title **II** highereducationact

Indiana University Southeast
Traditional Program

2017 | Title II Reports

Complete Report Card

AY 2015-16

Institution Information

Name of Institution: Indiana University Southeast
Institution/Program Type: Traditional
Academic Year: 2015-16
State: Indiana

Address: 4201 Grant Line Road
Hillside Hall 20A
New Albany, IN, 47150

Contact Name: Dr. Doyin Coker-Kolo
Phone: 812-941-2206
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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education? (http://www2.ed.gov/about/offices/list/oii/tqp/index.html)

No

If yes, provide the following:

 Award year:

 Grantee name:

 Project name:

 Grant number:

 List partner districts/LEAs:

 List other partners:

 Project Type:

Section I.a Program Information

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

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Elementary Education	No
Secondary Education	No
Special Education	No
Total number of teacher preparation programs: 3	

Section I.b Admissions

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

Other Each program admits students at different times of the year.

Does your initial teacher certification program conditionally admit students?
No

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

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

Students are admitted to the traditional Elementary, Special Education and Secondary Programs twice a year.

Section I.b Undergraduate Requirements

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

Are there initial teacher certification programs at the undergraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate level.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	No	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	Yes	Yes
Minimum ACT score	Yes	Yes
Minimum SAT score	Yes	Yes
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	Yes	Yes
Essay or personal statement	No	No
Interview	No	Yes
Other	Yes	Yes

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

2.5

What was the median GPA of individuals accepted into the program in academic year 2015-16

3.35

What is the minimum GPA required for completing the program?

2.5

What was the median GPA of individuals completing the program in academic year 2015-16

3.45

Please provide any additional comments about the information provided above:

The minimum GPA for Secondary Education is 2.75.

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 2015-16

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2015-16

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 2015-16:	113
Unduplicated number of males enrolled in 2015-16:	30
Unduplicated number of females enrolled in 2015-16:	83

2015-16	Numberenrolled
Ethnicity	
Hispanic/Latino of any race:	1
Race	
American Indian or Alaska Native:	0
Asian:	0
Black or African American:	1
Native Hawaiian or Other Pacific Islander:	0
White:	109
Two or more races:	2

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2015-16.

Average number of clock hours of supervised clinical experience required prior to student teaching	287
Average number of clock hours required for student teaching	2800
Average number of clock hours required for mentoring/induction support	40
Number of full-time equivalent faculty supervising clinical experience during this academic year	17
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	19
Number of students in supervised clinical experience during this academic year	99

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

Students have several clinical experiences prior to student teaching. They have 30 hours early experience prior to admission. 10 hours in diverse settings (English for Speakers of other languages). Students have field experience in 3 or 4 blocks depending on the major selected, varies from 90 to 360 hours. Finally, students have

2,000(10 weeks)in Secondary Education, 3,200(16 weeks)in Elementary and 3,200(2- 8 week placement- split elementary/middle-high) in Special education for

student teaching experience.

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2015-16. 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	8
TeacherEducation-EarlyChildhoodEducation	0
Teacher Education - Elementary Education	57
Teacher Education - Junior High/Intermediate/Middle School Education	32
Teacher Education - Secondary Education	32
Teacher Education - Multiple Levels	0
Teacher Education - Agriculture	0
Teacher Education - Art	0
TeacherEducation-Business	0
Teacher Education - English/Language Arts	11
Teacher Education - Foreign Language	1
Teacher Education - Health	0
Teacher Education - Family and Consumer Sciences/Home Economics	0
Teacher Education - Technology Teacher Education/Industrial Arts	0
Teacher Education - Mathematics	7
Teacher Education - Music	0
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	9
Teacher Education - Technical Education	0
Teacher Education - Computer Science	0
Teacher Education - Biology	2
Teacher Education - Chemistry	3
Teacher Education - Drama and Dance	0
Teacher Education - French	0
Teacher Education - German	0
Teacher Education - History	9
Teacher Education - Physics	3
Teacher Education - Spanish	1
Teacher Education - Speech	0
Teacher Education - Geography	9
Teacher Education - Latin	0
TeacherEducation-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 2015-16. For the purposes of this section, number prepared means the numbe of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Academic Major	Number Prepared

Education - General	0
Teacher Education - Special Education	8
Teacher Education - Early Childhood Education	0
Teacher Education - Elementary Education	57
Teacher Education - Junior High/Intermediate/Middle School Education	0
Teacher Education - Secondary Education	32
Teacher Education - Agriculture	0
Teacher Education - Art	0
Teacher Education - Business	0
Teacher Education - English/Language Arts	11
Teacher Education - Foreign Language	1
Teacher Education - Health	0
Teacher Education - Family and Consumer Sciences/Home Economics	0
Teacher Education - Technology Teacher Education/Industrial Arts	0
Teacher Education - Mathematics	7
Teacher Education - Music	0
Teacher Education - Physical Education and Coaching	0
Teacher Education - Reading	0
Teacher Education - Science	8
Teacher Education - Social Science	9
Teacher Education - Social Studies	9
Teacher Education - Technical Education	0
Teacher Education - Computer Science	0
Teacher Education - Biology	2
Teacher Education - Chemistry	3
Teacher Education - Drama and Dance	0
Teacher Education - French	0
Teacher Education - German	0
Teacher Education - History	9
Teacher Education - Physics	3
Teacher Education - Spanish	1
Teacher Education - Speech	0
Teacher Education - Geography	9
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	9
Foreign Languages	1
Family and Consumer Sciences/Human Sciences	0

English Language/Literature	11
Philosophy and Religious Studies	0
Agriculture	0
Communication or Journalism	0
Engineering	0
Biology	2
Mathematics and Statistics	0
Physical Sciences	3
Astronomy and Astrophysics	0
Atmospheric Sciences and Meteorology	0
Chemistry	3
Geological and Earth Sciences/Geosciences	0
Physics	3
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:

2015-16: 99

2014-15: 91

2013-14: 123

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 agenc 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 2015-16

Did your program prepare teachers in mathematics in 2015-16?

Yes

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

1

Did your program meet the goal for prospective teachers set in mathematics in 2015-16?

Yes

Description of strategies used to achieve goal, if applicable:

Development of "grow your own" programs like minors in secondary education and dual credit program offerings in high schools in our service areas. We also established a scholarship for secondary education students in honor of a retired faculty.

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

We learned that students have trouble passing the basic skills tests needed to enroll into the programs. Tutorials (online and face to face) have been developed to assist prospective students. Also, the licensing office will compile a list of testing assistance resources and post them on the School of Education web site.

Provide any additional comments, exceptions and explanations below:

In addition to the above, we developed a proposal for a post baccalaureate secondary education program (Advance-To Teaching) to attract career changers , particula those interested in Mathematics and Science Education. This proposal has now been approved by IDOE and slated to be implemented starting summer 2017.

Academic year 2016-17

Is your program preparing teachers in mathematics in 2016-17?

Yes

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

2

Provide any additional comments, exceptions and explanations below:

Same as above

Academic year 2017-18

Will your program prepare teachers in mathematics in 2017-18?

Yes

How many prospective teachers does your program plan to add in mathematics in 2017-18?

2

Provide any additional comments, exceptions and explanations below:

None

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 agenc 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 2015-16

Did your program prepare teachers in science in 2015-16?

Yes

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

1

Did your program meet the goal for prospective teachers set in science in 2015-16?

Yes

Description of strategies used to achieve goal, if applicable:

We increased our outreach to high school students enrolled in Teacher Academy or Teacher Cadet Programs. We also developed an d obtained approval for a Secondary Education Minor to recruit students in the content areas particularly in the STEM area.

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

Not applicable

Provide any additional comments, exceptions and explanations below:

We increased our outreach to high school students enrolled in Teacher Academy or Teacher Cadet Programs. We also developed an d obtained approval for a Secondary Education Minor to recruit students in the content areas particularly in the STEM area.

Academic year 2016-17

Is your program preparing teachers in science in 2016-17?

Yes

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

1

Provide any additional comments, exceptions and explanations below:

In addition to the above, we developed a proposal for a post baccalaureate secondary education program (Advance-To Teaching) to attract career changers , particula those interested in Mathematics and Science Education. This proposal has now been approved by IDOE and slated to be implemented starting summer 2017.

Academic year 2017-18

Will your program prepare teachers in science in 2017-18?

Yes

How many prospective teachers does your program plan to add in science in 2017-18?

Provide any additional comments, exceptions and explanations below:

None

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 agenc 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 2015-16

Did your program prepare teachers in special education in 2015-16?

Yes

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

0

Did your program meet the goal for prospective teachers set in special education in 2015-16?

No

Description of strategies used to achieve goal, if applicable:

Not applicable

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

The program recently developed 3 new pathways to enhance student recruitment. These are a post-baccalaureate initial licensure, dual Elementary- Special Educatio initial licensure and an MS in Secondary Education with a concentration in Special Education. The proposals have been approved at the campus level and now going through the external approval bodies- Education Council, IUS Board of Trustees and ICHE.

Provide any additional comments, exceptions and explanations below:

None

Academic year 2016-17

Is your program preparing teachers in special education in 2016-17?

Yes

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

1

Provide any additional comments, exceptions and explanations below:

Increased recruitment efforts and leveraging campus wide resources in scholarships, intrusive advising and collaborations with school partners. The program faculty have been conscientious at attending open houses on campus and off campus to recruit students.

Academic year 2017-18

Will your program prepare teachers in special education in 2017-18?

Yes

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

4

Provide any additional comments, exceptions and explanations below:

We learned that passing the basic skills tests (CASA) have been an impediment to students enrolling into the program. Therefore, we are increasing services to support the students including offering online practice tests and working with General Education faculty to identify and offer a cluster of courses that will better prepare the students to succeed on this examination.

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 agenc including mathematics, science, special education, and instruction of limited English proficient students. **(§205(a)(1)(A)(ii), §206(a))**

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

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

Academic year 2015-16

Did your program prepare teachers in instruction of limited English proficient students in 2015-16?

Yes

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

0

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2015-16?

Yes

Description of strategies used to achieve goal, if applicable:

Not applicable

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

Our graduate students have the opportunity to enroll in an English as a New language (ENL) licensure program that is ran by IU Bloomington and for which we teach 4 of the classes. We have recently developed an ENL minor to offer to undergraduate students. This program has been approved by all campus approval bodies and an application for its approval with IDOE is pending.

Provide any additional comments, exceptions and explanations below:

None

Academic year 2016-17

Is your program preparing teachers in instruction of limited English proficient students in 2016-17?

Yes

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

0

Provide any additional comments, exceptions and explanations below:

We are maintaining the enrollment in the graduate English as a New language (ENL) graduate licensure program but hope to improve undergraduate students' expertise in the area with the addition of the new ENL minor.

Academic year 2017-18

Will your program prepare teachers in instruction of limited English proficient students in 2017-18?

Yes

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

2

Provide any additional comments, exceptions and explanations below:

None

Section II Assurances

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

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

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

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

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

Yes

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

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

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

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

Indiana University Southeast School of Education receives input on program development and evaluation through advisory boards created for each program and an overall new SOE collaborative council. These advisory boards comprise of representatives from other Schools on campus, School partners and teacher candidates. W also receive input through various surveys from employers and program completers. We have received many grants over the years that support our programs and teacher candidates. For example, we have a long term grant relationship with WHAS Crusade for Children which provides academic materials and other resources for special education teachers who work with students with disabilities. This grant also supports two scholarship per year for one undergraduate and one graduate speci education candidates. Our candidates are required to do a minimum of 15 hours of practicum in urban settings in Louisville, KY. Instruction on how to work with and teach limited English proficient students and special education students is delivered through required course work. For example, all teacher candidates take M 300: Education in a Pluralistic Society. Graduate students take a diversity course in social foundations. We also have a large DOE grant to provide professional development workshops for school personnel in ENL and a partnership with IU Bloomington on an ENL licensure program. Candidates are recommended for the license from the Bloomington campus - not IUS. This year, we developed a new minor in ENL for undergraduate students. The approval is in progress. The IUS campus provides financial support for an ENL project called New Neighbors to assist in providing materials and professional development to teachers regarding ENL.

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
5235-BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	2			
0235.1-BIOLOGY CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2013-14	1			
5571-EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2013-14	2			
0571.1-EARTH AND SPACE SCIENCES - CK.1 Educational Testing Service (ETS) All program completers, 2013-14	1			
0910-ECONOMICS Educational Testing Service (ETS) All program completers, 2013-14	1			
5033-ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) All program completers, 2014-15	13	174	10	77
5033-ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) All program completers, 2013-14	54	173	49	91
5032-ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) All program completers, 2014-15	13	178	12	92
5032-ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) All program completers, 2013-14	53	179	53	100
5035-ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) All program completers, 2014-15	13	172	10	77
5035-ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) All program completers, 2013-14	53	170	50	94
5034-ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) All program completers, 2014-15	13	169	10	77
5034-ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) All program completers, 2013-14	53	168	47	89

005-ELEMENTARY EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	16	235	14	88
005-ELEMENTARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	17	235	14	82
005-ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	54	244	53	98
005-ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	45	238	41	91
005-ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	42	242	42	100
060-ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	13	233	11	85
060-ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	2			
060-ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2015-16	50	235	45	90
060-ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	33	232	32	97
060-ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	8			
061-ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	13	244	13	100
061-ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	13	232	9	69
061-ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2015-16	50	239	50	100
061-ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	33	237	33	100
061-ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	8			
062-ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	13	228	11	85
062-ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson Other enrolled students	2			
062-ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2015-16	51	239	49	96
062-ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2014-15	33	236	33	100
062-ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2013-14	8			
063-ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	12	227	10	83
063-ELEMENTARY EDUCATION GENERALIST SUBTEST 4	15	217	9	60

Assessment				
Evaluation Systems group of Pearson Other enrolled students				
063-ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2015-16	49	233	46	94
063-ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2014-15	33	226	28	85
063-ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2013-14	8			
5041-ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	3			
0041.1-ENG LANG LIT COMP CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2013-14	4			
021-ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
021-ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2015-16	11	228	10	91
021-ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2014-15	6			
025-EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2015-16	8			
025-EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2014-15	5			
025-EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2013-14	1			
064-EXCEPTIONAL NEEDS—MILD INTERVENTION: READING INST Evaluation Systems group of Pearson All program completers, 2015-16	1			
064-EXCEPTIONAL NEEDS—MILD INTERVENTION: READING INST Evaluation Systems group of Pearson All program completers, 2014-15	2			
064-EXCEPTIONAL NEEDS—MILD INTERVENTION: READING INST Evaluation Systems group of Pearson All program completers, 2013-14	1			
0921-GEOGRAPHY II Educational Testing Service (ETS) All program completers, 2013-14	10	164	10	100
0930-GOVERNMENT POLITICAL SCIENCE Educational Testing Service (ETS) All program completers, 2013-14	10	649	10	100
035-MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
035-MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	1			
035-MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	7			
035-MATHEMATICS Evaluation Systems group of Pearson All program completers, 2014-15	6			
5061-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	2			

Test Name / Provider / Group				
5061-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	3			
0061-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	2			
037-MIDDLE SCHOOL SOCIAL STUDIES Evaluation Systems group of Pearson Other enrolled students	1			
007-P–12 EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	8			
007-P–12 EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	6			
007-P–12 EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	17	243	17	100
0390-PSYCHOLOGY Educational Testing Service (ETS) All program completers, 2013-14	2			
043-SCIENCE—CHEMISTRY Evaluation Systems group of Pearson All program completers, 2015-16	3			
045-SCIENCE—LIFE SCIENCE Evaluation Systems group of Pearson Other enrolled students	1			
045-SCIENCE—LIFE SCIENCE Evaluation Systems group of Pearson All program completers, 2014-15	3			
047-SCIENCE—PHYSICS Evaluation Systems group of Pearson All program completers, 2013-14	1			
0543-SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2014-15	1			
0543-SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2013-14	1			
5543-SE CK AND MILD TO MODERATE APPL (CD) Educational Testing Service (ETS) All program completers, 2013-14	20	172	20	100
006-SECONDARY EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
006-SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	30	241	28	93
006-SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	29	236	28	97
006-SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	29	239	28	97
049-SOCIAL STUDIES—GEOGRAPHICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2015-16	6			
049-SOCIAL STUDIES—GEOGRAPHICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2014-15	4			
050-SOCIAL STUDIES—GOVERNMENT AND CITIZENSHIP Evaluation Systems group of Pearson All program completers, 2015-16	4			
050-SOCIAL STUDIES—GOVERNMENT AND CITIZENSHIP	7			

Evaluation Systems group of Pearson All program completers, 2014-15					
051-SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson Other enrolled students	1				
051-SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2015-16	7				
051-SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2014-15	8				
051-SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2013-14	4				
0950-SOCIOLOGY Educational Testing Service (ETS) All program completers, 2013-14	3				
5941-WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2015-16	1				
0941-WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2013-14	2				
5941-WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2013-14	7				

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2015-16	94	75	80
All program completers, 2014-15	82	63	77
All program completers, 2013-14	117	104	89

Section IV Low-Performing

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

Is your teacher preparation program currently approved or accredited?
Yes

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

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?
No

Section V Use of Technology

Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare teachers to:

> **integrate technology effectively into curricula and instruction**
> Yes
> **use technology effectively to collect data to improve teaching and learning**
> Yes
> **use technology effectively to manage data to improve teaching and learning**
> Yes
> **use technology effectively to analyze data to improve teaching and learning**
> Yes

Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic

achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as

applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

All undergraduate teacher candidates must demonstrate proficiency in using technology throughout their professional education courses. Technology is threaded throughout the course work in all programs. All of our courses are supported by CANVAS, an electronic course management system. Candidates are required to study web-based school data and express their understanding of gaps with graphs or charts. Students are also required to collect relevant data from their practicum experiences, and analyze data and give a multimedia presentation at the end of each block. Students deliver power point presentation using different software packages they have learned such as PhotoStory, Prezi, BeeBot, SketchUp etc. Special Education students complete a three credit hour course that teaches them how t use technology as a tool for professional productivity and student success. Also, in the Special Education field experience students are required to use assistive technology devices to accelerate educational outcomes for children and youth with disabilities. In the our newly designed Elementary program there is a specific course on assessment which will include how to collect data, analyze, plan lessons or intervention plans, posttest and pretest the finding using technology. We have purchased 4 smart boards to increase candidates' skills in utilizing this device because so many of our P-12 schools integrate this technology into their curriculum. W will be considering in the future (next 2 or 3 years) requiring students to have their own laptops, notebook or some other type of technology tool to use as part of the teacher preparation program. Currently, we have some IPad that candidates can borrow to use during clinical experiences.

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.

All undergraduate teacher candidates must demonstrate proficiency in using technology throughout their professional education courses. Technology is threaded throughout the course work in all programs. All of our courses are supported by CANVAS, an electronic course management system. Candidates are required to study web-based school data and express their understanding of gaps with graphs or charts. Students are also required to collect relevant data from their practicum experiences, and analyze data and give a multimedia presentation at the end of each block. Students deliver power point presentation using different software packages they have learned such as PhotoStory, Prezi, BeeBot, SketchUp etc. Special Education students complete a three credit hour course that teaches them how t use technology as a tool for professional productivity and student success. Also, in the Special Education field experience students are required to use assistive technology devices to accelerate educational outcomes for children and youth with disabilities. In the our newly designed Elementary program there is a specific course on assessment which will include how to collect data, analyze, plan lessons or intervention plans, posttest and pretest the finding using technology. We have purchased 4 smart boards to increase candidates' skills in utilizing this device because so many of our P-12 schools integrate this technology into their curriculum. W will be considering in the future (next 2 or 3 years) requiring students to have their own laptops, notebook or some other type of technology tool to use as part of the teacher preparation program. Currently, we have some IPad that candidates can borrow to use during clinical experiences.

Does your program prepare special education teachers to:

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

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

Special Education majors complete substantial coursework (at last 41 credit hours) in subject matter pedagogy as the backbone of the program. This coursework and associated early field experience (18- clock hours) provide candidates with the knowledge and skills to teach core subjects at the K-6 levels. Specialty coursework (2 credit hours) and clinical/field work (180 clock hours) provide experience with K-12 students who have a wide variety of exceptional needs and who receive services through a variety of service delivery models. To verify that they are making progress toward meeting state standards for teachers of exceptional needs, candidates submit a portfolio at the end of each 90-clock hour practicum. The host teacher and a university supervisor provide practicum candidates with formative and summative feedback based on observations. Thirty clock-hours of one of the field experiences takes place under the supervision of an experienced ESL teacher whos students are ELP or mostly refugees. Reinforcing preparation is done in their final pedagogy course and the assessment course.

During their full-time student teaching for 16 weeks, candidates' effectiveness is assessed through a mandatory portfolio and observational ratings completed by the host teacher and a university faculty member. During practica and student teaching, candidates are required to participate in case conferences and annual case reviews. Portfolio requirements, which precede student teaching, build students' knowledge and skills in IEP-related tasks including diagnostic assessment, formativ assessment, observational skills, report writing, and selection of objectives and accommodations. Our undergraduate special education program is fully recognized b Council for Exceptional Children (CEC), its Specialized Professional Association (SPA).

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.

We were working toward target on NCATE Standard 3 (which is now CAEP standard 2: Clinical Partnerships and Practice). Now that NCATE has changed to CAEP, our focus has shifted to CAEP: Standards 4 and 5: Program Impact and Quality Assurances since these are fairly new requirements. We are also impacted by changes at th state level regarding changes to the in-service teacher evaluations and the use of k-12 student performance data in those evaluations. These changes have impacted our graduate enrollment numbers. We continue to make curriculum adjustments in light of Indiana's change from PRAXIS testing to Pearson CASA testing and other new licensing testing requirements, by supporting our candidates with testing preparation resources including tutorials. The change in testing has negatively impacted the number of students entering our programs and those seeking licensing. Also in answering section 1.d Supervised Clinical Experience, last statement, we decided to count students only once for clinical field experience. All of our undergraduate candidates are in some type of clinical experience each semester. These experiences are supervised by qualified university and clinical based faculty. We submitted an annual report to CAEP on April 15th with an update on our efforts at meeting our accreditation standards. We recently adopted Task stream as our assessment tool and faculty are in transition wit h moving their assessments and data from CANVAS or Excel into Task stream. All programs have updated their assessments to align with the New CAEP standards. We conduct data days at least twice a year to share data across programs sand with stakeholders.

Supporting Files

https://title2.ed.gov/Public/SupportDocs/IN/2017/Basic%20Skills-Alternative%20Admissions%20Numbers%20By%20IHE%20Institution%202015-2016.xlsx

Complete Report Card

AY 2015-16