

Institution Information

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

Address: 401 N 7th Street
Room 109
Terre Haute, IN, 47809

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

No

If yes, provide the following:

Award year:

Grantee name:

Project name:

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

Section I.a Program Information

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

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Art Education	No
Business Education	No
Chemistry	No
Earth/Space Science	No
Elementary Education	No
English as a Second Language	No
English Education	No
Family and Consumer Sciences Education	No
Language, Literature, and Linguistics: French	No
Language, Literature, and Linguistics: Spanish	No
Language, Literature, and Linguistics: German	No
Language, Literature, and Linguistics: Japanese	No
Language, Literature, and Linguistics: Latin	No
Life Science	No
Mathematics Education	No
Music Education	No
Physical Education	No
Physical Science	No
Physics	No
Social Studies: Economics	No
Social Studies: Geographical Perspectives	No
Social Studies: Government and Citizenship	No

Social Studies: Historical Perspectives	No
Social Studies: Psychology	No
Social Studies: Sociology	No
Special Education	No
Technology Teacher Education	No
Total number of teacher preparation programs: 27	

Section I.b Admissions

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

Other Upon completion of requirements

Does your initial teacher certification program conditionally admit students?

No

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

<http://www.indstate.edu/education/ess/becoming-complete-professional-bcp/bcp-i-becoming-student-educ>

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

Section I.b Undergraduate Requirements

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

Are there initial teacher certification programs at the undergraduate level?

Yes

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

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	Yes	Yes
Background check	Yes	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No

Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	No	No
Recommendation(s)	No	No
Essay or personal statement	No	No
Interview	No	No
Other	No	No

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

2.5

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

3.33

What is the minimum GPA required for completing the program?

2.5

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

3.45

Please provide any additional comments about the information provided above:

Section I.b Postgraduate Requirements

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

Are there initial teacher certification programs at the postgraduate level?

Yes

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

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	Yes	Yes
Background check	Yes	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes

Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	No	No
Recommendation(s)	No	No
Essay or personal statement	No	No
Interview	No	No
Other	No	No

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

2.5

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

3.89

What is the minimum GPA required for completing the program?

3

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

3.46

Please provide any additional comments about the information provided above:

Section I.c Enrollment

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

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

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

Total number of students enrolled in 2014-15:	524
Unduplicated number of males enrolled in 2014-15:	214
Unduplicated number of females enrolled in 2014-15:	310

2014-15	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	17
<i>Race</i>	
American Indian or Alaska Native:	1
Asian:	1
Black or African American:	42
Native Hawaiian or Other Pacific Islander:	0
White:	445
Two or more races:	14

Section I.d Supervised Clinical Experience

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

Average number of clock hours of supervised clinical experience required prior to student teaching	178
Average number of clock hours required for student teaching	560
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	30
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	114
Number of students in supervised clinical experience during this academic year	592

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

The number of students total in supervised clinical experiences may include some duplicates.

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2014-15. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	46
Teacher Education - Early Childhood Education	6
Teacher Education - Elementary Education	49

Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	37
Teacher Education - Multiple Levels	66
Teacher Education - Agriculture	
Teacher Education - Art	2
Teacher Education - Business	2
Teacher Education - English/Language Arts	6
Teacher Education - Foreign Language	2
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	2
Teacher Education - Technology Teacher Education/Industrial Arts	1
Teacher Education - Mathematics	9
Teacher Education - Music	13
Teacher Education - Physical Education and Coaching	6
Teacher Education - Reading	64
Teacher Education - Science Teacher Education/General Science	2
Teacher Education - Social Science	
Teacher Education - Social Studies	13
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	

Teacher Education - Earth Science	
Teacher Education - English as a Second Language	6
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2014-15. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	46
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	49
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	2
Teacher Education - Business	2
Teacher Education - English/Language Arts	6
Teacher Education - Foreign Language	2
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	2
Teacher Education - Technology Teacher Education/Industrial Arts	1
Teacher Education - Mathematics	9
Teacher Education - Music	12
Teacher Education - Physical Education and Coaching	6
Teacher Education - Reading	
Teacher Education - Science	2
Teacher Education - Social Science	
Teacher Education - Social Studies	13
Teacher Education - Technical Education	

Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	

Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify:	

Section I.f Program Completers

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

2014-15: 152

2013-14: 167

2012-13: 236

Section II Annual Goals - Mathematics

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

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

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

Academic year 2014-15

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

Yes

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

15

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

No

Description of strategies used to achieve goal, if applicable:

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

The department chairperson is being much more careful about which faculty teach our gateway into the major courses, including analytic geometry and calculus. Math Education faculty are being more intentional about recruiting able students into the major, however, we have several outstanding students elect to complete the bachelors degree in mathematics rather than in mathematics teaching due to the educational climate in Indiana.

Provide any additional comments, exceptions and explanations below:

Numbers of students pursuing mathematics teaching degrees are way down statewide due to unfortunate legislation that prevents new teachers from increasing their salaries over time. Many students are choosing to not go into teaching due to state-wide conditions in K-12 education.

Academic year 2015-16

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

Yes

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

15

Provide any additional comments, exceptions and explanations below:

A new scholarship opportunity for teacher education students in STEM fields will enhance our ability to recruit students in mathematics teaching.

Academic year 2016-17

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

Yes

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

15

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Science

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

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

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

Academic year 2014-15

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

Yes

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

6

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

No

Description of strategies used to achieve goal, if applicable:

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

- Invite Science and Science Education majors to an annual open house
- Provide Science Education seminars for majors every semester
- Encourage Science Education majors to join the science education student organization

By participating in various activities run by the student organization, Science Education majors can make connections with peers and increase their motivation to teach science.

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

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

Yes

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

6

Provide any additional comments, exceptions and explanations below:

- Considering the small number of students in our program, we plan to offer a new curriculum for those who only wish to pursue a middle school science licensure.
- Explicit degree audit when students complete 80 – 90 credit hours.

Academic year 2016-17

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

Yes

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

6

Provide any additional comments, exceptions and explanations below:

Due to heavy content course requirements, increasing our student population is a significant concern for our program. We will advertise our science education program in various ways to increase enrollment.

: Inform science majors and University College advisors about the Science Education program

: Support the Science Education student organization

: Invite science majors to an annual science education open house and seminars

: Encourage Science Education majors to attend the science teacher conference

- HASTI (Hoosier Association of Science Teachers, Inc)conference, IN

Section II Annual Goals - Special Education

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

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

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

Academic year 2014-15

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

Yes

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

45

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

Yes

Description of strategies used to achieve goal, if applicable:

Faculty members participate in university sponsored events such as “Teachers of Tomorrow” during which prospective high school teachers and their parents come to campus, interact with faculty, and take part in activities that demonstrate both teaching techniques (used by faculty) as well as a sampling of topics that are covered in our program.

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

During the 2014-2015 academic year, we began looking for ways to allow content majors to obtain licensure in special education. We felt that the benefits would be two-fold: we would increase the number of students in our program and make those students more marketable in the field of education.

Faculty members also meet personally with prospective students and their parents during campus visits.

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

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

Yes

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

45

Provide any additional comments, exceptions and explanations below:

This is the first year that minors—for both elementary and secondary majors have been offered. We are beginning to see increased numbers from both levels. We have also adapted current courses to meet the preparation needs of the prospective teachers. Additionally, we added a course in assessment as well as a course that becomes a part of a semester long program that provides students with more than 300 hours in the field.

Faculty members continue to meet with prospective students and their parents as noted above. We are now able to inform our guests that our program has a 100% pass rate on the state licensing exam for special education.

Academic year 2016-17

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

Yes

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

45

Provide any additional comments, exceptions and explanations below:

We now have a faculty member who travels to different high schools to recruit prospective “Teacher Leaders.” As a part of her visit, she discusses our program and

leaves literature for guidance counselors.

As we continue with “Teachers of Tomorrow” and meeting individual prospective students and their parents, we continue to share the benefits of extensive field experience as well as our pass rate for the state teaching license.

Section II Annual Goals - Instruction of Limited English Proficient Students

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

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

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

Academic year 2014-15

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

Yes

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

4

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

Yes

Description of strategies used to achieve goal, if applicable:

- advertise specifically to elementary education majors that the ENL minor will allow them an add-on licensure.
- intake advising of students entering the program with a discussion about adding ENL to their Language Studies-Teaching program.

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

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

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

Yes

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

3

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

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

Yes

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

7

Provide any additional comments, exceptions and explanations below:

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

Section II Assurances

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

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

As part of the TOTAL program, all Elementary and Special Education majors complete an extended field experience prior to student teaching. During this experience they 3 days a week, all day for most of the semester co-teaching in an elementary class. All placements for this FE are in low-income schools, and must complete a final report that in which student indicate how they would differentiate instruction for low income students. Overall, the district in which we place all pre-service

teachers (P-12) for field experiences ranks at the top in the state for percentage of free and reduced lunch.

We have extended the pre-student field experience opportunities such that all Elementary/Special Education students spend over half of a semester full-time in a classroom co-teaching, and Secondary/All-Grade majors spend 5 weeks co-teaching a class every day.

To help teachers respond to LEAs, we actively place students in our Professional Development Schools.

The Behavioral Management course is required for all Elementary Education majors.

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
0133.1 -ART CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2013-14	2			
0133.1 -ART CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2012-13	4			
0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
0235.1 -BIOLOGY CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2013-14	1			
008 -BUSINESS Evaluation Systems group of Pearson All program completers, 2014-15	1			
0101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
5101 -BUSINESS ED CONTENT KNOWLEDGE (CD) Educational Testing Service (ETS) All program completers, 2012-13	1			
011 -CAREER AND TECH EDUC—FAMILY AND CONSUMER SCI Evaluation Systems group of Pearson All program completers, 2014-15	1			
011 -CAREER AND TECH EDUC—FAMILY AND CONSUMER SCI Evaluation Systems group of Pearson All program completers, 2013-14	1			
5022 -EARLY CHILDHOOD CONTENT KNOWLEDGE	1			

Educational Testing Service (ETS) All program completers, 2013-14				
014 -EARLY CHILDHOOD GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	1			
015 -EARLY CHILDHOOD GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	1			
016 -EARLY CHILDHOOD GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2014-15	1			
5571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2013-14	1			
0571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2012-13	1			
0571.1 -EARTH AND SPACE SCIENCES - CK.1 Educational Testing Service (ETS) All program completers, 2012-13	3			
0910 -ECONOMICS Educational Testing Service (ETS) All program completers, 2013-14	1			
0910 -ECONOMICS Educational Testing Service (ETS) All program completers, 2012-13	8			
0353 -ED OF EXCEPTIONAL STUDENTS CORE CK Educational Testing Service (ETS) All program completers, 2012-13	6			
0542 -ED OF EXCEPTIONAL STUDENTS MTMD Educational Testing Service (ETS) All program completers, 2012-13	6			
5011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2012-13	7			
0011.1 -ELEM ED CURR INSTRUC ASSESSMENT.1 Educational Testing Service (ETS) All program completers, 2013-14	1			
0011.1 -ELEM ED CURR INSTRUC ASSESSMENT.1	25	178	24	96

Educational Testing Service (ETS) All program completers, 2012-13				
5033 -ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) All program completers, 2014-15	3			
5033 -ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) All program completers, 2013-14	65	171	57	88
5033 -ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) All program completers, 2012-13	47	174	40	85
5032 -ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) All program completers, 2014-15	3			
5032 -ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) All program completers, 2013-14	65	179	61	94
5032 -ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) All program completers, 2012-13	47	178	45	96
5035 -ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) All program completers, 2014-15	3			
5035 -ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) All program completers, 2013-14	65	167	57	88
5035 -ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) All program completers, 2012-13	47	168	42	89
5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) All program completers, 2014-15	3			
5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) All program completers, 2013-14	65	163	56	86
5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) All program completers, 2012-13	47	166	40	85
005 -ELEMENTARY EDUCATION	77	237	73	95

Evaluation Systems group of Pearson All program completers, 2014-15				
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	52	236	49	94
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2012-13	4			
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	69	218	46	67
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	11	217	7	64
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	68	219	47	69
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	9			
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2014-15	68	227	54	79
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2013-14	8			
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2014-15	69	217	45	65
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2013-14	9			
5041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	4			
0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	2			
5041 -ENG LANG LIT COMP CONTENT KNOWLEDGE	10	181	10	100

Educational Testing Service (ETS) All program completers, 2012-13				
0041.1 -ENG LANG LIT COMP CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2013-14	1			
0041.1 -ENG LANG LIT COMP CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2012-13	12	181	12	100
018 -ENGINEERING AND TECHNOLOGY EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	2			
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2014-15	4			
019 -ENGLISH LEARNERS Evaluation Systems group of Pearson All program completers, 2014-15	2			
5361 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES CD Educational Testing Service (ETS) All program completers, 2013-14	2			
0361 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES II Educational Testing Service (ETS) All program completers, 2012-13	2			
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2014-15	31	235	31	100
064 -EXCEPTIONAL NEEDS—MILD INTERVENTION: READING INST Evaluation Systems group of Pearson All program completers, 2014-15	1			
5121 -FAMILY AND CONSUMER SCIENCES II (CD) Educational Testing Service (ETS) All program completers, 2012-13	2			
026 -FINE ARTS—GENERAL MUSIC Evaluation Systems group of Pearson Other enrolled students	1			
026 -FINE ARTS—GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2014-15	8			
026 -FINE ARTS—GENERAL MUSIC	3			

Evaluation Systems group of Pearson All program completers, 2013-14				
027 -FINE ARTS—INSTRUMENTAL MUSIC Evaluation Systems group of Pearson Other enrolled students	1			
027 -FINE ARTS—INSTRUMENTAL MUSIC Evaluation Systems group of Pearson All program completers, 2014-15	7			
027 -FINE ARTS—INSTRUMENTAL MUSIC Evaluation Systems group of Pearson All program completers, 2013-14	3			
030 -FINE ARTS—VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2014-15	1			
030 -FINE ARTS—VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2013-14	2			
028 -FINE ARTS—VOCAL MUSIC Evaluation Systems group of Pearson All program completers, 2014-15	1			
5174 -FRENCH WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2012-13	1			
0921 -GEOGRAPHY II Educational Testing Service (ETS) All program completers, 2012-13	2			
5183 -GERMAN WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2012-13	1			
0930 -GOVERNMENT POLITICAL SCIENCE Educational Testing Service (ETS) All program completers, 2012-13	8			
5551 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2012-13	1			
0550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2012-13	1			
5550 -HEALTH EDUCATION	1			

Educational Testing Service (ETS) All program completers, 2012-13				
0550.1 -HEALTH EDUCATION.1 Educational Testing Service (ETS) All program completers, 2012-13	2			
035 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2014-15	2			
035 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2013-14	2			
0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	2			
0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	4			
5061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	7			
5061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	16	146	15	94
0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	10	150	10	100
034 -MIDDLE SCHOOL MATHEMATICS Evaluation Systems group of Pearson All program completers, 2012-13	1			
0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2012-13	11	168	8	73
0089.1 -MIDDLE SCHOOL SOCIAL STUDIES.1 Educational Testing Service (ETS) All program completers, 2012-13	1			
5113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	1			
5113 -MUSIC CONTENT KNOWLEDGE	3			

Educational Testing Service (ETS) All program completers, 2013-14				
0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	2			
5113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	5			
0113.1 -MUSIC CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2013-14	1			
0113.1 -MUSIC CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2012-13	15	169	15	100
007 -P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	13	231	11	85
007 -P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	19	235	19	100
007 -P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2012-13	3			
5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	2			
5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	15	158	13	87
0091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	2			
5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	10	159	9	90
0091.1 -PHYSICAL ED CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2012-13	9			
5265 -PHYSICS CONTENT KNOWLEDGE II	1			

Educational Testing Service (ETS) All program completers, 2013-14				
0390 -PSYCHOLOGY Educational Testing Service (ETS) All program completers, 2012-13	3			
038 -READING Evaluation Systems group of Pearson All program completers, 2014-15	9			
038 -READING Evaluation Systems group of Pearson All program completers, 2013-14	3			
0300 -READING SPECIALIST Educational Testing Service (ETS) All program completers, 2013-14	1			
0300 -READING SPECIALIST Educational Testing Service (ETS) All program completers, 2012-13	37	515	37	100
045 -SCIENCE—LIFE SCIENCE Evaluation Systems group of Pearson All program completers, 2014-15	1			
0543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2014-15	1			
0543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2013-14	7			
0543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2012-13	8			
5543 -SE CK AND MILD TO MODERATE APPL (CD) Educational Testing Service (ETS) All program completers, 2014-15	6			
5543 -SE CK AND MILD TO MODERATE APPL (CD) Educational Testing Service (ETS) All program completers, 2013-14	23	171	22	96
5543 -SE CK AND MILD TO MODERATE APPL (CD) Educational Testing Service (ETS) All program completers, 2012-13	24	173	24	100
006 -SECONDARY EDUCATION	19	237	18	95

Evaluation Systems group of Pearson All program completers, 2014-15				
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	26	241	25	96
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2012-13	2			
5081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
5081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	3			
0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
0081.1 -SOCIAL STUDIES CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2012-13	4			
048 -SOCIAL STUDIES—ECONOMICS Evaluation Systems group of Pearson All program completers, 2014-15	2			
049 -SOCIAL STUDIES—GEOGRAPHICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2014-15	1			
050 -SOCIAL STUDIES—GOVERNMENT AND CITIZENSHIP Evaluation Systems group of Pearson All program completers, 2014-15	2			
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2014-15	3			
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2013-14	4			
052 -SOCIAL STUDIES—PSYCHOLOGY Evaluation Systems group of Pearson All program completers, 2014-15	1			
0191 -SPANISH CONTENT KNOWLEDGE	2			

Educational Testing Service (ETS) All program completers, 2012-13				
5195 -SPANISH WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2013-14	3			
5195 -SPANISH WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2012-13	1			
5204 -TEACHING READING Educational Testing Service (ETS) All program completers, 2013-14	10	175	10	100
5204 -TEACHING READING Educational Testing Service (ETS) All program completers, 2012-13	1			
0051 -TECHNOLOGY EDUCATION II Educational Testing Service (ETS) All program completers, 2013-14	4			
0051 -TECHNOLOGY EDUCATION II Educational Testing Service (ETS) All program completers, 2012-13	3			
5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2013-14	3			
0941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2012-13	5			
5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2012-13	4			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2014-15	114	78	68
All program completers, 2013-14	144	117	81
All program completers, 2012-13	221	213	96

Section IV Low-Performing

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

Is your teacher preparation program currently approved or accredited?

Yes

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

NCATE

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

No

Section V Use of Technology

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

Does your program prepare teachers to:

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

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

Faculty model technology integration and pre-service teachers have an expectation to complete technology facilitated assignments, lesson plans, and unit plans.

All pre-service teachers are required to complete a culminating unit report that demonstrates their impact on P-12 student learning. As part of that report, students are required to collect, manage and analyze their student data to determine their impact on student learning and plan for next steps. All data are managed and analyzed through technology.

The concepts of UDL are taught to all pre-service teachers and they are expected to use these principles during all field experiences and student teaching and are evaluated on their ability to do so.

Section VI Teacher Training

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

Does your program prepare general education teachers to:

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

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

All of our pre-service teachers are required to complete activities during their field experiences and student teaching which involve them in working with IEP teams (as long as parents give permission). A required course for all majors gives an introduction to disabilities and how to differentiate instruction given different student abilities.

Secondary education majors receive preliminary instruction on how to work with limited English proficiency students and gain most experience/knowledge from the teachers in the field. Starting Fall 2010, an instructional module developed in cooperation with Language Education and an ENL instructor were added to the curriculum.

Does your program prepare special education teachers to:

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

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

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

Section VII Contextual Information

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

Supporting Files

Complete Report Card

AY 2014-15



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