IN | **Indiana University Southeast**
Alternative, IHE-based Report AY 2021-22
Indiana

REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

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

- Academic year
- IPEDS ID

IPEDS ID

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

4201 Grant Line Road

Hillside Hall 20A

CITY

New Albany

STATE

Indiana

ZIP

47150

SALUTATION

Mrs.

FIRST NAME

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List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Postgraduate level (PG), or both. **(§205(a)(C))**

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

- Teacher Preparation Program

List of Programs

Note: This section is preloaded with the list of programs reported in the prior year's IPRC.

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1202	Elementary Education	PG	
13.1	Special Education	PG	
13.1322	Teacher Education - Biology	PG	
13.1323	Teacher Education - Chemistry	PG	
13.1305	Teacher Education - English/Language Arts	PG	
13.1306	Teacher Education - Foreign Language	PG	
13.1311	Teacher Education - Mathematics	PG	
13.1312	Teacher Education - Music	PG	
13.1329	Teacher Education - Physics	PG	
13.1318	Teacher Education - Social Studies	PG	

Total number of teacher preparation programs:

4

Program Requirements

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. **(§205(a)(1)(C)(i))**

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

- Full-time equivalent faculty supervising clinical experience
- Adjunct faculty supervising clinical experience
- Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience
- Supervised clinical experience

Undergraduate Requirements

Note: This section is preloaded from the prior year's IPRC.

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 table below blank (or **clear responses already entered**) then click save at the bottom of the page.

Element	Admission		Completion	
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

Element	Admission		Completion	
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 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.)

_____

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

Postgraduate Requirements

Note: This section is preloaded from the prior year's IPRC.

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 table below blank (or **clear responses already entered**) then click save at the bottom of the page.

Element	Admission		Completion	
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 ●

Element	Admission		Completion	
	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: Advising meeting	● 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 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.)

3

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

2019-2020 Cohort Date Advance to Teaching Admission GOA 3.159 Advance to Teaching Completion GPA 3.8025 Transition to Teaching Admission GPA 3.316 Transition to Teaching Completion GPA 3.9797 Based on this data, we see that our candidates are being admitted with an overall GPA exceeding the minimum 2.5 requirement and completing programs with an overall GPA well above the minimum 3.0 completion requirement.

Supervised Clinical Experience

Note: The clinical experience requirements in this section are preloaded from the prior year's IPRC. Teacher preparation providers will enter the number of participants each year.

Provide the following information about supervised clinical experience in 2021-22. (§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))

Are there programs with student teaching models?

● Yes
○ No

If yes, provide the next two responses. If no, leave them blank.

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	240
Number of clock hours required for student teaching	440

Are there programs in which candidates are the teacher of record?

○ Yes
● No

If yes, provide the next two responses. If no, leave them blank.

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)

Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	
<u>Years</u> **required of teaching as the teacher of record in a classroom**	

All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) Optional tool for automatically calculating full-time equivalent faculty in the system	10
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	4
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	71
Number of students in supervised clinical experience during this academic year	71

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

Candidates spend 8 months in an elementary classroom. Two and a half (2 1/2) days per week of the first semester for practicum and 5 days per week for student teaching.

Enrollment and Program Completers

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year. **(§205(a)(1)(C)(ii))**

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

- Enrolled Student
- Program Completer

Enrollment and Program Completers

2021-22 Total	
Total Number of Individuals Enrolled	71
Subset of Program Completers	30

Gender	Total Enrolled	Subset of Program Completers
Male	21	6
Female	50	24
Non-Binary/Other	0	0
No Gender Reported	0	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	0	0
Asian	1	1
Black or African American	5	0
Hispanic/Latino of any race	3	2
Native Hawaiian or Other Pacific Islander	0	0
White	62	27

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	0	0
No Race/Ethnicity Reported	0	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	0	0
No Race/Ethnicity Reported	0	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.

THIS PAGE INCLUDES:
>> Teachers Prepared by Subject Area
>> Teachers Prepared by Academic Major

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

- Academic Major

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2021-22.

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))**

What are CIP Codes?

☐ **No teachers prepared in academic year 2021-22**

If your program has no teachers prepared, check the box above and leave the table below blank (or **clear responses already entered**).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55).

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	1
13.1202	Teacher Education - Elementary Education	17

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	11
13.1210	Teacher Education - Early Childhood Education	1
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	6
13.1306	Teacher Education - Foreign Language	1
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	1
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	1
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	1
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	1
13.1331	Teacher Education - Speech	

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify:	

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2021-22. 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.

What are CIP Codes?

Does this teacher preparation provider grant degrees upon completion of its programs?

○ Yes
● No

☐ **No teachers prepared in academic year 2021-22**

If this provider does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or **clear responses already entered**).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	
13.1202	Teacher Education - Elementary Education	
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify:	
01	Agriculture	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	
09	Communication or Journalism	

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	
12	Personal and Culinary Services	
14	Engineering	
16	Foreign Languages, Literatures, and Linguistics	
19	Family and Consumer Sciences/Human Sciences	
21	Technology Education/Industrial Arts	
22	Legal Professions and Studies	
23	English Language/Literature	
24	Liberal Arts/Humanities	
25	Library Science	
26	Biological and Biomedical Sciences	
27	Mathematics and Statistics	
30	Multi/Interdisciplinary Studies	
38	Philosophy and Religious Studies	
40	Physical Sciences	
41	Science Technologies/Technicians	
42	Psychology	
44	Public Administration and Social Service Professions	
45	Social Sciences	
46	Construction	
47	Mechanic and Repair Technologies	
50	Visual and Performing Arts	
51	Health Professions and Related Clinical Sciences	
52	Business/Management/Marketing	
54	History	

CIP Code	Academic Major	Number Prepared
99	Other Specify:	

CIP Code	Academic Major	Number Prepared
99	Other Specify:	

Program Assurances

Respond to the following assurances. Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. **(§205(a)(1)(A)(iii); §206(b))**

Program Assurances

Note: This section is preloaded from the prior year's IPRC.

1. **Program 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. A new event was organized during the 2021-2022 academic year to appreciate, celebrate, and get feedback from alumni and school partners. We have received grants in recent years that have improved learning 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. We recently launched additional scholarship opportunities specific to the School of Education teacher 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 EDUC-M 300: Education in a Pluralistic Society and EUDC-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 was approved by IDOE for us to offer both the undergraduate and graduate licensure in ENL. In response to the needs of the community and teaching profession, we proposed and were approved to offer Early Childhood Education - Transition to Teaching program. We had also received approval to reduce the Master's degree program from 36-credit hours to 30. 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. Basic Assessment Cycle within our EPP •Plan and Prepare •Develop objectives, learning outcomes, alignment to standards (State, national, In TASC, and CAEP) •Create course materials that articulate to students both the outcomes and the disciplinary context in which these outcomes operate. •Curriculum Mapping •Finalizing the decision points for all programs from the entrance to the exit of the candidates. •Identify SPA/KEY assessments that need to tracked and monitored for candidate progress within the programs. •Tracking system – CANVAS and Task Stream AMS •Making sure EPP is working on Meeting CAEP and State Standards •Assess – Multiple Measures •Collect, Analyze, Share •Collect and analyze direct evidence of candidate progress from Entrance to exit and monitor their progress through task stream. Program level assessments •Unit wide assessments •SPA/state reports •Dispositions •Collect and analyze indirect evidence, such as job placement rates, surveys, title II reports, grades, enrollment, retention, completion, and case studies for program impact. •Share assessment processes and results with stakeholders. •Improve / Reflect •Use what we have learned from assessment processes and efforts to revise programmatic changes/revisions and unit-wide improvements. •Program Review days each semester for EPP, with stakeholders on some days. •Share data with COPEP, School Administrators, P-12 educators, Alumni, Advisory boards and conduct focus groups as necessary with completers and principals. •Consider the effect of revision/improvements in student learning that resulted from your assessment process. •Reflect on the assessment cycle to prepare for further assessment.

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 teacher preparation 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)(i), §205(a)(1)(A)(ii), §206(a))**

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

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

- Quantifiable Goals

Report Progress on Last Year's Goal (2021-22)

1. Did your program prepare teachers in mathematics in 2021-22?

If no, leave remaining questions for 2021-22 blank (or clear responses already entered).

- ● Yes
- ○ No

2. Describe your goal.

We will implement the 4-semester block: We revised our undergraduate program from a 3-semester block program to a 4-semester block program that allows for a full semester of student teaching.

3. Did your program meet the goal?

- ● Yes
- ○ No

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

We were able to get the appropriate logistics and University approvals to move to the current 4-block program in secondary mathematics education. We individually work on our requirement checksheets, then met as a secondary education team and refined each checksheet to be consistent, these were submitted to the appropriate College of Education committee and then full SOE faculty, then these were submitted to the appropriate University committee and lastly final approval by the full University Faculty Senate.

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

The process is long as there are several levels of approvals required. Starting early and being persistent pays off.

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

Review Current Year's Goal (2022-23)

7. Is your program preparing teachers in mathematics in 2022-23? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

We will implement the 4-semester block: We revised our undergraduate program from a 3-semester block program to a 4-semester block program that allows for a full semester of student teaching.

Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in mathematics in 2023-24? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

The IUS Secondary Mathematics Program will go through all required courses (both in Math Dept and in School of Education) to assure that: 1. All topics for Indiana Teacher Licensure are covered in appropriate depth; 2. Remove any redundancy of topics in required courses.

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 teacher preparation 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)(i), §205(a)(1)(A)(ii), §206(a))**

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

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

- Quantifiable Goals

Report Progress on Last Year's Goal (2021-22)

1. Did your program prepare teachers in science in 2021-22?

If no, leave remaining questions for 2021-22 blank (or clear responses already entered).

- ● Yes
- ○ No

2. Describe your goal.

Provide a highly effective and interactive science educator who is proficient in the use of technology and able to recognize student learning differences and adapt to the learner.

3. Did your program meet the goal?

- ● Yes
- ○ No

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

The goal was met. All students demonstrated competency in using technology in their student teaching evident by their unit plans, classroom demonstrations and observations in their student teaching assignment. Strategies used to achieve the goal in use in technology were classroom assignments and demonstrations. Actual use of technology in their student teaching documented by their unit and lesson plans and classroom observation.

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

Steps taken to improve the student mastery of technology in the classroom was limited to student planning of the implementation and acting on critiques

to improve the application.

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

Review Current Year's Goal (2022-23)

7. Is your program preparing teachers in science in 2022-23? If no, leave the next question blank.

- ⦿ Yes
- ○ No

8. Describe your goal.

Provide an educational program in science education that will produce highly effective and interactive teacher candidates who will be proficient in the use of technology, skilled in problem-based inquiry learning, and incorporates student learning differences and diversity.

Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in science in 2023-24? If no, leave the next question blank.

- ⦿ Yes
- ○ No

10. Describe your goal.

Embed cultural competency in the science education clinical practice sites to promote and support diversity and inclusion goals in regard how science and technology impact society in terms of diversity, equity, and inclusiveness.

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 teacher preparation 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)(i), §205(a)(1)(A)(ii), §206(a))**

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

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

- Quantifiable Goals

Report Progress on Last Year's Goal (2021-22)

1. Did your program prepare teachers in special education in 2021-22?

If no, leave remaining questions for 2021-22 blank (or **clear responses already entered**).

- 🔘 Yes
- ⚪ No

2. Describe your goal.

The goal for the 2021-2022 school year will be back on track with our recruiting with a 2% increase for both the graduate and undergraduate programs.

3. Did your program meet the goal?

- ⚪ Yes
- 🔘 No

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

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

Starting in 2022, we have been working to improve our enrollment in many ways, including doing guest speaker lectures at local high schools, such as Floyd Central, Tell City, and Prosser. This will allow high school students to learn more about special education and what our program has to offer. Our faculty have also been present and participated in the IUS major fair and the new student summer orientations. Both events help us showcase our program and hopefully attract additional students.

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

As program coordinator, I start at IUS in August 2021 so it has taken time for me to learn the program and work on developing strategies for increasing our enrollment. I think we made steps during the 2021-2022 academic year to identify gaps in our program and steps to correct those.

Review Current Year's Goal (2022-23)

7. Is your program preparing teachers in special education in 2022-23? If no, leave the next question blank.

● Yes
○ No

8. Describe your goal.

1. Edit the undergraduate and graduate degree programs to be more comprehensive and tailored to current needs in the field. 2. Improve recruiting with a 2% increase for both the graduate and undergraduate programs.

Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in special education in 2023-24? If no, leave the next question blank.

● Yes
○ No

10. Describe your goal.

1. Improve recruiting with a 2% increase for both the graduate and undergraduate programs. 2. Update and align syllabi in the department to the Council for Exceptional Children's High Leverage Practices for Special Educators.

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 teacher preparation 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)(i), §205(a)(1)(A)(ii), §206(a))**

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

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

- Quantifiable Goals

Report Progress on Last Year's Goal (2021-22)

1. Did your program prepare teachers in instruction of limited English proficient students in 2021-22?

If no, leave remaining questions for 2021-22 blank (or **clear responses already entered**).

- ● Yes
- ○ No

2. Describe your goal.

Goals for next year include advocating for a course for all pre-service teachers or more strategic embedding of second language acquisition and strategies for teaching content to ELs into each program. We will continue to increase awareness of the program at the undergraduate level to add another 5 candidates to reach 27 with 14 of them preparing for licensure (they are not required to add the license or take the licensure exam to complete the minor/concentration). We also expect to maintain the cohorts and plan for new groups from the same districts for 2021-22 (we will advertise and foster those relationships to ensure this). We will also reach out to other districts to add one additional cohort. Our overall goal is to reach 100 ENL candidates at both the graduate and undergraduate levels.

3. Did your program meet the goal?

- ○ Yes
- ● No

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

The IUS ENL/ESL program is steadily growing with increasing numbers in undergraduate programs, steady growth in our graduate program, and the continuation of existing and new graduate cohort programs. We currently have about 90 students in our programs. 1. Recruitment and collaboration with other program coordinators. 2. ENL/ESL Coordinator is an invited speaker to some education courses. 3. Recruitment with school districts in our service area (Indiana and Kentucky) for new cohorts.

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

1. Community engagement and partnerships are key to keep interest high for graduate programs. 2. Shared information and resources with the SOE academic advisor has helped to inform and recruit undergraduate students.

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

The ENL/ESL program has grown exponentially as the demand for more ENL/ESL licensed teachers has become more prevalent throughout Indiana and Kentucky.

Review Current Year's Goal (2022-23)

7. Is your program preparing teachers in instruction of limited English proficient students in 2022-23? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

Goals for next year include advocating for a course for all pre-service teachers or more strategic embedding of second language acquisition and strategies for teaching content to ELs into each program. We will continue to increase awareness of the program at the undergraduate level to add another 5 candidates to reach 27 with 14 of them preparing for licensure (they are not required to add the license or take the licensure exam to complete the minor/concentration). We also expect to maintain the cohorts and plan for new groups from the same districts for 2021-22 (we will advertise and foster those relationships to ensure this). We will also reach out to other districts to add one additional cohort. Our overall goal is to reach 100 ENL candidates at both the graduate and undergraduate levels.

Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in instruction of limited English proficient students in 2023-24? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

We will continue to strive for the goal of 100 students! As the interest is growing at the undergraduate level, it is important to look for ways to differentiate those courses and split the cross-listed courses into separate undergraduate sections and graduate sections. We will continue to ask for an additional faculty member to best meet the needs of all our students.

Assessment Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. **(§205(a)(1)(B))**

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact RTI's Title II Support Center and your testing company representative.

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

- Pass rate
- Scaled score
- Teacher credential assessment

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	1			
PIN0004 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
PIN0014 -EARLY CHILDHOOD GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
PIN0015 -EARLY CHILDHOOD GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
PIN0016 -EARLY CHILDHOOD GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
PIN0017 -EARLY CHILDHOOD GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5028 -EARLY CHILDHOOD: MATH & SCIENCE Educational Testing Service (ETS) Other enrolled students	1			
ETS5028 -EARLY CHILDHOOD: MATH & SCIENCE Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5027 -EARLY CHILDHOOD: READING & SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	1			
ETS5027 -EARLY CHILDHOOD: READING & SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5008 -ELEM ED: MATH & SCIENCE Educational Testing Service (ETS) Other enrolled students	3			
ETS5008 -ELEM ED: MATH & SCIENCE Educational Testing Service (ETS) All program completers, 2021-22	14	174	13	93
ETS5007 -ELEM ED: READING & SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	3			
ETS5007 -ELEM ED: READING & SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2021-22	14	181	14	100
PIN0005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
PIN0005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	12	248	12	100
PIN0005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	6			
PIN0060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
PIN0060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2020-21	12	240	10	83
PIN0060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2019-20	7			
PIN0061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
PIN0061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2020-21	12	223	9	75
PIN0061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2019-20	7			
PIN0062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
PIN0062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2020-21	12	242	11	92
PIN0062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2019-20	7			
PIN0063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
PIN0063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2020-21	12	235	10	83
PIN0063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2019-20	7			
PIN0021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	1			
PIN0021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2020-21	3			
PIN0021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2019-20	4			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) Other enrolled students	1			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2021-22	5			
PIN0025 -EXCEPTIONAL NEEDS-MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2019-20	1			
PIN0064 -EXCEPTIONAL NEEDS-MILD INTERVENTION: READING INST Evaluation Systems group of Pearson All program completers, 2019-20	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5165 -MATHEMATICS Educational Testing Service (ETS) All program completers, 2021-22	1			
PIN0035 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	1			
PIN0007 -P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	1			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2021-22	9			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2020-21	2			
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) Other enrolled students	1			
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	3			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2021-22	14	183	14	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2019-20	3			
ETS5625 -PRINC LEARNING AND TEACHING PRE K-12 Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5625 -PRINC LEARNING AND TEACHING PRE K-12 Educational Testing Service (ETS) All program completers, 2021-22	1			
PIN0045 -SCIENCE-LIFE SCIENCE Evaluation Systems group of Pearson All program completers, 2019-20	2			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2021-22	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2020-21	1			
PIN0006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	7			
PIN0006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	10	245	9	90
PIN0052 -SOCIAL STUDIES-PSYCHOLOGY Evaluation Systems group of Pearson All program completers, 2020-21	1			
PIN0053 -SOCIAL STUDIES-SOCIOLOGY Evaluation Systems group of Pearson All program completers, 2019-20	1			
PIN0059 -WORLD LANGUAGES-SPANISH Evaluation Systems group of Pearson All program completers, 2019-20	1			

Summary Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. **(§205(a)(1)(B))**

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact RTI's Title II Support Center and your testing company representative.

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

- Pass rate
- Scaled score
- Teacher credential assessment

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2021-22	25	24	96
All program completers, 2020-21	23	19	83
All program completers, 2019-20	20	18	90

Low-Performing

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

Note: This section is preloaded from the prior year's IPRC.

Low-Performing

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
☑ CAEP
☐ AAQEP
☐ Other specify:

Continuing CAEP Accreditation

2. Is your teacher preparation program currently under a designation as "low-performing" by the state?

○ Yes
● No

Use of Technology

On this page, review the questions regarding your program's use of technology, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

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.**

   Faculty and staff in the SOE are committed to the integration, infusion, and application of technology to enhance instruction and advance student learning. The University provides and maintains broad-band internet access, both wired and wireless. This internet access allows faculty and staff to build upon the foundation by incorporating current instructional technology methods and equipment in support of the educational process. In the SOE's pursuit to foster 21st-century teachers, candidates are provided opportunities to experience technology through faculty modeling and implementation in courses, long term use of Chromebooks, creating technology-rich lesson plans, participating in technology-based professional development sessions, both by our own faculty experts as well as through the ILTE (Institute for Learning and Teaching Excellence), taking online hybrid courses and practicing technology integration through grants and projects. Candidates learn about Instructional Technology at different blocks for different programs for 1) planning, development, delivery, and assessment of instruction including Project-based Learning (PBL), personal web pages, cloud computing; 2) problem solving; 3) school and classroom record keeping and administration; 4) educational research; 5) electronic information access and exchange that serves to enhance worldwide communication between youth; 6) enhancing visual literacy and individual artistic creativity; and 7) personal productivity, 8) introductory coding, and robotics, 9) and computer care and operation. Instructional Technology is integrated using ISTE standards for curriculum, field and clinical experiences, assessments, and evaluations. All Initial Level programs which include Elementary, Secondary and Special Education have technology courses that they are required to complete in their first block. The campus offers professional development for the use of technology through the IUS Institute for Learning and Teaching Excellence office. For example, the following topics were offered and attended by the faculty: Canvas Updates, Joy of Teaching, Course Design, Boot Camp for Online Courses, Online Teaching Refresher Training, and Scholarship of

Teaching and Learning. There were also several town hall meetings with faculty to discuss how to overcome the current pandemic situation. The professional developments activities were interactive, relevant to multiple disciples, based on experience and research, and a dialog among educators who care for student learning. The online boot camps for faculty offered a small stipend after successful completion. Topics covered include the ILTE Canvas Syllabus template, accessibility, Kaltura, the new IUS/ILTE Academic Media Production Space, Quick Check, and New Quizzes, as well as time to discuss challenges and helpful strategies with colleagues. This was offered three times within the academic year. Spaces were filled on a first-come, first-served basis. Daily attendance was required. Participants can only miss one day, and all work was needed to be made up. The campus also offers available resources for online teaching. Examples are Tech Tip: Canvas Grading Scheme and SoTL Tip: How to Structure Your Online Class for Inclusion, to name a few. The university offers additional resources intended to help faculty ease into the transition. IU's keepteaching.iu.edu site was developed and created by the University Information Technology Services team, the site provides faculty with the technical resources needed to move from face-to-face teaching to an online environment, while also considering pedagogical strategies. The site also has instructions for using specific tools, including Canvas, Zoom, Kaltura, and PowerPoint recordings. The University Information Technology Services (UITS) provides state-of-the-art technology services designed to empower the students, faculty and staff to accomplish what we need to accomplish. With more than 1,500 full-time employees, UITS provides services and support for the modern, multifaceted technology environment at IU and works with more than 10,000 constituents in the IU multi-campus university system with locations across the state and the world. UITS is committed to information security, ongoing exploration of new tools and technologies, and delivering the services and support our constituents need at IU and beyond.

Teacher Training

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

Note: This section is preloaded from the prior year's IPRC.

Teacher Training

1. **Provide a description of the activities that prepare general education teachers to:**

   a. **Teach students with disabilities effectively**

   For Advance to Teaching (A2T) and Transition to Teaching (T2T) the students take K505 in the summer. It is a Graduate Introduction to Special Education Course. All students take an introductory special education course. In this course, we discuss the disabilities--characteristics academic/cognitive/social/emotional/behavioral as well as teaching strategies for each of these. We also discuss the components of the IEP and teacher responsibilities in this process. In Transition to Teaching (T2T), In their last two M500 practicums- they attend IEP meetings when allowed – with their P12 clinical educators in their assigned school (if they are not allowed to attend – due to FERPA and parents permitting candidates attendance- P12 clinical educators can involve our candidates in the process- but just not attend the meeting)

   b. **Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act.***

   All students take an introductory special education course. In this course, we discuss the disabilities--characteristics academic/cognitive/social/emotional/behavioral as well as teaching strategies for each of these. We also discuss the components of the IEP and teacher responsibilities in this process.

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

   All students complete a module in M300 that addresses English Language Learners. Teacher candidates read scholarly pieces, engage in in-class activities, and write a written reflection. The class includes elementary, special education, and dual majors. Furthermore, IUS added ENL as a minor/elementary concentration/additional licensure option starting in fall 2018. T2T – in the summer courses with N523 and E514- (math and reading) our candidates work at an elementary school for a 2 week placement form 8:30-4:30- working with ENL students – teaching them Math and Reading.

2. **Does your program prepare special education teachers?**

   ● Yes
   ○ No

   If yes, provide a description of the activities that prepare *special education teachers* to:

   a. **Teach students with disabilities effectively**

   All students take an introductory special education course. In this course, we discuss the disabilities--characteristics academic/cognitive/social/emotional/behavioral as well as teaching strategies for each of these. We also discuss the components of the IEP and teacher responsibilities in this process. For special education students specifically, each of our required courses discusses characteristics of disabilities as well as instructional strategies and components of IEP such as assessment, FBA/BIP, etc.

b. **Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act.***

For special education students specifically, each of our required courses discusses characteristics of disabilities as well as instructional strategies and components of IEP such as assessment, FBA/BIP, etc.

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

All students complete a module in M300 that addresses English Language Learners. Teacher candidates read scholarly pieces, engage in in-class activities, and write a written reflection. The class includes elementary, special education, and dual majors.

Contextual Information

On this page, review the questions regarding your program's use of technology, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

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.

Our CAEP Virtual follow-up virtual visit was the fall 2022. The reviewers suggested to CAEP Council to remove both stipulations and give us an AFI for Standard 1. Many factors, such as the economy, change in demographics, and the change in testing seemingly have negatively impacted the number of students entering our programs and those seeking teaching licensure. The campus and School have support programs for the recruitment and retention of candidates. The School applied for several grant opportunities and was awarded for the following: recruitment and preparation of STEM teachers, improvement of the school counseling program, teacher-residency collaborative projects with K-12 schools, reading clinic for middle school kids, community engagement project with English learners, writing project with K-12 educators, etc. We have submitted an annual report to CAEP on April 30th with an update on our efforts towards removing the stipulations and working on the new revised CAEP standards. We have moved our data collection to Canvas-Outcomes. We utilized data for program improvement through the use of Taskstream (data software) as our assessment tool. Budget constraints motivated us to look for another alternative to TaskStream. We conduct data review days twice a year to discuss our data and close the program feedback loop. We utilize our advisory councils and annual surveys to gather input from stakeholders on program and candidate performances. With the help of the campus resources, faculty were given professional development workshops and resources to effectively implement virtual teaching.

Supporting Files

Stipulation Site Visit Report	

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.

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:

Caitlin Jones

TITLE:

Undergraduate and Graduate Licensing Advisor

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:

Caitlin Jones

TITLE:

Undergraduate and Graduate Licensing Advisor