IN | **Ball State University**
Traditional Report AY 2017-18
Indiana

100% COMPLETE
STATUS: IN PROGRESS

Institution Information

ADDRESS

2000 W University

CITY

Muncie

STATE

Indiana

ZIP

47306

SALUTATION

Mr.

FIRST NAME

Shawn

LAST NAME

Sriver

PHONE

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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?
(https://www2.ed.gov/programs/tqpartnership/awards.html)

○ Yes
● No

If yes, provide the following:

AWARD YEAR

[   ]

GRANTEE NAME

[   ]

PROJECT NAME

[   ]

GRANT NUMBER

[   ]

LIST PARTNER DISTRICTS/LEAS (ONE PER LINE)

LIST OTHER PARTNERS (ONE PER LINE)

PROJECT TYPE

- ○ **Residency**
- ○ **Pre-baccalaureate**
- ○ **Both Residency and Pre-baccalaureate**

List of Programs

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

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

Program Information

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

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Chemistry	No	
Dual Major: Early Childhood/Early Childhood Special Education	No	
Dual Major: Elementary Education/Mild Intervention	No	
Early Childhood (P-3)	No	
Earth/Space Sciences	No	
Elementary Education (K-6)	No	
Engineering and Technology Education	No	
English	No	
English as a New Language	No	
Family & Consumer Sciences	No	
Gifted and Talented Education	No	
Health	No	
Instrumental and General Music	No	
Journalism	No	

Total number of teacher preparation programs: 29

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Life Sciences	No	
Mathematics	No	
Mathematics: Middle School/Junior High (5-9)	No	
Physical Education	No	
Physics	No	
Reading	No	
Social Studies	No	
Special Education: Deaf and Hard of Hearing	No	
Special Education: Intense Intervention	No	
Special Education: Mild Intervention	No	
Special Education: Early Childhood Special Education	No	
Theatre Arts	No	
Visual Arts	No	
Vocal and General Music	No	
World Language	No	
Total number of teacher preparation programs: 29		

Program Requirements

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

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

Admissions

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

Other ▼

If Other, please specify:

upon passage of Decision Point 2

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

○ Yes
● No

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

http://cms.bsu.edu/academics/collegesanddepartments/teachers-college/admissions-and-financial-aid

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

Undergraduate Requirements

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

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

● Yes
○ No

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

Element	Required for Entry		Required for Exit	
Transcript	○ Yes	● No	○ Yes	● No

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

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

3

3. What was the median GPA of individuals accepted into the program in academic year 2017-18?

3.42

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

3

5. What was the median GPA of individuals completing the program in academic year 2017-18?

3.54

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

Postgraduate Requirements

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

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

○ Yes

○ No

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

Element	Required for Entry		Required for Exit	
	Yes	No	Yes	No
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
Interview	○ Yes	● No	○ Yes	● No
Other Specify:	○ 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.)

2.5

3. What was the median GPA of individuals accepted into the program in academic year 2017-18?

3.22

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

3

5. What was the median GPA of individuals completing the program in academic year 2017-18?

3.34

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

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2017-18. (§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))

Additional guidance on reporting supervised clinical experience and nonclinical coursework.

Average number of clock hours of supervised clinical experience required prior to student teaching	120
Average number of clock hours required for student teaching	640
Average number of clock hours required for mentoring/induction support	1
Number of full-time equivalent faculty supervising clinical experience during this academic year	27
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	392
Number of students in supervised clinical experience during this academic year	299

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

Enrollment

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

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

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

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

THIS PAGE INCLUDES:
>> Enrollment

Enrollment

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

Additional guidance on reporting race and ethnicity data.

Total number of students enrolled in 2017-18	532
Unduplicated number of males enrolled in 2017-18	86
Unduplicated number of females enrolled in 2017-18	446

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

2017-18	Number Enrolled
Ethnicity	
Hispanic/Latino of any race	20
Race	

2017-18	Number Enrolled
American Indian or Alaska Native	0
Asian	2
Black or African American	10
Native Hawaiian or Other Pacific Islander	0
White	484
Two or more races	11

2017-18	Number Enrolled
American Indian or Alaska Native	
Asian	2

Teachers Prepared

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

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

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

THIS PAGE INCLUDES:
>> Teachers Prepared by Subject Area
>> Teachers Prepared by Academic Major

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2017-18. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. **(§205(b)(1)(H))**

Additional guidance on reporting teachers prepared by subject area.

What are CIP Codes?

☐ **No teachers prepared in academic year 2017-18**

CIP Code	Subject Area	Number Prepared
13.01	Education - General	
13.10	Teacher Education - Special Education	51
13.1210	Teacher Education - Early Childhood Education	11
13.1202	Teacher Education - Elementary Education	165
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1205	Teacher Education - Secondary Education	49
13.1206	Teacher Education - Multiple Levels	0

CIP Code	Subject Area	Number Prepared
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	4
13.1303	Teacher Education - Business	1
13.1305	Teacher Education - English/Language Arts	10
13.1306	Teacher Education - Foreign Language	5
13.1307	Teacher Education - Health	12
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	7
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	8
13.1312	Teacher Education - Music	19
13.1314	Teacher Education - Physical Education and Coaching	12
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	18
13.1319	Teacher Education - Technical Education	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	4
13.1323	Teacher Education - Chemistry	1
13.1324	Teacher Education - Drama and Dance	7
13.1325	Teacher Education - French	1
13.1326	Teacher Education - German	1
13.1328	Teacher Education - History	18
13.1329	Teacher Education - Physics	
13.1330	Teacher Education - Spanish	2

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	
13.1332	Teacher Education - Geography	12
13.1333	Teacher Education - Latin	
13.1335	Teacher Education - Psychology	1
13.1337	Teacher Education - Earth Science	1
13.14	Teacher Education - English as a Second Language	
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	
13.99	Education - Other Specify:	

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2017-18. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

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

Additional guidance on reporting teachers prepared by academic major.

What are CIP Codes?

☐   **No teachers prepared in academic year 2017-18**

CIP Code	Academic Major	Number Prepared
13.01	Education - General	
13.10	Teacher Education - Special Education	51
13.1210	Teacher Education - Early Childhood Education	11
13.1202	Teacher Education - Elementary Education	165
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1205	Teacher Education - Secondary Education	
13.1301	Teacher Education - Agriculture	

CIP Code	Academic Major	Number Prepared
13.1302	Teacher Education - Art	4
13.1303	Teacher Education - Business	1
13.1305	Teacher Education - English/Language Arts	10
13.1306	Teacher Education - Foreign Language	5
13.1307	Teacher Education - Health	12
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	7
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	8
13.1312	Teacher Education - Music	19
13.1314	Teacher Education - Physical Education and Coaching	12
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	18
13.1319	Teacher Education - Technical Education	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	4
13.1323	Teacher Education - Chemistry	1
13.1324	Teacher Education - Drama and Dance	7
13.1325	Teacher Education - French	1
13.1326	Teacher Education - German	1
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1330	Teacher Education - Spanish	2
13.1331	Teacher Education - Speech	

CIP Code	Academic Major	Number Prepared
13.1332	Teacher Education - Geography	
13.1333	Teacher Education - Latin	
13.1335	Teacher Education - Psychology	
13.1337	Teacher Education - Earth Science	1
13.14	Teacher Education - English as a Second Language	
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	
13.03	Education - Curriculum and Instruction	
13.09	Education - Social and Philosophical Foundations of Education	
24	Liberal Arts/Humanities	
42	Psychology	
45.01	Social Sciences	
45.02	Anthropology	
45.06	Economics	
45.07	Geography and Cartography	
45.10	Political Science and Government	
45.11	Sociology	
50	Visual and Performing Arts	
54	History	
16	Foreign Languages	
19	Family and Consumer Sciences/Human Sciences	
23	English Language/Literature	
38	Philosophy and Religious Studies	
01	Agriculture	
09	Communication or Journalism	
14	Engineering	

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

Program Completers

On this page, enter the total number of individuals who completed the program in AY 2017-18 and the two prior academic years. If you submitted an IPRC last year, the number of program completers for the two prior academic years are pre-loaded from your prior year's report.

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

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

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

Program Completers

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

2017-18	280
2016-17	293
2015-16	283

Annual Goals

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

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

Annual Goals - Mathematics

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

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

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

Academic year 2017-18

1. Did your program prepare teachers in mathematics in 2017-18?

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

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

15

3. Did your program meet the goal for prospective teachers set in mathematics in 2017-18?

- ◉ Yes
- ○ No
- ○ Not applicable

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

In addition to recruiting efforts from the program, the Teachers College Advising Center has made efforts to recruit candidates.

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

The program recruits candidates for the program. The Teachers College Advising Center also uses recruiting to attract candidates.

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

There will be a continued effort to increase enrollment in the license addition program and the middle school/junior high mathematics license.

Academic year 2018-19

7. Is your program preparing teachers in mathematics in 2018-19?

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

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

> 15

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

There will be a continued effort to increase enrollment in the license addition program and the middle school/junior high mathematics license.

Academic year 2019-20

10. Will your program prepare teachers in mathematics in 2019-20?

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

11. How many prospective teachers does your program plan to add in mathematics in 2019-20?

> 15

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

Annual Goals - Science

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

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

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

Academic year 2017-18

1. Did your program prepare teachers in science in 2017-18?

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

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

> 10

3. Did your program meet the goal for prospective teachers set in science in 2017-18?

- ⦿ Yes
- ○ No
- ○ Not applicable

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

In addition to recruiting efforts from the program, the Teachers College Advising Center has made efforts to recruit candidates.

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

The program recruits candidates for the program. The Teachers College Advising Center also uses recruiting to attract candidates.

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

There will be continued work to recruit prospective science educators.

Academic year 2018-19

7. Is your program preparing teachers in science in 2018-19?

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

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

10

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

There will be continued work to recruit prospective science educators.

Academic year 2019-20

10. Will your program prepare teachers in science in 2019-20?

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

11. How many prospective teachers does your program plan to add in science in 2019-20?

10

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

Annual Goals - Special Education

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

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

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

Academic year 2017-18

1. Did your program prepare teachers in special education in 2017-18?

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

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

50

3. Did your program meet the goal for prospective teachers set in special education in 2017-18?

- ● Yes
- ○ No
- ○ Not applicable

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

In addition to recruiting efforts from the program, the Teachers College Advising Center has made efforts to recruit candidates.

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

The program recruits candidates for the program. The Teachers College Advising Center also uses recruiting to attract candidates.

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

There will be continued work to recruit prospective candidates in special education.

Academic year 2018-19

7. Is your program preparing teachers in special education in 2018-19?

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

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

50

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

There will be continued work to recruit prospective candidates in special education.

10. Will your program prepare teachers in special education in 2019-20?

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

11. How many prospective teachers does your program plan to add in special education in 2019-20?

50

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

Annual Goals - Instruction of Limited English Proficient Students

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

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

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

Academic year 2017-18

1. Did your program prepare teachers in instruction of limited English proficient students in 2017-18?

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

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

5

3. Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2017-18?

- ● Yes
- ○ No
- ○ Not applicable

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

In addition to recruiting efforts from the program, the Teachers College Advising Center has made efforts to recruit candidates.

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

The program recruits candidates for the program. The Teachers College Advising Center also uses recruiting to attract candidates.

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

There will be continued work to recruit prospective candidates in English as a New Language.

Academic year 2018-19

7. Is your program preparing teachers in instruction of limited English proficient students in 2018-19?

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

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

> 5

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

There will be continued work to recruit prospective candidates in English as a New Language.

Academic year 2019-20

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

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

11. How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2019-20?

> 5

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

Assurances

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

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

- ◉ Yes
- ○ No

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

- ◉ Yes
- ○ No

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

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

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

- ● Yes
- ○ No

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

- ○ Yes
- ● No

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

- ● Yes
- ○ No

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

- ● Yes
- ○ No

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

The EPP has reviewed and aligned programs to state and national standards. EPP completed a CAEP onsite visit in 2018 and was granted full accreditation by CAEP until 2025.

Assessment Pass Rates

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

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

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
008 -BUSINESS Evaluation Systems group of Pearson All program completers, 2017-18	1			
008 -BUSINESS Evaluation Systems group of Pearson All program completers, 2015-16	2			
011 -CAREER AND TECH EDUC—FAMILY AND CONSUMER SCI Evaluation Systems group of Pearson Other enrolled students	1			
011 -CAREER AND TECH EDUC—FAMILY AND CONSUMER SCI Evaluation Systems group of Pearson All program completers, 2017-18	6			
011 -CAREER AND TECH EDUC—FAMILY AND CONSUMER SCI Evaluation Systems group of Pearson All program completers, 2016-17	3			
011 -CAREER AND TECH EDUC—FAMILY AND CONSUMER SCI Evaluation Systems group of Pearson All program completers, 2015-16	2			
004 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	10	226	8	80
004 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	20	233	16	80
004 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	10	233	10	100
014 -EARLY CHILDHOOD GENERALIST SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
014 -EARLY CHILDHOOD GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	8			
014 -EARLY CHILDHOOD GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2016-17	10	234	10	100
014 -EARLY CHILDHOOD GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2015-16	5			
015 -EARLY CHILDHOOD GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	9			
015 -EARLY CHILDHOOD GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2016-17	10	246	10	100
015 -EARLY CHILDHOOD GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2015-16	5			
016 -EARLY CHILDHOOD GENERALIST SUBTEST 3 Evaluation Systems group of Pearson Other enrolled students	1			
016 -EARLY CHILDHOOD GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2017-18	8			
016 -EARLY CHILDHOOD GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2016-17	10	236	8	80
016 -EARLY CHILDHOOD GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2015-16	5			
017 -EARLY CHILDHOOD GENERALIST SUBTEST 4 Evaluation Systems group of Pearson Other enrolled students	1			
017 -EARLY CHILDHOOD GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2017-18	8			
017 -EARLY CHILDHOOD GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2016-17	10	228	9	90
017 -EARLY CHILDHOOD GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2015-16	5			
5033 -ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) All program completers, 2016-17	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
5033 -ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) All program completers, 2015-16	1			
5032 -ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) All program completers, 2016-17	1			
5032 -ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) All program completers, 2015-16	1			
5035 -ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) All program completers, 2016-17	1			
5035 -ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) All program completers, 2015-16	1			
5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) All program completers, 2016-17	1			
5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) All program completers, 2015-16	1			
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	17	250	17	100
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	155	246	152	98
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	170	246	164	96
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	127	242	127	100
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	22	234	15	68
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	160	237	145	91
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2016-17	160	240	157	98
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2015-16	129	239	127	98

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	21	240	19	90
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	156	240	142	91
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2016-17	161	241	152	94
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2015-16	128	242	125	98
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson Other enrolled students	21	244	19	90
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2017-18	157	241	149	95
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2016-17	160	239	153	96
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2015-16	128	243	127	99
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson Other enrolled students	15	235	11	73
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2017-18	154	233	140	91
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2016-17	162	234	151	93
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2015-16	128	235	125	98
018 -ENGINEERING AND TECHNOLOGY EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	1			
018 -ENGINEERING AND TECHNOLOGY EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	1			
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2017-18	10	238	8	80
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2016-17	16	235	16	100
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2015-16	20	234	19	95
019 -ENGLISH LEARNERS Evaluation Systems group of Pearson All program completers, 2017-18	5			
019 -ENGLISH LEARNERS Evaluation Systems group of Pearson All program completers, 2016-17	1			
019 -ENGLISH LEARNERS Evaluation Systems group of Pearson All program completers, 2015-16	1			
023 -EXCEPTIONAL NEEDS—DEAF OR HARD OF HEARING Evaluation Systems group of Pearson Other enrolled students	1			
023 -EXCEPTIONAL NEEDS—DEAF OR HARD OF HEARING Evaluation Systems group of Pearson All program completers, 2017-18	5			
023 -EXCEPTIONAL NEEDS—DEAF OR HARD OF HEARING Evaluation Systems group of Pearson All program completers, 2016-17	6			
023 -EXCEPTIONAL NEEDS—DEAF OR HARD OF HEARING Evaluation Systems group of Pearson All program completers, 2015-16	11	223	9	82
024 -EXCEPTIONAL NEEDS—INTENSE INTERVENTION Evaluation Systems group of Pearson Other enrolled students	2			
024 -EXCEPTIONAL NEEDS—INTENSE INTERVENTION Evaluation Systems group of Pearson All program completers, 2017-18	12	247	12	100
024 -EXCEPTIONAL NEEDS—INTENSE INTERVENTION Evaluation Systems group of Pearson All program completers, 2016-17	13	241	12	92
024 -EXCEPTIONAL NEEDS—INTENSE INTERVENTION Evaluation Systems group of Pearson All program completers, 2015-16	13	242	13	100
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson Other enrolled students	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2017-18	42	247	42	100
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2016-17	43	246	42	98
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2015-16	39	241	38	97
064 -EXCEPTIONAL NEEDS—MILD INTERVENTION: READING INST Evaluation Systems group of Pearson Other enrolled students	1			
064 -EXCEPTIONAL NEEDS—MILD INTERVENTION: READING INST Evaluation Systems group of Pearson All program completers, 2017-18	22	229	17	77
064 -EXCEPTIONAL NEEDS—MILD INTERVENTION: READING INST Evaluation Systems group of Pearson All program completers, 2016-17	9			
064 -EXCEPTIONAL NEEDS—MILD INTERVENTION: READING INST Evaluation Systems group of Pearson All program completers, 2015-16	8			
026 -FINE ARTS—GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2017-18	18	240	15	83
026 -FINE ARTS—GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2016-17	15	238	13	87
026 -FINE ARTS—GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2015-16	13	241	12	92
027 -FINE ARTS—INSTRUMENTAL MUSIC Evaluation Systems group of Pearson All program completers, 2017-18	12	231	10	83
027 -FINE ARTS—INSTRUMENTAL MUSIC Evaluation Systems group of Pearson All program completers, 2016-17	8			
027 -FINE ARTS—INSTRUMENTAL MUSIC Evaluation Systems group of Pearson All program completers, 2015-16	8			
029 -FINE ARTS—THEATRE ARTS Evaluation Systems group of Pearson All program completers, 2017-18	6			
029 -FINE ARTS—THEATRE ARTS Evaluation Systems group of Pearson All program completers, 2016-17	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
029 -FINE ARTS—THEATRE ARTS Evaluation Systems group of Pearson All program completers, 2015-16	5			
030 -FINE ARTS—VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2017-18	3			
030 -FINE ARTS—VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2016-17	9			
030 -FINE ARTS—VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2015-16	8			
028 -FINE ARTS—VOCAL MUSIC Evaluation Systems group of Pearson All program completers, 2017-18	7			
028 -FINE ARTS—VOCAL MUSIC Evaluation Systems group of Pearson All program completers, 2016-17	8			
028 -FINE ARTS—VOCAL MUSIC Evaluation Systems group of Pearson All program completers, 2015-16	5			
066 -HEALTH Evaluation Systems group of Pearson All program completers, 2017-18	6			
066 -HEALTH Evaluation Systems group of Pearson All program completers, 2016-17	9			
5551 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2016-17	1			
5551 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2015-16	5			
033 -JOURNALISM Evaluation Systems group of Pearson All program completers, 2016-17	1			
033 -JOURNALISM Evaluation Systems group of Pearson All program completers, 2015-16	2			
035 -MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	1			
035 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	6			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
035 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	7			
035 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	3			
5061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	2			
034 -MIDDLE SCHOOL MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	3			
034 -MIDDLE SCHOOL MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	1			
034 -MIDDLE SCHOOL MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	2			
007 -P–12 EDUCATION Evaluation Systems group of Pearson Other enrolled students	5			
007 -P–12 EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	51	247	50	98
007 -P–12 EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	57	248	56	98
007 -P–12 EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	58	250	58	100
5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	1			
5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	6			
067 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	10	247	10	100
067 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	9			
038 -READING Evaluation Systems group of Pearson All program completers, 2016-17	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
038 -READING Evaluation Systems group of Pearson All program completers, 2015-16	6			
043 -SCIENCE—CHEMISTRY Evaluation Systems group of Pearson Other enrolled students	1			
043 -SCIENCE—CHEMISTRY Evaluation Systems group of Pearson All program completers, 2017-18	1			
043 -SCIENCE—CHEMISTRY Evaluation Systems group of Pearson All program completers, 2015-16	3			
045 -SCIENCE—LIFE SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	3			
045 -SCIENCE—LIFE SCIENCE Evaluation Systems group of Pearson All program completers, 2016-17	1			
045 -SCIENCE—LIFE SCIENCE Evaluation Systems group of Pearson All program completers, 2015-16	4			
047 -SCIENCE—PHYSICS Evaluation Systems group of Pearson All program completers, 2015-16	1			
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	3			
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	56	252	56	100
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	46	250	46	100
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	61	250	61	100
048 -SOCIAL STUDIES—ECONOMICS Evaluation Systems group of Pearson All program completers, 2017-18	3			
048 -SOCIAL STUDIES—ECONOMICS Evaluation Systems group of Pearson All program completers, 2015-16	2			
049 -SOCIAL STUDIES—GEOGRAPHICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2017-18	8			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
049 -SOCIAL STUDIES—GEOGRAPHICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2016-17	4			
049 -SOCIAL STUDIES—GEOGRAPHICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2015-16	3			
050 -SOCIAL STUDIES—GOVERNMENT AND CITIZENSHIP Evaluation Systems group of Pearson All program completers, 2017-18	14	247	13	93
050 -SOCIAL STUDIES—GOVERNMENT AND CITIZENSHIP Evaluation Systems group of Pearson All program completers, 2016-17	6			
050 -SOCIAL STUDIES—GOVERNMENT AND CITIZENSHIP Evaluation Systems group of Pearson All program completers, 2015-16	3			
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2017-18	17	236	16	94
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2016-17	11	227	9	82
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2015-16	10	233	8	80
052 -SOCIAL STUDIES—PSYCHOLOGY Evaluation Systems group of Pearson All program completers, 2015-16	5			
053 -SOCIAL STUDIES—SOCIOLOGY Evaluation Systems group of Pearson All program completers, 2017-18	2			
053 -SOCIAL STUDIES—SOCIOLOGY Evaluation Systems group of Pearson All program completers, 2016-17	2			
053 -SOCIAL STUDIES—SOCIOLOGY Evaluation Systems group of Pearson All program completers, 2015-16	4			
055 -WORLD LANGUAGES—FRENCH Evaluation Systems group of Pearson Other enrolled students	1			
055 -WORLD LANGUAGES—FRENCH Evaluation Systems group of Pearson All program completers, 2015-16	1			
056 -WORLD LANGUAGES—GERMAN Evaluation Systems group of Pearson All program completers, 2017-18	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
056 -WORLD LANGUAGES—GERMAN Evaluation Systems group of Pearson All program completers, 2016-17	1			
057 -WORLD LANGUAGES—JAPANESE Evaluation Systems group of Pearson All program completers, 2015-16	2			
059 -WORLD LANGUAGES—SPANISH Evaluation Systems group of Pearson All program completers, 2017-18	2			
059 -WORLD LANGUAGES—SPANISH Evaluation Systems group of Pearson All program completers, 2016-17	2			
059 -WORLD LANGUAGES—SPANISH Evaluation Systems group of Pearson All program completers, 2015-16	5			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)

Summary Pass Rates

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

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

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2017-18	280	243	87
All program completers, 2016-17	297	265	89
All program completers, 2015-16	258	245	95

Low-Performing

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

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

Low-Performing

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

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

- ● Yes
- ○ No

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

- ☑ State
- ☐ NCATE
- ☐ TEAC
- ☑ CAEP
- ☐ Other specify:

The EPP received full accreditation through CAEP in November 2018 through 2025.

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

- ○ Yes
- ● No

Use of Technology

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

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

Use of Technology

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

    Does your program prepare teachers to:

    a. **integrate technology effectively into curricula and instruction**

    - ● Yes
    - ○ No

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

    - ● Yes
    - ○ No

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

    - ● Yes
    - ○ No

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

    - ● Yes
    - ○ No

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

    Use of technology is embedded in methods and field experience courses throughout the preparation program. During the student teaching experience, the required assessment of student learning unit plan is designed to include required components of data collection, analysis and interpretation. The program provides significant technology support to the candidates to facilitate this learning.

Teacher Training

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

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

THIS PAGE INCLUDES:

>> Teacher Training

Teacher Training

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

1. **Does your program prepare general education teachers to:**

   a. **teach students with disabilities effectively**

   ○ Yes
   ● No

   b. **participate as a member of individualized education program teams**

   ○ Yes
   ● No

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

   ○ Yes
   ● No

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

   Students enrolled in the Elementary Education Department's initial licensure program develop and engage in teaching activities with children from diverse backgrounds during practicum experiences that occur in community schools as well as in other locations such as Texas, England and Germany, where the teaching candidates enter schools with a high degree of language diversity. As part of student teaching, teaching candidates are required to assess students and develop an individualized learning plan based on assessment. This project provides candidates with information and experiences consistent with what occurs in the formulation of an individualized education plan. In addition, the department provides opportunities for student teaching to occur in international settings and in other states, giving candidates cross-cultural experiences teaching learners whose primary language may not be English. In EDRD 430, BSU preservice teachers teach an elementary child who is struggling in reading in a one-on-one situation. The BSU preserivce teachers administer a variety of literacy assessments to the child, analyze and interpret the test results, plan and implement an appropriate instructional program based on their child's needs. BSU preserivce teachers will "present" their child cases to their classmates and discuss instructional options. This is similar to an aspect of an IEP meeting. In both EDRD 400 and 430, teaching literacy to diverse learners is a topic of the course. Students in the dual major program have specific courses in special eduction that encompass strategies for ELLs. The general curriculum has been revised and beginning in the fall of 2010, all elementary education majors are required to take a specific courses (EDEL 244) which addresses diverse learners and multicultural education. Students in secondary education programs have diverse field experiences beginning with their introduction to education class in their freshman year. The junior level practicum courses have been revised to include modules in special education.

3. Does your program prepare special education teachers to:

   a. teach students with disabilities effectively

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

   b. participate as a member of individualized education program teams

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

   c. teach students who are limited English proficient effectively

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

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

A 3-week IEP unit in the required SPCE 376 course focuses on all components of IEPs as well as the IEP process/case conference committee. The emphasis is on writing Present Level of Academic Achievement and Functional Performance, annual goals, and accommodations. Using a case study, students write an IEP in groups of four. SPCE 688 course objectives include an IEP assignment; the Gibb and Dyches book on writing IEPs is a required text. Students in SPCE 688 develop a differentiated instruction lesson for their classroom. After teaching the lesson, students have to reflect on the process, including the impact of student differences (cultural and ELL students where appropriate) on learning. ELL learners are not specifically targeted since many of the teachers who are taking this course do not have ELL students in their classrooms. Culturally Responsive Teaching and Sheltered Instruction (IRIS Module) are included in the course material. Students in SPCE 376 have to complete an assignment based on the IRIS Module, Teaching English Language Learners: Effective Instructional Practices.

Contextual Information

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

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

Contextual Information

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

At the March 11, 2015, meeting of the Professional Education Committee (PEC), members passed a motion to change the policy that candidates successfully pass the Indiana CORE Assessment (licensing exams) in order to complete BSU's teacher preparation program. The previous policy indicated that candidates could not complete the teacher education program or earn a degree in an education related field unless they passed all exams-- they could request a BA in General Studies. The new policy indicates that candidates may complete a teacher preparation program and earn a degree in an education related field without either taking or passing the Indiana CORE Assessments--they just can't apply for Indiana licensure until they pass all licensing exams. In addition, the recommended policy change called for candidates who had failed licensure exams as far as three years prior to petition to receive an education degree. Under previous Title II, the institution's pass rate was always 98% or higher, because passage of the test (Praxis II prior to Pearson's Indiana CORE Assessment) was a requirement for program completion (a small handful of candidates were given waivers by the state; otherwise, the passage rate would have been 100%). Because of this new policy, our passage rate will be lower than 100% because a person can complete a program now without successful completion of the test.

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.

Enrollment Confirmation

Total Title II enrollment from Section I: Program Information, Enrollment is **532**.

Number of program completers from Section I: Program Information, Program Completers is **280**.

For a total enrollment of **812**.

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:

Comparison with Last Year

Item	Last Year	This Year	Change
Total Enrollment	974	532	-45.38%
Male Enrollment	170	86	-49.41%
Female Enrollment	804	446	-44.53%
Hispanic/Latino Enrollment	32	20	-37.50%
American Indian or Alaska Native Enrollment	0	0	
Asian Enrollment	2	2	0.00%
Black or African American Enrollment	25	10	-60.00%
Native Hawaiian or Other Pacific Islander Enrollment	0	0	

Item	Last Year	This Year	Change
White Enrollment	890	484	-45.62%
Two or more races Enrollment	11	11	0.00%
Average number of clock hours required prior to student teaching	120	120	0.00%
Average number of clock hours required for student teaching	640	640	0.00%
Average number of clock hours required for mentoring	1	1	0.00%
Number of full-time equivalent faculty in supervised clinical experience during this academic year	30	27	-10.00%
Number of adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	443	392	-11.51%
Number of students in supervised clinical experience during this academic year	334	299	-10.48%
Total completers for current academic year	293	280	-4.44%
Total completers for prior academic year	283	293	3.53%
Total completers for second prior academic year	394	283	-28.17%