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Indiana University Southeast  
Traditional Program

2016 | Title II  
Reports

Complete Report Card

AY 2014-15

Institution Information

**Name of Institution:** Indiana University Southeast  
**Institution/Program Type:** Traditional  
**Academic Year:** 2014-15  
**State:** Indiana

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

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

No

If yes, provide the following:

Award year:

Grantee name:

Project name:

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

Section I.a Program Information

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

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

Section I.b Admissions

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

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

Does your initial teacher certification program conditionally admit students?

No

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

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

### Section I.b Undergraduate Requirements

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

Are there initial teacher certification programs at the undergraduate level?

Yes

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

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	No	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	Yes	Yes
Minimum SAT score	Yes	Yes
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	Yes	Yes
Essay or personal statement	No	No
Interview	No	Yes
Other	Yes	Yes

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

2.5

What was the median GPA of individuals accepted into the program in academic year 2014-15

3.35

What is the minimum GPA required for completing the program?

2.5

What was the median GPA of individuals completing the program in academic year 2014-15

3.45

Please provide any additional comments about the information provided above:

The minimum GPA for Secondary Education is 2.75.

### Section I.b Postgraduate Requirements

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

Are there initial teacher certification programs at the postgraduate level?

No

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

Element	Required for Entry	Required for Exit
Transcript	Data not reported	Data not reported
Fingerprint check	Data not reported	Data not reported
Background check	Data not reported	Data not reported
Minimum number of courses/credits/semester hours completed	Data not reported	Data not reported
Minimum GPA	Data not reported	Data not reported
Minimum GPA in content area coursework	Data not reported	Data not reported
Minimum GPA in professional education coursework	Data not reported	Data not reported
Minimum ACT score	Data not reported	Data not reported

Minimum basic skills test score	Data not reported	Data not reported
Subject area/academic content test or other subject matter verification	Data not reported	Data not reported
Recommendation(s)	Data not reported	Data not reported
Essay or personal statement	Data not reported	Data not reported
Interview	Data not reported	Data not reported
Other	Data not reported	Data not reported

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

What was the median GPA of individuals accepted into the program in academic year 2014-15

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2014-15

Please provide any additional comments about the information provided above:

### Section I.c Enrollment

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

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

Additional guidance on reporting race and ethnicity data.

Total number of students enrolled in 2014-15:	123
Unduplicated number of males enrolled in 2014-15:	27
Unduplicated number of females enrolled in 2014-15:	96

2014-15	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	4
<i>Race</i>	
American Indian or Alaska Native:	1
Asian:	0
Black or African American:	1
Native Hawaiian or Other Pacific Islander:	0
White:	116
Two or more races:	1

### Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2014-15.

Average number of clock hours of supervised clinical experience required prior to student teaching	287
Average number of clock hours required for student teaching	2800
Average number of clock hours required for mentoring/induction support	40
Number of full-time equivalent faculty supervising clinical experience during this academic year	11
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	9
Number of students in supervised clinical experience during this academic year	95

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

Students have several clinical experiences prior to student teaching. They have 30 hours early experience prior to admission. 10 hours in diverse settings (English for Speakers of other languages). Students have field experience in 3 or 4 blocks depending on the major selected, varies from 90 to 360 hours. Finally, students have 2,000(10 weeks)in Secondary Education, 3,200(16 weeks)in Elementary and 3,200(2- 8 week placement- split elementary/middle-high) in Special education for student teaching experience.

### Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2014-15. 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))

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Education - General	91
Teacher Education - Special Education	6
Teacher Education - Early Childhood Education	0
Teacher Education - Elementary Education	51
Teacher Education - Junior High/Intermediate/Middle School Education	34
Teacher Education - Secondary Education	34
Teacher Education - Multiple Levels	0
Teacher Education - Agriculture	0
Teacher Education - Art	0
Teacher Education - Business	0
Teacher Education - English/Language Arts	7
Teacher Education - Foreign Language	0
Teacher Education - Health	0
Teacher Education - Family and Consumer Sciences/Home Economics	0
Teacher Education - Technology Teacher Education/Industrial Arts	0
Teacher Education - Mathematics	10
Teacher Education - Music	0
Teacher Education - Physical Education and Coaching	0
Teacher Education - Reading	0
Teacher Education - Science Teacher Education/General Science	7
Teacher Education - Social Science	0
Teacher Education - Social Studies	10
Teacher Education - Technical Education	0
Teacher Education - Computer Science	0
Teacher Education - Biology	4
Teacher Education - Chemistry	0
Teacher Education - Drama and Dance	0
Teacher Education - French	0
Teacher Education - German	0
Teacher Education - History	10
Teacher Education - Physics	0
Teacher Education - Spanish	1
Teacher Education - Speech	0
Teacher Education - Geography	10
Teacher Education - Latin	0
Teacher Education - Psychology	0
Teacher Education - Earth Science	3
Teacher Education - English as a Second Language	0
Teacher Education - Bilingual, Multilingual, and Multicultural Education	0
Education - Other Specify:	

### Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2014-15. 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. (S205(b)(1)(H))

Academic Major	Number Prepared
Education - General	91
Teacher Education - Special Education	6
Teacher Education - Early Childhood Education	0
Teacher Education - Elementary Education	51
Teacher Education - Junior High/Intermediate/Middle School Education	34
Teacher Education - Secondary Education	34
Teacher Education - Agriculture	0
Teacher Education - Art	0

Teacher Education - English/Language Arts	7
Teacher Education - Foreign Language	0
Teacher Education - Health	0
Teacher Education - Family and Consumer Sciences/Home Economics	0
Teacher Education - Technology Teacher Education/Industrial Arts	0
Teacher Education - Mathematics	10
Teacher Education - Music	0
Teacher Education - Physical Education and Coaching	0
Teacher Education - Reading	0
Teacher Education - Science	0
Teacher Education - Social Science	7
Teacher Education - Social Studies	10
Teacher Education - Technical Education	0
Teacher Education - Computer Science	0
Teacher Education - Biology	4
Teacher Education - Chemistry	0
Teacher Education - Drama and Dance	0
Teacher Education - French	0
Teacher Education - German	0
Teacher Education - History	10
Teacher Education - Physics	0
Teacher Education - Spanish	1
Teacher Education - Speech	0
Teacher Education - Geography	10
Teacher Education - Latin	0
Teacher Education - Psychology	0
Teacher Education - Earth Science	3
Teacher Education - English as a Second Language	0
Teacher Education - Bilingual, Multilingual, and Multicultural Education	0
Education - Curriculum and Instruction	0
Education - Social and Philosophical Foundations of Education	0
Liberal Arts/Humanities	0
Psychology	0
Social Sciences	7
Anthropology	0
Economics	0
Geography and Cartography	10
Political Science and Government	10
Sociology	0
Visual and Performing Arts	0
History	10
Foreign Languages	1
Family and Consumer Sciences/Human Sciences	0
English Language/Literature	7
Philosophy and Religious Studies	0
Agriculture	0
Communication or Journalism	0
Engineering	0
Biology	4
Mathematics and Statistics	10
Physical Sciences	0
Astronomy and Astrophysics	0
Atmospheric Sciences and Meteorology	0
Chemistry	0
Geological and Earth Sciences/Geosciences	3

Business/Business Administration/Accounting	0
Computer and Information Sciences	0
Other Specify:	

### Section I.f Program Completers

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

2014-15: 91

2013-14: 123

2012-13: 155

### 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/tsa.html>.

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

Academic year 2014-15

Did your program prepare teachers in mathematics in 2014-15?

Yes

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

1

Did your program meet the goal for prospective teachers set in mathematics in 2014-15?

Yes

Description of strategies used to achieve goal, if applicable:

Our enrollment went from 8 in 2013-14 to 10 in 2014-15. In addition to regular open houses and orientations, we increased our recruitment and retention efforts to include the following activities:

Improvement of our web site and addition of digital advertisement

Our Mathematics Education Instructor developed a tutorial to help students improve their performance on the Pearson licensure tests and the basic skills test.

We increased our outreach to high school students enrolled in Teacher Career Academy in Louisville and the Teacher Cadet program in Greater Clarke School Corporation in Indiana. We also developed and obtained approval for a Secondary Education Minor to recruit students in the content areas particularly in the STEM area.

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

Same as above

Provide any additional comments, exceptions and explanations below:

None

Academic year 2015-16

Is your program preparing teachers in mathematics in 2015-16?

Yes

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

1

Provide any additional comments, exceptions and explanations below:

In addition to the above, we developed a proposal for a post baccalaureate secondary education program (Advance-To Teaching) to attract career changers, particular those interested in Mathematics and Science Education. This proposal is currently awaiting approval.

Academic year 2016-17

Will your program prepare teachers in mathematics in 2016-17?

Yes

1

Provide any additional comments, exceptions and explanations below:

Same as above

## 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/tsa.html>.

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

Academic year 2014-15

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

Yes

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

0

Did your program meet the goal for prospective teachers set in science in 2014-15?

Yes

Description of strategies used to achieve goal, if applicable:

We exceeded our goal by increasing the enrollment in Biology form 3 in 2013-14 to 4 in 2014-15. The same recruitment and retention strategies listed under Science apply here

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

We learned from our school partners that they are experiencing shortage in the STEM areas. Many of them are willing to give incentives to prospective hires. Getting such information out will motivate prospective students and most likely help with our recruitment.

Provide any additional comments, exceptions and explanations below:

None

Academic year 2015-16

Is your program preparing teachers in science in 2015-16?

Yes

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

1

Provide any additional comments, exceptions and explanations below:

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

Academic year 2016-17

Will your program prepare teachers in science in 2016-17?

Yes

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

1

Provide any additional comments, exceptions and explanations below:

Same as above

## 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. (§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>.

years.

Academic year 2014-15

Did your program prepare teachers in special education in 2014-15?

Yes

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

0

Did your program meet the goal for prospective teachers set in special education in 2014-15?

Yes

Description of strategies used to achieve goal, if applicable:

Increased advertisement of the program, open houses, orientations, redesigning of our web-site and collaboration with P-12 and community colleges are some of our strategies.

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

None

Provide any additional comments, exceptions and explanations below:

None

Academic year 2015-16

Is your program preparing teachers in special education in 2015-16?

Yes

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

0

Provide any additional comments, exceptions and explanations below:

None

Academic year 2016-17

Will your program prepare teachers in special education in 2016-17?

Yes

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

2

Provide any additional comments, exceptions and explanations below:

Increased recruitment efforts and leveraging campus wide resources in scholarships, intrusive advising and collaborations with school partners

## 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 2014-15

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

No

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

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2014-15?

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:



Academic year 2015-16

Is your program preparing teachers in instruction of limited English proficient students in 2015-16?

No

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

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Will your program prepare teachers in instruction of limited English proficient students in 2016-17?

No

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

Provide any additional comments, exceptions and explanations below:

### Section II Assurances

Please certify that your institution is in compliance with the following assurances. (5205(a)(1)(A)(iii), 5206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Indiana University Southeast School of Education receives input through advisory boards for each program and an overall SOE advisory board. These advisory boards comprise of representatives from other Schools on campus, School partners and teacher candidates. We also receive input through various surveys from employers and program completers. We've received grants based on these needs over the years. For example, we have a long term grant relationship with WHAS Crusade for Children which supports purchasing necessary materials and resources for special education teachers who work with students with disabilities. This grant also supports one scholarship per year for an undergraduate or graduate special education candidate. 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. We also have a large DOE grant to provide professional development workshops for school personnel in ENL and a partnership with IU Bloomington on an ENL license. Candidates are recommended for the license from the Bloomington campus - not IUS. The IUS campus provides financial support for an ENL project called New Neighbors to assist in providing materials and professional development to teachers regarding ENL.

### Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
5235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	2			
5235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
0235.1 -BIOLOGY CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2013-14	1			
0235.1 -BIOLOGY CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2012-13	2			
	2			

Educational Testing Service (ETS) All program completers, 2013-14				
5571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2012-13	1			
0571.1 -EARTH AND SPACE SCIENCES - CK.1 Educational Testing Service (ETS) All program completers, 2013-14	1			
0571.1 -EARTH AND SPACE SCIENCES - CK.1 Educational Testing Service (ETS) All program completers, 2012-13	1			
0910 -ECONOMICS Educational Testing Service (ETS) All program completers, 2013-14	1			
0353 -ED OF EXCEPTIONAL STUDENTS CORE CK Educational Testing Service (ETS) All program completers, 2012-13	2			
0542 -ED OF EXCEPTIONAL STUDENTS MTMD Educational Testing Service (ETS) All program completers, 2012-13	2			
0011.1 -ELEM ED CURR INSTRUC ASSESSMENT.1 Educational Testing Service (ETS) All program completers, 2012-13	3			
5033 -ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) All program completers, 2014-15	14	173	11	79
5033 -ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) All program completers, 2013-14	53	173	48	91
5033 -ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) All program completers, 2012-13	6			
5032 -ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) All program completers, 2014-15	14	178	13	93
5032 -ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) All program completers, 2013-14	52	179	52	100
5032 -ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) All program completers, 2012-13	6			
5035 -ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) All program completers, 2014-15	14	171	11	79
5035 -ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) All program completers, 2013-14	52	171	50	96
5035 -ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) All program completers, 2012-13	6			
5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) All program completers, 2014-15	14	167	10	71
5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) All program completers, 2013-14	52	168	47	90
5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) All program completers, 2012-13	6			
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	8			
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	43	238	39	91
	42	242	42	100

Evaluation Systems group of Pearson All program completers, 2013-14				
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	12	234	11	92
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	30	226	24	80
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	8			
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	12	240	10	83
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	30	227	26	87
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	8			
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	11	243	10	91
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2014-15	29	215	20	69
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2013-14	8			
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	11	227	8	73
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2014-15	29	219	20	69
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2013-14	8			
5041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	3			
5041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	5			
0041.1 -ENG LANG LIT COMP CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2013-14	4			
0041.1 -ENG LANG LIT COMP CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2012-13	5			
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2014-15	6			
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2014-15	5			
064 -EXCEPTIONAL NEEDS—MILD INTERVENTION: READING INST Evaluation Systems group of Pearson All program completers, 2014-15	2			
0921 -GEOGRAPHY II Educational Testing Service (ETS) All program completers, 2013-14	10	164	10	100
	10	649	10	100

Educational Testing Service (ETS) All program completers, 2013-14				
035 -MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	2			
035 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2014-15	6			
5061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	2			
5061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	3			
0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	2			
5061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	4			
0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	7			
5049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2012-13	2			
0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2012-13	4			
007 -P-12 EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
007 -P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	6			
007 -P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	17	243	17	100
0390 -PSYCHOLOGY Educational Testing Service (ETS) All program completers, 2013-14	2			
0300 -READING SPECIALIST Educational Testing Service (ETS) All program completers, 2012-13	3			
045 -SCIENCE—LIFE SCIENCE Evaluation Systems group of Pearson All program completers, 2014-15	3			
047 -SCIENCE—PHYSICS Evaluation Systems group of Pearson All program completers, 2013-14	1			
0543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2014-15	1			
0543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2013-14	1			
0543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2012-13	1			
5543 -SE CK AND MILD TO MODERATE APPL (CD) Educational Testing Service (ETS) All program completers, 2013-14	20	172	20	100
5543 -SE CK AND MILD TO MODERATE APPL (CD) Educational Testing Service (ETS) All program completers, 2012-13	12	171	12	100
	1			

Evaluation Systems group of Pearson All enrolled students who have completed all noncl				
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	29	236	28	97
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	29	238	28	97
0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
0081.1 -SOCIAL STUDIES CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2012-13	3			
049 -SOCIAL STUDIES—GEOGRAPHICAL PERSPECTIVES Evaluation Systems group of Pearson Other enrolled students	2			
049 -SOCIAL STUDIES—GEOGRAPHICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2014-15	4			
050 -SOCIAL STUDIES—GOVERNMENT AND CITIZENSHIP Evaluation Systems group of Pearson Other enrolled students	1			
050 -SOCIAL STUDIES—GOVERNMENT AND CITIZENSHIP Evaluation Systems group of Pearson All program completers, 2014-15	7			
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson Other enrolled students	2			
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2014-15	8			
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2013-14	4			
0950 -SOCIOLOGY Educational Testing Service (ETS) All program completers, 2013-14	3			
5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) Other enrolled students	1			
0941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2013-14	2			
5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2013-14	7			
0941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2012-13	3			
5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2012-13	1			

## Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2014-15	82	53	65
All program completers, 2013-14	117	103	88
All program completers, 2012-13	64	64	100

#### SECTION IV LOW PERFORMING

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

Is your teacher preparation program currently approved or accredited?

Yes

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

State

NCATE

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

No

#### Section V Use of Technology

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

Does your program prepare teachers to:

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

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

All undergraduate teacher candidates must demonstrate through their professional education courses proficiency in using technology. Technology is threaded throughout the course work. All of our courses are support by CANVAS, an electronic course management system. 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 gaps with graphs or charts. Students deliver power point presentation using different software packages they have learned such as PhotoStory, Prezi, BeeBot, SketchUp etc. Special Education students complete a three credit hour course that teaches them how to use technology as a tool for professional productivity and student success. Also, in the Special Education field experience students are required to use assistive technology devices to accelerate educational outcomes for children and youth with disabilities. In the our newly designed Elementary program there is a specific course on assessment which will include how to collect data, analyze, plan lessons or intervention plans, post test and pretest the finding using technology. We have purchased 4 smart boards to increase candidates' skills in utilizing this device because so many of our P-12 schools integrate this technology into their curriculum. We will be considering in the future (next 2 or 3 years) requiring students to have their own laptops, notebook or some other type of technology tool to use as part of the teacher preparation program. 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 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.

Students with Disabilities: Elementary Education candidates 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, candidates interview special education teachers. In the both programs, candidates take a Multicultural Education Course that includes knowledge about and strategies for working with students with different dimensions of exceptionalities. Elementary and Secondary students have required reading courses that include addressing literacy and writing strategies for working with LEP students. Additionally, teacher candidates gain knowledge and strategies for working with LEP students through field and clinical experiences. They are required to include accommodations in all lesson plans. There are plans for secondary education to increase direct learning experiences with limited English proficient students and more with special education through course works.

Does your program prepare special education teachers to:

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

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

Special Education majors complete substantial coursework (at least 41 credit hours) in subject matter pedagogy as the backbone of the program. This coursework and associated early field experience (18- clock hours) provide candidates with the knowledge and skills to teach core subjects at the K-6 levels. Specialty coursework (21 credit hours) and clinical/field work (180 clock hours) provide experience with K-12 students who have a wide variety of exceptional needs and who receive services through a variety of service delivery models. To verify that they are making progress toward meeting state standards for teachers of exceptional needs, candidates submit a portfolio at the end of each 90-clock hour practicum. The host teacher and a university supervisor provide practicum candidates with formative and summative feedback based on observations. Thirty clock-hours of one of the field experiences takes place under the supervision of an experienced ESL teacher whose students are ELP or mostly refugees. Reinforcing preparation is done in their final pedagogy course and the assessment course.

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

## 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 (which is now CAEP standard 2: Clinical Partnerships and Practice). We are also impacted by changes at the state level regarding changes to the in-service teacher evaluations and the use of K-12 student performance data in those evaluations. These changes have impacted our graduate enrollment numbers. We are making curriculum adjustments in light of Indiana's change from PRAXIS testing to Pearson CASA testing and other new licensing testing requirements, by supporting our candidates with testing preparation resources including tutorials. The change impacted students entering our programs and those seeking licensing. Also in answering section 1.d Supervised Clinical Experience, last statement, we decided to count students only once for clinical field experience. All of our undergraduate candidates are in some type of clinical experience each semester. These experiences are supervised by qualified university and clinical based faculty. We submitted an annual report to CAEP on April 15th with an update on our efforts at meeting our accreditation standards.

### Supporting Files

IUS Basic Skills-Alternative Admission Numbers

## Complete Report Card

AY 2014-15