



Indiana State University
Traditional Report AY 2016-17
Indiana



REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

ADDRESS

401 N 7th Street

Room 109

CITY

Terre Haute

STATE

Indiana

ZIP

47809

SALUTATION

Dr.

FIRST NAME

Denise

LAST NAME

Collins

PHONE

(812) 237-2918

EMAIL

Denise.Collins@indstate.edu

Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education? (<https://www2.ed.gov/programs/tqpartnership/awards.html>)

- Yes
 No

If yes, provide the following:

AWARD YEAR

GRANTEE NAME

PROJECT NAME

GRANT NUMBER

LIST PARTNER DISTRICTS/LEAS (ONE PER LINE)

LIST OTHER PARTNERS (ONE PER LINE)

PROJECT TYPE

- Residency
- Pre-baccalaureate
- Both Residency and Pre-baccalaureate

List of Programs

On this page, review the list of teacher preparation programs offered by your institution of higher education (IHE) or organization. If you submitted an IPRC last year, this list of programs is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to enter the programs in the appropriate reports. For the traditional report, list all traditional programs within the IHE. For the alternative report, list all alternative programs within the IHE. You may edit, delete, and insert new rows as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page. The system will automatically total the number of programs for you.

THIS PAGE INCLUDES:

>> [Program Information](#)

Program Information

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

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Art Education	No	
Business Education	No	
Chemistry	No	
Earth/Space Science	No	
Elementary Education	No	
English as a Second Language	No	
English Education	No	
Language, Literature, and Linguistics: French	No	
Language, Literature, and Linguistics: Spanish	No	
Language, Literature, and Linguistics: German	No	
Language, Literature, and Linguistics: Japanese	No	
Language, Literature, and Linguistics: Latin	No	
Life Science	No	
Mathematics Education	No	
Music Education	No	

Total number of teacher preparation programs: 26

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Physical Education	No	
Physical Science	No	
Physics	No	
Social Studies: Economics	No	
Social Studies: Geographical Perspectives	No	
Social Studies: Government and Citizenship	No	
Social Studies: Historical Perspectives	No	
Social Studies: Psychology	No	
Social Studies: Sociology	No	
Special Education	No	
Technology Teacher Education	No	

Total number of teacher preparation programs: 26

Program Requirements

THIS PAGE INCLUDES:

- >> [Admissions](#)
- >> [Undergraduate Requirements](#)
- >> [Postgraduate Requirements](#)
- >> [Supervised Clinical Experience](#)

On this page, review and enter information about the program requirements for admission into the program, program completion, and supervised clinical experience. If you submitted an IPRC last year, much of this page is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to specify the requirements in the appropriate reports. For the traditional report, provide the requirements for traditional programs within the IHE. For the alternative report, provide the requirements for the alternative programs within the IHE.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

Admissions

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

If Other, please specify:

2. Does your initial teacher certification program conditionally admit students?

- Yes
 No

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

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

Undergraduate Requirements

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

1. Are there initial teacher certification programs at the undergraduate level?

- Yes
 No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the undergraduate level. If no, leave the rest of the page blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Required for Entry	Required for Exit
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

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

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.5

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

3.33

4. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.5

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

3.44

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

Postgraduate Requirements

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

1. Are there initial teacher certification programs at the postgraduate level?

Yes

No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the postgraduate level. If no, leave the rest of the page blank (or [clear responses already entered](#)) then click save at the bottom of the page.

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

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

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

4. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

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

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

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2016-17. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

[Additional guidance on reporting supervised clinical experience and nonclinical coursework.](#)

Average number of clock hours of supervised clinical experience required prior to student teaching	178
Average number of clock hours required for student teaching	560
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	20
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	56
Number of students in supervised clinical experience during this academic year	1966

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

The number of students total in supervised clinical experiences includes duplicate enrollments.

Enrollment

THIS PAGE INCLUDES:

>> [Enrollment](#)

On this page, enter the number of candidates for an initial teaching credential who are enrolled in the initial teacher preparation programs within your institution of higher education (IHE) or organization. **Do not** report on the total number of students enrolled in the entire IHE. **Do not** include individuals who currently hold a teaching credential and are seeking additional licenses or endorsements, or individuals preparing for school-based careers other than classroom teachers (e.g., administrators, guidance counselors).

The Department recognizes that in many cases, candidates voluntarily report their race/ethnicity and gender data, and that in some cases, candidates may choose not to report this information. Please report on the race/ethnicity data you have available, though the data may not be complete. It is not expected that the sum of the enrolled students reported by race/ethnicity or by gender will necessarily equal the total number of students enrolled.

If your IHE offers both traditional and alternative programs, be sure to enter the candidates enrolled in the appropriate reports. For the traditional report, provide only the candidates enrolled in traditional programs within the IHE. For the alternative report, provide only the candidates enrolled in the alternative programs within the IHE.

After entering the enrollment data, save the page using the floating save box at the bottom of the page.

Enrollment

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

[Additional guidance on reporting race and ethnicity data.](#)

Total number of students enrolled in 2016-17	<input type="text" value="456"/>
Unduplicated number of males enrolled in 2016-17	<input type="text" value="180"/>
Unduplicated number of females enrolled in 2016-17	<input type="text" value="276"/>

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled. ([§205\(a\)\(1\)\(C\)\(ii\)\(H\)](#))

2016-17	Number Enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race	<input type="text" value="24"/>
<i>Race</i>	

2016-17

Number Enrolled

American Indian or Alaska Native

2

Asian

0

Black or African American

25

Native Hawaiian or Other Pacific Islander

0

White

384

Two or more races

20

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](#)

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2016-17. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

[Additional guidance on reporting teachers prepared by subject area.](#)

What are CIP Codes?

No teachers prepared in academic year 2016-17

CIP Code	Subject Area	Number Prepared
13.01	Education - General	<input type="text"/>
13.10	Teacher Education - Special Education	<input type="text" value="25"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text" value="21"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="100"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text" value="42"/>
13.1205	Teacher Education - Secondary Education	<input type="text" value="67"/>
13.1206	Teacher Education - Multiple Levels	<input type="text" value="37"/>

CIP Code	Subject Area	Number Prepared
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	<input type="text" value="2"/>
13.1303	Teacher Education - Business	<input type="text" value="2"/>
13.1305	Teacher Education - English/Language Arts	<input type="text" value="10"/>
13.1306	Teacher Education - Foreign Language	<input type="text"/>
13.1307	Teacher Education - Health	<input type="text"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text" value="1"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text" value="2"/>
13.1311	Teacher Education - Mathematics	<input type="text" value="10"/>
13.1312	Teacher Education - Music	<input type="text" value="10"/>
13.1314	Teacher Education - Physical Education and Coaching	<input type="text" value="7"/>
13.1315	Teacher Education - Reading	<input type="text" value="42"/>
13.1316	Teacher Education - Science Teacher Education/General Science	<input type="text" value="5"/>
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	<input type="text" value="6"/>
13.1319	Teacher Education - Technical Education	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	<input type="text"/>
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1325	Teacher Education - French	<input type="text"/>
13.1326	Teacher Education - German	<input type="text"/>
13.1328	Teacher Education - History	<input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>
13.1330	Teacher Education - Spanish	<input type="text"/>

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	<input type="text"/>
13.1332	Teacher Education - Geography	<input type="text"/>
13.1333	Teacher Education - Latin	<input type="text"/>
13.1335	Teacher Education - Psychology	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	13
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	<input type="text"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2016-17. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

[Additional guidance on reporting teachers prepared by academic major.](#)

What are CIP Codes?

No teachers prepared in academic year 2016-17

CIP Code	Academic Major	Number Prepared
13.01	Education - General	<input type="text"/>
13.10	Teacher Education - Special Education	16
13.1210	Teacher Education - Early Childhood Education	<input type="text"/>
13.1202	Teacher Education - Elementary Education	63
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1205	Teacher Education - Secondary Education	<input type="text"/>
13.1301	Teacher Education - Agriculture	<input type="text"/>

CIP Code	Academic Major	Number Prepared
13.1302	Teacher Education - Art	<input type="text" value="2"/>
13.1303	Teacher Education - Business	<input type="text" value="2"/>
13.1305	Teacher Education - English/Language Arts	<input type="text" value="10"/>
13.1306	Teacher Education - Foreign Language	<input type="text"/>
13.1307	Teacher Education - Health	<input type="text"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text" value="1"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text" value="2"/>
13.1311	Teacher Education - Mathematics	<input type="text" value="5"/>
13.1312	Teacher Education - Music	<input type="text" value="10"/>
13.1314	Teacher Education - Physical Education and Coaching	<input type="text" value="7"/>
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - Science	<input type="text" value="5"/>
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	<input type="text" value="5"/>
13.1319	Teacher Education - Technical Education	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	<input type="text"/>
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1325	Teacher Education - French	<input type="text"/>
13.1326	Teacher Education - German	<input type="text"/>
13.1328	Teacher Education - History	<input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>
13.1330	Teacher Education - Spanish	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>

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

CIP Code	Academic Major	Number Prepared
26	Biology	<input type="text"/>
27	Mathematics and Statistics	<input type="text"/>
40.01	Physical Sciences	<input type="text"/>
40.02	Astronomy and Astrophysics	<input type="text"/>
40.04	Atmospheric Sciences and Meteorology	<input type="text"/>
40.05	Chemistry	<input type="text"/>
40.06	Geological and Earth Sciences/Geosciences	<input type="text"/>
40.08	Physics	<input type="text"/>
52	Business/Business Administration/Accounting	<input type="text"/>
11	Computer and Information Sciences	<input type="text"/>
99	Other Specify: <input type="text"/>	<input type="text"/>

Program Completers

On this page, enter the total number of individuals who completed the program in AY 2016-17 and the two prior academic years. If you submitted an IPRC last year, the number of program completers for the two prior academic years are pre-loaded from your prior year's report.

A program completer is a person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as a criterion for determining who is a program completer.

An individual cannot be classified as both enrolled and as a program completer at the same time. An enrolled individual is not a program completer. Once an individual has met all the requirements of a state-approved teacher preparation program and becomes a program completer, the individual is no longer classified as enrolled.

After entering the program completers, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Program Completers](#)

Program Completers

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

2016-17	<input type="text" value="131"/>
2015-16	<input type="text" value="226"/>
2014-15	<input type="text" value="152"/>

Annual Goals

On this page, review the annual goals in each subject area listed below. If you submitted an IPRC last year, the goals you entered last year are pre-loaded from your prior year's report. Please respond to the questions to report on progress towards the goals, and set new goals for the next academic year.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

- >> [Annual Goals - Mathematics](#)
- >> [Annual Goals - Science](#)
- >> [Annual Goals - Special Education](#)
- >> [Annual Goals - Instruction of Limited English Proficient Students](#)
- >> [Assurances](#)

Annual Goals - Mathematics

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

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

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

Academic year 2016-17

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

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

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

15

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

- Yes
- No
- Not applicable

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

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

We are making changes to our initial mathematics courses to support students more effectively—this will keep more students eligible for the major. We will continue recruiting efforts, but state-level policy makes it very difficult to make the profession attractive to our best students.

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

Our numbers in the mathematics teaching program are down significantly. This is due in large part to recent changes in Indiana State Law governing

teacher salaries, working conditions, assessment.

Academic year 2017-18

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

- Yes
 No (leave remaining questions for year blank)

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

8

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

Our numbers in the mathematics teaching program are down significantly. This is due in large part to recent changes in Indiana State Law governing teacher salaries, working conditions, assessment.

Academic year 2018-19

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

- Yes
 No (leave remaining questions for year blank)

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

8

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

Annual Goals - Science

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

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

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

Academic year 2016-17

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

- Yes
 No (leave remaining questions for year blank)

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

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

- Yes
 No
 Not applicable

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

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

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

Due to heavy content course requirements, increasing our student population is a significant concern for our program. We will advertise our science education program in various ways to increase enrollment. : Inform science majors and University College advisors about the Science Education program : Support the Science Education student organization : Invite science majors to an annual science education open house and seminars : Encourage Science Education majors to attend the science teacher conference - HASTI (Hoosier Association of Science Teachers, Inc)conference, IN

Academic year 2017-18

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

- Yes
 No (leave remaining questions for year blank)

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

5

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

The increasing enrollment and retention rate is a significant concern for our program. We will advertise our science education program in various ways to increase student enrollment and support students to increase our retention rate. : Invite science majors to an annual science education open house and seminars : Provide Science Education seminars for majors every semester : Encourage Science education majors to engage in various community service activities : Support the Science Education student organization : Encourage Science Education majors to attend the science teacher conference- HASTI (Hoosier Association of Science Teachers, Inc) conference, IN : Offer a revised curriculum for the Earth Space Science major to reduce the heavy content course requirement. This new curriculum will allow students to complete their program in four years : Offer a science education minor program. This minor is designed for Elementary Education or Secondary Education majors who want to add a middle school science licensure to their initial teaching licensure

Academic year 2018-19

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

- Yes
 No (leave remaining questions for year blank)

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

5

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

Due to heavy content course requirements, increasing our student population is a significant concern for our program. Starting in Fall 2017, Chemistry and Physics teaching majors can choose a BA degree in their content discipline. This BA degree in Chemistry and Physics decreases students' content course load. We also started to offer a Middle School Science Minor program for Elementary Education or Secondary Education majors. We will advertise our science education programs in various ways to increase student enrollment and support students to increase our retention rate.

Annual Goals - Special Education

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

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

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

Academic year 2016-17

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

- Yes
 No (leave remaining questions for year blank)

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

45

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

- Yes
 No
 Not applicable

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

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

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

We now have a faculty member who travels to different high schools to recruit prospective "Teacher Leaders." As a part of her visit, she discusses our program and leaves literature for guidance counselors. As we continue with "Teachers of Tomorrow" and meeting individual prospective students and their parents, we continue to share the benefits of extensive field experience as well as our pass rate for the state teaching license.

Academic year 2017-18

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

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

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

40

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

Academic year 2018-19

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

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

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

35

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

We continue to be an active presence in our community through our collaborative work with campus entities (i.e., Special Olympics, Sycamore Educators, Teachers of Tomorrow) and our growing Student Council for Exceptional Children (SCEC) organization. Participation in these experiences promote special education as a career option.

Annual Goals - Instruction of Limited English Proficient Students

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

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

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

Academic year 2016-17

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

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

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

7

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

- Yes
- No
- Not applicable

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

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

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

- We sent a flyer to all superintendents in the state of Indiana with information about the graduate TESL certificate, which can be used (along with appropriate testing) to add the ENL license to an existing license. We expect growth using this path to licensure.

Academic year 2017-18

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

- Yes
 No (leave remaining questions for year blank)

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

10

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

? The department has created a teaching major/licensure workgroup as to involve more people in the process of training teachers in TESL and World Languages. This effort inherently helps with recruitment as more faculty know and understand the programs and are thus able to share that information with students, advisees, and—importantly—other advisors and faculty on campus. ? Faculty who specialize in linguistics and TESL have been actively recruiting students from their classes to pursue the minor in ESL and the TESL concentration. They do this by speaking, individually, with students who show both interest and aptitude, explaining the program and discussing career options for the degrees. ? The department has also established its first ESL summer internship working with migrant farm workers in Indiana, which has the potential to recruit students to the ESL program by offering on-the-ground teaching experience in ESL. ? Faculty who specialize in linguistics and TESL have presented at workshops for BEST and TOTAL students in the BCoE on the basics of ESL education in the school and on the importance of ESL education for future teachers ? Faculty and students in the department routinely present at local and regional conferences on ESL topics. Faculty use this time to promote ISU, LLL, and ESL education in general. ? In conjunction with Vigo County School Corporation, a pilot program was started using grant funding to enroll 4 current teachers into an online graduate certification in TESL.

Academic year 2018-19

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

- Yes
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2018-19?

21

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

2018-2019: Projected completers for Language Studies Teaching Major; TESL concentration: 5
2018-2019: Projected completers for ESL minor: 10
2018-2019: Projected completers for Graduate Certificate in TESL: 6

Assurances

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

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

Yes

No

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

Yes

No

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

Yes

No

Program does not prepare special education teachers

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

Yes

No

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

Yes

No

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

Yes

No

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

Yes

No

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

As part of the TOTAL program, all Elementary and Special Education majors complete an extended field experience prior to student teaching. During this experience they 3 days a week, all day for most of the semester co-teaching in an elementary class. All placements for this FE are in low-income schools, and must complete a final report that in which student indicate how they would differentiate instruction for low income students. Overall, the district in which we place all pre-service teachers (P-12) for field experiences ranks at the top in the state for percentage of free and reduced lunch. We have extended the pre-student field experience opportunities such that all Elementary/Special Education students spend over half of a semester full-time in a classroom co-teaching, and Secondary/All-Grade majors spend 5 weeks co-teaching a class every day. To help teachers respond to LEAs, we actively place students in our Professional Development Schools. The Behavioral Management course is required for all Elementary Education majors.

Assessment Pass Rates

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

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

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

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
008 -BUSINESS Evaluation Systems group of Pearson All program completers, 2016-17	2			
008 -BUSINESS Evaluation Systems group of Pearson All program completers, 2015-16	2			
010 -CAREER AND TECH EDUC—BUS AND INFORMATION TECH Evaluation Systems group of Pearson All program completers, 2014-15	2			
011 -CAREER AND TECH EDUC—FAMILY AND CONSUMER SCI Evaluation Systems group of Pearson All program completers, 2015-16	1			
011 -CAREER AND TECH EDUC—FAMILY AND CONSUMER SCI Evaluation Systems group of Pearson All program completers, 2014-15	1			
014 -EARLY CHILDHOOD GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2016-17	1			
014 -EARLY CHILDHOOD GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	1			
015 -EARLY CHILDHOOD GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2016-17	1			
015 -EARLY CHILDHOOD GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	1			
016 -EARLY CHILDHOOD GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2016-17	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
016 -EARLY CHILDHOOD GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2014-15	1			
017 -EARLY CHILDHOOD GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2016-17	1			
5033 -ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) All program completers, 2014-15	3			
5032 -ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) All program completers, 2014-15	3			
5035 -ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) All program completers, 2014-15	3			
5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) All program completers, 2014-15	3			
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	3			
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	63	240	60	95
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	61	240	59	97
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	83	237	80	96
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	10	225	6	60
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2016-17	63	235	57	90
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2015-16	63	236	58	92
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	77	227	63	82
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	12	224	8	67

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2016-17	63	237	57	90
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2015-16	63	235	57	90
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	77	224	60	78
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson Other enrolled students	8			
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2016-17	60	238	56	93
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2015-16	62	239	58	94
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2014-15	76	233	68	89
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson Other enrolled students	8			
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2016-17	60	231	51	85
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2015-16	62	231	58	94
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2014-15	75	225	63	84
018 -ENGINEERING AND TECHNOLOGY EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	1			
018 -ENGINEERING AND TECHNOLOGY EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	4			
018 -ENGINEERING AND TECHNOLOGY EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	2			
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2016-17	10	227	9	90
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2015-16	9			
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2014-15	5			
019 -ENGLISH LEARNERS Evaluation Systems group of Pearson All program completers, 2016-17	1			
019 -ENGLISH LEARNERS Evaluation Systems group of Pearson All program completers, 2015-16	1			
019 -ENGLISH LEARNERS Evaluation Systems group of Pearson All program completers, 2014-15	2			
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson Other enrolled students	1			
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2016-17	18	239	16	89
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2015-16	17	243	17	100
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2014-15	32	235	32	100
064 -EXCEPTIONAL NEEDS—MILD INTERVENTION: READING INST Evaluation Systems group of Pearson All program completers, 2014-15	3			
026 -FINE ARTS—GENERAL MUSIC Evaluation Systems group of Pearson Other enrolled students	2			
026 -FINE ARTS—GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2016-17	4			
026 -FINE ARTS—GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2014-15	8			
027 -FINE ARTS—INSTRUMENTAL MUSIC Evaluation Systems group of Pearson Other enrolled students	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
027 -FINE ARTS—INSTRUMENTAL MUSIC Evaluation Systems group of Pearson All program completers, 2016-17	4			
027 -FINE ARTS—INSTRUMENTAL MUSIC Evaluation Systems group of Pearson All program completers, 2014-15	7			
030 -FINE ARTS—VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2016-17	1			
030 -FINE ARTS—VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2015-16	5			
030 -FINE ARTS—VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2014-15	1			
028 -FINE ARTS—VOCAL MUSIC Evaluation Systems group of Pearson All program completers, 2014-15	1			
035 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	4			
035 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	5			
035 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2014-15	4			
0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	2			
034 -MIDDLE SCHOOL MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	2			
034 -MIDDLE SCHOOL MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	4			
034 -MIDDLE SCHOOL MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	1			
036 -MIDDLE SCHOOL SCIENCE Evaluation Systems group of Pearson All program completers, 2016-17	1			
5113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
007 -P-12 EDUCATION Evaluation Systems group of Pearson Other enrolled students	2			
007 -P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	9			
007 -P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	12	236	12	100
007 -P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	14	233	13	93
5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	2			
067 -PHYSICAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
067 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	4			
067 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	6			
067 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	1			
038 -READING Evaluation Systems group of Pearson All program completers, 2016-17	9			
038 -READING Evaluation Systems group of Pearson All program completers, 2015-16	6			
038 -READING Evaluation Systems group of Pearson All program completers, 2014-15	9			
043 -SCIENCE—CHEMISTRY Evaluation Systems group of Pearson All program completers, 2016-17	2			
044 -SCIENCE—EARTH/SPACE SCIENCE Evaluation Systems group of Pearson All program completers, 2015-16	1			
045 -SCIENCE—LIFE SCIENCE Evaluation Systems group of Pearson Other enrolled students	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
045 -SCIENCE—LIFE SCIENCE Evaluation Systems group of Pearson All program completers, 2016-17	1			
045 -SCIENCE—LIFE SCIENCE Evaluation Systems group of Pearson All program completers, 2014-15	1			
047 -SCIENCE—PHYSICS Evaluation Systems group of Pearson All program completers, 2015-16	1			
0543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2014-15	1			
5543 -SE CK AND MILD TO MODERATE APPL (CD) Educational Testing Service (ETS) All program completers, 2014-15	6			
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	24	245	24	100
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	38	242	37	97
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	23	239	23	100
048 -SOCIAL STUDIES—ECONOMICS Evaluation Systems group of Pearson All program completers, 2015-16	4			
048 -SOCIAL STUDIES—ECONOMICS Evaluation Systems group of Pearson All program completers, 2014-15	3			
049 -SOCIAL STUDIES—GEOGRAPHICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2015-16	4			
049 -SOCIAL STUDIES—GEOGRAPHICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2014-15	1			
050 -SOCIAL STUDIES—GOVERNMENT AND CITIZENSHIP Evaluation Systems group of Pearson All program completers, 2016-17	2			
050 -SOCIAL STUDIES—GOVERNMENT AND CITIZENSHIP Evaluation Systems group of Pearson All program completers, 2015-16	7			
050 -SOCIAL STUDIES—GOVERNMENT AND CITIZENSHIP Evaluation Systems group of Pearson All program completers, 2014-15	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2016-17	3			
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2015-16	14	212	8	57
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2014-15	4			
052 -SOCIAL STUDIES—PSYCHOLOGY Evaluation Systems group of Pearson All program completers, 2014-15	1			
055 -WORLD LANGUAGES—FRENCH Evaluation Systems group of Pearson All program completers, 2016-17	1			
056 -WORLD LANGUAGES—GERMAN Evaluation Systems group of Pearson All program completers, 2015-16	1			
059 -WORLD LANGUAGES—SPANISH Evaluation Systems group of Pearson Other enrolled students	1			
059 -WORLD LANGUAGES—SPANISH Evaluation Systems group of Pearson All program completers, 2016-17	2			
059 -WORLD LANGUAGES—SPANISH Evaluation Systems group of Pearson All program completers, 2014-15	1			

Summary Pass Rates

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

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

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

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2016-17	103	81	79
All program completers, 2015-16	116	97	84
All program completers, 2014-15	121	94	78

Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

On this page, review the questions regarding your program's approval/accreditation and whether your program has been designated as low performing by the state. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

Low-Performing

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

1. Is your teacher preparation program currently approved or accredited?

- Yes
 No

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

- State
 NCATE
 TEAC
 CAEP
 Other specify:

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

- Yes
 No

Use of Technology

THIS PAGE INCLUDES:

>> [Use of Technology](#)

On this page, review the questions regarding your program's use of technology. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

Use of Technology

1. Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. ([§205\(a\)\(1\)\(F\)](#))

Does your program prepare teachers to:

- a. integrate technology effectively into curricula and instruction

Yes
 No

- b. use technology effectively to collect data to improve teaching and learning

Yes
 No

- c. use technology effectively to manage data to improve teaching and learning

Yes
 No

- d. use technology effectively to analyze data to improve teaching and learning

Yes
 No

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

Faculty model technology integration and pre-service teachers have an expectation to complete technology facilitated assignments, lesson plans, and unit plans. All pre-service teachers are required to complete a culminating unit report that demonstrates their impact on P-12 student learning. As part of that report, students are required to collect, manage and analyze their student data to determine their impact on student learning and plan for next steps. All data are managed and analyzed through technology. The concepts of UDL are taught to all pre-service teachers and they are expected to use these principles during all field experiences and student teaching and are evaluated on their ability to do so.

Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

On this page, review the questions about how your program trains general education teachers and special education teachers. For the purposes of these questions, general education teachers means those who are not specifically prepared as special education teachers. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. [\(§205\(a\)\(1\)\(G\)\)](#)

1. Does your program prepare general education teachers to:

a. teach students with disabilities effectively

- Yes
 No

b. participate as a member of individualized education program teams

- Yes
 No

c. teach students who are limited English proficient effectively

- Yes
 No

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

All of our pre-service teachers are required to complete activities during their field experiences and student teaching which involve them in working with IEP teams (as long as parents give permission). A required course for all majors gives an introduction to disabilities and how to differentiate instruction given different student abilities. Secondary education majors receive preliminary instruction on how to work with limited English proficiency students and gain most experience/knowledge from the teachers in the field. Starting Fall 2010, an instructional module developed in cooperation with Language Education and an ENL instructor were added to the curriculum.

3. Does your program prepare special education teachers to:

a. teach students with disabilities effectively

- Yes
 No
 Program does not prepare special education teachers

b. participate as a member of individualized education program teams

- Yes
- No
- Program does not prepare special education teachers

c. teach students who are limited English proficient effectively

- Yes
- No
- Program does not prepare special education teachers

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

Our special education majors have classes and field experiences that work on effective teaching strategies and the role and function of IEP teams; they have the same emphasis on working with limited English proficiency students and the extended field work and student teaching that increases exposure to these students.

Contextual Information

On this page, review the contextual information about your program. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Contextual Information](#)

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.

Supporting Files

State Report Indiana State University 1322	
--	--

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

Report Card Certification

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

Enrollment Confirmation

Total Title II enrollment from Section I: Program Information, Enrollment is **456**.

Number of program completers from Section I: Program Information, Program Completers is **131**.

For a total enrollment of **587**.

I certify the total enrollment shown above is correct.

Certification of submission

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Denise Collins

TITLE:

Associate Dean, Bayh College of Education

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:

Janet Buckenmeyer

TITLE:

Dean, Bayh College of Education

Comparison with Last Year

Item	Last Year	This Year	Change
Total Enrollment	466	456	-2.15%
Male Enrollment	193	180	-6.74%
Female Enrollment	273	276	1.10%
Hispanic/Latino Enrollment	18	24	33.33%
American Indian or Alaska Native Enrollment	2	2	0.00%
Asian Enrollment	0	0	
Black or African American Enrollment	36	25	-30.56%

Item	Last Year	This Year	Change
Native Hawaiian or Other Pacific Islander Enrollment	0	0	
White Enrollment	119	384	222.69%
Two or more races Enrollment	10	20	100.00%
Average number of clock hours required prior to student teaching	178	178	0.00%
Average number of clock hours required for student teaching	560	560	0.00%
Average number of clock hours required for mentoring	0	0	
Number of full-time equivalent faculty in supervised clinical experience during this academic year	27	20	-25.93%
Number of adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	87	56	-35.63%
Number of students in supervised clinical experience during this academic year	456	1966	331.14%
Total completers for current academic year	226	131	-42.04%
Total completers for prior academic year	152	226	48.68%
Total completers for second prior academic year	167	152	-8.98%