



Indiana State University  
Traditional Report AY 2022-23  
Indiana



REPORT COMPLETE  
STATUS: CERTIFIED

## Institution Information

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Academic year](#)
- [IPEDS ID](#)

IPEDS ID

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

CITY

STATE

ZIP

SALUTATION

FIRST NAME

LAST NAME

Crosby

**PHONE**

(812) 237-7742

**EMAIL**

malea.crosby@indstate.edu

# List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Postgraduate level (PG), or both. **(§205(a)(C))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Teacher Preparation Program](#)

THIS PAGE INCLUDES:

>> [List of Programs](#)

## List of Programs

**Note:** This section is preloaded with the list of programs reported in the prior year's IPRC.

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1202	Elementary Education	UG	
13.1	Special Education	UG	
13.1302	Teacher Education - Art	UG	
13.1303	Teacher Education - Business	UG	
13.1323	Teacher Education - Chemistry	UG	
13.1337	Teacher Education - Earth Science	UG	
13.14	Teacher Education - English as a Second Language	UG	
13.1305	Teacher Education - English/Language Arts	UG	
13.1306	Teacher Education - Foreign Language	UG	
13.1311	Teacher Education - Mathematics	UG	
13.1312	Teacher Education - Music	UG	
13.1314	Teacher Education - Physical Education and Coaching	UG	
13.1329	Teacher Education - Physics	UG	
13.1318	Teacher Education - Social Studies	UG	
13.1309	Teacher Education - Technology/Industrial Arts	UG	

**Total number of teacher preparation programs:**

15



# Program Requirements

THIS PAGE INCLUDES:

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

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. [\(\\$205\(a\)\(1\)\(C\)\(i\)\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Full-time equivalent faculty supervising clinical experience](#)
- [Adjunct faculty supervising clinical experience](#)
- [Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience](#)
- [Supervised clinical experience](#)

## Undergraduate Requirements

**Note:** This section is preloaded from the prior year's IPRC.

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

- Yes  
 No

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

Element	Admission	Completion
Transcript	<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 type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" 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 type="radio"/> Yes <input checked="" 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 type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Recommendation(s)	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

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

2.5

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

## Postgraduate Requirements

**Note:** This section is preloaded from the prior year's IPRC.

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

- Yes  
 No

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

Element	Admission	Completion
Transcript	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" 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 type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum GPA	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum GPA in content area coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

Element	Admission	Completion
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. 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.)

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

## Supervised Clinical Experience

**Note:** The clinical experience requirements in this section are preloaded from the prior year's IPRC. Teacher preparation providers will enter the number of participants each year.

Provide the following information about supervised clinical experience in 2022-23. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models?

- Yes  
 No

If yes, provide the next two responses. If no, leave them blank.

### Programs with student teaching models (most traditional programs)

Number of clock hours of supervised clinical experience required prior to student teaching

Number of clock hours required for student teaching

Are there programs in which candidates are the teacher of record?

- Yes  
 No

If yes, provide the next two responses. If no, leave them blank.

### Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)

Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom

Years required of teaching as the teacher of record in a classroom

### All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)

8

[Optional tool](#) for automatically calculating full-time equivalent faculty in the system

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

16

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

445

Number of students in supervised clinical experience during this academic year

325

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



# Enrollment and Program Completers

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year.

**(§205(a)(1)(C)(ii))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Enrolled Student](#)
- [Program Completer](#)

## Enrollment and Program Completers

2022-23 Total	
Total Number of Individuals Enrolled	447
Subset of Program Completers	130

Gender	Total Enrolled	Subset of Program Completers
Male	97	28
Female	349	102
Non-Binary/Other	1	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	1	1
Asian	5	1
Black or African American	16	5
Hispanic/Latino of any race	1	0
Native Hawaiian or Other Pacific Islander	0	0
White	410	119

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	14	4
No Race/Ethnicity Reported	0	0

## Teachers Prepared

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

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

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

### THIS PAGE INCLUDES:

- >> [Teachers Prepared by Subject Area](#)
- >> [Teachers Prepared by Academic Major](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Academic Major](#)

## Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2022-23.

For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. [\(\\$205\(b\)\(1\)\(H\)\)](#)

### What are CIP Codes?

No teachers prepared in academic year 2022-23

If your program has no teachers prepared, check the box above and leave the table below blank (or [clear responses already entered](#)).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (<https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>).

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	22

CIP Code	Subject Area	Number Prepared
13.1202	Teacher Education - Elementary Education	67
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	4
13.1210	Teacher Education - Early Childhood Education	5
13.1301	Teacher Education - Agriculture	0
13.1302	Teacher Education - Art	4
13.1303	Teacher Education - Business	0
13.1305	Teacher Education - English/Language Arts	11
13.1306	Teacher Education - Foreign Language	2
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	7
13.1312	Teacher Education - Music	10
13.1314	Teacher Education - Physical Education and Coaching	8
13.1315	Teacher Education - Reading	8
13.1316	Teacher Education - Science Teacher Education/General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	20
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>

## Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2022-23. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

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

### [What are CIP Codes?](#)

Does this teacher preparation provider grant degrees upon completion of its programs?

- Yes  
 No

No teachers prepared in academic year 2022-23

If this provider does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or [clear responses already entered](#)).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	<input type="text" value="9"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="67"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text" value="2"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text"/>
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	<input type="text" value="4"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	<input type="text" value="11"/>
13.1306	Teacher Education - Foreign Language	<input type="text" value="2"/>

CIP Code	Academic Major	Number Prepared
13.1307	Teacher Education - Health	<input type="text"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	<input type="text"/>
13.1312	Teacher Education - Music	7
13.1314	Teacher Education - Physical Education and Coaching	10
13.1315	Teacher Education - Reading	8
13.1316	Teacher Education - General Science	<input type="text"/>
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	10
13.1320	Teacher Education - Trade and Industrial	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	<input type="text"/>
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1328	Teacher Education - History	<input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>
01	Agriculture	<input type="text"/>
03	Natural Resources and Conservation	<input type="text"/>
05	Area, Ethnic, Cultural, and Gender Studies	<input type="text"/>

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

CIP Code	Academic Major	Number Prepared
54	History	<input type="text"/>
99	Other Specify: <input type="text"/>	<input type="text"/>



# Program Assurances

THIS PAGE INCLUDES:

>> [Program Assurances](#)

Respond to the following assurances. Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. ([§205\(a\)\(1\)\(A\)\(iii\)](#); [§206\(b\)](#))

## Program Assurances

**Note:** This section is preloaded from the prior year's IPRC.

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

- Yes  
 No

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

- Yes  
 No

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

- Yes  
 No  
 Program does not prepare special education teachers

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

- Yes  
 No

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

- Yes  
 No

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

- Yes  
 No

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

- Yes  
 No

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

Elementary Education majors complete a one semester practicum the semester before student teaching and secondary/all-grade majors complete two 6-week early field experiences one at a middle school and one at a high school). Additionally, candidates participate in observation hours and volunteer opportunities early in their programs. Candidates are exposed to a variety of diverse experiences including schools with varying socioeconomic status, ethnicity, rural and urban schools, special education populations, ELL students, and diverse grade band experiences. Additionally, candidates complete various assignments that require them to identify the diverse needs (including socioeconomic status) of their classroom, school and community. The Teacher Education Advisory Council meets three times per academic year. Council members represent various school districts across the state. The council provides the educator preparation program with ongoing needs of the schools as well as new trends. This ongoing collaboration allows the

teacher preparation program to make curriculum change to better meet the needs of the districts we work with.

# Annual Goals: Mathematics

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

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

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

**Note:** Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

## Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in mathematics in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- Yes  
 No

2. Describe your goal.

The 2022-2023 was to increase students in math and middle school math by 15% from the 2021-2022 enrollment numbers.

3. Did your program meet the goal?

- Yes  
 No

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

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

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

## Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in mathematics in 2023-24? If no, leave the next question blank.

- Yes  
 No

8. Describe your goal.

The 2023-2024 was to continue recruiting students through the traditional route (high school students) and through the new Secondary Transition to Teach program which started in Summer 2023.

## Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in mathematics in 2024-25? If no, leave the next question blank.

- Yes  
 No

10. Describe your goal.

The 2024-2025 goal is to increase the number of math education majors by 10%. This will include recruiting for both the traditional high school student and career changers into the transition to teaching program.

# Annual Goals: Science

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

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

[\(§205\(a\)\(1\)\(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

**Note:** Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

## Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in science in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- Yes  
 No

2. Describe your goal.

The 2022-2023 goal was to increase the number of students enrolled in the science program and middle school science program by 20% from the 2021-2022 enrollment numbers.

3. Did your program meet the goal?

- Yes  
 No

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

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

As a result of low enrollment in the science education major, program faculty reviewed the curriculum and revised the science education program. The new curriculum will make it easier for students in Chemistry, Physics, or Biology to about a degree in the content but also in the teaching major. These changes involved streamlining the curriculum and reducing credit hours in the education major to be more competitive with the non-teaching majors and science education programs at other IHEs.

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

## Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in science in 2023-24? If no, leave the next question blank.

- Yes  
 No

8. Describe your goal.

The 2023-2024 goal was to continue recruiting students through the traditional high school route while also attracting non-traditional students and career changers through the degree completion program and secondary transition to teach program which will start in fall 2023.

## Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in science in 2024-25? If no, leave the next question blank.

- Yes  
 No

10. Describe your goal.

The 2024-2025 is to continuing recruiting traditional high school students into the major and increasing enrollment in the transition to teaching program. The goal is to increase enrollment by 10%

# Annual Goals: Special Education

## THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

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

[\(§205\(a\)\(1\)\(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

**Note:** Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

## Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in special education in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- Yes  
 No

2. Describe your goal.

The 2022-2023 goal for Special Education was to offer additional pathways to obtain a special education license including a para to teaching program and alternative special education programs. The Special education program continues to work on curriculum revisions to increase interest for special education majors and dual elementary/special education majors. The goal is to increase enrollment from the 2021-2022 numbers by 15%.

3. Did your program meet the goal?

- Yes  
 No

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

The special education department developed a transition to teaching program that started Summer 2023. Additionally, the institution created a degree completion program that has focused on helping individuals who have some college (75-90 credits) complete an undergraduate degree. This program was marketed to para professionals. Once they completed their undergraduate degree, they were encouraged to enroll in the special education transition to teaching program to obtain a SPED license.

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

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

## Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in special education in 2023-24? If no, leave the next question blank.

- Yes  
 No

8. Describe your goal.

The Special Education program recently revised their undergraduate curriculum and was recently approved by the State Board of Education to offer a Special Education Transition to Teach program which started Summer 2023. The program will continue to recruit both traditional high school students and non-traditional students into the special education programs. The EPP partnered with two school districts to develop cohorts for the special education transition to teach program.

## Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in special education in 2024-25? If no, leave the next question blank.

- Yes  
 No

10. Describe your goal.

The 2024-2025 goal is to continue to work with local school districts to develop cohorts for the Special Education T2T programs.



# Annual Goals: Instruction of Limited English Proficient Students

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

[§205\(a\)\(1\)\(A\)\(i\)](#), [§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#)

**Note:** Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

## THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

## Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in instruction of limited English proficient students in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- Yes  
 No

2. Describe your goal.

The 2022-2023 was to increase enrollment in the ENL minor, increase student teaching placements in schools with high ELL populations, and to increase enrollment in the graduate TESL certificate program.

3. Did your program meet the goal?

- Yes  
 No

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

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

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

## Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in instruction of limited English proficient students in 2023-24? If no, leave the next question blank.

- Yes  
 No

8. Describe your goal.

The 2022-2023 goal was continued "increase enrollment in the ENL minor, increase student teaching placements in schools with high ELL populations, and to increase enrollment in the graduate TESL certificate program"

## Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in instruction of limited English proficient students in 2024-25? If no, leave the next question blank.

- Yes  
 No

10. Describe your goal.

The 2024-2025 goal is to continue to encourage education majors to choose an ESL minor. Additionally, the EPP will market the TESL graduate certificate to veteran teachers to add this to their existing license.

## Assessment Pass Rates

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. [\(S205\(a\)\(1\)\(B\)\)](#)

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

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

## Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3			
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	3			
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	2			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
PIN0008 -BUSINESS Evaluation Systems group of Pearson All program completers, 2020-21	1			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	1			
PIN0004 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
PIN0004 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	1			
PIN0004 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	3			
PIN0014 -EARLY CHILDHOOD GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2021-22	3			
PIN0015 -EARLY CHILDHOOD GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2021-22	2			
PIN0015 -EARLY CHILDHOOD GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2020-21	1			
PIN0016 -EARLY CHILDHOOD GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2021-22	3			
PIN0017 -EARLY CHILDHOOD GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2021-22	2			
PIN0017 -EARLY CHILDHOOD GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2020-21	1			
ETS5028 -EARLY CHILDHOOD: MATH & SCIENCE Educational Testing Service (ETS) Other enrolled students	1			
ETS5028 -EARLY CHILDHOOD: MATH & SCIENCE Educational Testing Service (ETS) All program completers, 2021-22	3			
ETS5027 -EARLY CHILDHOOD: READING & SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	1			
ETS5027 -EARLY CHILDHOOD: READING & SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2021-22	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5911 -ECONOMICS Educational Testing Service (ETS) Other enrolled students	1			
ETS5911 -ECONOMICS Educational Testing Service (ETS) All program completers, 2021-22	2			
ETS5008 -ELEM ED: MATH & SCIENCE Educational Testing Service (ETS) Other enrolled students	16	169	13	81
ETS5008 -ELEM ED: MATH & SCIENCE Educational Testing Service (ETS) All program completers, 2022-23	36	165	29	81
ETS5008 -ELEM ED: MATH & SCIENCE Educational Testing Service (ETS) All program completers, 2021-22	79	165	67	85
ETS5007 -ELEM ED: READING & SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	16	172	14	88
ETS5007 -ELEM ED: READING & SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2022-23	39	167	31	79
ETS5007 -ELEM ED: READING & SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2021-22	79	168	72	91
PIN0005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	8			
PIN0005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	68	243	67	99
PIN0060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	1			
PIN0060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2021-22	17	225	14	82
PIN0060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2020-21	78	233	71	91
PIN0061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	1			
PIN0061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2021-22	14	240	13	93

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
PIN0061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2020-21	77	240	72	94
PIN0062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson Other enrolled students	1			
PIN0062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2021-22	12	249	12	100
PIN0062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2020-21	76	237	70	92
PIN0063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson Other enrolled students	1			
PIN0063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2021-22	13	233	12	92
PIN0063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2020-21	76	228	64	84
PIN0021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2020-21	6			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) Other enrolled students	3			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2022-23	5			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2021-22	7			
PIN0025 -EXCEPTIONAL NEEDS-MILD INTERVENTION Evaluation Systems group of Pearson Other enrolled students	1			
PIN0025 -EXCEPTIONAL NEEDS-MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2021-22	6			
PIN0025 -EXCEPTIONAL NEEDS-MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2020-21	24	247	24	100
PIN0064 -EXCEPTIONAL NEEDS-MILD INTERVENTION: READING INST Evaluation Systems group of Pearson All program completers, 2020-21	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
PIN0026 -FINE ARTS-GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2022-23	1			
PIN0026 -FINE ARTS-GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2020-21	12	226	8	67
PIN0027 -FINE ARTS-INSTRUMENTAL MUSIC Evaluation Systems group of Pearson All program completers, 2022-23	1			
PIN0027 -FINE ARTS-INSTRUMENTAL MUSIC Evaluation Systems group of Pearson All program completers, 2020-21	6			
PIN0030 -FINE ARTS-VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2020-21	3			
PIN0028 -FINE ARTS-VOCAL MUSIC Evaluation Systems group of Pearson All program completers, 2020-21	7			
ETS5921 -GEOGRAPHY Educational Testing Service (ETS) Other enrolled students	1			
ETS5921 -GEOGRAPHY Educational Testing Service (ETS) All program completers, 2021-22	3			
ETS5931 -GOVERNMENT POLITICAL SCIENCE Educational Testing Service (ETS) Other enrolled students	1			
ETS5931 -GOVERNMENT POLITICAL SCIENCE Educational Testing Service (ETS) All program completers, 2022-23	2			
ETS5931 -GOVERNMENT POLITICAL SCIENCE Educational Testing Service (ETS) All program completers, 2021-22	5			
ETS5165 -MATHEMATICS Educational Testing Service (ETS) Other enrolled students	4			
ETS5165 -MATHEMATICS Educational Testing Service (ETS) All program completers, 2022-23	2			
PIN0035 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2021-22	1			
ETS5165 -MATHEMATICS Educational Testing Service (ETS) All program completers, 2021-22	7			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
PIN0035 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2020-21	8			
ETS5164 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) Other enrolled students	4			
ETS5164 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2021-22	6			
PIN0070 -MIDDLE SCHOOL MATHEMATICS Evaluation Systems group of Pearson All program completers, 2020-21	7			
ETS5442 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2021-22	4			
PIN0071 -MIDDLE SCHOOL SCIENCE Evaluation Systems group of Pearson All program completers, 2021-22	1			
PIN0071 -MIDDLE SCHOOL SCIENCE Evaluation Systems group of Pearson All program completers, 2020-21	1			
PIN0036 -MIDDLE SCHOOL SCIENCE Evaluation Systems group of Pearson All program completers, 2020-21	1			
ETS5115 -MUSIC: INSTRUMENTAL AND GENERAL KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5115 -MUSIC: INSTRUMENTAL AND GENERAL KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	4			
ETS5115 -MUSIC: INSTRUMENTAL AND GENERAL KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	7			
ETS5116 -MUSIC: VOCAL AND GENERAL KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	2			
ETS5116 -MUSIC: VOCAL AND GENERAL KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	3			
PIN0007 -P-12 EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
PIN0007 -P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2022-23	1			



Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
PIN0007 -P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	6			
PIN0007 -P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	22	235	20	91
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	5			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	4			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	3			
PIN0067 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	4			
ETS5265 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	10	177	10	100
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2022-23	17	174	16	94
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2021-22	37	173	37	100
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2020-21	3			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	16	178	15	94
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2022-23	36	174	36	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2021-22	73	174	73	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2020-21	8			
ETS5625 -PRINC LEARNING AND TEACHING PRE K-12 Educational Testing Service (ETS) Other enrolled students	7			
ETS5625 -PRINC LEARNING AND TEACHING PRE K-12 Educational Testing Service (ETS) All program completers, 2022-23	11	171	11	100
ETS5625 -PRINC LEARNING AND TEACHING PRE K-12 Educational Testing Service (ETS) All program completers, 2021-22	14	168	13	93
ETS5391 -PSYCHOLOGY Educational Testing Service (ETS) Other enrolled students	1			
ETS5391 -PSYCHOLOGY Educational Testing Service (ETS) All program completers, 2021-22	4			
PIN0038 -READING Evaluation Systems group of Pearson All program completers, 2021-22	1			
PIN0038 -READING Evaluation Systems group of Pearson All program completers, 2020-21	3			
PIN0043 -SCIENCE-CHEMISTRY Evaluation Systems group of Pearson All program completers, 2020-21	1			
PIN0044 -SCIENCE-EARTH SPACE SCIENCE Evaluation Systems group of Pearson All program completers, 2020-21	1			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) Other enrolled students	3			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2022-23	6			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2021-22	16	165	15	94
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2020-21	2			
PIN0006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
PIN0006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	32	245	31	97
PIN0048 -SOCIAL STUDIES-ECONOMICS Evaluation Systems group of Pearson All program completers, 2020-21	2			
PIN0049 -SOCIAL STUDIES-GEOGRAPHICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2020-21	2			
PIN0050 -SOCIAL STUDIES-GOVERNMENT AND CITIZENSHIP Evaluation Systems group of Pearson All program completers, 2021-22	1			
PIN0050 -SOCIAL STUDIES-GOVERNMENT AND CITIZENSHIP Evaluation Systems group of Pearson All program completers, 2020-21	4			
PIN0051 -SOCIAL STUDIES-HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2021-22	1			
PIN0051 -SOCIAL STUDIES-HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2020-21	6			
PIN0052 -SOCIAL STUDIES-PSYCHOLOGY Evaluation Systems group of Pearson All program completers, 2021-22	1			
PIN0052 -SOCIAL STUDIES-PSYCHOLOGY Evaluation Systems group of Pearson All program completers, 2020-21	1			
ETS5952 -SOCIOLOGY Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5206 -TEACHING READING: K-12 Educational Testing Service (ETS) All program completers, 2021-22	6			
ETS5051 -TECHNOLOGY EDUCATION Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2022-23	5			
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2021-22	12	156	11	92

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2020-21	2			
PIN0055 -WORLD LANGUAGES-FRENCH Evaluation Systems group of Pearson All program completers, 2020-21	1			

## Summary Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. [\(S205\(a\)\(1\)\(B\)\)](#)

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

THIS PAGE INCLUDES:

[>> Summary Pass Rates](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

## Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2022-23	73	57	78
All program completers, 2021-22	155	138	89
All program completers, 2020-21	140	121	86

# Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

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

**Note:** This section is preloaded from the prior year's IPRC.

## Low-Performing

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

- Yes
- No

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

- State
- CAEP
- AAQEP
- Other specify:

2. Is your teacher preparation program currently under a designation as "low-performing" by the state?

- Yes
- No

# Use of Technology

On this page, review the questions regarding your program's use of technology, and update as needed.

**Note:** This section is preloaded from the prior year's IPRC.

THIS PAGE INCLUDES:

>> [Use of Technology](#)

## Use of Technology

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

Does your program prepare teachers to:

- a. integrate technology effectively into curricula and instruction

Yes

No

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

Yes

No

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

Yes

No

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

Yes

No

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

We have been fortunate to hire a new faculty who transitioned from k-12 education into higher education. This new faculty member has brought a renewed and innovative opportunity to integrate technology into the curriculum and into field experiences. While in their early field experiences, candidates have demonstrated increased ability to integrate various forms of technology into their teaching. Veteran faculty have also had the opportunity to learn and grow from new faculty and students. The Special Education department's active engagement in the Center for Innovation, Design, and Digital Learning (CIDDL) Tech Alliance Grant is underpinned by a compelling rationale necessitated by imperatives of inclusive pedagogical practice. Through deliberate integration of technology preservice educators can refine their pedagogical competencies, cultivate innovative instructional strategies, and navigate the complexities of inclusive education effectively. Key Initiatives in the ISU CIDDL Tech Alliance Grant: • Enhance proficiency of postsecondary faculty in instructing preservice educators on the utilization of educational technology to foster more inclusive instructional practices. • Conduct a needs assessment to identify pertinent areas for improvement within the department's curriculum and instructional practices. • Collaborate and develop a technology integration rubric tailored for faculty's self-assessment of syllabi, facilitating a structured evaluation of instructional methodologies. • Conduct a gap analysis of special education introductory course syllabi utilizing the technology integration rubric to discern areas necessitating enhancement. • Furnish preservice and in-service educators with tangible models of pedagogical approach influenced by the integration of educational technology.





# Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Provide the following information about your teacher preparation program.

**(§205(a)(1)(G))**

**Note:** This section is preloaded from the prior year's IPRC.

## Teacher Training

### 1. Provide a description of the activities that prepare general education teachers to:

#### a. Teach students with disabilities effectively

All teacher education candidates take SPED226 Catalog Description: "An overview course dealing with the various exceptional learners who might be mainstreamed into the regular educational program, both elementary and secondary. Emphasis is placed on understanding the exceptional learners as well as cooperative roles which educators must jointly fill in providing an appropriate education for exceptional learners". Candidates learn about the various exceptional learners who might be included in both elementary and secondary general education settings. Included are the laws in support of individuals with disabilities, IDEA, components of an IEP, and the cooperative roles which educators must jointly fill in providing an appropriate education for exceptional learners. SPED 215 - 1. Lecture overview of the characteristics to identify students with emotional disabilities, 2. Lecture, readings, and learning activities to identify the characteristics of students who have experienced trauma 3. Guest lecture presentations provided by PATINS Technical Assistance providers on the topics of Emotional Regulation and Emotional Regulation strategies using Assistive Technology, 4. Students create a classroom based positive behavior intervention support (PBIS) plan integrating emotional skill development lessons integrating technology, 5. Identify research-based interventions and supports for social, emotional, behavioral, and academic growth, 6. Develop an individualized behavior management plan based upon assessment data collected during the students practicum placement in a Title 1 school. SPED 321 Special Education Law and Procedures - 1. Lectures, learning activities, and weekly assessments are provided to give an overview of the historical aspects of special education and the implications for all teachers today, 2. Lectures, learning activities, and weekly assessments are provided to address federal and state legislation, and significant court cases, 3. Students utilize a lesson plan template when developing a thematic unit requiring components of UDL be addressed in lessons, 4. Students are assessed on the incorporation of individualized IEP goals based on a case study within their thematic unit, 5. Students demonstrate conceptual knowledge of special education law by creating a topical discussion presented as a podcast along with an annotated transcript citing references to the learning objectives of the course.

#### b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

Elementary education candidates take SPED 215-Behavior management - Candidates work through the components in a Functional Behavior Assessment and Behavior Intervention Plan. Students participate in a simulated mock conference to communicate their practicum data assessment and intervention process in support of their collaboration and teaming role. Students write a reflection on the simulated experience to foster diversity and development as a reflective professional practitioner. SPED 226: Candidates learn about the components of an IEP and complete activities. In SPED 321 Students participate in a computer simulated Annual Case Review (ACR) in which they must make decision connected to key areas of discussion highlighted within the Individuals with Disabilities Act (IDEA), and students create a draft IEP utilizing the Indiana IEP online system based on a their syntheses of a case study.

#### c. Effectively teach students who are limited English proficient.

All teacher education candidates take a multicultural course which addresses the needs of students who are limited English proficient. Many elementary education candidates take a course on language acquisition as part of their minors. Elementary education majors are also exposed to and have opportunities to work with students with limited English proficiency in several courses throughout their program. In SPED 215 Students participate in a simulated mock conference to communicate their practicum data assessment and intervention process in support of their collaboration and teaming role. Students write a reflection on the simulated experience to foster diversity and development as a reflective professional practitioner. In SPED 226: Candidates learn about multicultural perspectives that includes instructional supports for students who are limited English proficient.

## 2. Does your program prepare special education teachers?

Yes

No

If yes, provide a description of the activities that prepare *special education teachers* to:

### a. Teach students with disabilities effectively

SPED 215: Candidates learn how to collect behavioral data and implement positive behavior supports in a practicum setting. This occurs while providing after-school tutoring to elementary students. SPED 226: Candidates learn about the various exceptional learners who might be included in both elementary and secondary general education settings. SPED 311: Candidates learn about Special Education Assessment and procedures. SPED 314: Candidates learn how learning disabilities can impact a student's ability in math. Candidates develop knowledge and skills in the evidence-based practice for teaching students with disabilities math. Candidates use micro-teaching and video-analysis for self-evaluation of their teaching. The course culminates with the candidates teaching students with disabilities math in a school setting. SPED 318: Candidates learn about supporting individuals who struggle in reading and literacy skills. Candidates develop knowledge and skills in using evidence-based practices for teaching students with disabilities in reading. Candidates use micro-teaching and video-analysis for self-evaluation of their teaching of reading lesson plans. The course culminates with the candidates teaching students with disabilities in reading, in a classroom setting. SPED 321 Special Education Law and Procedures - 1. Lectures, learning activities, and weekly assessments are provided to give an overview of the historical aspects of special education and the implications for all teachers today, 2. Lectures, learning activities, and weekly assessments are provided to address federal and state legislation, and significant court cases, 3. Students utilize a lesson plan template when developing a thematic unit requiring components of UDL be addressed in lessons, 4. Students are assessed on the incorporation of individualized IEP goals based on a case study within their thematic unit, 5. Students demonstrate conceptual knowledge of special education law by creating a topical discussion presented as a podcast along with an annotated transcript citing references to the learning objectives of the course. SPED 400: Candidates learn about strategies in supporting secondary students with disabilities, in various settings. Students learn about and present collaborative partner lesson plans, in an online platform. Students learn about the interconnectedness among the secondary school, the community, and the family. Candidates learn about preparing students to make transition to adult living. SPED 402: Candidates learn how to use a problem-solving modeling to specially design instruction for students with disabilities in a classroom setting. Candidates collect academic data and specially design an intervention for a student with a disability. The intervention must be evidence-based and the candidate should implement the intervention with fidelity. Then, candidates collect progress-monitoring data, made adjustments to the instruction, and set a new goal.

### b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

SPED 215: Candidates work through the components in a Functional Behavior Assessment and Behavior Intervention Plan. SPED 226: Candidates learn about the components of an IEP and complete activities. SPED 321 Students participate in a computer simulated Annual Case Review (ACR) in which they must make decision connected to key areas of discussion highlighted within the Individuals with Disabilities Act (IDEA), and students create a draft IEP utilizing the Indiana IEP online system based on a their syntheses of a case study.

### c. Effectively teach students who are limited English proficient.

SPED 203: Candidates review characteristics of students who are limited English proficient. Candidates develop knowledge in practices for working with young child with disabilities who have limited English proficiency. In SPED 215 Students participate in a simulated mock conference to communicate their practicum data assessment and intervention process in support of their collaboration and teaming role. Students write a reflection on the simulated experience to foster diversity and development as a reflective professional practitioner. SPED 311: Candidates learn about Special Education assessments that can be used with students who are limited English proficient. SPED 314: Candidates develop knowledge and skill in using concrete and visual representations to develop conceptual knowledge. SPED 318: Candidates learn about explicit instruction and the use of modeling and visual supports in teaching reading. In SPED 321 Students participate in a computer simulated Annual Case Review (ACR) in which they must make decision connected to key areas of discussion highlighted within the Individuals with Disabilities Act (IDEA), 2. Students create a draft IEP utilizing the Indiana IEP online system based on a their syntheses of a case study.

# Contextual Information

---

On this page, review the contextual information about your program, and update as needed.

**Note:** This section is preloaded from the prior year's IPRC.

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.

## Supporting Files

No files have been provided.

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

# Report Card Certification

---

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

## Certification of submission

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Dr. Malea Crosby

TITLE:

Director of Continuous Improvement

## 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:

Dr. Carrie Ball

TITLE:

Teaching and Learning Department Chair