Complete Report Card

Institution Information

Name of Institution: Indiana University Southeast
Institution/Program Type: Traditional
Academic Year: 2012-13
State: Indiana
Address: 4201 Grant Line Road
Hillside Hall 20A
New Albany, IN 47150
Contact Name: Dr. Gloria Murray
Phone: 812-941-2448
Email: glomurra@ius.edu

Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education? (http://www2.ed.gov/about/offices/list/oil/tqp/index.html)

No

If yes, provide the following:
Award year:
Grantee name:
Project name:
Grant number:
List partner districts/LEAs:
List other partners:
Project Type:

Section 1.a Program Information
List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at http://www2.ed.gov/about/offices/list/oil/tqp/index.html.

<table>
<thead>
<tr>
<th>Teacher Preparation Programs</th>
<th>Teacher Quality Partnership Grant Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Education</td>
<td>No</td>
</tr>
<tr>
<td>Secondary Education</td>
<td>No</td>
</tr>
<tr>
<td>Special Education</td>
<td>No</td>
</tr>
</tbody>
</table>

Total number of teacher preparation programs: 3

Section 1.b Admissions
Indicate when students are formally admitted into your initial teacher certification program:
Other Each program admits students at different times of the year.

Does your initial teacher certification program conditionally admit students?
No

Provide a link to your website where additional information about admissions requirements can be found:
www.ius.edu/Education

Please provide any additional comments about or exceptions to the admissions information provided above:
Section 1.b Undergraduate Requirements

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

Are there initial teacher certification programs at the undergraduate level?

Yes

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

<table>
<thead>
<tr>
<th>Element</th>
<th>Required for Entry</th>
<th>Required for Exit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transcript</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Fingerprint check</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Background check</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Minimum number of courses/credits/semester hours completed</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Minimum GPA</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Minimum GPA in content area coursework</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Minimum GPA in professional education coursework</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Minimum ACT score</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Minimum SAT score</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Minimum basic skills test score</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Subject area/academic content test or other subject matter verification</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Recommendation(s)</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Essay or personal statement</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Interview</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Other ACT or SAT scores can be used if scores meet state mandated cut score</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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

2.5

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

3.1

What is the minimum GPA required for completing the program?

2.5

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

3.56

Please provide any additional comments about the information provided above.

Section 1.b Postgraduate Requirements

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

Are there initial teacher certification programs at the postgraduate level?

Yes

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

<table>
<thead>
<tr>
<th>Element</th>
<th>Required for Entry</th>
<th>Required for Exit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transcript</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Fingerprint check</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Background check</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Minimum number of courses/credits/semester hours completed</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Minimum GPA</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Minimum GPA in content area coursework</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Minimum GPA in professional education coursework</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Minimum ACT score</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Minimum SAT score</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Minimum basic skills test score</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Subject area/academic content test or other subject matter verification</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Essay or personal statement</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>----------------------------</td>
<td>-----</td>
<td>----</td>
</tr>
<tr>
<td>Interview</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Other</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

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

2.5

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

3.09

What is the minimum GPA required for completing the program?

2.5

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

3.91

Please provide any additional comments about the information provided above:

Section 1.c Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and not an enrolled student.

Additional guidance on reporting race and ethnicity data.

| Total number of students enrolled in 2012-13: | 220 |
| Unduplicated number of males enrolled in 2012-13: | 56 |
| Unduplicated number of females enrolled in 2012-13: | 166 |

<table>
<thead>
<tr>
<th>2012-13</th>
<th>Number enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethnicity</td>
<td></td>
</tr>
<tr>
<td>Hispanic/Latino of any race:</td>
<td>1</td>
</tr>
<tr>
<td>Race</td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native:</td>
<td>1</td>
</tr>
<tr>
<td>Asian:</td>
<td>1</td>
</tr>
<tr>
<td>Black or African American:</td>
<td>3</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander:</td>
<td>0</td>
</tr>
<tr>
<td>White:</td>
<td>213</td>
</tr>
<tr>
<td>Two or more races:</td>
<td>1</td>
</tr>
</tbody>
</table>

Section 1.d Supervised Clinical Experience

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

| Average number of clock hours of supervised clinical experience required prior to student teaching | 170 |
| Average number of clock hours required for student teaching | 533 |
| Average number of clock hours required for mentoring/induction support | 20 |
| Number of full-time equivalent faculty supervising clinical experience during this academic year | 14 |
| Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff) | 3 |
| Number of students in supervised clinical experience during this academic year | 139 |

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

Section 1.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(13)(H))

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Number Prepared</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education - General</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Special Education</td>
<td>20</td>
</tr>
</tbody>
</table>
### Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. ([205[b][1][H]](https://title2.ed.gov/Secured/DataCollection/Institution/PrintReport.a...))

<table>
<thead>
<tr>
<th>Academic Major</th>
<th>Number Prepared</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education - General</td>
<td>20</td>
</tr>
<tr>
<td>Teacher Education - Special Education</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Early Childhood Education</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Elementary Education</td>
<td>84</td>
</tr>
<tr>
<td>Teacher Education - Junior High/Intermediate/Middle School Education</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Secondary Education</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Agriculture</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Art</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Business</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - English/Language Arts</td>
<td>10</td>
</tr>
<tr>
<td>Teacher Education - Foreign Language</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Health</td>
<td></td>
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<tr>
<td>Teacher Education - Family and Consumer Sciences/Home Economics</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Technology Teacher Education/Industrial Arts</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Mathematics</td>
<td></td>
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<tr>
<td>Teacher Education - Music</td>
<td></td>
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<tr>
<td>Teacher Education - Physical Education and Coaching</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Reading</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Science Teacher Education/General Science</td>
<td>5</td>
</tr>
<tr>
<td>Teacher Education - Social Science</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Social Studies</td>
<td>7</td>
</tr>
<tr>
<td>Teacher Education - Technical Education</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Computer Science</td>
<td></td>
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<tr>
<td>Teacher Education - Biology</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Chemistry</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Education - Drama and Dance</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - French</td>
<td></td>
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<tr>
<td>Teacher Education - German</td>
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<tr>
<td>Teacher Education - History</td>
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<td>Teacher Education - Physics</td>
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<tr>
<td>Teacher Education - Spanish</td>
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<tr>
<td>Teacher Education - Speech</td>
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<tr>
<td>Teacher Education - Geography</td>
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<tr>
<td>Teacher Education - Latin</td>
<td></td>
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<tr>
<td>Teacher Education - Psychology</td>
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</tr>
<tr>
<td>Teacher Education - Earth Science</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - English as a Second Language</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Bilingual, Multilingual, and Multicultural Education</td>
<td></td>
</tr>
<tr>
<td>Education - Other</td>
<td></td>
</tr>
<tr>
<td>Specify:</td>
<td></td>
</tr>
<tr>
<td>Field of Education</td>
<td>Count</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Teacher Education - Technology Teacher Education/Industrial Arts</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Mathematics</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Music</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Physical Education and Coaching</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Reading</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Science</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Social Science</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Social Studies</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Technical Education</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Computer Science</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Biology</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Chemistry</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Drama and Dance</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - French</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - German</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - History</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Physics</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Spanish</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Speech</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Geography</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Latin</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Psychology</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Earth Science</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - English as a Second Language</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Bilingual, Multilingual, and Multicultural Education</td>
<td></td>
</tr>
<tr>
<td>Education - Curriculum and Instruction</td>
<td></td>
</tr>
<tr>
<td>Education - Social and Philosophical Foundations of Education</td>
<td></td>
</tr>
<tr>
<td>Liberal Arts/Humanities</td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td></td>
</tr>
<tr>
<td>Social Sciences</td>
<td></td>
</tr>
<tr>
<td>Anthropology</td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td></td>
</tr>
<tr>
<td>Geography and Cartography</td>
<td></td>
</tr>
<tr>
<td>Political Science and Government</td>
<td></td>
</tr>
<tr>
<td>Sociology</td>
<td></td>
</tr>
<tr>
<td>Visual and Performing Arts</td>
<td></td>
</tr>
<tr>
<td>History</td>
<td></td>
</tr>
<tr>
<td>Foreign Languages</td>
<td></td>
</tr>
<tr>
<td>Family and Consumer Sciences/Human Sciences</td>
<td></td>
</tr>
<tr>
<td>English Language/Literature</td>
<td></td>
</tr>
<tr>
<td>Philosophy and Religious Studies</td>
<td></td>
</tr>
<tr>
<td>Agriculture</td>
<td></td>
</tr>
<tr>
<td>Communication or Journalism</td>
<td></td>
</tr>
<tr>
<td>Engineering</td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td></td>
</tr>
<tr>
<td>Mathematics and Statistics</td>
<td></td>
</tr>
<tr>
<td>Physical Sciences</td>
<td></td>
</tr>
<tr>
<td>Astronomy and Astrophysics</td>
<td></td>
</tr>
<tr>
<td>Atmospheric Sciences and Meteorology</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td></td>
</tr>
<tr>
<td>Geological and Earth Sciences/Geosciences</td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td></td>
</tr>
<tr>
<td>Business/Business Administration/Accounting</td>
<td></td>
</tr>
<tr>
<td>Computer and Information Sciences</td>
<td></td>
</tr>
</tbody>
</table>
Section I: Program Completers

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

2012-13: 139
2011-12: 109
2010-11: 104

Section II: Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

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

Please provide the information below about your program’s goals to increase the number of prospective teachers in mathematics in each of the three academic years.

Academic year 2012-13
Did your program prepare teachers in mathematics in 2012-13?
Yes

How many prospective teachers did your program plan to add in mathematics in 2012-13?
0

Did your program meet the goal for prospective teachers set in mathematics in 2012-13?
No

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14
Is your program preparing teachers in mathematics in 2013-14?
Yes

How many prospective teachers did your program plan to add in mathematics in 2013-14?
0

Provide any additional comments, exceptions and explanations below:

We have not met to plan for the number for 2013-14.

Academic year 2014-15
Will your program prepare teachers in mathematics in 2014-15?
Yes

How many prospective teachers does your program plan to add in mathematics in 2014-15?
0

Provide any additional comments, exceptions and explanations below:

Section II: Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

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

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

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

0

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

No

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

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

Yes

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

2

Provide any additional comments, exceptions and explanations below:

We are working with the Indiana Complete College program and target students who are majoring in science to try and get them to consider teaching and at the same time complete their education program in 4 years.

Academic year 2014-15

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

Yes

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

0

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (9205(a)(1)(A)(ii), 9206(a))

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

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2012-13

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

Yes

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

0

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

No

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

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

Yes

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

0

Provide any additional comments, exceptions and explanations below:

We will meet to discuss this.
Will your program prepare teachers in special education in 2014-15?

Yes

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

0

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

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

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

Academic year 2012-13

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

No

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

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

Data not reported

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

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

No

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

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

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

No

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

Provide any additional comments, exceptions and explanations below:

Section II Assurances

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

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes
Yes

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

Indiana University Southeast School of Education receives input through advisory boards for each program and an overall SOE advisory board. We also receive input through various surveys from employers and program completers. We’ve received grants based on these needs over the years. For example, we have a long-term grant through summer programs for teachers to help prepare for teaching in urban settings in Louisville, KY. Instruction on how to work with and teach with disabilities. Our candidates are required to do a minimum of 15 hours of practicum in urban settings in Louisville, KY. We also have a large DOE grant to provide professional development workshops for school personnel in ENL and a partnership with IU Bloomington on an EL license. The IUS campus provides financial support for a ENL project called New Neighbors to assist in providing materials to teachers regarding ENL. The grant that supported teachers for the EL license has ended. Candidates were recommended for the license from the Bloomington campus - not IUS.

### Section III Assessment Pass Rates

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Section III Summary Pass Rates

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<td>113</td>
<td>87</td>
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<td>All program completers, 2011-12</td>
<td>105</td>
<td>99</td>
<td>94</td>
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<td>All program completers, 2010-11</td>
<td>86</td>
<td>85</td>
<td>99</td>
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</tbody>
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Section IV Low-Performing

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

Is your teacher preparation program currently approved or accredited?
Yes

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

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

Section V Use of Technology

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

Does your program prepare teachers to:

- Integrate technology effectively into curricula and instruction
  Yes
- Use technology effectively to collect data to improve teaching and learning
  Yes
- Use technology effectively to manage data to improve teaching and learning
  Yes
- Use technology effectively to analyze data to improve teaching and learning
  Yes

Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

All undergraduate students must demonstrate through their professional education courses proficiency in using technology. Technology is threaded throughout the course work. Students are required to collect relevant data from their practicum experiences, and analyze data. Students are required to study web-based school data and express their understanding of graphs with graphs or charts. Students deliver power point 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 low and high assisted technology devices to accelerate educational outcomes for children and youth with disabilities. In our new Elementary program there is a specific course on assessment which will include how to collect data, analyze, plan lessons or intervention plans, post test and present the findings using technology. We have purchased 4 smart boards for students to learn how to use because so many of their school integrate this technology into the 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. So many of our K-12 schools are providing their students and teachers with handheld devices as part of the teaching and learning environment. Many are going away from using textbooks.

Section VI Teacher Training

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

Does your program prepare general education teachers to:

- Teach students with disabilities effectively
  Yes
- Participate as a member of individualized education program teams
  Yes
- Teach students who are limited English proficient effectively
  Yes

Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with
elements listed above are not currently in place.

Students with Disabilities: Elementary Education students complete coursework about teaching students with disabilities. During their practicum experience they are involved in observing and participating in an IEP meeting. In secondary education, in addition to what is described above, students interview special education teachers. In the Elementary program candidates take a Multicultural Course that includes knowledge about and strategies for working with LEP students. Elementary and Secondary students have required reading courses that include addressing literacy and writing strategies for working with LEP students. In Secondary, students gain knowledge about strategies for working with LEP students through coursework and field experiences. They are required to include accommodations in all lesson plans. There are plans for secondary education to increase (time or with a course) direct learning and experiences with limited English proficient students and more with special education.

Does your program prepare special education teachers to:

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

Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(o)(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 least 41 credit hours) in subject matter pedagogy as the backbone of the program. This coursework and associated early field experience (at least 180 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 (at least 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.

Section VII Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

We are working toward target on NCATE Standard 3. We are also reacting to changes at the state level regarding student teaching limitations, teacher evaluation changes and K-12 student performance demands. We also have changes being proposed regarding limiting the number of hours for our education program areas. All of our programs will be 120 credit hours as mandated by the Indiana state legislature effective fall 2013.

Supporting Files

Complete Report Card AY 2012-13