



Ball State University  
Traditional Report AY 2016-17  
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

(765) 285-3335

### EMAIL

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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.

THIS PAGE INCLUDES:

>> [Program Information](#)

## 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	
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	
English as a New Language	No	
Family & Consumer Sciences	No	
Gifted and Talented Education	No	
Health	No	
Instrumental and General Music	No	

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
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: 30**

# Program Requirements

## THIS PAGE INCLUDES:

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

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	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

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

3

3. What was the median GPA of individuals accepted into the program in academic year 2016-17?

3.6

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 2016-17?

3.52

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
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum SAT score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum basic skills test score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Essay or personal statement	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> 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 2016-17?

3.4

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 2016-17?

3.47

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

## Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2016-17. ([§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	30
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	443
Number of students in supervised clinical experience during this academic year	334

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



# Enrollment

THIS PAGE INCLUDES:

>> [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.

## 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 2016-17	974
Unduplicated number of males enrolled in 2016-17	170
Unduplicated number of females enrolled in 2016-17	804

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\(a\)\(1\)\(C\)\(ii\)\(H\)](#))

2016-17	Number Enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race	32
<i>Race</i>	

2016-17

Number Enrolled

American Indian or Alaska Native

0

Asian

2

Black or African American

25

Native Hawaiian or Other Pacific Islander

0

White

890

Two or more races

11

## Teachers Prepared

### THIS PAGE INCLUDES:

>> [Teachers Prepared by Subject Area](#)

>> [Teachers Prepared by Academic Major](#)

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.

## Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2016-17. 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 2016-17

CIP Code	Subject Area	Number Prepared
13.01	Education - General	<input type="text"/>
13.10	Teacher Education - Special Education	77
13.1210	Teacher Education - Early Childhood Education	13
13.1202	Teacher Education - Elementary Education	184
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1205	Teacher Education - Secondary Education	50
13.1206	Teacher Education - Multiple Levels	<input type="text"/>

CIP Code	Subject Area	Number Prepared
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	12
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	14
13.1306	Teacher Education - Foreign Language	6
13.1307	Teacher Education - Health	11
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	3
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	1
13.1311	Teacher Education - Mathematics	12
13.1312	Teacher Education - Music	17
13.1314	Teacher Education - Physical Education and Coaching	11
13.1315	Teacher Education - Reading	2
13.1316	Teacher Education - Science Teacher Education/General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	12
13.1319	Teacher Education - Technical Education	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	2
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	2
13.1325	Teacher Education - French	1
13.1326	Teacher Education - German	2
13.1328	Teacher Education - History	12
13.1329	Teacher Education - Physics	
13.1330	Teacher Education - Spanish	2

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	<input type="text"/>
13.1332	Teacher Education - Geography	6
13.1333	Teacher Education - Latin	<input type="text"/>
13.1335	Teacher Education - Psychology	2
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	2
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	<input type="text"/>
13.99	Education - Other Specify: <input type="text" value="Journalism"/>	1

## Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2016-17. 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 2016-17

CIP Code	Academic Major	Number Prepared
13.01	Education - General	<input type="text"/>
13.10	Teacher Education - Special Education	77
13.1210	Teacher Education - Early Childhood Education	13
13.1202	Teacher Education - Elementary Education	184
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1205	Teacher Education - Secondary Education	<input type="text"/>
13.1301	Teacher Education - Agriculture	<input type="text"/>

CIP Code	Academic Major	Number Prepared
13.1302	Teacher Education - Art	10
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	14
13.1306	Teacher Education - Foreign Language	6
13.1307	Teacher Education - Health	11
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	3
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	1
13.1311	Teacher Education - Mathematics	11
13.1312	Teacher Education - Music	17
13.1314	Teacher Education - Physical Education and Coaching	11
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science	2
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	12
13.1319	Teacher Education - Technical Education	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	2
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	2
13.1325	Teacher Education - French	1
13.1326	Teacher Education - German	2
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	<input type="text"/>
13.1333	Teacher Education - Latin	<input type="text"/>
13.1335	Teacher Education - Psychology	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	<input type="text"/>
13.03	Education - Curriculum and Instruction	<input type="text"/>
13.09	Education - Social and Philosophical Foundations of Education	<input type="text"/>
24	Liberal Arts/Humanities	<input type="text"/>
42	Psychology	<input type="text"/>
45.01	Social Sciences	<input type="text"/>
45.02	Anthropology	<input type="text"/>
45.06	Economics	<input type="text"/>
45.07	Geography and Cartography	<input type="text"/>
45.10	Political Science and Government	<input type="text"/>
45.11	Sociology	<input type="text"/>
50	Visual and Performing Arts	<input type="text"/>
54	History	<input type="text"/>
16	Foreign Languages	<input type="text"/>
19	Family and Consumer Sciences/Human Sciences	<input type="text"/>
23	English Language/Literature	<input type="text"/>
38	Philosophy and Religious Studies	<input type="text"/>
01	Agriculture	<input type="text"/>
09	Communication or Journalism	<input type="text"/>
14	Engineering	<input type="text"/>

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



## Program Completers

On this page, enter the total number of individuals who completed the program in AY 2016-17 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.

THIS PAGE INCLUDES:

>> [Program Completers](#)

## Program Completers

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

2016-17	<input type="text" value="293"/>
2015-16	<input type="text" value="283"/>
2014-15	<input type="text" value="394"/>

# 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.

## THIS PAGE INCLUDES:

- >> [Annual Goals - Mathematics](#)
- >> [Annual Goals - Science](#)
- >> [Annual Goals - Special Education](#)
- >> [Annual Goals - Instruction of Limited English Proficient Students](#)
- >> [Assurances](#)

## 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 2016-17

1. Did your program prepare teachers in mathematics in 2016-17?

- Yes  
 No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in mathematics in 2016-17?

15

3. Did your program meet the goal for prospective teachers set in mathematics in 2016-17?

- 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 2017-18

7. Is your program preparing teachers in mathematics in 2017-18?

- Yes  
 No (leave remaining questions for year blank)

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

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 2018-19

10. Will your program prepare teachers in mathematics in 2018-19?

- Yes  
 No (leave remaining questions for year blank)

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

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 2016-17

1. Did your program prepare teachers in science in 2016-17?

- Yes  
 No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in science in 2016-17?

10

3. Did your program meet the goal for prospective teachers set in science in 2016-17?

- 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 2017-18

7. Is your program preparing teachers in science in 2017-18?

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

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

10

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

There will be continued work to recruit prospective science educators.

### Academic year 2018-19

10. Will your program prepare teachers in science in 2018-19?

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

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

10

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

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 2016-17

1. Did your program prepare teachers in special education in 2016-17?

- Yes  
 No (leave remaining questions for year blank)

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

50

3. Did your program meet the goal for prospective teachers set in special education in 2016-17?

- 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 2017-18

7. Is your program preparing teachers in special education in 2017-18?

- Yes  
 No (leave remaining questions for year blank)

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

50

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

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

## Academic year 2018-19

10. Will your program prepare teachers in special education in 2018-19?

- Yes  
 No (leave remaining questions for year blank)

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

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 2016-17

1. Did your program prepare teachers in instruction of limited English proficient students in 2016-17?

- 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 2016-17?

5

3. Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2016-17?

- 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 2017-18

7. Is your program preparing teachers in instruction of limited English proficient students in 2017-18?

- 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 2017-18?

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 2018-19

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

- 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 2018-19?

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; accreditation results pending.



# Assessment Pass Rates

THIS PAGE INCLUDES:

>> [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, 2015-16	2			
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			
011 -CAREER AND TECH EDUC—FAMILY AND CONSUMER SCI Evaluation Systems group of Pearson All program completers, 2014-15	4			
004 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
004 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	18	226	11	61
004 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	10	233	10	100
004 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	24	235	21	88
014 -EARLY CHILDHOOD GENERALIST SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	1			
014 -EARLY CHILDHOOD GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2016-17	10	233	9	90

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, 2015-16	5			
014 -EARLY CHILDHOOD GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	20	227	17	85
015 -EARLY CHILDHOOD GENERALIST SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	1			
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			
015 -EARLY CHILDHOOD GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	19	229	17	89
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, 2016-17	10	236	8	80
016 -EARLY CHILDHOOD GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2015-16	5			
016 -EARLY CHILDHOOD GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2014-15	19	231	16	84
017 -EARLY CHILDHOOD GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2016-17	10	221	7	70
017 -EARLY CHILDHOOD GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2015-16	5			
017 -EARLY CHILDHOOD GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2014-15	18	226	15	83
5033 -ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) All program completers, 2016-17	1			
5033 -ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) All program completers, 2015-16	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, 2014-15	29	176	26	90
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			
5032 -ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) All program completers, 2014-15	29	181	28	97
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			
5035 -ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) All program completers, 2014-15	29	169	28	97
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			
5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) All program completers, 2014-15	29	161	24	83
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	23	238	21	91
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	168	246	159	95
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	126	242	126	100
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	199	239	192	96
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	17	233	11	65

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2016-17	155	240	146	94
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2015-16	129	238	126	98
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	177	231	163	92
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	19	236	13	68
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2016-17	158	241	146	92
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2015-16	127	242	125	98
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	179	228	157	88
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson Other enrolled students	17	216	10	59
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2016-17	157	237	144	92
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2015-16	127	243	126	99
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2014-15	177	234	162	92
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson Other enrolled students	19	218	12	63
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2016-17	158	233	138	87
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2015-16	127	235	122	96
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2014-15	177	228	160	90

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
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			
018 -ENGINEERING AND TECHNOLOGY EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	1			
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2016-17	16	234	15	94
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2015-16	20	233	18	90
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2014-15	19	231	19	100
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			
019 -ENGLISH LEARNERS Evaluation Systems group of Pearson All program completers, 2014-15	1			
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
023 -EXCEPTIONAL NEEDS—DEAF OR HARD OF HEARING Evaluation Systems group of Pearson All program completers, 2014-15	2			
024 -EXCEPTIONAL NEEDS—INTENSE INTERVENTION Evaluation Systems group of Pearson All program completers, 2016-17	12	242	11	92
024 -EXCEPTIONAL NEEDS—INTENSE INTERVENTION Evaluation Systems group of Pearson All program completers, 2015-16	13	242	13	100
024 -EXCEPTIONAL NEEDS—INTENSE INTERVENTION Evaluation Systems group of Pearson All program completers, 2014-15	10	237	10	100

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 Other enrolled students	3			
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2016-17	43	245	41	95
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2015-16	39	241	38	97
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2014-15	43	246	42	98
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, 2016-17	9			
064 -EXCEPTIONAL NEEDS—MILD INTERVENTION: READING INST Evaluation Systems group of Pearson All program completers, 2015-16	8			
064 -EXCEPTIONAL NEEDS—MILD INTERVENTION: READING INST Evaluation Systems group of Pearson All program completers, 2014-15	18	229	15	83
026 -FINE ARTS—GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2016-17	13	245	13	100
026 -FINE ARTS—GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2015-16	13	241	12	92
026 -FINE ARTS—GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2014-15	24	233	23	96
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			
027 -FINE ARTS—INSTRUMENTAL MUSIC Evaluation Systems group of Pearson All program completers, 2014-15	18	232	18	100
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			
029 -FINE ARTS—THEATRE ARTS Evaluation Systems group of Pearson All program completers, 2014-15	7			
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			
030 -FINE ARTS—VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2014-15	4			
028 -FINE ARTS—VOCAL MUSIC Evaluation Systems group of Pearson All program completers, 2016-17	7			
028 -FINE ARTS—VOCAL MUSIC Evaluation Systems group of Pearson All program completers, 2015-16	5			
028 -FINE ARTS—VOCAL MUSIC Evaluation Systems group of Pearson All program completers, 2014-15	7			
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			
5551 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2014-15	2			
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			
033 -JOURNALISM Evaluation Systems group of Pearson All program completers, 2014-15	2			

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			
035 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2014-15	6			
5061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	2			
5061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	8			
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			
034 -MIDDLE SCHOOL MATHEMATICS Evaluation Systems group of Pearson All program completers, 2014-15	1			
007 -P-12 EDUCATION Evaluation Systems group of Pearson Other enrolled students	6			
007 -P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	56	248	55	98
007 -P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	58	250	58	100
007 -P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	63	245	63	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			
5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	12	160	12	100



Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
0091.1 -PHYSICAL ED CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2014-15	1			
067 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	9			
067 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	1			
038 -READING Evaluation Systems group of Pearson All program completers, 2016-17	2			
038 -READING Evaluation Systems group of Pearson All program completers, 2015-16	6			
038 -READING Evaluation Systems group of Pearson All program completers, 2014-15	4			
0300 -READING SPECIALIST Educational Testing Service (ETS) All program completers, 2014-15	1			
043 -SCIENCE—CHEMISTRY Evaluation Systems group of Pearson All program completers, 2015-16	3			
043 -SCIENCE—CHEMISTRY Evaluation Systems group of Pearson All program completers, 2014-15	2			
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			
045 -SCIENCE—LIFE SCIENCE Evaluation Systems group of Pearson All program completers, 2014-15	1			
047 -SCIENCE—PHYSICS Evaluation Systems group of Pearson All program completers, 2015-16	1			
047 -SCIENCE—PHYSICS Evaluation Systems group of Pearson All program completers, 2014-15	1			
5543 -SE CK AND MILD TO MODERATE APPL (CD) Educational Testing Service (ETS) All program completers, 2014-15	4			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	5			
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	45	250	45	100
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	61	250	61	100
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	77	247	77	100
048 -SOCIAL STUDIES—ECONOMICS Evaluation Systems group of Pearson All program completers, 2015-16	2			
048 -SOCIAL STUDIES—ECONOMICS Evaluation Systems group of Pearson All program completers, 2014-15	1			
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			
049 -SOCIAL STUDIES—GEOGRAPHICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2014-15	6			
050 -SOCIAL STUDIES—GOVERNMENT AND CITIZENSHIP Evaluation Systems group of Pearson All program completers, 2016-17	5			
050 -SOCIAL STUDIES—GOVERNMENT AND CITIZENSHIP 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, 2014-15	12	249	12	100
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2016-17	10	225	7	70
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2015-16	10	233	8	80
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2014-15	18	230	16	89

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
052 -SOCIAL STUDIES—PSYCHOLOGY Evaluation Systems group of Pearson All program completers, 2015-16	5			
052 -SOCIAL STUDIES—PSYCHOLOGY Evaluation Systems group of Pearson All program completers, 2014-15	3			
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			
053 -SOCIAL STUDIES—SOCIOLOGY Evaluation Systems group of Pearson All program completers, 2014-15	8			
0950 -SOCIOLOGY Educational Testing Service (ETS) All program completers, 2014-15	1			
5195 -SPANISH WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2014-15	1			
055 -WORLD LANGUAGES—FRENCH Evaluation Systems group of Pearson All program completers, 2015-16	1			
055 -WORLD LANGUAGES—FRENCH Evaluation Systems group of Pearson All program completers, 2014-15	2			
056 -WORLD LANGUAGES—GERMAN Evaluation Systems group of Pearson All program completers, 2016-17	1			
056 -WORLD LANGUAGES—GERMAN Evaluation Systems group of Pearson All program completers, 2014-15	1			
057 -WORLD LANGUAGES—JAPANESE Evaluation Systems group of Pearson All program completers, 2015-16	2			
058 -WORLD LANGUAGES—LATIN Evaluation Systems group of Pearson All program completers, 2014-15	1			
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	Number	Avg.	Number	Pass
Test Company	taking	scaled	passing	rate
Group	tests	score	tests	(%)
059 -WORLD LANGUAGES—SPANISH Evaluation Systems group of Pearson All program completers, 2014-15	1			

## Summary Pass Rates

THIS PAGE INCLUDES:

>> [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, 2016-17	293	239	82
All program completers, 2015-16	258	241	93
All program completers, 2014-15	378	332	88

## Low-Performing

THIS PAGE INCLUDES:

>> [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 program completed a CAEP Onsite Visit in February 2018.

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

THIS PAGE INCLUDES:

>> [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.

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.

# Teacher Training

THIS PAGE INCLUDES:

>> [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.

## 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 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.



**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

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

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

THIS PAGE INCLUDES:

>> [Contextual Information](#)

## Contextual Information

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

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 **974**.

Number of program completers from Section I: Program Information, Program Completers is **293**.

For a total enrollment of **1267**.

I certify the total enrollment shown above is correct.

## 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
<a href="#">Total Enrollment</a>	817	974	19.22%
<a href="#">Male Enrollment</a>	153	170	11.11%
<a href="#">Female Enrollment</a>	664	804	21.08%
<a href="#">Hispanic/Latino Enrollment</a>	21	32	52.38%
<a href="#">American Indian or Alaska Native Enrollment</a>	4	0	
<a href="#">Asian Enrollment</a>	8	2	-75.00%
<a href="#">Black or African American Enrollment</a>	22	25	13.64%

Item	Last Year	This Year	Change
<a href="#">Native Hawaiian or Other Pacific Islander Enrollment</a>	1	0	
<a href="#">White Enrollment</a>	745	890	19.46%
<a href="#">Two or more races Enrollment</a>	6	11	83.33%
<a href="#">Average number of clock hours required prior to student teaching</a>	120	120	0.00%
<a href="#">Average number of clock hours required for student teaching</a>	640	640	0.00%
<a href="#">Average number of clock hours required for mentoring</a>	1	1	0.00%
<a href="#">Number of full-time equivalent faculty in supervised clinical experience during this academic year</a>	33	30	-9.09%
<a href="#">Number of adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)</a>	425	443	4.24%
<a href="#">Number of students in supervised clinical experience during this academic year</a>	305	334	9.51%
<a href="#">Total completers for current academic year</a>	283	293	3.53%
<a href="#">Total completers for prior academic year</a>	394	283	-28.17%
<a href="#">Total completers for second prior academic year</a>	352	394	11.93%