title II
higher education act

2020 TITLE II REPORTS
National Teacher Preparation Data

IN | University of Indianapolis
Traditional Report AY 2018-19
Indiana

REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

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

- Academic year
- IPEDS ID

IPEDS ID

☐ **THIS INSTITUTION HAS NO IPEDS ID**

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

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CITY

Indianapolis

STATE

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ZIP

46227

SALUTATION

Dr. ▼

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List of Programs

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

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

- Teacher Preparation Program

List of Programs

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1202	Elementary Education	UG	N/A
13.1	Special Education	Both	N/A
13.1302	Teacher Education - Art	Both	N/A
13.1322	Teacher Education - Biology	PG	N/A
13.1303	Teacher Education - Business	PG	N/A
13.1323	Teacher Education - Chemistry	PG	N/A
13.1337	Teacher Education - Earth Science	Both	N/A
13.1305	Teacher Education - English/Language Arts	Both	N/A
13.1306	Teacher Education - Foreign Language	Both	N/A
13.1307	Teacher Education - Health	Both	N/A
13.1328	Teacher Education - History	Both	N/A
13.1311	Teacher Education - Mathematics	Both	N/A
13.1312	Teacher Education - Music	Both	N/A
13.1314	Teacher Education - Physical Education and Coaching	Both	N/A
13.1329	Teacher Education - Physics	PG	N/A
13.1315	Teacher Education - Reading	UG	N/A
13.1318	Teacher Education - Social Studies	Both	N/A

Total number of teacher preparation programs:

SECTION I: PROGRAM INFORMATION
Program Requirements

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

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

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

Undergraduate Requirements

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

● **Yes**
○ **No**

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

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

Element	Admission		Completion	
Interview	Yes ○	No ●	Yes ○	No ●
Other Specify: Passing performance portfolio	Yes ○	No ●	Yes ●	No ○

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

2.75

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

2.75

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

Criteria for acceptance is EITHER a minimum score on the basic skills tests OR a minimum score on the ACT or SAT.

Postgraduate Requirements

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

● Yes
○ No

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

Element	Admission		Completion	
Transcript	Yes ●	No ○	Yes ○	No ●
Fingerprint check	Yes ○	No ●	Yes ○	No ●
Background check	Yes ○	No ●	Yes ○	No ●
Minimum number of courses/credits/semester hours completed	Yes ●	No ○	Yes ●	No ○
Minimum GPA	Yes ●	No ○	Yes ●	No ○
Minimum GPA in content area coursework	Yes ●	No ○	Yes ●	No ○
Minimum GPA in professional education coursework	Yes ○	No ●	Yes ●	No ○
Minimum ACT score	Yes ●	No ○	Yes ○	No ●
Minimum SAT score	Yes ●	No ○	Yes ○	No ●
Minimum basic skills test score	Yes ●	No ○	Yes ○	No ●
Subject area/academic content test or other subject matter verification	Yes ○	No ●	Yes ●	No ○
Recommendation(s)	Yes ●	No ○	Yes ○	No ●

Element	Admission		Completion	
Essay or personal statement	● Yes	○ No	○ Yes	● No
Interview	● Yes	○ No	○ Yes	● No
Other Specify: Passing performance portfolio	○ Yes	● No	● Yes	○ No

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

2.75

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

3

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

Criteria for acceptance is EITHER a minimum score on the basic skills tests OR a minimum score on the ACT or SAT.

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2018-19. **(§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))**

Are there programs with student teaching models?

● Yes
○ No

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

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	244
Number of clock hours required for student teaching	720

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

○ Yes
● No

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

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)	
Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	
Number of years required for teaching as the teacher of record in a classroom	

All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) Optional tool for automatically calculating full-time equivalent faculty in the system	14
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	11
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	86
Number of students in supervised clinical experience during this academic year	94

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

This adjunct figure represents head count not FTE since we don't record FTE numbers. These faculty figures overlap with the alternative report numbers as some of the traditional and MAT (alternative) candidates are taught by the same faculty member in that content area. All enrolled candidates are in clinical experience throughout the year, either field experiences or student teaching.

Enrollment and Program Completers

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

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

- Enrolled Student
- Program Completer

Enrollment and Program Completers

2018-19 Total	
Total Number of Individuals Enrolled	148
Subset of Program Completers	43

Gender	Total Enrolled	Subset of Program Completers
Male	13	4
Female	135	39
Non-Binary/Other	0	0
No Gender Reported	0	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	0	0
Asian	2	0
Black or African American	2	0
Hispanic/Latino of any race	4	2
Native Hawaiian or Other Pacific Islander	0	0
White	134	40

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	4	0
No Race/Ethnicity Reported	2	1

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.

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

- Academic Major

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2018-19.

For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. **(§205(b)(1)(H))**

What are CIP Codes?

☐ **No teachers prepared in academic year 2018-19**

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

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

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	12
13.1202	Teacher Education - Elementary Education	26

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	0
13.1210	Teacher Education - Early Childhood Education	0
13.1301	Teacher Education - Agriculture	0
13.1302	Teacher Education - Art	2
13.1303	Teacher Education - Business	0
13.1305	Teacher Education - English/Language Arts	6
13.1306	Teacher Education - Foreign Language	0
13.1307	Teacher Education - Health	3
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	0
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1311	Teacher Education - Mathematics	1
13.1312	Teacher Education - Music	1
13.1314	Teacher Education - Physical Education and Coaching	3
13.1315	Teacher Education - Reading	14
13.1316	Teacher Education - Science Teacher Education/General Science	0
13.1317	Teacher Education - Social Science	0
13.1318	Teacher Education - Social Studies	4
13.1320	Teacher Education - Trade and Industrial	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	0
13.1323	Teacher Education - Chemistry	0
13.1324	Teacher Education - Drama and Dance	0
13.1328	Teacher Education - History	4
13.1329	Teacher Education - Physics	0
13.1331	Teacher Education - Speech	0

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	0
13.14	Teacher Education - English as a Second Language	0
13.99	Education - Other Specify:	0

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2018-19. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. **(§205(b)(1)(H))**

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

What are CIP Codes?

Do participants earn a degree upon completion of the program?

◉ Yes
○ No

☐ **No teachers prepared in academic year 2018-19**

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

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	0
13.1202	Teacher Education - Elementary Education	26
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	0
13.1210	Teacher Education - Early Childhood Education	0
13.1301	Teacher Education - Agriculture	0
13.1302	Teacher Education - Art	2
13.1303	Teacher Education - Business	0
13.1305	Teacher Education - English/Language Arts	6
13.1306	Teacher Education - Foreign Language	0
13.1307	Teacher Education - Health	3

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	0
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1311	Teacher Education - Mathematics	1
13.1312	Teacher Education - Music	1
13.1314	Teacher Education - Physical Education and Coaching	3
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - General Science	0
13.1317	Teacher Education - Social Science	0
13.1318	Teacher Education - Social Studies	0
13.1320	Teacher Education - Trade and Industrial	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	0
13.1323	Teacher Education - Chemistry	0
13.1324	Teacher Education - Drama and Dance	0
13.1328	Teacher Education - History	4
13.1329	Teacher Education - Physics	0
13.1331	Teacher Education - Speech	0
13.1337	Teacher Education - Earth Science	0
13.14	Teacher Education - English as a Second Language	0
13.99	Education - Other Specify:	0
01	Agriculture	0
03	Natural Resources and Conservation	0
05	Area, Ethnic, Cultural, and Gender Studies	0
09	Communication or Journalism	0

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	0
12	Personal and Culinary Services	0
14	Engineering	0
16	Foreign Languages, Literatures, and Linguistics	0
19	Family and Consumer Sciences/Human Sciences	0
21	Technology Education/Industrial Arts	0
22	Legal Professions and Studies	0
23	English Language/Literature	0
24	Liberal Arts/Humanities	0
25	Library Science	0
26	Biological and Biomedical Sciences	0
27	Mathematics and Statistics	0
30	Multi/Interdisciplinary Studies	0
38	Philosophy and Religious Studies	0
40	Physical Sciences	0
41	Science Technologies/Technicians	0
42	Psychology	0
44	Public Administration and Social Service Professions	0
45	Social Sciences	0
46	Construction	0
47	Mechanic and Repair Technologies	0
50	Visual and Performing Arts	0
51	Health Professions and Related Clinical Sciences	0
52	Business/Management/Marketing	0
54	History	0

CIP Code	Academic Major	Number Prepared
99	Other Specify:	0

CIP Code	Academic Major	Number Prepared
99	Other Specify:	0

Program Assurances

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

Program Assurances

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

- ● Yes
- ○ No

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

- ● Yes
- ○ No

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

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

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

- ● Yes
- ○ No

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

- ● Yes
- ○ No

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

- ● Yes
- ○ No

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

- ● Yes
- ○ No

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

The School of Education works closely with the community to ensure that we are preparing candidates that will meet the needs of our K-12 partners. Both Elementary and Secondary programs include a block-methods field based sequence, which occurs on-site at two schools. In those programs the block includes a course(s)on special needs for the relevant grade levels. The Block courses also include activities that prepare candidates to work with students with disabilities, limited English Language proficiency and students from multiple backgrounds.

Annual Goals: Mathematics

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

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

- Quantifiable Goals

Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in mathematics in 2018-19?

If no, leave remaining questions for 2018-19 blank (or **clear responses already entered**).

- ● Yes
- ○ No

2. Describe your goal.

The program's goal was to increase the number of Mathematics Education candidates by 1 student.

3. Did your program meet the goal?

- ● Yes
- ○ No

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

The School of Education worked closely with the Mathematics department to ensure that students were aware of and making progress toward program requirements.

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

The School of Education created opportunities for students that were interested in the Mathematics Education program to participate in mentoring and advising activities that clearly defined the requirements and sequencing of both the Math and Education programs. This ensured that students were able to complete all requirements in a timely manner.

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

Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in mathematics in 2019-20? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

The School of Education set a goal of preparing an additional 3 students in the content area of Math Education.

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in mathematics in 2020-21? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

The School of Education has set a goal of preparing an additional 5 students in the content area of Math Education.

Annual Goals: Science

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

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

- Quantifiable Goals

Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in science in 2018-19?

If no, leave remaining questions for 2018-19 blank (or **clear responses already entered**).

○ Yes

● No

2. Describe your goal.

3. Did your program meet the goal?

○ Yes

○ No

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

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

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

Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in science in 2019-20? If no, leave the next question blank.

- ○ Yes
- ● No

8. Describe your goal.

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in science in 2020-21? If no, leave the next question blank.

- ○ Yes
- ● No

10. Describe your goal.

Annual Goals: Special Education

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

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

- Quantifiable Goals

Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in special education in 2018-19?

If no, leave remaining questions for 2018-19 blank (or **clear responses already entered**).

- ● Yes
- ○ No

2. Describe your goal.

The School of Education set a goal of prepareing 8 new Special Education students.

3. Did your program meet the goal?

- ● Yes
- ○ No

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

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

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

Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in special education in 2019-20? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

The School of Education set a goal of preparing 10 new teachers in Special Education.

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in special education in 2020-21? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

A new goal of preparing 12 new teachers in Special Education.

Annual Goals: Instruction of Limited English Proficient Students

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

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

- Quantifiable Goals

Report Progress on Last Year's Goal (2018-19)

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

If no, leave remaining questions for 2018-19 blank (or clear responses already entered).

○ **Yes**
● **No**

2. Describe your goal.

3. Did your program meet the goal?

○ **Yes**
○ **No**

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

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

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

Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in instruction of limited English proficient students in 2019-20? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

The School of Education recieved approval for a new program and began offering a minor in Teaching English Language Learners. A goal has been set to accept four new candidates in this minor.

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in instruction of limited English proficient students in 2020-21? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

The School of Education recieved approval for a new program and began offering a minor in Teaching English Language Learners. A goal has been set to accept four new candidates in this minor.

Assessment Pass Rates

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

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

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

- Pass rate
- Scaled score
- Teacher credential assessment

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	15	250	13	87
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	22	249	22	100
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	25	250	25	100
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	17	252	17	100
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	17	239	14	82
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	23	240	22	96

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	25	236	24	96
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2016-17	17	240	17	100
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	15	251	14	93
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	23	254	22	96
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	25	244	25	100
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2016-17	17	243	17	100
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson Other enrolled students	17	239	13	76
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2018-19	23	245	23	100
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2017-18	25	246	25	100
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2016-17	17	241	17	100
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson Other enrolled students	15	228	12	80
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2018-19	23	231	21	91
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2017-18	25	233	23	92
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2016-17	17	236	16	94
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2018-19	4	N/A	N/A	N/A

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, 2017-18	2	N/A	N/A	N/A
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2016-17	2	N/A	N/A	N/A
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson Other enrolled students	1	N/A	N/A	N/A
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2018-19	4	N/A	N/A	N/A
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2017-18	8	N/A	N/A	N/A
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2016-17	9	N/A	N/A	N/A
064 -EXCEPTIONAL NEEDS—MILD INTERVENTION: READING INST Evaluation Systems group of Pearson All program completers, 2018-19	1	N/A	N/A	N/A
064 -EXCEPTIONAL NEEDS—MILD INTERVENTION: READING INST Evaluation Systems group of Pearson All program completers, 2016-17	2	N/A	N/A	N/A
026 -FINE ARTS—GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2018-19	1	N/A	N/A	N/A
026 -FINE ARTS—GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2017-18	7	N/A	N/A	N/A
027 -FINE ARTS—INSTRUMENTAL MUSIC Evaluation Systems group of Pearson All program completers, 2017-18	3	N/A	N/A	N/A
029 -FINE ARTS—THEATRE ARTS Evaluation Systems group of Pearson All program completers, 2016-17	1	N/A	N/A	N/A
030 -FINE ARTS—VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2018-19	1	N/A	N/A	N/A
030 -FINE ARTS—VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2016-17	2	N/A	N/A	N/A
028 -FINE ARTS—VOCAL MUSIC Evaluation Systems group of Pearson All program completers, 2018-19	1	N/A	N/A	N/A

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
028 -FINE ARTS—VOCAL MUSIC Evaluation Systems group of Pearson All program completers, 2017-18	4	N/A	N/A	N/A
066 -HEALTH Evaluation Systems group of Pearson All program completers, 2018-19	3	N/A	N/A	N/A
035 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	1	N/A	N/A	N/A
035 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	3	N/A	N/A	N/A
007 -P–12 EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	5	N/A	N/A	N/A
007 -P–12 EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	7	N/A	N/A	N/A
007 -P–12 EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	4	N/A	N/A	N/A
5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	1	N/A	N/A	N/A
067 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	3	N/A	N/A	N/A
038 -READING Evaluation Systems group of Pearson All program completers, 2018-19	3	N/A	N/A	N/A
038 -READING Evaluation Systems group of Pearson All program completers, 2017-18	6	N/A	N/A	N/A
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	8	N/A	N/A	N/A
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	5	N/A	N/A	N/A
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	7	N/A	N/A	N/A
049 -SOCIAL STUDIES—GEOGRAPHICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2018-19	3	N/A	N/A	N/A

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
049 -SOCIAL STUDIES—GEOGRAPHICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2017-18	2	N/A	N/A	N/A
050 -SOCIAL STUDIES—GOVERNMENT AND CITIZENSHIP Evaluation Systems group of Pearson All program completers, 2018-19	3	N/A	N/A	N/A
050 -SOCIAL STUDIES—GOVERNMENT AND CITIZENSHIP Evaluation Systems group of Pearson All program completers, 2017-18	2	N/A	N/A	N/A
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson Other enrolled students	1	N/A	N/A	N/A
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2018-19	3	N/A	N/A	N/A
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2017-18	3	N/A	N/A	N/A
055 -WORLD LANGUAGES—FRENCH Evaluation Systems group of Pearson All program completers, 2016-17	1	N/A	N/A	N/A
059 -WORLD LANGUAGES—SPANISH Evaluation Systems group of Pearson All program completers, 2016-17	1	N/A	N/A	N/A

Summary Pass Rates

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

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

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

- Pass rate
- Scaled score
- Teacher credential assessment

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2018-19	36	33	92
All program completers, 2017-18	37	32	86
All program completers, 2016-17	28	26	93

Low-Performing

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

Low-Performing

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

- ● Yes
- ○ No

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

- ☑ State
- ☑ CAEP
- ☐ AAQEP
- ☐ Other specify:

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

- ○ Yes
- ● No

Use of Technology

On this page, review the questions regarding your program's use of technology. 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.**

   We previously had a 3 credit course which prepared candidates to incorporate technology into their teaching. We have been frustrated that the course occurs too early to provide for adequate integration into the methods courses, subsequently, we have experimented with various credit hour models of the technology courses and now are offering any earlier 2 credit course and an integrated 1 credit provided in conjunction with the methods courses to more deliberately use technology appropriate to data analysis, and the provision of instruction. We continue to plan multiple professional development activities to increase faculty knowledge and modeling of the use of technology. The special needs courses which are part of the methods blocks for all candidates is predicated on the principles of universal design for learning.

Teacher Training

Provide the following information about your teacher preparation program. **(§205(a)(1)(G))**

Teacher Training

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

   a. **Teach students with disabilities effectively**

   During the sophomore year, special education content is introduced in the educational psychology and diversity courses; this lays a foundation for pedagogy courses. During the junior year all levels (secondary/all-grade/elementary) candidates have a minimum of one special education course and connected field experience; field experiences are supervised by an on-site, special education faculty member. Elementary candidates have two special education classes with connected fields. During student teaching, all candidates must demonstrate proficiency in differentiated instruction, developmentally appropriate practice, assessment of student learning, and the ability to design lessons based on student data, elements that are essential when teaching students with special needs.

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

   Both Elementary and Secondary programs include a block-methods field based sequence, which occurs on-site at two schools. In those programs the block includes a course(s)on special needs for the relevant grade levels. We then require three additional courses allowing the candidates to add on the mild intervention license to their content license. We do not offer the special education license as a stand-alone option.

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

   Secondary/All-Grade: Both foundational /pedagogical ELL content is incorporated into the content literacy course (semester I, junior year). During content methods courses (semester II), content instructors build upon the knowledge and skills learned and provide strategies specific to their content area. Elementary: ELL content is integrated into both literacy (semester I) and special education classes (semesters I and II). As part of the literacy course, candidates learn about language development including phonemic awareness and speech articulation and how these skills support literacy development for ELL students. Discussions also include how to communicate with and support families of ELL students. In the special education courses candidates focus on how principles of Universal Design for Learning (UDL) support English Language Learners' academic growth. In addition to course instruction, both secondary/all-grade and elementary candidates work in classrooms with ELL learners throughout their junior field experiences (2 semesters) and student teaching.

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

   ● **Yes**
   ○ **No**

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

   a. **Teach students with disabilities effectively**

   In EDUC 272 (Introduction to Special Education), candidates complete modules on the definition, needs, and common accommodations for students with high-incidence disabilities. In EDUC 372 (Teaching Students with Mild Disabilities), candidates complete modules on teaching strategies for students with high-incidence disabilities primarily in math, literacy, and reading; understanding and implementing specially-designed instruction; understanding and implementing Universal Design for Learning; understanding common assistive technologies and the SETT process for evaluating

students assistive technology needs; and, instruct students with an IEP, or in process of evaluation, or experiencing behavioral challenges. In EDUC 374 (Assessing Students with Mild Disabilities), candidates complete modules on formal and informal assessment techniques and strategies; understand basic statistics to interpret evaluation data; complete modules on Curriculum-based Measurement; assess students in field experiences in mathematics and implement instruction to improve math skills and understanding. In EDUC 335 (Literacy), candidates complete a module on Indiana Dyslexia screening process including EL Learners; assess students who are striving readers and may have an IEP and are EL Learners; and tutor these students to improve their reading skills. In EDUC 385 (Classroom Management), candidates complete modules on Multi-Tier Systems of Support; Tier I behavior and classroom management strategies in academics and behavior; Tier II behavior and classroom management strategies in academics and behavior; and, Tier III behavior and classroom management strategies in academics and behavior. In EDUC 385 (Classroom Management), candidates complete modules on social-emotional learning and childhood trauma including strategies to address psychoeducational needs. In MI Student Teaching, candidates complete a capstone project: The Behavior Assessment and Instruction Project is completed throughout the Student Teaching placement during the winter semester of the senior year. The Behavior Assessment and Instruction Project requires candidates to apply information they've learned during Classroom Management through Positive Behavior Support regarding the use of data collection and analysis to guide instruction, building on the foundation of Tier 1 supports. The goals of this assessment and instruction project include: ? Assessment ? Facilitate objective conversation among school staff in order to identify observable and measurable target behavior ? Select data collection tools consistent with the information to be gathered about the target behavior ? Collect and analyze data alongside school staff in order to determine the hypothesized function of the behavior ? Summarize information collected through the assessment process to create a Functional Behavior Assessment report ? Instruction ? Apply conclusions from the Functional Behavior Assessment to create an instructional plan that addresses: ¦ Hypothesized function of behavior ¦ Social/medical/health/academic skills as they pertain to meeting expectations of the school environment ¦ Replacement or alternate behavior ¦ Implementation with fidelity and progress monitoring ? Summarize instructional plan into a 1 page document in order to ease the implementation of the instructional plan ? Foundation for Implementation ? Create a classroom management plan that focuses on components of positive behavior supports ? Articulate your philosophy of classroom management and how it aligns to the use of the behavior instructional plan

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

While taking the first course in the Mild Interventions program all candidates seeking licensure in Mild Interventions complete modules on IDEA and the IEP planning process. During the next course in the sequence, EDUC 372, candidates seeking a MI license, complete a Gateway II assessment in which they plan and instruct students in mathematics based on their IEP goals and accommodations. In Student Teaching, candidates seeking a MI license, complete the IEP Development project: The IEP Development Project is completed throughout the their second Student Teaching placement. The IEP Development Project requires candidates to apply information they have learned throughout their coursework in the Mild Interventions program in order to align student present levels, goals and provisions guaranteeing the student will receive the specially designed instruction and accommodations critical to his or her success. The goals of this development project include: ? Present Levels- Compile classroom-based and school-based data from case conference committee members and Analyze student data, grade level standards, and schoolwide expectations in order to prioritize student needs. ? Goals- Develop goals that reflect the analysis of student needs based on current student data. The goals should be specific, measurable, attainable, relevant, and timely. The goal should also articulate a plan for progress monitoring and reporting progress to families. ? Provisions and Services- Allocate special education services from all certified staff who will work with the student based on his or her needs, including setting, frequency and duration of services. Provisions and Services should also identify specially designed instruction and accommodations required for the student's success based on characteristics of the disability.

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

A course in Developmental Literacy, EDUC 335, is required for all candidates seeking a Mild Interventions license. Candidates complete a module on Indiana Dyslexia screening process including EL Learners; assess students who are striving readers and may have an IEP and are EL Learners; and tutor these students to improve their reading skills.

Contextual Information

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

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

Contextual Information

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

In Spring of 2018 we received full accreditation from CAEP. We continue to submit to the various SPAs that represent our license areas.

Supporting Files

No files have been provided.

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

Report Card Certification

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

Certification of submission

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

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Jody Rose

TITLE:

Candidate and Gateway Advisor

Certification of review of submission

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

NAME OF REVIEWER:

John A Kuykendall

TITLE:

Dean, School of Education