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Ball State University
Traditional Program

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AY 2013-14

Institution Information

Name of Institution: Ball State University
Institution/Program Type: Traditional
Academic Year: 2013-14
State: Indiana

Address: 2000 W University

Muncie, IN, 47306

Contact Name: Mr. Shawn Sriver
Phone: 765-285-3335
Email: sksriver@bsu.edu

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?
Business Education	No
Chemistry	No
Computer Education	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

Family & Consumer Sciences	No
Gifted and Talented Education	No
Health	No
Instrumental and General Music	No
Journalism	No
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: 31	

Section I.b Admissions

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

Other upon passage of Decision Point 2

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://cms.bsu.edu/Academics/CollegesandDepartments/Teachers/CurrentStudents/TeacherEdHandbook.aspx>

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

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

3

What was the median GPA of individuals accepted into the program in academic year 2013-14

3.382

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2013-14

3.41

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	No	No
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	Yes	Yes
Minimum SAT score	Yes	Yes
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	Yes
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 2013-14

2.675

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2013-14

3.891

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.

Total number of students enrolled in 2013-14:	780
Unduplicated number of males enrolled in 2013-14:	154
Unduplicated number of females enrolled in 2013-14:	626

2013-14	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	7
<i>Race</i>	
American Indian or Alaska Native:	1
Asian:	5
Black or African American:	21
Native Hawaiian or Other Pacific Islander:	0
White:	728
Two or more races:	0

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2013-14.

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	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	17
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	494
Number of students in supervised clinical experience during this academic year	382

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

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2013-14. 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	71
Teacher Education - Early Childhood Education	6
Teacher Education - Elementary Education	187
Teacher Education - Junior High/Intermediate/Middle School Education	5
Teacher Education - Secondary Education	134
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	4
Teacher Education - Business	
Teacher Education - English/Language Arts	27
Teacher Education - Foreign Language	14
Teacher Education - Health	13
Teacher Education - Family and Consumer Sciences/Home Economics	8
Teacher Education - Technology Teacher Education/Industrial Arts	2
Teacher Education - Mathematics	12
Teacher Education - Music	21
Teacher Education - Physical Education and Coaching	17
Teacher Education - Reading	19
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	19
Teacher Education - Technical Education	
Teacher Education - Computer Science	9

Teacher Education - Chemistry	1
Teacher Education - Drama and Dance	6
Teacher Education - French	4
Teacher Education - German	2
Teacher Education - History	13
Teacher Education - Physics	
Teacher Education - Spanish	6
Teacher Education - Speech	
Teacher Education - Geography	7
Teacher Education - Latin	
Teacher Education - Psychology	3
Teacher Education - Earth Science	1
Teacher Education - English as a Second Language	11
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify: Japanese, Journalism, Gifted (High Ability)	9

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2013-14. 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. (S205(b)(1)(H))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	71
Teacher Education - Early Childhood Education	6
Teacher Education - Elementary Education	187
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	4
Teacher Education - Business	
Teacher Education - English/Language Arts	27
Teacher Education - Foreign Language	
Teacher Education - Health	8
Teacher Education - Family and Consumer Sciences/Home Economics	8
Teacher Education - Technology Teacher Education/Industrial Arts	2
Teacher Education - Mathematics	12
Teacher Education - Music	20
Teacher Education - Physical Education and Coaching	13
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	15
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	2
Teacher Education - Chemistry	1
Teacher Education - Drama and Dance	6
Teacher Education - French	4
Teacher Education - German	2
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	6
Teacher Education - Speech	
Teacher Education - Geography	

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: Japanese, Journalism	5

Section I.f Program Completers

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

2013-14: 352

2012-13: 410

2011-12: 378

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/poUtsa.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 2013-14

Did your program prepare teachers in mathematics in 2013-14?

Yes

How many prospective teachers did your program plan to add in mathematics in 2013-14?

Did your program meet the goal for prospective teachers set in mathematics in 2013-14?

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:****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 2014-15**Is your program preparing teachers in mathematics in 2014-15?**

Yes

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

25

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 2015-16**Will your program prepare teachers in mathematics in 2015-16?**

Yes

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

25

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.

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 2013-14**Did your program prepare teachers in science in 2013-14?**

Yes

How many prospective teachers did your program plan to add in science in 2013-14?

5

Did your program meet the goal for prospective teachers set in science in 2013-14?

Yes

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:****Provide any additional comments, exceptions and explanations below:**

There will be continued work to recruit prospective science educators.

Academic year 2014-15**Is your program preparing teachers in science in 2014-15?**

Yes

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

19

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16**Will your program prepare teachers in science in 2015-16?**

Yes

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

14

Provide any additional comments, exceptions and explanations below:

There will be continued work to recruit prospective science educators.

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 2013-14**Did your program prepare teachers in special education in 2013-14?**

Yes

How many prospective teachers did your program plan to add in special education in 2013-14?

30

Did your program meet the goal for prospective teachers set in special education in 2013-14?

Yes

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:****Provide any additional comments, exceptions and explanations below:**

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

Academic year 2014-15**Is your program preparing teachers in special education in 2014-15?**

Yes

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

52

Provide any additional comments, exceptions and explanations below:

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

Academic year 2015-16**Will your program prepare teachers in special education in 2015-16?**

Yes

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

52

Provide any additional comments, exceptions and explanations below:

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

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))

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 2013-14

Did your program prepare teachers in instruction of limited English proficient students in 2013-14?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2013-14?

12

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2013-14?

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:

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 2014-15

Is your program preparing 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?

12

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 2015-16

Will your program prepare teachers in instruction of limited English proficient students in 2015-16?

Yes

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

9

Provide any additional comments, exceptions and explanations below:

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

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.

No

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:

are met.

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	3			
0133.1 -ART CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2013-14	4			
0133.1 -ART CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2012-13	16	179	16	100
0133.1 -ART CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2011-12	10	179	10	100
5235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	4			
0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	1			
0235.1 -BIOLOGY CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2013-14	1			
0235.1 -BIOLOGY CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2012-13	1			
0235.1 -BIOLOGY CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2011-12	2			
0101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	2			
0101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	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 Other enrolled students	1			
011 -CAREER AND TECH EDUC—FAMILY AND CONSUMER SCI Evaluation Systems group of Pearson All program completers, 2013-14	1			
0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2011-12	1			
5245 -CHEMISTRY CONTENT KNOWLEDGE II (CD) Educational Testing Service (ETS) All program completers, 2013-14	1			
5022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
5022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	7			
0022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
0022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	6			

Educational Testing Service (ETS) All program completers, 2012-13				
0022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	2			
004 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson Other enrolled students	3			
004 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	4			
0020 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2011-12	4			
014 -EARLY CHILDHOOD GENERALIST SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	3			
015 -EARLY CHILDHOOD GENERALIST SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	3			
016 -EARLY CHILDHOOD GENERALIST SUBTEST 3 Evaluation Systems group of Pearson Other enrolled students	3			
017 -EARLY CHILDHOOD GENERALIST SUBTEST 4 Evaluation Systems group of Pearson Other enrolled students	3			
5571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2013-14	1			
5571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2012-13	3			
0571.1 -EARTH AND SPACE SCIENCES - CK.1 Educational Testing Service (ETS) All program completers, 2011-12	1			
0910 -ECONOMICS Educational Testing Service (ETS) All program completers, 2013-14	2			
0353 -ED OF EXCEPTIONAL STUDENTS CORE CK Educational Testing Service (ETS) All program completers, 2012-13	2			
0353 -ED OF EXCEPTIONAL STUDENTS CORE CK Educational Testing Service (ETS) All program completers, 2011-12	12	173	11	92
0542 -ED OF EXCEPTIONAL STUDENTS MTMD Educational Testing Service (ETS) All program completers, 2012-13	2			
0542 -ED OF EXCEPTIONAL STUDENTS MTMD Educational Testing Service (ETS) All program completers, 2011-12	10	181	10	100
5011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2012-13	27	178	27	100
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 Educational Testing Service (ETS) All program completers, 2012-13	34	178	31	91
0011.1 -ELEM ED CURR INSTRUC ASSESSMENT.1 Educational Testing Service (ETS) All program completers, 2011-12	119	179	106	89
0033 -ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) Other enrolled students	1			
	12	173	9	75

Educational Testing Service (ETS) Other enrolled students				
5033 -ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) All program completers, 2013-14	177	176	177	100
5033 -ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) All program completers, 2012-13	133	179	133	100
5033 -ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) All program completers, 2011-12	5			
5032 -ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) Other enrolled students	12	180	11	92
0032 -ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) Other enrolled students	1			
5032 -ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) All program completers, 2013-14	177	181	177	100
5032 -ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) All program completers, 2012-13	133	183	133	100
5032 -ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) All program completers, 2011-12	5			
0035 -ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) Other enrolled students	1			
5035 -ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) Other enrolled students	12	170	11	92
5035 -ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) All program completers, 2013-14	177	170	177	100
5035 -ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) All program completers, 2012-13	133	173	132	99
5035 -ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) All program completers, 2011-12	5			
5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) Other enrolled students	12	169	11	92
0034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) Other enrolled students	1			
5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) All program completers, 2013-14	177	167	177	100
5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) All program completers, 2012-13	133	167	132	99
5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) All program completers, 2011-12	5			
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	32	234	29	91
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	144	239	144	100
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2012-13	1			
	1			

Evaluation Systems group of Pearson All program completers, 2011-12				
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	32	211	13	41
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	6			
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	31	206	12	39
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	6			
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson Other enrolled students	31	216	18	58
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2013-14	6			
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson Other enrolled students	31	213	15	48
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2013-14	6			
5041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	25	177	25	100
5041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	14	179	14	100
0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	4			
0041.1 -ENG LANG LIT COMP CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2013-14	2			
0041.1 -ENG LANG LIT COMP CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2012-13	13	186	13	100
0041.1 -ENG LANG LIT COMP CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2011-12	18	177	18	100
018 -ENGINEERING AND TECHNOLOGY EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	2			
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	2			
024 -EXCEPTIONAL NEEDS—INTENSE INTERVENTION Evaluation Systems group of Pearson Other enrolled students	2			
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2011-12	1			
5121 -FAMILY AND CONSUMER SCIENCES II (CD) Educational Testing Service (ETS) All program completers, 2013-14	6			
5121 -FAMILY AND CONSUMER SCIENCES II (CD) Educational Testing Service (ETS) All program completers, 2012-13	8			
0121.1 -FAMILY AND CONSUMER SCIENCES II.1 Educational Testing Service (ETS) All program completers, 2012-13	4			
	2			

Evaluation Systems group of Pearson Other enrolled students				
026 -FINE ARTS—GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2013-14	1			
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, 2013-14	1			
030 -FINE ARTS—VISUAL ARTS Evaluation Systems group of Pearson Other enrolled students	2			
028 -FINE ARTS—VOCAL MUSIC Evaluation Systems group of Pearson Other enrolled students	1			
5174 -FRENCH WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2013-14	4			
5174 -FRENCH WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2012-13	1			
5174 -FRENCH WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2011-12	1			
0921 -GEOGRAPHY II Educational Testing Service (ETS) All program completers, 2013-14	4			
5183 -GERMAN WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2013-14	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, 2013-14	10	691	10	100
5551 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2013-14	6			
5550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2012-13	2			
5550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2011-12	1			
0550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2011-12	4			
0550.1 -HEALTH EDUCATION.1 Educational Testing Service (ETS) All program completers, 2012-13	1			
0550.1 -HEALTH EDUCATION.1 Educational Testing Service (ETS) All program completers, 2011-12	9			
035 -MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	2			
5061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	5			
0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	4			
	7			

Educational Testing Service (ETS) All program completers, 2013-14				
0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	9			
0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	9			
0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2013-14	1			
0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2012-13	12	183	12	100
034 -MIDDLE SCHOOL MATHEMATICS Evaluation Systems group of Pearson All program completers, 2012-13	2			
036 -MIDDLE SCHOOL SCIENCE Evaluation Systems group of Pearson All program completers, 2012-13	1			
0439.1 -MIDDLE SCHOOL SCIENCE.1 Educational Testing Service (ETS) All program completers, 2012-13	1			
037 -MIDDLE SCHOOL SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2012-13	1			
5113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	19	170	19	100
5113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	13	171	13	100
0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	1			
0113.1 -MUSIC CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2012-13	21	169	21	100
0113.1 -MUSIC CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2011-12	15	174	15	100
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, 2013-14	36	243	36	100
5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	8			
5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	10	157	10	100
0091.1 -PHYSICAL ED CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2013-14	4			
0091.1 -PHYSICAL ED CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2012-13	3			
0091.1 -PHYSICAL ED CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2011-12	19	158	19	100
	2			

Educational Testing Service (ETS) All program completers, 2013-14				
0300 -READING SPECIALIST Educational Testing Service (ETS) All program completers, 2013-14	9			
0300 -READING SPECIALIST Educational Testing Service (ETS) All program completers, 2012-13	83	510	83	100
0300 -READING SPECIALIST Educational Testing Service (ETS) All program completers, 2011-12	196	523	196	100
045 -SCIENCE—LIFE SCIENCE Evaluation Systems group of Pearson All program completers, 2013-14	1			
0543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2013-14	8			
0543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2012-13	9			
0543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2011-12	15	175	15	100
5543 -SE CK AND MILD TO MODERATE APPL (CD) Educational Testing Service (ETS) Other enrolled students	2			
5543 -SE CK AND MILD TO MODERATE APPL (CD) Educational Testing Service (ETS) All program completers, 2013-14	16	174	16	100
5543 -SE CK AND MILD TO MODERATE APPL (CD) Educational Testing Service (ETS) All program completers, 2012-13	17	172	17	100
5543 -SE CK AND MILD TO MODERATE APPL (CD) Educational Testing Service (ETS) All program completers, 2011-12	5			
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	5			
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	70	245	70	100
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2011-12	1			
5081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	2			
5081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	8			
0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	7			
0081.1 -SOCIAL STUDIES CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2013-14	1			
0081.1 -SOCIAL STUDIES CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2012-13	12	169	12	100
0081.1 -SOCIAL STUDIES CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2011-12	12	167	12	100
049 -SOCIAL STUDIES—GEOGRAPHICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2013-14	1			
	2			

Evaluation Systems group of Pearson All program completers, 2013-14				
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2013-14	2			
0950 -SOCIOLOGY Educational Testing Service (ETS) All program completers, 2013-14	4			
0950 -SOCIOLOGY Educational Testing Service (ETS) All program completers, 2012-13	7			
0950 -SOCIOLOGY Educational Testing Service (ETS) All program completers, 2011-12	5			
0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	2			
5195 -SPANISH WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2013-14	5			
5195 -SPANISH WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2012-13	6			
5195 -SPANISH WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2011-12	5			
0051 -TECHNOLOGY EDUCATION II Educational Testing Service (ETS) All program completers, 2012-13	2			
0051 -TECHNOLOGY EDUCATION II Educational Testing Service (ETS) All program completers, 2011-12	9			
0941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2013-14	1			
5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2013-14	8			
059 -WORLD LANGUAGES—SPANISH Evaluation Systems group of Pearson All program completers, 2013-14	1			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2013-14	352	352	100
All program completers, 2012-13	398	394	99
All program completers, 2011-12	360	346	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:

State
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.

- **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.

All pre-service teachers are required to purchase a laptop computer upon enrollment in the program. Students establish their digital portfolio in their introductory class and have required artifacts that are posted throughout their preparation program, which culminates in a summative presentation prior to the conclusion of their student teaching experience. 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.

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**
No
- **participate as a member of individualized education program teams**
No
- **teach students who are limited English proficient effectively**
No

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 preservice 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 preservice 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 education 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.

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**
No

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.

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.

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.


In 2013-2014, the Indiana State Board of Education and the Indiana Department of Education made a transition from Praxis II (ETS) to the Indiana CORE Assessment (Pearson). During this transition, data from previous cohorts for 2011-2012 and 2012-2013 listed in this year's report do not match what was listed in last year's report. We have reported this to the Indiana Department of Education. They responded by indicating the following: "ETS sent Praxis I (5710, 5720, 5730, 0710, 0720, 0730) scores to be included in Title II. They should not have been included because they were not licensure requirements but entrance requirements. When ETS sent the information regarding Praxis I they did not share composite passes, so anyone with a composite score of a pass showed as a fail. Therefore, the pass rates for 2011-2012 and 2012-2013 were impacted. Pearson is writing logic code to eliminate Praxis I (5710, 5720, 5730, 0710, 0720, 0730) and once those have been removed, the reports will be run again and the pass rates should correct themselves." While the subsequent runs did come closer to matching what had been displayed in previous reports, it did not perfectly match what was submitted in previous years. The correct data for Ball State University for 2011-2012 and 2012-2013, as it appeared in last year's report is attached as a PDF.

Supporting Files

[Correction to Summary Pass Rates for Previous Cohorts](#)

Complete Report Card

AY 2013-14

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