

CAEP Annual Measure 6: Ability of Completers to Meet Licensing (certification) and any additional state requirements; Title II (Initial & Advanced Levels)

Initial Level

Licensure Rate Definition. In the Andrews University Teacher Preparation Program (TPP), we calculate Licensure Rates for the initial teacher preparation programs based on Intake Cohorts, but in a slightly different way than we do for graduation rates. Instead of calculating rates based on everyone accepted into an Intake Cohort, we calculate Licensure Rates based only on the number of graduates from an Intake Cohort who completed the Teacher Preparation Program. While all completers are required to complete an application for a Michigan Teaching Certificate, not all actually complete the licensure process by paying the final fee to secure the license. We expect our graduates to receive their teaching certificates/licenses within one year of degree completion. This provide time for those who have yet to pass the required MTTC Content Area Exam(s) or those who are waiting to earn some money to pay for the exam(s) and/or the certificate itself. Our documentation of a candidates' qualification for a teaching license are the voted minutes of the Certification and Petitions Screening Committee noting the committee's recommendation of a candidate or group of candidates for a Michigan Teaching Certification.

Initial Programs Licensure Rate. The Andrews University TPP Licensure Rate for 2019-2020 was 100% (see table below). The rate was based on the 11 graduates from the 2014-15 MAT and 2015-2016 BA/BS Intake Cohorts. For these Intake Cohorts, no candidates needed extra time after graduation to acquire their teaching licenses.

Interpretation of Initial Programs Licensure Rate. This is the third consecutive year we have reported a Licensure Rate of 100%. We attribute the high Licensure Rate of our graduates to the strong academic programs in place at Andrews University. We work collaboratively with partner departments in the College of Arts and Sciences to help ensure alignment between teacher certification standards in both our candidates' content and education courses.

Table 3

*Andrews University Initial Teacher Preparation Programs 2019-2020 Licensure Rates**

| | Academic Year | | | | 2019-20 (Target=80%) |
|---------------------------------------------|---------------|---------|----------------|---------|-------------------------|
| | 2015-16 | 2016-17 | 2017-18 | 2018-19 | |
| Graduated (n) | 0 | 0 | 6 ⁺ | 3 | 2 |
| Graduates Receiving MI Teaching License (n) | NA | NA | 6 | 3 | 2 |
| Cumulative MI Licensure Rate | NA | NA | 54.5% | 81.8% | 100% |

*Cohort of Completers with 2020-2021 Licensure Target, N=11; 2014-2015 BA/BS Intake Cohort, n=10; 2015-2016 MAT Intake Cohort, n=1

⁺One MAT student completed certification requirements based on their bachelor's degree but did not complete the MAT degree. We are including that person here as a "graduate" because they completed the certification program.

Advanced Levels:

EDAL

There is currently not a state licensing exam for educational leaders in Michigan. At the conclusion of the 34-credit master's degree program in Educational Leadership, candidates apply and attain MDE certification with reciprocity in all 50 states.

School Psychology

The School Psychology program can assert that 100% (2/2) of completers in the 2019-20 data cycle not only met licensing requirements successfully but are hired in the educational positions for which they prepared.