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AY 2012-13

Institution Information

Name of Institution: DePauw University
Institution/Program Type: Traditional
Academic Year: 2012-13
State: Indiana

Address: 214 Harrison Hall, 7 Larabee Street
DePauw University
Greencastle, IN, 46135

Contact Name: Mrs. Diana VanMiddlesworth
Phone: 765-658-5096
Email: dianavanmiddlesworth@depauw.edu

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?
Music Education	No
Total number of teacher preparation programs: 1	

Section I.b Admissions

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

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:
<http://www.depauw.edu/admission/apply/school-of-music-students/>

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

Section I.b Undergraduate Requirements

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	Yes
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	No	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	Yes	Yes
Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	No
Interview	No	No
Other	Data not reported	Data not reported

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

2.6

What was the median GPA of individuals accepted into the program in academic year 2012-13

3.23

What is the minimum GPA required for completing the program?

2.6

What was the median GPA of individuals completing the program in academic year 2012-13

3.3

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 2012-13

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2012-13

Please provide any additional comments about the information provided above:

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 2012-13:	18
Unduplicated number of males enrolled in 2012-13:	5
Unduplicated number of females enrolled in 2012-13:	13

2012-13	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	0
Race	
American Indian or Alaska Native:	0
Asian:	1
Black or African American:	0
Native Hawaiian or Other Pacific Islander:	0
White:	17
Two or more races:	0

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2012-13.

Average number of clock hours of supervised clinical experience required prior to student teaching	10
Average number of clock hours required for student teaching	600
Average number of clock hours required for mentoring/induction support	20
Number of full-time equivalent faculty supervising clinical experience during this academic year	2
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	0
Number of students in supervised clinical experience during this academic year	9

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

9 students were in supervised clinical experience during the spring semester of 2013. This was their student teaching requirement.

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2012-13. 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	0
Teacher Education - Special Education	0
Teacher Education - Early Childhood Education	0
Teacher Education - Elementary Education	0
Teacher Education - Junior High/Intermediate/Middle School Education	0
Teacher Education - Secondary Education	0
Teacher Education - Multiple Levels	0

Teacher Education - Agriculture	0
Teacher Education - Art	0
Teacher Education - Business	0
Teacher Education - English/Language Arts	0
Teacher Education - Foreign Language	0
Teacher Education - Health	0
Teacher Education - Family and Consumer Sciences/Home Economics	0
Teacher Education - Technology Teacher Education/Industrial Arts	0
Teacher Education - Mathematics	0
Teacher Education - Music	9
Teacher Education - Physical Education and Coaching	0
Teacher Education - Reading	0
Teacher Education - Science Teacher Education/General Science	0
Teacher Education - Social Science	0
Teacher Education - Social Studies	0
Teacher Education - Technical Education	0
Teacher Education - Computer Science	0
Teacher Education - Biology	0
Teacher Education - Chemistry	0
Teacher Education - Drama and Dance	0
Teacher Education - French	0
Teacher Education - German	0
Teacher Education - History	0
Teacher Education - Physics	0
Teacher Education - Spanish	0
Teacher Education - Speech	0
Teacher Education - Geography	0
Teacher Education - Latin	0
Teacher Education - Psychology	0
Teacher Education - Earth Science	0
Teacher Education - English as a Second Language	0
Teacher Education - Bilingual, Multilingual, and Multicultural Education	0
Education - Other Specify:	0

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2012-13. 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. (S205(b)(1)(H))

Academic Major	Number Prepared
Education - General	0
Teacher Education - Special Education	0
Teacher Education - Early Childhood Education	0
Teacher Education - Elementary Education	0
Teacher Education - Junior High/Intermediate/Middle School Education	0
Teacher Education - Secondary Education	0
Teacher Education - Agriculture	0
Teacher Education - Art	0
Teacher Education - Business	0
Teacher Education - English/Language Arts	0
Teacher Education - Foreign Language	0
Teacher Education - Health	0
Teacher Education - Family and Consumer Sciences/Home Economics	0
Teacher Education - Technology Teacher Education/Industrial Arts	0
Teacher Education - Mathematics	0
Teacher Education - Music	9

Teacher Education - Physical Education and Coaching	0
Teacher Education - Reading	0
Teacher Education - Science	0
Teacher Education - Social Science	0
Teacher Education - Social Studies	0
Teacher Education - Technical Education	0
Teacher Education - Computer Science	0
Teacher Education - Biology	0
Teacher Education - Chemistry	0
Teacher Education - Drama and Dance	0
Teacher Education - French	0
Teacher Education - German	0
Teacher Education - History	0
Teacher Education - Physics	0
Teacher Education - Spanish	0
Teacher Education - Speech	0
Teacher Education - Geography	0
Teacher Education - Latin	0
Teacher Education - Psychology	0
Teacher Education - Earth Science	0
Teacher Education - English as a Second Language	0
Teacher Education - Bilingual, Multilingual, and Multicultural Education	0
Education - Curriculum and Instruction	0
Education - Social and Philosophical Foundations of Education	0
Liberal Arts/Humanities	0
Psychology	0
Social Sciences	0
Anthropology	0
Economics	0
Geography and Cartography	0
Political Science and Government	0
Sociology	0
Visual and Performing Arts	0
History	0
Foreign Languages	0
Family and Consumer Sciences/Human Sciences	0
English Language/Literature	0
Philosophy and Religious Studies	0
Agriculture	0
Communication or Journalism	0
Engineering	0
Biology	0
Mathematics and Statistics	0
Physical Sciences	0
Astronomy and Astrophysics	0
Atmospheric Sciences and Meteorology	0
Chemistry	0
Geological and Earth Sciences/Geosciences	0
Physics	0
Business/Business Administration/Accounting	0
Computer and Information Sciences	0
Other Specify:	0

Section I.f Program Completers

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

2011-12: 6

2010-11: 6

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 2012-13

Did your program prepare teachers in mathematics in 2012-13?

No

How many prospective teachers did your program plan to add in mathematics in 2012-13?

Did your program meet the goal for prospective teachers set in mathematics in 2012-13?

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:

DePauw only certifies music education students.

Academic year 2013-14

Is your program preparing teachers in mathematics in 2013-14?

No

How many prospective teachers did your program plan to add in mathematics in 2013-14?

Provide any additional comments, exceptions and explanations below:

DePauw only certifies music education students.

Academic year 2014-15

Will your program prepare teachers in mathematics in 2014-15?

No

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

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 2012-13

Did your program prepare teachers in science in 2012-13?

No

How many prospective teachers did your program plan to add in science in 2012-13?

Did your program meet the goal for prospective teachers set in science in 2012-13?

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:

DePauw only certifies music education students.

Academic year 2013-14

Is your program preparing teachers in science in 2013-14?

No

How many prospective teachers did your program plan to add in science in 2013-14?

Provide any additional comments, exceptions and explanations below:

DePauw only certifies music education students.

Academic year 2014-15

Will your program prepare teachers in science in 2014-15?

No

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

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 2012-13

Did your program prepare teachers in special education in 2012-13?

No

How many prospective teachers did your program plan to add in special education in 2012-13?

Did your program meet the goal for prospective teachers set in special education in 2012-13?

NA

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:

DePauw only certifies music education students.

Academic year 2013-14

Is your program preparing teachers in special education in 2013-14?

No

How many prospective teachers did your program plan to add in special education in 2013-14?

Provide any additional comments, exceptions and explanations below:

DePauw only certifies music education students.

Academic year 2014-15

Will your program prepare teachers in special education in 2014-15?

No

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

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))

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 2012-13

Did your program prepare teachers in instruction of limited English proficient students in 2012-13?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2012-13?

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2012-13?

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:

DePauw only certifies music education students.

Academic year 2013-14

Is your program preparing teachers in instruction of limited English proficient students in 2013-14?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2013-14?

Provide any additional comments, exceptions and explanations below:

DePauw only certifies music education students.

Academic year 2014-15

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

No

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

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.

NA

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:

Offer multiple courses designed to meet the assurances listed above: EDU 180 Understanding Diverse Classrooms, MUS 263 Music for Students with Diverse Needs, MUS 351 Elementary General Music, Urban and rural experiences, Winter Term internships, MUS 375 Field Experience, MUS 451 Student Teaching in Music & MUS 452 Senior Seminar for Music Educators.

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company	Number taking	Avg. scaled	Number passing	Pass rate

Group	tests	score	tests	(%)
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	9			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	6			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	5			
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) Other enrolled students	9			
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2012-13	9			
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2011-12	6			
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2010-11	5			
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) Other enrolled students	9			
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2012-13	9			
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2011-12	6			
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2010-11	5			
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) Other enrolled students	9			
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2012-13	9			
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2011-12	6			
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2010-11	5			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2012-13	9		
All program completers, 2011-12	6		
All program completers, 2010-11	5		
All program completers, combined 3 academic years	20	20	100

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

National Association of School of Music

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)?

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.

DePauw University has several services in place to assist students in our unit's program with skill acquisition in technology. In addition, many assignments in the program require students to demonstrate proficiency with various technologies. Also, several of our school sites allow students to work with technologies such as SmartBoards and K-6 student laptops. Students are required to utilize the Moodle program. Moodle is a Course Management System (CMS), also known as a Learning Management System (LMS) or a Virtual Learning Environment (VLE). Students are required by the university to possess a laptop upon admissions to DPU. Teaching staff also use smartboards and advanced projection technology within the classroom setting.

We offer multiple courses designed to meet the requirements listed above:

MUS 115 Technology and Music Education

MUS 354 Elementary and Secondary Instrumental Methods

MUS 263 Music for Students with Diverse Needs

MUS 351 Elementary General Music

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.

Offer multiple courses designed to meet the requirements listed above: EDU 180 Understanding Diverse Classrooms, MUS 263 Music for Students with Diverse Needs, MUS 351 Elementary General Music, Urban and rural experiences, Winter Term internships, MUS 375 Field Experience, MUS 451 Student Teaching in Music & MUS 452 Senior Seminar for Music Educators.

Does your program prepare special education teachers to:

- teach students with disabilities effectively
Yes
- participate as a member of individualized education program teams
No
- teach students who are limited English proficient effectively
No

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.

We do not license special education teachers at DePauw. Students enrolled in the music education program are required to take MUS 263, Music For Students with Diverse Needs.

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.

DePauw University only certifies music education students. We no longer provide a teacher certification program for elementary and secondary education. We have not done so for the past 7 years.

Supporting Files

Complete Report Card

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 This is a United States Department of Education computer system.

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