



George Washington University  
Alternative, IHE-based Report AY 2017-18  
District of Columbia



REPORT COMPLETE  
STATUS: CERTIFIED

## Institution Information

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

- [Academic year](#)
- [IPEDS ID](#)

IPEDS ID

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

CITY

STATE

ZIP

SALUTATION

FIRST NAME

LAST NAME

Krempel

**PHONE**

(202) 994-2410

**EMAIL**

kkrempel@gwu.edu

# List of Programs

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

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

THIS PAGE INCLUDES:

>> [Program Information](#)

## Program Information

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

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Early Childhood Special Education	No	
Secondary Education - Arabic	No	
Secondary Education - Biology	No	
Secondary Education - Chemistry	No	
Secondary Education - Chinese	No	
Secondary Education - English	No	
Secondary Education - English as a Second Language	No	
Secondary Education - French	No	
Secondary Education - General Science	No	
Secondary Education - German	No	
Secondary Education - Italian	No	
Secondary Education - Latin	No	
Secondary Education - Mathematics	No	
Secondary Education - Physics	No	
Secondary Education - Russian	No	

Total number of teacher preparation programs: 19

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Secondary Education - Social Studies	No	
Secondary Education - Spanish	No	
Secondary Special Education	No	
Special Education for Children with Emotional & Behavioral Disabilities	No	

**Total number of teacher preparation programs: 19**

# Program Requirements

## THIS PAGE INCLUDES:

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

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

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

## Admissions

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

Postgraduate



If Other, please specify:

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

- Yes  
 No

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

<http://gsehd.gwu.edu/admissions>

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

Students are provisionally admitted under special circumstances. Students who do not meet minimal undergraduate GPA or standardized test scores must meet specified benchmarks in their first semester of enrollment to continue in the program. The institution uses the term "conditional admission" in cases where required documentation is pending (e.g. official test scores, transcripts, etc.). Students in Elementary and Secondary Education programs who are deficient in required content knowledge coursework at the undergraduate level must take additional coursework to satisfy the content knowledge requirements before becoming a program completer.

## Undergraduate Requirements

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

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

- Yes  
 No

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

Element	Required for Entry	Required for Exit
Transcript	<input 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 was the median GPA of individuals accepted into the program in academic year 2017-18?

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

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

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

## Postgraduate Requirements

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

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

- Yes
- No

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

Element	Required for Entry	Required for Exit
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Background check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input type="radio"/> Yes <input checked="" 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 checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Interview	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Other Specify: International students only - Test of English as a Foreign Language (TOEFL) or Int...	<input checked="" type="radio"/> Yes <input 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.)

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

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

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

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

The median GPA of individuals accepted into the program represents the combined median GPA for both traditional and alternate routes as we do not

always know which pathway an individual will follow upon admission to the program.

## Supervised Clinical Experience

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

[Additional guidance on reporting supervised clinical experience and nonclinical coursework.](#)

Average number of clock hours of supervised clinical experience required prior to student teaching	0
Average number of clock hours required for student teaching	512
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	0
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	2
Number of students in supervised clinical experience during this academic year	2

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

Full-time equivalent adjunct faculty in supervised clinical experience includes only staff, project directors, or supervisors who are employed full-time by the university. The numbers included in this section cannot be used to calculate an accurate ratio of students to supervision faculty. The program follows CAEP/NCATE guidelines on supervision ratios where 6:1 students per university supervisor is equivalent to a single course on load.



# Enrollment

THIS PAGE INCLUDES:

>> [Enrollment](#)

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

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

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

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

## Enrollment

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

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

Total number of students enrolled in 2017-18	<input type="text" value="19"/>
Unduplicated number of males enrolled in 2017-18	<input type="text" value="5"/>
Unduplicated number of females enrolled in 2017-18	<input type="text" value="14"/>

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

2017-18	Number Enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race	<input type="text" value="0"/>
<i>Race</i>	

2017-18

Number Enrolled

American Indian or Alaska Native

0

Asian

4

Black or African American

8

Native Hawaiian or Other Pacific Islander

0

White

5

Two or more races

2

## Teachers Prepared

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

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

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

### THIS PAGE INCLUDES:

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

## Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2017-18. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

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

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

No teachers prepared in academic year 2017-18

CIP Code	Subject Area	Number Prepared
13.01	Education - General	<input type="text"/>
13.10	Teacher Education - Special Education	5
13.1202	Teacher Education - Elementary Education	<input type="text"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text"/>
13.1205	Teacher Education - Secondary Education	3
13.1206	Teacher Education - Multiple Levels	<input type="text"/>

CIP Code	Subject Area	Number Prepared
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"/>
13.1306	Teacher Education - Foreign Language	<input type="text"/>
13.1307	Teacher Education - Health	<input type="text"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	<input type="text" value="1"/>
13.1312	Teacher Education - Music	<input type="text"/>
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	<input type="text"/>
13.1319	Teacher Education - Technical Education	<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"/>
13.1325	Teacher Education - French	<input type="text" value="1"/>
13.1326	Teacher Education - German	<input type="text"/>
13.1328	Teacher Education - History	<input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>

CIP Code	Subject Area	Number Prepared
13.1330	Teacher Education - Spanish	1
13.1331	Teacher Education - Speech	
13.1332	Teacher Education - Geography	
13.1333	Teacher Education - Latin	
13.1335	Teacher Education - Psychology	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	1
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	
13.99	Education - Other Specify: <input type="text"/>	

## Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2017-18. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

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

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

### What are CIP Codes?

No teachers prepared in academic year 2017-18

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

CIP Code	Academic Major	Number Prepared
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"/>
13.1306	Teacher Education - Foreign Language	<input type="text"/>
13.1307	Teacher Education - Health	<input type="text"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
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	<input type="text"/>
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"/>
13.1319	Teacher Education - Technical Education	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	<input type="text"/>
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1325	Teacher Education - French	<input type="text"/>
13.1326	Teacher Education - German	<input type="text"/>
13.1328	Teacher Education - History	<input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>

CIP Code	Academic Major	Number Prepared
13.1330	Teacher Education - Spanish	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>
13.1332	Teacher Education - Geography	<input type="text"/>
13.1333	Teacher Education - Latin	<input type="text"/>
13.1335	Teacher Education - Psychology	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	<input type="text"/>
13.03	Education - Curriculum and Instruction	<input type="text"/>
01	Agriculture	<input type="text"/>
13.09	Education - Social and Philosophical Foundations of Education	<input type="text"/>
03	Natural Resources and Conservation	<input type="text"/>
05	Area, Ethnic, Cultural, and Gender Studies	<input type="text"/>
45.01	Social Sciences	<input type="text"/>
09	Communication or Journalism	1
45.02	Anthropology	<input type="text"/>
11	Computer and Information Sciences	<input type="text"/>
45.06	Economics	<input type="text"/>
12	Personal and Culinary Services	<input type="text"/>
45.07	Geography and Cartography	<input type="text"/>
14	Engineering	<input type="text"/>
16	Foreign Languages, Literatures, and Linguistics	2
45.10	Political Science and Government	<input type="text"/>

CIP Code	Academic Major	Number Prepared
45.11	Sociology	<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	1 <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	1 <input type="text"/>
30	Multi/Interdisciplinary Studies	<input type="text"/>
38	Philosophy and Religious Studies	2 <input type="text"/>
40	Physical Sciences	<input type="text"/>
41	Science Technologies/Technicians	<input type="text"/>
40.01	Physical Sciences	<input type="text"/>
42	Psychology	<input type="text"/>
40.02	Astronomy and Astrophysics	<input type="text"/>
44	Public Administration and Social Service Professions	<input type="text"/>
45	Social Sciences	<input type="text"/>
40.04	Atmospheric Sciences and Meteorology	<input type="text"/>
40.05	Chemistry	<input type="text"/>
46	Construction	<input type="text"/>
40.06	Geological and Earth Sciences/Geosciences	<input type="text"/>
47	Mechanic and Repair Technologies	<input type="text"/>
40.08	Physics	<input type="text"/>
50	Visual and Performing Arts	<input type="text"/>



CIP Code	Academic Major	Number Prepared
51	Health Professions and Related Clinical Sciences	<input type="text"/>
52	Business/Management/Marketing	<input type="text"/>
54	History	1
99	Other Specify: <input type="text"/>	<input type="text"/>

## Program Completers

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

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

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

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

THIS PAGE INCLUDES:

>> [Program Completers](#)

## Program Completers

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

2017-18	<input type="text" value="8"/>
2016-17	<input type="text" value="10"/>
2015-16	<input type="text" value="8"/>

# Annual Goals

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

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

## THIS PAGE INCLUDES:

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

## Annual Goals - Mathematics

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

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/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 2017-18

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

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

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

1

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

- Yes
- No
- Not applicable

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

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:

One candidate currently a teacher of record enrolled in the 2-year program and completed the program in Spring 18. The program does not intentionally recruit for non-traditional route teachers.

## Academic year 2018-19

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

- Yes  
 No (leave remaining questions for year blank)

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

1

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

We are graduating 1 non-traditional candidate in spring 19. This candidate took on a full-time teaching position after accepting admission to the traditional program.

## Academic year 2019-20

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

- Yes  
 No (leave remaining questions for year blank)

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

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

## Annual Goals - Science

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

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/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 2017-18

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

- Yes  
 No (leave remaining questions for year blank)

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

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

- Yes  
 No  
 Not applicable

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

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:

### Academic year 2018-19

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

- Yes  
 No (leave remaining questions for year blank)

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

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

### Academic year 2019-20

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

- Yes  
 No (leave remaining questions for year blank)

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

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

## Annual Goals - Special Education

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

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/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 2017-18

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

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

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

15

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

- Yes
- No
- Not applicable

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

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

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

We have been able to secure funding for many of our programs from both federal and local sources in order to help attract students who want to be teachers of students with disabilities.

### Academic year 2018-19

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

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

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

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

### Academic year 2019-20

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

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

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

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

Next year we will seek current teachers who need a master's degree or training in teaching students with learning and behavioral challenges. These teachers will be joining our programs part time.

## Annual Goals - Instruction of Limited English Proficient Students

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

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/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 2017-18

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

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

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

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

- Yes
- No
- Not applicable

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

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:

### Academic year 2018-19

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

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

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

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

### Academic year 2019-20

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

- Yes  
 No (leave remaining questions for year blank)

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

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

## Assurances

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

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

- Yes  
 No

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

- Yes  
 No

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

- Yes  
 No  
 Program does not prepare special education teachers

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

- Yes  
 No

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

- Yes  
 No

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

- Yes



No

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

Yes

No

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

General Education • Teacher candidates take courses in Special Education (for example, Elementary Education teacher candidates take SPED 6290: Affective Development and Behavior Management in Special Education; Secondary Education teacher candidates take EDUC 6112: Foundations of Assessment, Testing and Measurement in Education) or have special education content embedded in program of study (for example, all methods of teaching coursework requires that strategies for serving all learners be included in methods content) and they conduct their internships in classrooms with a full-inclusion model for educating non-disabled and disabled students. • Schools in which the teacher candidates intern are populated by children of low-SES. • Teacher candidates receive opportunities to undertake internships in urban and urban-fringe schools. • Applicants and teacher candidates undertake assessment activities that target the types of dispositions and skills necessary to work with diverse student populations. Special Education • The special education programs are all post-baccalaureate programs whereby prospective candidates are screened to ensure that they have an appropriate background in core academic subjects. During the admissions process, prospective candidates must be graduates of a regionally accredited institution of higher education and must meet the requirements of the program for grade point averages and admissions test scores. • Teacher candidates from the programs for teaching children with emotional and behavioral disabilities (CEBD) take general education courses: CPED 6236: Analysis of Teaching; CPED 6411: Elementary School Curriculum Methods in Mathematics; CPED 6411: Elementary School Curriculum Methods in Language Arts; and CPED 6224: Diagnostic Teaching of Reading: K-6 in addition to their coursework in special education. The new course developed in 2010, "Accessing the General Education Curriculum" continues to be included in this program.

## 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 Westat's Title II Support Center and your testing company representative.

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

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

## Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) Other enrolled students	8			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2017-18	8			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2016-17	6			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2015-16	8			
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) Other enrolled students	9			
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2017-18	8			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2016-17	6			
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2015-16	8			
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) Other enrolled students	9			
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2017-18	8			
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2016-17	6			
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2015-16	8			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2016-17	1			
ETS5362 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS5361 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES (DISC) Educational Testing Service (ETS) All program completers, 2016-17	1			
ETS5174 -FRENCH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS5265 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16	2			
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16	2			
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	3			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2017-18	7			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2016-17	5			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2016-17	3			
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2015-16	4			
ETS5383 -SE TEACH STUDENTS W LEARNING DISAB Educational Testing Service (ETS) Other enrolled students	1			
ETS5383 -SE TEACH STUDENTS W LEARNING DISAB Educational Testing Service (ETS) All program completers, 2017-18	5			
ETS5383 -SE TEACH STUDENTS W LEARNING DISAB Educational Testing Service (ETS) All program completers, 2015-16	3			
ETS5691 -SE: PRESCHOOL EARLY CHILDHOOD Educational Testing Service (ETS) All program completers, 2016-17	3			
ETS5691 -SE: PRESCHOOL EARLY CHILDHOOD Educational Testing Service (ETS) All program completers, 2015-16	4			
ETS5372 -SE: TEACH STUDENTS W BEH DIS EMOTION DIST Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS5841 -WORLD LANGUAGE PEDAGOGY Educational Testing Service (ETS) All program completers, 2017-18	2			

## 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 Westat's Title II Support Center and your testing company representative.

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

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

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

## Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2017-18	8		
All program completers, 2016-17	8		
All program completers, 2015-16	10	10	100
All program completers, combined 3 academic years	26	21	81

## Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

On this page, review the questions regarding your program's approval/accreditation and whether your program has been designated as low performing by the state. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

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

## Low-Performing

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

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

- Yes  
 No

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

- State  
 NCATE  
 TEAC  
 CAEP  
 Other specify:

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

- Yes  
 No

# Use of Technology

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

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

THIS PAGE INCLUDES:

>> [Use of Technology](#)

## Use of Technology

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

Does your program prepare teachers to:

- a. integrate technology effectively into curricula and instruction

Yes  
 No

- b. use technology effectively to collect data to improve teaching and learning

Yes  
 No

- c. use technology effectively to manage data to improve teaching and learning

Yes  
 No

- d. use technology effectively to analyze data to improve teaching and learning

Yes  
 No

2. Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

Examples: In Elementary Education teacher candidates receive instruction in using SMART Board™ technologies and other assistive technologies to improve teaching and learning. Teacher candidates use school district-level data collection databases to inform their teaching. These databases contain student assessments and grades that help inform the teacher candidate's plan for future instruction. In Secondary Education teacher candidates receive explicit training in school-based technologies as part of their internship experiences (e.g. depending on the school district students are introduced to using Chrome Books, Promethean Board and SMART Board™ technologies; and school district/school driven on-line communication and assessment/record keeping software). All coursework taken by secondary education candidates is supported by the GW's Blackboard Learning Management System which follows universal design principles. In particular, teacher candidates utilize technology in foundations coursework (i.e. CPED 6604: Perspectives on American Education; CPED 6608: Development and Diversity; and EDUC 6112: Foundations of Assessment, Testing, and Measurement in Education) and demonstrate application of technology integration in methods coursework and in teaching content area course requirements during their field-based placement experiences. Across Elementary and Secondary program curricula, the instructional delivery methods include a combination of in-class activities including demonstrations, role-playing and simulation, debates and discussions, critique and problem solving, case studies, and small group exercises. Teacher candidates are expected to use and apply Internet resources, word processing software (e.g. Microsoft Word and PowerPoint®), in their course assignments, research, and micro-teaching rationales and demonstrations. The Transition Special

Education Program uses a universal design for learning (UDL) framework for curriculum development which is an upfront planning process that integrates technology into planning, delivering, and student engagement in learning. As part of unit planning, teacher candidates produce information resources in different formats and forms and provide choices to students on how they will receive, interact with and demonstrate learning. The program also teaches technology accommodations that address specific characteristics of disabilities. In special education internships, teacher candidates are held accountable for applying UDL principles in the two units of instruction required. They must keep data on student performance and demonstrate modification in unit plans based on on-going student assessment. In the internship setting, interns are required to use the school systems' grade book and demonstrate use of the grade book functions for data collection and analysis. All EPP Programs incorporate the use of technology in tandem with EXAMINATION OF STUDENT WORK in internship classes as well as pre- and post-testing in unit planning in internship and the curriculum course. STUDENT WORK allows teacher candidates to organize data based on identifying the common and disparate needs of students, plan and teach accordingly and then monitor progress based on identified areas of needs. Programs require teacher candidates to plan, implement and analyze assessments of student learning during their capstone internship experience and provide evidence that assessment data informs their instruction. Program faculty model technology use to effectively manage and analyze data to improve teaching and learning throughout our courses through the use of Blackboard®. In special education internships, teacher candidates are held accountable for applying UDL principles in the two units of instruction required. They must keep data on student performance and demonstrate modification in unit plans based on on-going student assessment. In the internship setting, interns are required to use the school systems' grade book and demonstrate use of the grade book functions for data collection and analysis.



# Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

On this page, review the questions about how your program trains general education teachers and special education teachers. For the purposes of these questions, general education teachers means those who are not specifically prepared as special education teachers. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

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

## Teacher Training

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

### 1. Does your program prepare general education teachers to:

#### a. teach students with disabilities effectively

- Yes  
 No

#### b. participate as a member of individualized education program teams

- Yes  
 No

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

- Yes  
 No

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

As an institution recognized by the Council for the Accreditation of Educator Preparation (CAEP) and the District of Columbia Office of the State Superintendent of Education, preparation programs in the area of general education have demonstrated that they meet professional standards which include demonstrating that candidates effectively teach all students including students with exceptionalities and cultural and linguistic differences. Further, all program areas have achieved national recognition by CAEP and the relevant specialized professional association (Association for Childhood Education International, Teachers of English to Speakers of Other Languages (TESOL), Council for Exceptional Children, National Association for the Education of Young Children, National Council of Teachers of English, American Council on the Teaching of Foreign Languages, National Council of Teachers of Mathematics, National Science Teachers Association, National Council for the Social Studies). The unit continues to demonstrate that through performance based measures candidates are meeting professional teaching standards that include curriculum covering the Individuals with Disabilities Act and clinical experiences that engage students in IEP programming as appropriate to their role. Teacher Candidates also receive instruction in developmental needs of English Language Learners and appropriate strategies teaching ELLs. All Elementary and Secondary education teacher candidates are required to take coursework in student development and diversity. This coursework focuses on the social and emotional development of students and the ways in which race, culture, language, economics and gender shape teaching and learning in K-12 general education classrooms. The coursework provided to GW teacher candidates identifies and describes procedures and strategies that are put into practice during the teacher candidates' clinical placements. For example, in Elementary Education, coursework involves candidates examining IEP team responsibilities, the role of the general education teacher in the IEP process, the components of the IEP, and how the IEP can change and be modified to meet the student's needs. Practicum and internships take place in classrooms operating a full-inclusion model whereby students with disabilities are educated with their non-disabled peers. Teacher candidates are instructed in strategies that cater to the full-range of student learners. The Elementary Education program integrates ELL strategies into courses that address diversity issues and reading strategies. In Secondary

Education, candidates are prepared to meet the broad range of needs and learning styles found in today's classrooms through discussions, readings, and debates about a broad array of issues related to students with special needs as well as second language learners. Teacher candidates explore issues of classroom diversity in relation to theories of human growth and development including: diverse student strengths and needs; the special needs population; the dynamics of inclusion; and multi-cultural issues related to the teaching/learning process. This knowledge is applied in their field-based experiences and internships. (Courses include CPED 6606: Theories of Learning and Development; CPED 6608: Development and Diversity; CPED 6556: Linguistic Application in English as a Second Language; and CPED 6557: Second Language Acquisition).

**3. Does your program prepare special education teachers to:**

**a. teach students with disabilities effectively**

- Yes
- No
- Program does not prepare special education teachers

**b. participate as a member of individualized education program teams**

- Yes
- No
- Program does not prepare special education teachers

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

- Yes
- No
- Program does not prepare special education teachers

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

As an institution accredited by the Council for the Accreditation of Educator Preparation and the District of Columbia Office of the State Superintendent of Education, preparation programs in the area of special education have demonstrated that they meet professional standards which include demonstrating that candidates effectively teach all students including students with exceptionalities and cultural and linguistic differences. Further, all program areas have achieved national recognition by CAEP and the Council for Exceptional Children. In addition to meeting the core standards of CEC which requires programs to demonstrate that candidates effectively teach students with disabilities and are trained to participate in individualized education program teams, several programs have sought and earned national recognition in categorical preparation areas such as working with young children in early childhood special education, students with learning disabilities at the secondary level, and children with serious emotional disabilities. These categorical standards provide advanced skills in special education embedded into initial teacher preparation programs. As performance-based measures have become hallmarks of such distinctions, the unit continues to demonstrate that candidates are meeting professional teaching standards. Coursework in the Unit's special education programs (i.e. early childhood special education, special education for children with emotional and behavioral disabilities, and secondary special education) identifies and describes procedures and strategies for teaching special needs and ELL students, which, candidates are expected to put into practice in their clinical placements.

## Contextual Information

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

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

THIS PAGE INCLUDES:

>> [Contextual Information](#)

## Contextual Information

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

The program does not make a clear distinction between traditional and alternate pathways to certification. When seeking new partnerships, programs work collaboratively with local school systems and seek to address their needs within the framework of the program's offerings. Before entering the program, prospective candidates must satisfy admission standards for the program and must continue to meet benchmarks set by the program. In some arrangements, school systems may help recruit and identify prospective candidates who apply to the program. All students complete a required state approved curriculum and demonstrate through key performance assessments evidence of knowledge, skills, and dispositions.

## Supporting Files

No files have been provided.

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

# Report Card Certification

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

## Enrollment Confirmation

Total Title II enrollment from Section I: Program Information, Enrollment is **19**.

Number of program completers from Section I: Program Information, Program Completers is **8**.

For a total enrollment of **27**.

## 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:

Colin Green

TITLE:

Academic Dean

## 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:

Thomas LeBlanc

TITLE:

President