



University of Indianapolis
Alternative, IHE-based Report AY 2019-20
Indiana



100% COMPLETE

STATUS: IN PROGRESS

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

CITY

STATE

ZIP

SALUTATION

FIRST NAME

LAST NAME

Kuykendall

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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))

THIS PAGE INCLUDES:

>> [List of Programs](#)

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
13.1324	Teacher Education - Drama and Dance	Both	N/A
13.1337	Teacher Education - Earth Science	PG	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

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\(a\)\(1\)\(C\)\(i\)\)](#)

THIS PAGE INCLUDES:

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

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
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
Essay or personal statement	☐ Yes ☒ No	☐ Yes ☒ No

Element	Admission	Completion
Interview	☐ Yes ☒ No	☐ Yes ☒ No
Other Specify: Professional Behaviors Self-Assessment	☒ 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.)

2.7

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.)

2.7

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

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
Essay or personal statement	☒ Yes ☐ No	☐ Yes ☒ No

Element	Admission	Completion
Interview	☒ Yes ☐ No	☐ Yes ☒ No
Other Specify: Passing performance portfolio or capstone project	☐ 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.)

2.7

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 2019-20. ([§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	300
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	75
Number of years required for teaching as the teacher of record in a classroom	2

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

3

Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)

10

Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year

35

Number of students in supervised clinical experience during this academic year

29

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

The number of full-time and adjunct faculty represented here overlaps with the number provided in our traditional report, since traditional and alternative candidates are taught by the same individuals. The Teach Stem 3 program is the only program with a mentoring/induction requirement of 75 mentoring/induction hours spread out over a 2 year period following initial licensing. The MAT program requires the same clock hours as the traditional programs. There is an overlap of student count and academic year because of the admission calendar the Teach Stem 3 program is on, thus completers for the next academic year are included in supervised clinical experience count, as they are doing clinical work concurrently.

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))

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

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

2019-20 Total	
Total Number of Individuals Enrolled	29
Subset of Program Completers	10

Gender	Total Enrolled	Subset of Program Completers
Male	12	3
Female	17	7
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	0	0
Black or African American	1	0
Hispanic/Latino of any race	1	0
Native Hawaiian or Other Pacific Islander	1	0
White	25	9

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

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

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 2019-20.

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 2019-20

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	N/A
13.1202	Teacher Education - Elementary Education	N/A

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

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

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2019-20. 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 2019-20

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	N/A
13.1202	Teacher Education - Elementary Education	N/A
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	N/A
13.1210	Teacher Education - Early Childhood Education	N/A
13.1301	Teacher Education - Agriculture	N/A
13.1302	Teacher Education - Art	1
13.1303	Teacher Education - Business	2
13.1305	Teacher Education - English/Language Arts	1
13.1306	Teacher Education - Foreign Language	N/A
13.1307	Teacher Education - Health	N/A

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	N/A
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	N/A
13.1311	Teacher Education - Mathematics	1
13.1312	Teacher Education - Music	N/A
13.1314	Teacher Education - Physical Education and Coaching	N/A
13.1315	Teacher Education - Reading	N/A
13.1316	Teacher Education - General Science	N/A
13.1317	Teacher Education - Social Science	N/A
13.1318	Teacher Education - Social Studies	N/A
13.1320	Teacher Education - Trade and Industrial	N/A
13.1321	Teacher Education - Computer Science	N/A
13.1322	Teacher Education - Biology	3
13.1323	Teacher Education - Chemistry	2
13.1324	Teacher Education - Drama and Dance	N/A
13.1328	Teacher Education - History	N/A
13.1329	Teacher Education - Physics	N/A
13.1331	Teacher Education - Speech	N/A
13.1337	Teacher Education - Earth Science	N/A
13.14	Teacher Education - English as a Second Language	N/A
13.99	Education - Other Specify: 	N/A
01	Agriculture	N/A
03	Natural Resources and Conservation	N/A
05	Area, Ethnic, Cultural, and Gender Studies	N/A
09	Communication or Journalism	N/A

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

CIP Code	Academic Major	Number Prepared
99	Other Specify: 	N/A

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:
- We have embedded modules in our 2 Masters of Art in Teaching programs which provide specific preparation for special needs and ENL training.

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](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2019-20\)](#)
- >> [Review Current Year's Goal \(2020-21\)](#)
- >> [Set Next Year's Goal \(2021-22\)](#)

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in mathematics in 2019-20?

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

The School of Education plans to increase the number of Mathematics Education students enrolled in the program by 2.

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 (2020-21)

7. Is your program preparing teachers in mathematics in 2020-21? If no, leave the next question blank.

☒ Yes

☐ No

8. Describe your goal.

The SOE has set a goal to increase the number of Mathematics teachers by 2 for the 2020-21 school year.

Set Next Year’s Goal (2021-22)

9. Will your program prepare teachers in mathematics in 2021-22? If no, leave the next question blank.

☒ Yes

☐ No

10. Describe your goal.

A goal of preparing 1 teacher in Mathematics, the EPP has been working with a NOYCE grant that ends this academic year and will impact the number of Mathematics teachers we prepare. The School of Education is looking at the possibility of beginning a program that will encourage students in the Math major to consider completing/adding a secondary education minor and completing a Master of Arts in Teaching in the first year after graduation. This would help Math majors with the sequencing of the MATH and SCED coursework.

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](#)

THIS PAGE INCLUDES:

>>

[Report Progress on Last Year's Goal \(2019-20\)](#)

>>

[Review Current Year's Goal \(2020-21\)](#)

>>

[Set Next Year's Goal \(2021-22\)](#)

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in science in 2019-20?

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

The School of Education had a goal to increase the number of students enrolled by 2.

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 (2020-21)

7. Is your program preparing teachers in science in 2020-21? If no, leave the next question blank.

☒ Yes

☐ No

8. Describe your goal.

The School of Education hopes to increase the number of enrolled students by 3 for the 2020-21 academic year.

Set Next Year’s Goal (2021-22)

9. Will your program prepare teachers in science in 2021-22? If no, leave the next question blank.

☒ Yes

☐ No

10. Describe your goal.

The EPP has been working with a Noyce Grant to prepare teachers in the Science areas. This Grant ends this academic year and will impact the number of Science teachers we prepare. The School of Education is working with faculty in the Science Department to develop clear pathways for undergraduate science majors to come into the Master of Arts in Teaching program. The Science majors complete a heavy content load and many times adding the secondary education co-major becomes difficult. Creating a pathway that would lead to a Science undergraduate degree with direct admission into a Master's program would enable candidates to earn a teaching license and a Master's degree

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](#)

THIS PAGE INCLUDES:

[>> Report Progress on Last Year's Goal \(2019-20\)](#)
 [>> Review Current Year's Goal \(2020-21\)](#)
 [>> Set Next Year's Goal \(2021-22\)](#)

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in special education in 2019-20?

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

We did not have a goal for 2019-20 in Special Education.

3. Did your program meet the goal?

- ☒ Yes
- ☐ No

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

The School of Education enrolled 1 candidate who was interested in adding a Mild Interventions teaching license to the English Teaching program that she was completing. This candidate was able to complete the coursework required while completing the MAT coursework.

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:

While the School of Education does not plan to recruit candidates specifically for initial licensure in Special Education at the MAT level, we will continue to recruit candidates at the undergraduate level.

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in special education in 2020-21? If no, leave the next question blank.

- ☐ Yes
☒ No

8. Describe your goal.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in special education in 2021-22? If no, leave the next question blank.

- ☐ Yes
☒ No

10. Describe your goal.

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](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2019-20\)](#)
- >> [Review Current Year's Goal \(2020-21\)](#)
- >> [Set Next Year's Goal \(2021-22\)](#)

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in instruction of limited English proficient students in 2019-20?

If no, leave remaining questions for 2019-20 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 (2020-21)

7. Is your program preparing teachers in instruction of limited English proficient students in 2020-21? If no, leave the next question blank.

- ☐ Yes
☒ No

8. Describe your goal.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in instruction of limited English proficient students in 2021-22? If no, leave the next question blank.

- ☐ Yes
☒ No

10. Describe your goal.

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.

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

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 (%)
008 -BUSINESS Evaluation Systems group of Pearson Other enrolled students	1	N/A	N/A	N/A
008 -BUSINESS Evaluation Systems group of Pearson All program completers, 2019-20	2	N/A	N/A	N/A
008 -BUSINESS Evaluation Systems group of Pearson All program completers, 2018-19	1	N/A	N/A	N/A
008 -BUSINESS Evaluation Systems group of Pearson All program completers, 2017-18	3	N/A	N/A	N/A
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	2	N/A	N/A	N/A
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2019-20	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 (%)
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2018-19	2	N/A	N/A	N/A
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2017-18	1	N/A	N/A	N/A
026 -FINE ARTS—GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2017-18	1	N/A	N/A	N/A
029 -FINE ARTS—THEATRE ARTS Evaluation Systems group of Pearson Other enrolled students	1	N/A	N/A	N/A
029 -FINE ARTS—THEATRE 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 Other enrolled students	1	N/A	N/A	N/A
030 -FINE ARTS—VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2019-20	1	N/A	N/A	N/A
030 -FINE ARTS—VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2018-19	2	N/A	N/A	N/A
030 -FINE ARTS—VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2017-18	1	N/A	N/A	N/A
066 -HEALTH Evaluation Systems group of Pearson Other enrolled students	1	N/A	N/A	N/A
066 -HEALTH Evaluation Systems group of Pearson All program completers, 2017-18	1	N/A	N/A	N/A
035 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	1	N/A	N/A	N/A
035 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	2	N/A	N/A	N/A
007 -P–12 EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	2	N/A	N/A	N/A
007 -P–12 EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	2	N/A	N/A	N/A

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
067 -PHYSICAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	1	N/A	N/A	N/A
067 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	1	N/A	N/A	N/A
043 -SCIENCE—CHEMISTRY Evaluation Systems group of Pearson All program completers, 2019-20	1	N/A	N/A	N/A
043 -SCIENCE—CHEMISTRY Evaluation Systems group of Pearson All program completers, 2018-19	2	N/A	N/A	N/A
043 -SCIENCE—CHEMISTRY Evaluation Systems group of Pearson All program completers, 2017-18	1	N/A	N/A	N/A
044 -SCIENCE—EARTH/SPACE SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	1	N/A	N/A	N/A
045 -SCIENCE—LIFE SCIENCE Evaluation Systems group of Pearson Other enrolled students	3	N/A	N/A	N/A
045 -SCIENCE—LIFE SCIENCE Evaluation Systems group of Pearson All program completers, 2019-20	3	N/A	N/A	N/A
045 -SCIENCE—LIFE SCIENCE Evaluation Systems group of Pearson All program completers, 2018-19	3	N/A	N/A	N/A
045 -SCIENCE—LIFE SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	2	N/A	N/A	N/A
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	1	N/A	N/A	N/A
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	9	N/A	N/A	N/A
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	11	266	11	100
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	12	254	12	100
050 -SOCIAL STUDIES—GOVERNMENT AND CITIZENSHIP 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 (%)
050 -SOCIAL STUDIES—GOVERNMENT AND CITIZENSHIP Evaluation Systems group of Pearson All program completers, 2017-18	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	1	N/A	N/A	N/A
059 -WORLD LANGUAGES—SPANISH Evaluation Systems group of Pearson All program completers, 2017-18	2	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\(a\)\(1\)\(B\)\)](#)

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THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

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, 2019-20	10	10	100
All program completers, 2018-19	14	13	93
All program completers, 2017-18	16	15	94

Low-Performing

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

THIS PAGE INCLUDES:

>> [Low-Performing](#)

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

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.

THIS PAGE INCLUDES:

>> [Use of Technology](#)

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.

During their full-time student teaching (supervised clinical) experiences, our candidates are expected to not only model and integrate the technology that is used in their classrooms but also to use any data systems that are implemented by the host districts. Student teachers have full responsibility for instruction, which therefore means that they participate in all professional development, team conferences, and data analysis and implementation efforts. Typically, the candidates have knowledge through their coursework taken prior to student teaching of a variety of technology applications and equipment, including the following: SmartBoards, document cameras, web-based applications (including multimedia applications, wikis, podcasts, etc.), productivity tools (including gradebook software, concept mapping software, etc.), and classroom applications for technology. Universal Design for Learning principles and concepts are integrated in the coursework for the alternative certification programs. While delivering content, instructors debrief each lesson with candidates to provide their rationale and thinking behind their teaching. The program includes UDL hallmarks, such as multiple engagement methods, varied goals personalized to the candidate, and multiple means of assessment. The candidates are then held responsible to integrate these same principles into their planning for secondary students. The Gateway II and III projects are data points and part of the UIndy Unit Assessment System.

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

Candidates in alternative certification programs work with students with special needs during their supervised clinical experiences. Their coursework includes work with differentiated instruction, providing accommodations for special needs students, and meeting the needs of all students with both instruction and assessment. Full-time faculty and classroom master teachers work with candidates in a variety of their courses. During student teaching, they participate in IEP conferences, work individually with students, and often co-teach with licensed special education teachers.

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*.

During the student teaching portion of both the Master of Arts in Teaching and Teach STEM 3 program candidates participate in IEP conferences, work individually with students, and often co-teach with licensed special education teachers.

c. Effectively teach students who are limited English proficient.

Following our series of professional development activities with Dr. Karina Clemmons, University of Arkansas-Little Rock to help us review necessary instructional changes to better prepare ELL students we have implemented the following: Masters of Arts in Teaching: ELL content is integrated into foundational (semester I) and general and content methods (semester II) courses. Content methods instructors provide ELL strategies appropriate for their given content area. All MAT candidates have a minimum of one field experience in classrooms with diverse populations, which include ELL students. The Teach Stem 3 Teaching Scholars learn specific literacy strategies for teaching ELL students in EDUC 621: Project in Curriculum and Instruction: Learning Theories and Urban Classroom Practice. Scholars also receive instruction in working with ELL students in EDUC 650, EDUC 651, and EDUC 652 coursework. Scholars observe in an EL classroom and implement and assess the effectiveness of strategies in their practice teaching during their field work.

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

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*.

c. Effectively teach students who are limited English proficient.

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.

In the spring of 2018 we received full CAEP accreditation . This report is available on the School of Education website. We continue to submit to the various SPAsand State Review reports that represent our license areas. We currently have two Alternative Route programs, both Masters of Arts in Teaching. The first, for secondary preparation, is primarily an evening-based program up until student teaching, for career changers. It has been in existence for over 18 years. The second has completed its 11th cohort. The Teach (STEM) ^3, (formally known as the WWTF program) is a residency based program placing candidates in high need schools. Candidates in the TS^3 program complete within one year. The program is focused exclusively on Mathematics, Life Science (Biology), Chemistry Secondary Education. We have seen significant decline in the number of students electing either the TS^3 or the evening MAT program due to the status of the profession, political winds and the economy.

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:

TITLE:

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:

TITLE: