title **II** higher education act

2018 TITLE II REPORTS
National Teacher Preparation Data

IN **Indiana University Southeast**
Traditional Report AY 2016-17
Indiana

100% COMPLETE
STATUS: IN PROGRESS

Institution Information

ADDRESS

4201 Grant Line Road

Hillside Hall 20A

CITY

New Albany

STATE

Indiana ▼

ZIP

47150

SALUTATION

Dr. ▼

FIRST NAME

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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?
(https://www2.ed.gov/programs/tqpartnership/awards.html)

○ Yes
● No

If yes, provide the following:

AWARD YEAR

GRANTEE NAME

PROJECT NAME

GRANT NUMBER

LIST PARTNER DISTRICTS/LEAS (ONE PER LINE)

LIST OTHER PARTNERS (ONE PER LINE)

PROJECT TYPE

- ○ **Residency**
- ○ **Pre-baccalaureate**
- ○ **Both Residency and Pre-baccalaureate**

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.

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 **https://www2.ed.gov/programs/tqpartnership/awards.html**.

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

Program Requirements

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:

> Other ▼

If Other, please specify:

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

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:

> https://www.ius.edu/education/index.php

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

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

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	● Yes ○ No	● Yes ○ No	
Fingerprint check	○ Yes ● No	○ Yes ● No	
Background check	○ Yes ● No	● Yes ○ No	
Minimum number of courses/credits/semester hours completed	● Yes ○ No	● Yes ○ No	
Minimum GPA	● Yes ○ No	● Yes ○ No	
Minimum GPA in content area coursework	● Yes ○ No	● Yes ○ No	
Minimum GPA in professional education coursework	● Yes ○ No	● Yes ○ No	
Minimum ACT score	● Yes ○ No	● Yes ○ No	
Minimum SAT score	● Yes ○ No	● Yes ○ No	
Minimum basic skills test score	● Yes ○ No	● Yes ○ No	
Subject area/academic content test or other subject matter verification	○ Yes ● No	● Yes ○ No	
Recommendation(s)	● Yes ○ No	● Yes ○ No	
Essay or personal statement	○ Yes ● No	○ Yes ● No	
Interview	○ Yes ● No	● Yes ○ No	
Other Specify: [ ]	● Yes ○ No	● Yes ○ 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.)

2.5

3. What was the median GPA of individuals accepted into the program in academic year 2016-17?

3.28

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.)

2.5

5. What was the median GPA of individuals completing the program in academic year 2016-17?

3.5

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

The minimum GPA for Secondary Education is 2.75.

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	○ Yes	○ No	○ Yes	○ No
Fingerprint check	○ Yes	○ No	○ Yes	○ No
Background check	○ Yes	○ No	○ Yes	○ No
Minimum number of courses/credits/semester hours completed	○ Yes	○ No	○ Yes	○ No
Minimum GPA	○ Yes	○ No	○ Yes	○ No
Minimum GPA in content area coursework	○ Yes	○ No	○ Yes	○ No
Minimum GPA in professional education coursework	○ Yes	○ No	○ Yes	○ No
Minimum ACT score	○ Yes	○ No	○ Yes	○ No
Minimum SAT score	○ Yes	○ No	○ Yes	○ No
Minimum basic skills test score	○ Yes	○ No	○ Yes	○ No
Subject area/academic content test or other subject matter verification	○ Yes	○ No	○ Yes	○ No
Recommendation(s)	○ Yes	○ No	○ Yes	○ No
Essay or personal statement	○ Yes	○ No	○ Yes	○ No
Interview	○ Yes	○ No	○ Yes	○ No
Other Specify:	○ Yes	○ No	○ Yes	○ 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 2016-17?

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 2016-17?

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

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2016-17. **(§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	287
Average number of clock hours required for student teaching	8400
Average number of clock hours required for mentoring/induction support	40
Number of full-time equivalent faculty supervising clinical experience during this academic year	10
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	74
Number of students in supervised clinical experience during this academic year	206

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.

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 2016-17	120
Unduplicated number of males enrolled in 2016-17	33
Unduplicated number of females enrolled in 2016-17	87

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))**

2016-17	Number Enrolled
Ethnicity	
Hispanic/Latino of any race	0
Race	

2016-17	Number Enrolled
American Indian or Alaska Native	0
Asian	1
Black or African American	0
Native Hawaiian or Other Pacific Islander	0
White	119
Two or more races	0

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.

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2016-17. 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 2016-17**

CIP Code	Subject Area	Number Prepared
13.01	Education - General	
13.10	Teacher Education - Special Education	12
13.1210	Teacher Education - Early Childhood Education	0
13.1202	Teacher Education - Elementary Education	51
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	0
13.1205	Teacher Education - Secondary Education	24
13.1206	Teacher Education - Multiple Levels	0

CIP Code	Subject Area	Number Prepared
13.1301	Teacher Education - Agriculture	0
13.1302	Teacher Education - Art	0
13.1303	Teacher Education - Business	0
13.1305	Teacher Education - English/Language Arts	23
13.1306	Teacher Education - Foreign Language	1
13.1307	Teacher Education - Health	0
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	0
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1311	Teacher Education - Mathematics	9
13.1312	Teacher Education - Music	0
13.1314	Teacher Education - Physical Education and Coaching	0
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - Science Teacher Education/General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	46
13.1319	Teacher Education - Technical Education	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	3
13.1323	Teacher Education - Chemistry	2
13.1324	Teacher Education - Drama and Dance	0
13.1325	Teacher Education - French	0
13.1326	Teacher Education - German	0
13.1328	Teacher Education - History	15
13.1329	Teacher Education - Physics	0
13.1330	Teacher Education - Spanish	1

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	0
13.1332	Teacher Education - Geography	16
13.1333	Teacher Education - Latin	0
13.1335	Teacher Education - Psychology	2
13.1337	Teacher Education - Earth Science	3
13.14	Teacher Education - English as a Second Language	0
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	0
13.99	Education - Other Specify: Teacher Education- Government	15

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2016-17. 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 2016-17**

CIP Code	Academic Major	Number Prepared
13.01	Education - General	
13.10	Teacher Education - Special Education	12
13.1210	Teacher Education - Early Childhood Education	0
13.1202	Teacher Education - Elementary Education	51
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	24
13.1205	Teacher Education - Secondary Education	24
13.1301	Teacher Education - Agriculture	0

CIP Code	Academic Major	Number Prepared
13.1302	Teacher Education - Art	0
13.1303	Teacher Education - Business	0
13.1305	Teacher Education - English/Language Arts	23
13.1306	Teacher Education - Foreign Language	0
13.1307	Teacher Education - Health	0
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	0
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1311	Teacher Education - Mathematics	9
13.1312	Teacher Education - Music	0
13.1314	Teacher Education - Physical Education and Coaching	0
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - Science	7
13.1317	Teacher Education - Social Science	0
13.1318	Teacher Education - Social Studies	46
13.1319	Teacher Education - Technical Education	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	3
13.1323	Teacher Education - Chemistry	2
13.1324	Teacher Education - Drama and Dance	0
13.1325	Teacher Education - French	0
13.1326	Teacher Education - German	0
13.1328	Teacher Education - History	15
13.1329	Teacher Education - Physics	0
13.1330	Teacher Education - Spanish	0
13.1331	Teacher Education - Speech	0

CIP Code	Academic Major	Number Prepared
13.1332	Teacher Education - Geography	16
13.1333	Teacher Education - Latin	0
13.1335	Teacher Education - Psychology	2
13.1337	Teacher Education - Earth Science	3
13.14	Teacher Education - English as a Second Language	
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	0
13.03	Education - Curriculum and Instruction	0
13.09	Education - Social and Philosophical Foundations of Education	0
24	Liberal Arts/Humanities	0
42	Psychology	0
45.01	Social Sciences	0
45.02	Anthropology	0
45.06	Economics	0
45.07	Geography and Cartography	0
45.10	Political Science and Government	0
45.11	Sociology	0
50	Visual and Performing Arts	0
54	History	0
16	Foreign Languages	0
19	Family and Consumer Sciences/Human Sciences	0
23	English Language/Literature	0
38	Philosophy and Religious Studies	0
01	Agriculture	0
09	Communication or Journalism	0
14	Engineering	0

CIP Code	Academic Major	Number Prepared
26	Biology	0
27	Mathematics and Statistics	0
40.01	Physical Sciences	0
40.02	Astronomy and Astrophysics	0
40.04	Atmospheric Sciences and Meteorology	0
40.05	Chemistry	0
40.06	Geological and Earth Sciences/Geosciences	0
40.08	Physics	0
52	Business/Business Administration/Accounting	0
11	Computer and Information Sciences	0
99	Other Specify: Teacher Education- Government	15

Program Completers

On this page, enter the total number of individuals who completed the program in AY 2016-17 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.

Program Completers

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

2016-17	87
2015-16	99
2014-15	91

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 2016-17

1. Did your program prepare teachers in mathematics in 2016-17?

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

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

> 2

3. Did your program meet the goal for prospective teachers set in mathematics in 2016-17?

- ● Yes
- ○ No
- ○ Not applicable

4. 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.

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

We learned that the pipeline programs in high schools have a longer turn around so we developed a post baccalaureate program for holders of Bachelor degrees in the content areas to obtain their initial license in all secondary education programs including Mathematics. The proposal for this program (titled "Advance To Teaching) was approved in fall 2017 and we have admitted 8 students into the program.

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

Same as above

Academic year 2017-18

7. Is your program preparing teachers in mathematics in 2017-18?

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

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

> 2

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

Our department also conducts a Math boot camp to assist students in preparing for their licensure examinations. In 2017, our institution was awarded a STEM grant by ICHE to recruit STEM teachers to provide 12 free graduate credits and other supports for prospective graduate students needing to meet ICHE's dual credit credentialing requirements and for those enrolled in our Secondary Education Post Baccalaureate program. Known as "Growing Tomorrow STEM Teachers," this 2-year grant program started in Spring of 2018 and will definitely boost our enrollment in all STEM areas. We have to admit 10 STEM candidates each year

Academic year 2018-19

10. Will your program prepare teachers in mathematics in 2018-19?

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

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

> 3

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

Same as above.

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 2016-17

1. Did your program prepare teachers in science in 2016-17?

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

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

> 2

3. Did your program meet the goal for prospective teachers set in science in 2016-17?

- ● Yes
- ○ No
- ○ Not applicable

4. 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

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

We learned that the pipeline programs in high schools have a longer turn around so we developed a post baccalaureate program for holders of Bachelor degrees in the content areas to obtain their initial license in all secondary education programs including Science. The proposal for this program (titled "Advance To Teaching) was approved in fall 2017 and we have admitted 8 students into the program.

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

We continue to monitor the pass rates of students on the licensure tests and provide consistent support to them in preparing for the tests- through advising, alignment of curriculum to State and National Standards and placing of test preparation materials in the library for students to use as resources. In 2017, our institution was awarded a STEM grant by ICHE to recruit STEM teachers to provide 12 free graduate credits and other supports for prospective graduate students needing to meet ICHE's dual credit credentialing requirements and for those enrolled in our Secondary Education Post Baccalaureate program. Known as "Growing Tomorrow STEM Teachers," this 2-year grant program started in Spring of 2018 and will definitely boost our enrollment in all STEM areas. We have to admit 10 STEM candidates each year

Academic year 2017-18

7. Is your program preparing teachers in science in 2017-18?

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

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

> 2

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

Same as above

Academic year 2018-19

10. Will your program prepare teachers in science in 2018-19?

- ● Yes

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

2

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

We continue to monitor the pass rates of students on the licensure tests and provide consistent support to them in preparing for the tests- through advising, alignment of curriculum to State and National Standards and placing of test preparation materials in the library for students to use as resources. In 2017, our institution was awarded a STEM grant by ICHE to recruit STEM teachers to provide 12 free graduate credits and other supports for prospective graduate students needing to meet ICHE's dual credit credentialing requirements and for those enrolled in our Secondary Education Post Baccalaureate program. Known as "Growing Tomorrow STEM Teachers," this 2-year grant program started in Spring of 2018 and will definitely boost our enrollment in all STEM areas. We have to admit 10 STEM candidates each year.

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 2016-17

1. Did your program prepare teachers in special education in 2016-17?

● Yes
○ No (leave remaining questions for year blank)

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

1

3. Did your program meet the goal for prospective teachers set in special education in 2016-17?

● Yes
○ No
○ Not applicable

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

We continue to monitor the pass rates of students on the licensure tests and provide consistent support to them in preparing for the tests- through advising, alignment of curriculum to State and National Standards and placing of test preparation materials in the library for students to use as resources.

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

We learned that the pipeline programs in high schools have a longer turn around so we developed a post baccalaureate program for holders of Bachelor degrees in fields other than education to obtain their initial license in special education. We also developed a proposal for a dual elementary /Special education degree in response to the demands of our workforce.

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

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

Academic year 2017-18

7. Is your program preparing teachers in special education in 2017-18?

● Yes
○ No (leave remaining questions for year blank)

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

> 3

9. 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 have increased services and resources 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. We recently developed a proposal for a dual elementary /Special education degree in response to the demands of our workforce.

Academic year 2018-19

10. Will your program prepare teachers in special education in 2018-19?

● Yes
○ No (leave remaining questions for year blank)

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

> 3

12. 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 have increased services and resources 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. We recently developed a proposal for a dual elementary /Special education degree in response to the demands of our workforce.

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 2016-17

1. Did your program prepare teachers in instruction of limited English proficient students in 2016-17?

- ● 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 2016-17?

> 0

3. Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2016-17?

- ○ Yes
- ● No
- ○ Not applicable

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

Not applicable

5. 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 as a licensure program with IDOE is pending.

6. 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 and an undergraduate licensure in ENL.

Academic year 2017-18

7. Is your program preparing teachers in instruction of limited English proficient students in 2017-18?

- ● 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 2017-18?

> 2

9. 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 provide opportunity for undergraduate students in the area with the addition of our new ENL minor and an undergraduate licensure in ENL. The latter is pending IDOE's approval.

Academic year 2018-19

10. Will your program prepare teachers in instruction of limited English proficient students in 2018-19?

○ 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 2018-19?

| 3 |

12. 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 provide opportunity for undergraduate students in the area with the addition of our new ENL minor and an undergraduate licensure in ENL. We hope that the latter program would have IDOE's approval by Fall 2018 which will boost our recruitment efforts.

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:

Indiana University Southeast School of Education receives input on program development and evaluation through advisory boards created for each program level (undergraduate and graduate), a university wide council called COPEP and an overall new SOE collaborative council consisting of community stakeholders. These advisory boards comprise of representatives from other Schools on campus, School partners and teacher candidates. We also receive input through various surveys from employers and program completers. We have received many grants in recent years that have improved learing outcomes for our 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 special 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 undergraduate teacher candidates take M 300: Education in a Pluralistic Society and K-200. Graduate students take a diversity course in social foundations. We now have a minor in ENL for undergraduate students and have taken over the running of the ENL licensure program that was previously offered in partnership with IU Bloomington. An application has been submitted to IDOE to approve us to offer both the undergraduate and graduate licensure in ENL. A decision is expected in May. The University continues to provide financial support for an ENL project called New Neighbors to assist in providing materials and professional development to teachers regarding ENL.

Assessment Pass Rates

THIS PAGE INCLUDES:

>> Assessment Pass Rates

On this page, review the assessment pass rates. 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.

After reviewing, save the page using the floating save box at the bottom of the page.

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
5033 -ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) All program completers, 2014-15	12	176	10	83
5032 -ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) All program completers, 2014-15	12	179	11	92
5035 -ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) All program completers, 2014-15	12	174	10	83
5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) All program completers, 2014-15	12	170	10	83
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	16	239	14	88
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	12	240	10	83
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	49	237	45	92
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	55	244	54	98
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	46	239	43	93
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	16	228	12	75

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2016-17	48	238	44	92
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2015-16	54	238	52	96
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	34	232	33	97
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	18	244	17	94
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	1			
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2016-17	49	241	47	96
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2015-16	54	237	52	96
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	34	237	34	100
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	16	239	15	94
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2016-17	49	248	49	100
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2015-16	54	241	52	96
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2014-15	34	236	34	100
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	17	226	11	65
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson Other enrolled students	1			
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2016-17	48	237	46	96

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2015-16	52	235	52	100
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2014-15	34	230	32	94
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	2			
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2016-17	9			
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 enrolled students who have completed all noncl	2			
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson Other enrolled students	1			
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2016-17	13	241	13	100
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			
064 -EXCEPTIONAL NEEDS—MILD INTERVENTION: READING INST Evaluation Systems group of Pearson All program completers, 2016-17	4			
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			
035 -MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
035 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	3			
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			
034 -MIDDLE SCHOOL MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	1			
007 -P–12 EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5			
007 -P–12 EDUCATION Evaluation Systems group of Pearson Other enrolled students	3			
007 -P–12 EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	13	242	13	100
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			
043 -SCIENCE—CHEMISTRY Evaluation Systems group of Pearson All program completers, 2016-17	1			
043 -SCIENCE—CHEMISTRY Evaluation Systems group of Pearson All program completers, 2015-16	3			
045 -SCIENCE—LIFE SCIENCE Evaluation Systems group of Pearson All program completers, 2016-17	1			
045 -SCIENCE—LIFE SCIENCE Evaluation Systems group of Pearson All program completers, 2015-16	1			
045 -SCIENCE—LIFE SCIENCE Evaluation Systems group of Pearson All program completers, 2014-15	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
0543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2014-15	1			
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	22	245	21	95
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
049 -SOCIAL STUDIES—GEOGRAPHICAL PERSPECTIVES Evaluation Systems group of Pearson Other enrolled students	1			
049 -SOCIAL STUDIES—GEOGRAPHICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2016-17	2			
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, 2016-17	3			
050 -SOCIAL STUDIES—GOVERNMENT AND CITIZENSHIP Evaluation Systems group of Pearson All program completers, 2015-16	4			
050 -SOCIAL STUDIES—GOVERNMENT AND CITIZENSHIP Evaluation Systems group of Pearson All program completers, 2014-15	7			
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2016-17	4			
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			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
052 -SOCIAL STUDIES—PSYCHOLOGY Evaluation Systems group of Pearson All program completers, 2016-17	1			
5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2015-16	1			

Summary Pass Rates

On this page, review the summary pass rates. 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.

After reviewing, save the page using the floating save box at the bottom of the page.

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2016-17	86	74	86
All program completers, 2015-16	94	84	89
All program completers, 2014-15	83	68	82

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.

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.**

   All undergraduate teacher candidates must demonstrate proficiency in using technology throughout their professional education courses. This is based on the INTASC standard used as the conceptual framework for all undergraduate programs. In addition to stand alone technology courses, Technology is threaded throughout the curriculum in all programs and will now be tracked in Task stream. 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, analyze data and give a multimedia presentation at the end of each block. Students deliver multimedia presentations 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 to 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. We 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.

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.

THIS PAGE INCLUDES:

>> Teacher Training

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.**

   All Teacher Candidates take a required course in Special Education- EDUC-K 205: Introduction to Exceptional Children. The unit tracks candidates' performances through Task stream and discuss the data in program and advisory council meetings. We have recently developed a dual degree in Special Education and Elementary Education that will also increase candidates' understanding of the knowledge and skills to work with students with disabilities. 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 in addition to the requirements in their course works. For example, all teacher candidates take M 300: Education in a Pluralistic Society which focuses on inclusion and sensitivity to the learning and social development of linguistically diverse students. This year, we developed a new minor in ENL for undergraduate students and have applied for a licensure program in ENL area so that students can add this as an endorsement to their major. The IUS campus provides financial support for an ENL project called New Neighbors to assist in providing materials and professional development to in-service teachers regarding ENL. Our teacher candidates benefit from having teacher mentors with ENL expertise.

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.**

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 (21 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 whose 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, formative assessment, observational skills, report writing, and selection of objectives and accommodations. Our undergraduate special education program is fully recognized by Council for Exceptional Children (CEC), its Specialized Professional Association (SPA).

Contextual Information

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.

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.

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 and are mandatory. The change in testing has negatively impacted the number of students entering our programs and those seeking licensure but things are improving through our support of candidates with testing preparation resources including tutorials. We will submit an annual report to CAEP on April 30th with an update on our efforts at meeting the national accreditation standards. We have made tremendous success on the gathering and utilization of data for program improvement through the use of Task stream as our assessment tool. Faculty have fully transitioned their assessments and data from CANVAS or Excel into Task stream. We conduct data days twice a year to discuss our data and close the program loop. We utilize our advisory councils and annual surveys to gather input from stakeholders on program and candidate performances.

Supporting Files

in1314 Basic Skills- Alternative Numbers- Traditional	

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

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 **120**.

Number of program completers from Section I: Program Information, Program Completers is **87**.

For a total enrollment of **207**.

☐ **I certify the total enrollment shown above is correct.**

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:

[   ]

TITLE:

[   ]

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:

[   ]

TITLE:

[   ]

Comparison with Last Year

Item	Last Year	This Year	Change
Total Enrollment	113	120	6.19%
Male Enrollment	30	33	10.00%
Female Enrollment	83	87	4.82%
Hispanic/Latino Enrollment	1	0	
American Indian or Alaska Native Enrollment	0	0	
Asian Enrollment	0	1	
Black or African American Enrollment	1	0	

Item	Last Year	This Year	Change
Native Hawaiian or Other Pacific Islander Enrollment	0	0	
White Enrollment	109	119	9.17%
Two or more races Enrollment	2	0	
Average number of clock hours required prior to student teaching	287	287	0.00%
Average number of clock hours required for student teaching	2800	8400	200.00%
Average number of clock hours required for mentoring	40	40	0.00%
Number of full-time equivalent faculty in supervised clinical experience during this academic year	17	10	-41.18%
Number of adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	19	74	289.47%
Number of students in supervised clinical experience during this academic year	99	206	108.08%
Total completers for current academic year	99	87	-12.12%
Total completers for prior academic year	91	99	8.79%
Total completers for second prior academic year	123	91	-26.02%