program prepare teachers in science in 2016-17?**

Yes

**How many prospective teachers does your program plan to add in science in 2016-17?**

10

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

## Section II Annual Goals - Special Education

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

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

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

**Academic year 2014-15**

**Did your program prepare teachers in special education in 2014-15?**

Yes

**How many prospective teachers did your program plan to add in special education in 2014-15?**

10

**Did your program meet the goal for prospective teachers set in special education in 2014-15?**

Yes

**Description of strategies used to achieve goal, if applicable:**

Special Education is currently incorporated into the Early Childhood and Elementary Education programs. Distinct and separate undergraduate, traditional Special Education programs will be added beginning Fall 2016. However, it will take a minimum of four years to realize results from these new programs.

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

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

All faculty and staff can provide recruitment committee members with new and creative recruitment ideas to help increase enrollment numbers.

**Academic year 2015-16**

**Is your program preparing teachers in special education in 2015-16?**

Yes

How many prospective teachers did your program plan to add in special education in 2015-16?

10

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Will your program prepare teachers in special education in 2016-17?

Yes

How many prospective teachers does your program plan to add in special education in 2016-17?

10

Provide any additional comments, exceptions and explanations below:

## Section II Annual Goals - Instruction of Limited English Proficient Students

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

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

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

Academic year 2014-15

Did your program prepare teachers in instruction of limited English proficient students in 2014-15?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2014-15?

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2014-15?

Data not reported

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

**Is your program preparing teachers in instruction of limited English proficient students in 2015-16?**

No

**How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2015-16?**

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

**Academic year 2016-17**

**Will your program prepare teachers in instruction of limited English proficient students in 2016-17?**

No

**How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2016-17?**

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

## Section II Assurances

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

**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

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

The Purdue University traditional Teacher Education Program curricula include four strands: diversity (race, ethnicity, social class [low income and at-risk student populations], gender, language proficiency (English Learners), cognitive abilities, exceptionality – including high ability/gifted and talented), technology (history, nature, role, and use of educational technology), Theory into Practice (Field-based component: onsite school practica and school community-based and campus-

based experiences in teacher-related activities), and performance assessment (reflective learning activities based on teacher education program coursework, assignments, observations, inquiry and experiences) to prepare students to effectively teach diverse students in rural, suburban, and urban schools.

The Purdue University Teacher Education Program has partnerships with schools in rural, suburban, and urban school settings in Indiana. The school can be an elementary, middle/junior high, or high school that works collaboratively with Purdue University teacher education faculty to develop and demonstrate exemplary learning practices and programs for diverse students; provides field-based preparation (early field experiences and student teaching) for our teacher education students; and discovers and demonstrates new educational knowledge through study and research.

The Purdue University Teacher Education Program curricula actively involve professors and instructors from all disciplines, including English learners, special education, and technology in education. The courses taken by students are taught by professors and instructors who communicate regularly with practicing elementary and secondary teachers in our partner schools who are familiar with cutting edge, research-based pedagogies. Students complete early field experience and student teaching placements in rural, suburban, and/or urban elementary and secondary schools and are mentored both by Purdue faculty and Master teachers in their disciplines at both the elementary and secondary school settings.

With regard to the instruction of limited English proficient students, all Elementary Education initial licensure candidates complete a two-credit hour course that addresses culturally and linguistically appropriate strategies for English language learners. A 2-hour, 7-13 weeks field experience component is included for observation, lesson plans and materials development, implementation, and revision. The secondary initial licensure teacher education programs include instruction of limited English proficient students within the methods courses. The post-graduate English Language Learning (ELL) program was approved by the state (Summer 2009). Candidates began the program during the fall 2009 semester. The first candidate completed the program in December 2011. This is not an initial licensure program, but is rather an addition licensure program. Undergraduate candidates are allowed to concurrently enroll in the ELL graduate courses as early as their fifth semester, and it is possible for all coursework to be completed at the same time that the undergraduate degree is completed. All courses include a field experience component. This licensure area can only be added to an existing Indiana teacher license. Therefore, program completers are not included in the program completer count for this Title II Report.

Technology is a major strand throughout the Purdue University Teacher Education Program. In the core/foundational courses (EDCI 20500, EDCI 28500, EDPS 23500, and EDPS 26500), the following are addressed: the nature and role of educational technology; fundamentals of education technology, including the integration of instructional design, media, computer, and related technologies within the classroom setting; students explore and evaluate how, when, and why technology should be infused into education; students experience how different tools are used to create, manage, present, and evaluate instructional materials; students learn how the computer, other forms of media, and instructional design techniques are integrated, utilized, and evaluated within the classroom; and students use technology to gather resources to understand its effective use in the classroom. Part of the program utilizes online learning. Students access information about schools and class content on the web. EDPS 43000 utilizes how to use technology to facilitate organization, assessment, and record keeping. Students also develop a comprehensive plan for creating and managing a specific learning environment. Students completing the dual licensure programs, Early Childhood Education and Exceptional Needs: Mild Intervention or Elementary Education and Exceptional Needs: Mild Intervention, complete EDPS 45900 Assistive Technology. This course addresses the use of technological applications in special education, including microcomputers, interactive video, auditory and visual enhancement, and other adaptive devices with individuals with disabilities including learning and cognitive disabilities and visual, sensory and physical impairments. Meeting the needs of diverse learners is the foundation of Teacher Education at Purdue University.

With regard to Special Education, all traditional teacher education program candidates are required to complete the course, EDPS 26500, The Inclusive Classroom. The course addresses the characteristics of students with special needs/talents and strategies for helping students learn and develop in general educational settings. Emphasis is placed upon research evidence, case studies, problem-based learning, and the development of a plan for an inclusive classroom. All teacher education methods courses and field experiences include evidence-based content and strategies for addressing the diverse needs of P-12 students with disabilities.

### Section III Assessment Pass Rates

Assessment code - Assessment name Test Company	Number taking	Avg. scaled	Number passing	Pass rate
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Group	tests	score	tests	(%)
0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
0133.1 -ART CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2014-15	4			
0133.1 -ART CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2013-14	8			
0133.1 -ART CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2012-13	9			
5235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	1			
5235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	4			
5235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	3			
0235.1 -BIOLOGY CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2012-13	1			
009 -CAREER AND TECH EDUC—AGRICULTURE Evaluation Systems group of Pearson Other enrolled students	6			
009 -CAREER AND TECH EDUC—AGRICULTURE Evaluation Systems group of Pearson All program completers, 2014-15	16	240	16	100
009 -CAREER AND TECH EDUC—AGRICULTURE Evaluation Systems group of Pearson All program completers, 2013-14	9			
011 -CAREER AND TECH EDUC—FAMILY AND CONSUMER SCI Evaluation Systems group of Pearson Other enrolled students	5			
011 -CAREER AND TECH EDUC—FAMILY AND CONSUMER SCI Evaluation Systems group of Pearson	4			

All program completers, 2014-15				
0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2014-15	1			
0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2012-13	4			
5245 -CHEMISTRY CONTENT KNOWLEDGE II (CD) Educational Testing Service (ETS) All program completers, 2013-14	1			
5022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	5			
0022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	2			
5022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	9			
5022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	2			
004 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	12	238	12	100
004 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	6			
014 -EARLY CHILDHOOD GENERALIST SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	5			
014 -EARLY CHILDHOOD GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	7			
015 -EARLY CHILDHOOD GENERALIST SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	11	241	10	91
015 -EARLY CHILDHOOD GENERALIST SUBTEST 2 Evaluation Systems group of Pearson	7			

All program completers, 2014-15				
016 -EARLY CHILDHOOD GENERALIST SUBTEST 3 Evaluation Systems group of Pearson Other enrolled students	7			
016 -EARLY CHILDHOOD GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2014-15	7			
017 -EARLY CHILDHOOD GENERALIST SUBTEST 4 Evaluation Systems group of Pearson Other enrolled students	6			
017 -EARLY CHILDHOOD GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2014-15	7			
5571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2013-14	1			
5571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2012-13	1			
0571.1 -EARTH AND SPACE SCIENCES - CK.1 Educational Testing Service (ETS) All program completers, 2012-13	2			
0353 -ED OF EXCEPTIONAL STUDENTS CORE CK Educational Testing Service (ETS) All program completers, 2012-13	2			
0542 -ED OF EXCEPTIONAL STUDENTS MTMD Educational Testing Service (ETS) All program completers, 2012-13	2			
5011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2014-15	1			
5011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2013-14	1			
5011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2012-13	13	179	13	100
0011.1 -ELEM ED CURR INSTRUC ASSESSMENT.1 Educational Testing Service (ETS)	1			

All program completers, 2013-14				
0011.1 -ELEM ED CURR INSTRUC ASSESSMENT.1 Educational Testing Service (ETS) All program completers, 2012-13	85	178	82	96
5033 -ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) Other enrolled students	6			
5033 -ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) All program completers, 2014-15	63	180	62	98
5033 -ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) All program completers, 2013-14	134	179	132	99
5033 -ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) All program completers, 2012-13	18	179	16	89
5032 -ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) Other enrolled students	6			
5032 -ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) All program completers, 2014-15	63	183	63	100
5032 -ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) All program completers, 2013-14	134	182	134	100
5032 -ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) All program completers, 2012-13	18	184	18	100
5035 -ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) Other enrolled students	6			
5035 -ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) All program completers, 2014-15	63	175	62	98
5035 -ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) All program completers, 2013-14	134	173	134	100
5035 -ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS)	18	173	16	89

All program completers, 2012-13				
5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) Other enrolled students	6			
5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) All program completers, 2014-15	63	169	63	100
5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) All program completers, 2013-14	134	169	132	99
5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) All program completers, 2012-13	18	168	16	89
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	9			
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	98	242	94	96
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	94	238	94	100
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	83	219	52	63
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	42	228	33	79
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	1			
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	81	229	60	74
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	42	234	39	93
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson	1			

All program completers, 2013-14				
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson Other enrolled students	81	232	59	73
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2014-15	42	236	39	93
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2013-14	1			
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson Other enrolled students	80	216	44	55
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2014-15	42	226	35	83
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2013-14	1			
5041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	14	176	14	100
5041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	8			
5041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	9			
0041.1 -ENG LANG LIT COMP CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2014-15	3			
0041.1 -ENG LANG LIT COMP CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2013-14	5			
0041.1 -ENG LANG LIT COMP CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2012-13	31	181	31	100
018 -ENGINEERING AND TECHNOLOGY EDUCATION Evaluation Systems group of Pearson	1			

Other enrolled students				
018 -ENGINEERING AND TECHNOLOGY EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	1			
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	4			
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2014-15	9			
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2013-14	1			
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson Other enrolled students	8			
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2014-15	19	245	19	100
064 -EXCEPTIONAL NEEDS—MILD INTERVENTION: READING INST Evaluation Systems group of Pearson All program completers, 2014-15	1			
0121 -FAMILY AND CONSUMER SCIENCES II Educational Testing Service (ETS) All program completers, 2013-14	1			
0121 -FAMILY AND CONSUMER SCIENCES II Educational Testing Service (ETS) All program completers, 2012-13	1			
5121 -FAMILY AND CONSUMER SCIENCES II (CD) Educational Testing Service (ETS) All program completers, 2014-15	4			
5121 -FAMILY AND CONSUMER SCIENCES II (CD) Educational Testing Service (ETS) All program completers, 2013-14	9			
0121.1 -FAMILY AND CONSUMER SCIENCES II.1 Educational Testing Service (ETS) All program completers, 2012-13	8			
030 -FINE ARTS—VISUAL ARTS Evaluation Systems group of Pearson	3			

Other enrolled students				
030 -FINE ARTS—VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2014-15	4			
030 -FINE ARTS—VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2013-14	3			
5174 -FRENCH WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2012-13	1			
5551 -HEALTH EDUCATION Educational Testing Service (ETS) Other enrolled students	9			
5550 -HEALTH EDUCATION Educational Testing Service (ETS) Other enrolled students	1			
5550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2014-15	1			
5551 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2014-15	3			
5551 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2013-14	2			
5550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2013-14	4			
5550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2012-13	1			
0550.1 -HEALTH EDUCATION.1 Educational Testing Service (ETS) All program completers, 2012-13	11	705	11	100
035 -MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	4			
035 -MATHEMATICS Evaluation Systems group of Pearson	7			



All program completers, 2014-15				
0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
5061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	3			
0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	2			
0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	6			
5061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	6			
0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	21	161	21	100
5061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	4			
0049.1 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS.1 Educational Testing Service (ETS) All program completers, 2012-13	2			
034 -MIDDLE SCHOOL MATHEMATICS Evaluation Systems group of Pearson All program completers, 2012-13	2			
036 -MIDDLE SCHOOL SCIENCE Evaluation Systems group of Pearson All program completers, 2012-13	1			
0439.1 -MIDDLE SCHOOL SCIENCE.1 Educational Testing Service (ETS) All program completers, 2012-13	1			
007 -P-12 EDUCATION Evaluation Systems group of Pearson Other enrolled students	3			
007 -P-12 EDUCATION Evaluation Systems group of Pearson	19	234	18	95

All program completers, 2014-15				
007 -P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	16	245	16	100
5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	14	164	14	100
5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	10	161	10	100
5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	10	164	10	100
5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
0091.1 -PHYSICAL ED CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2012-13	22	160	22	100
5265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2013-14	3			
0265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2012-13	1			
0530 -PRE-KINDERGARTEN EDUCATION Educational Testing Service (ETS) All program completers, 2012-13	1			
0531 -PRE-KINDERGARTEN EDUCATION II Educational Testing Service (ETS) All program completers, 2012-13	3			
0300 -READING SPECIALIST Educational Testing Service (ETS) All program completers, 2014-15	6			
0300 -READING SPECIALIST Educational Testing Service (ETS) All program completers, 2013-14	14	525	14	100
0300 -READING SPECIALIST Educational Testing Service (ETS)	149	514	149	100

All program completers, 2012-13				
043 -SCIENCE—CHEMISTRY Evaluation Systems group of Pearson All program completers, 2014-15	1			
045 -SCIENCE—LIFE SCIENCE Evaluation Systems group of Pearson Other enrolled students	2			
045 -SCIENCE—LIFE SCIENCE Evaluation Systems group of Pearson All program completers, 2014-15	1			
045 -SCIENCE—LIFE SCIENCE Evaluation Systems group of Pearson All program completers, 2013-14	1			
047 -SCIENCE—PHYSICS Evaluation Systems group of Pearson Other enrolled students	1			
047 -SCIENCE—PHYSICS Evaluation Systems group of Pearson All program completers, 2014-15	1			
0543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2014-15	1			
0543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2013-14	2			
0543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2012-13	9			
5543 -SE CK AND MILD TO MODERATE APPL (CD) Educational Testing Service (ETS) Other enrolled students	1			
5543 -SE CK AND MILD TO MODERATE APPL (CD) Educational Testing Service (ETS) All program completers, 2014-15	17	171	17	100
5543 -SE CK AND MILD TO MODERATE APPL (CD) Educational Testing Service (ETS) All program completers, 2013-14	30	174	30	100
5543 -SE CK AND MILD TO MODERATE APPL (CD) Educational Testing Service (ETS)	17	173	17	100

All program completers, 2012-13				
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	6			
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	76	244	74	97
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	55	243	55	100
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2012-13	1			
5081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	13	170	12	92
0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	2			
5081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	12	169	12	100
0081.1 -SOCIAL STUDIES CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2013-14	2			
0081.1 -SOCIAL STUDIES CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2012-13	19	171	19	100
048 -SOCIAL STUDIES—ECONOMICS Evaluation Systems group of Pearson Other enrolled students	10	223	7	70
048 -SOCIAL STUDIES—ECONOMICS Evaluation Systems group of Pearson All program completers, 2014-15	4			
050 -SOCIAL STUDIES—GOVERNMENT AND CITIZENSHIP Evaluation Systems group of Pearson Other enrolled students	10	232	8	80
050 -SOCIAL STUDIES—GOVERNMENT AND CITIZENSHIP Evaluation Systems group of Pearson	4			

All program completers, 2014-15				
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson Other enrolled students	10	225	6	60
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2014-15	4			
5195 -SPANISH WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2013-14	4			
5195 -SPANISH WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2012-13	3			
5204 -TEACHING READING Educational Testing Service (ETS) All program completers, 2012-13	1			
0051 -TECHNOLOGY EDUCATION II Educational Testing Service (ETS) All program completers, 2014-15	1			
0051 -TECHNOLOGY EDUCATION II Educational Testing Service (ETS) All program completers, 2013-14	8			
0051 -TECHNOLOGY EDUCATION II Educational Testing Service (ETS) All program completers, 2012-13	12	180	12	100

### Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2014-15	224	202	90
All program completers, 2013-14	254	248	98
All program completers, 2012-13	342	337	99

### Section IV Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?

Yes

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

State

NCATE

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

No

## Section V Use of Technology

**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.**

**Does your program prepare teachers to:**

- **integrate technology effectively into curricula and instruction**

Yes

- **use technology effectively to collect data to improve teaching and learning**

Yes

- **use technology effectively to manage data to improve teaching and learning**

Yes

- **use technology effectively to analyze data to improve teaching and learning**

Yes

**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.**

Technology is a major strand throughout the Purdue University Teacher Education Program. In the core/foundational courses (EDCI 20500, EDCI 28500, EDPS 23500, and EDPS 26500), the following are addressed: the nature and role of educational technology; fundamentals of education technology, including the integration of instructional design, media, computer, and related technologies within the classroom setting; students explore and evaluate how, when, and why technology should be infused into education; students experience how different tools are used to create, manage, present, and evaluate instructional materials; students learn how the computer, other forms of media, and instructional design techniques are integrated, utilized, and evaluated within the classroom; and students use technology to gather resources to understand its effective use in the classroom. Part of the program utilizes online learning. Students access information about schools and class content on the web. EDPS 43000 addresses how to use technology to facilitate organization, assessment, and record keeping. Students also develop a comprehensive plan for creating and managing a specific learning environment. Students completing the dual licensure programs, Early Childhood Education and Exceptional Needs: Mild Intervention or Elementary Education and Exceptional Needs: Mild Intervention, complete EDPS 45900 Assistive Technology. This course addresses the use of technological applications in special education, including microcomputers, interactive video, auditory and visual enhancement, and other adaptive devices with individuals with disabilities including learning and cognitive disabilities and visual, sensory and physical impairments. Meeting the needs of diverse learners is the foundation of Teacher Education at Purdue University.

## Section VI Teacher Training

**Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation**

program would be able to provide evidence upon request.

Does your program prepare general education teachers to:

- **teach students with disabilities effectively**  
Yes
- **participate as a member of individualized education program teams**  
Yes
- **teach students who are limited English proficient effectively**  
Yes

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

Diversity (race, ethnicity, social class, gender, language proficiency, cognitive abilities, and exceptionalities – including high ability/gifted and talented) is a major strand throughout all Teacher Education Programs at Purdue. Since inclusion is part of all teacher education programs, content and strategies for teaching P-12 students with disabilities is included in methods and field experiences. Students learn evidence-based content and strategies, as well as pedagogy related to P-12 students with exceptional needs. Courses are designed to address the following: to understand and acquire a general knowledge base about cognitive abilities and disabilities and talents in collaboration with families and other professionals, to learn and develop strategies for creating inclusive learning environments that support all students, and to learn strategies to differentiate instruction for all students. Course experiences involve observations and active participation with an emphasis on students with diverse abilities and needs. During the student teaching or internship experience, students are advised to meet with the Special Education teacher(s) to review and discuss the requirements and assessments used for the identification of students' disabilities, students' individualized needs and Individualized Education Programs (IEPs), case conference procedures, and the process of differentiating curriculum and instruction to address students' diverse needs.

With regard to English Language Learners, Elementary Education students complete a two-credit hour course that addresses cultural and linguistically appropriate strategies for English Language Learners. A two-hour, 7-13 weeks field experience component is included. Students also design materials and focus on strategies for implementing instruction for English Language Learners. All Early Childhood Education, Elementary, and Secondary programs include a focus on the instruction of diverse learners, including students for whom English is not the primary language.

Technology education is a major component of all Purdue University Teacher Education Programs. Meeting the technological needs of diverse learners and providing accommodations when needed is the foundation of the Teacher Education Program at Purdue.

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Does your program prepare special education teachers to:

- **teach students with disabilities effectively**  
Yes
- **participate as a member of individualized education program teams**  
Yes
- **teach students who are limited English proficient effectively**  
Yes

**Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the**

***Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.**

Purdue University has an undergraduate level dual licensure program for the licensure areas of Elementary Education (K-6) and Exceptional Needs (Special Education): Mild Intervention (P-12). Inclusion is an element of all teacher education programs, therefore research-based content and strategies are integrated in courses and field experiences to address diverse needs for P-12 students with disabilities.

All initial licensure candidates complete a minimum of 36 semester hours in content and methods courses that prepare them to teach students with disabilities and develop IEPs as well as participate in IEP teams. The methods courses, EDPS 46000 Strategies of Teaching Individuals with Disabilities and 46200 Advanced Strategies for Teaching Individuals with Disabilities, and EDPS 46100 Practicum in Strategies for Teaching Individuals with Disabilities are courses with intensive experiences in writing IEPs. The candidates complete two practica and 16 weeks of supervised teaching. In the practicum, candidates must participate in an IEP meeting with an actual student in a P-12 setting.

Students majoring in the Elementary Education and Exceptional Needs: Mild Intervention dual licensure program complete a two-credit hour course that addresses cultural and linguistically appropriate strategies for English Language Learners. A two-hour, 7-13 week field experience component is included. Students also design materials and focus on strategies for implementing instruction for English Language Learners.

All students complete EDCI 28500 Multiculturalism in Education or EDCI 58500 Multicultural Education. Additionally, the English Language Learner and Multiculturalism in Education courses focus on concepts and theories of ethnicity and cultural pluralism -- implications for educational change. Students examine value systems and cultural characteristics of various ethnic groups, different ethnic learning styles, ethnically pluralistic curriculum content and instructional materials, and conceptual curriculum design strategies for implementing multicultural education.

## Section VII 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. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.**

PASS RATES Note 1: Summary Pass Rates Although corrections were identified and sent by Purdue to the Indiana Department of Education, these corrections were not included in the calculations by Pearson, Inc. Some tests successfully passed were not matched to the program completer. Purdue calculates a 93% pass rate, not 90%, for all 2014-15 traditional program completers. Also refer to the following notes for additional information about adverse impact on the summary pass rates. Note 2: Content Tests All teacher education students are required to complete one or more content tests prior to student teaching. Due to the change in state required tests, exceptions were made for individuals who unsuccessfully completed content tests and they were allowed to complete their teacher education programs. However, many individuals subsequently passed the content test(s) in order to obtain an Indiana teacher license. Note 3: Content Test Additions According to state rules, licensed teachers may add content areas to their license if they successfully complete the content test. Many of those individuals coded Purdue University West Lafayette (WL) as the recipient institution and were counted toward Purdue WL for these additional content test areas. In fact, these individuals were not prepared by Purdue for that content area. As a result, this allowance to add content by testing alone has adversely affected Purdue pass rates. Purdue University is a public, land-grant university located in West Lafayette, Indiana. Throughout its history, Purdue has been dedicated to the mission and spirit of land grant universities through the conduct of significant outreach to the citizens of Indiana and beyond. Purdue is committed to the discovery and dissemination of knowledge, a mission reflected not only in its land grant status but also in its Carnegie classification as RU/VH: Research University (very high research activity). As a land-, sea-, and space-grant institution, Purdue expends approximately \$600 million annually for research. With approximately 39,000 undergraduate and graduate students on its West Lafayette campus, the university's mission also is oriented toward teaching and learning. Teacher Education at Purdue is governed by a Teacher Education Council (TEC) and is comprised of representatives from five colleges across the university: the Colleges of Agriculture, Health and Human Sciences, Education, Liberal Arts, and Science, as well as the Purdue Polytechnic Institute, where students are enrolled in these colleges and major in their content areas. The Program Convener Council (PCC) is a collaborative and advisory body to the TEC that is comprised of the program conveners for all teacher education programs. The PCC provides a mechanism to address common issues affecting teacher education programs. It also provides support and encouragement for networking, collaboration, and professional development among faculty and staff. The College of Education provides leadership for the PCC and TEC, as well as



core education courses and support services. Additional information about Purdue University teacher education programs can be found at <http://www.teach.purdue.edu>.

## Supporting Files

[Basic Skills Alternative Admissions Numbers 2014-2015](#)

## Complete Report Card

AY 2014-15



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