



Anderson University
Traditional Report AY 2019-20
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

150066



THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

1100 E 5th Street

CITY

Anderson

STATE

Indiana



ZIP

46012

SALUTATION

Dr.



FIRST NAME

Katy

LAST NAME

Sample

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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	
13.1322	Teacher Education - Biology	UG	
13.1323	Teacher Education - Chemistry	UG	
13.1305	Teacher Education - English/Language Arts	UG	
13.1306	Teacher Education - Foreign Language	UG	
13.1307	Teacher Education - Health	UG	
13.1328	Teacher Education - History	UG	
13.1311	Teacher Education - Mathematics	UG	
13.1312	Teacher Education - Music	UG	
13.99	Teacher Education - Other	UG	
13.1314	Teacher Education - Physical Education and Coaching	UG	
13.1329	Teacher Education - Physics	UG	

Total number of teacher preparation programs:

13

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\(a\)\(1\)\(C\)\(i\)\)](#)

THIS PAGE INCLUDES:

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

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	<div><input checked="" type="radio"/> Yes <input type="radio"/> No</div>	<div><input checked="" type="radio"/> Yes <input type="radio"/> No</div>
Fingerprint check	<div><input type="radio"/> Yes <input checked="" type="radio"/> No</div>	<div><input type="radio"/> Yes <input checked="" type="radio"/> No</div>
Background check	<div><input checked="" type="radio"/> Yes <input type="radio"/> No</div>	<div><input type="radio"/> Yes <input checked="" type="radio"/> No</div>
Minimum number of courses/credits/semester hours completed	<div><input checked="" type="radio"/> Yes <input type="radio"/> No</div>	<div><input checked="" type="radio"/> Yes <input type="radio"/> No</div>
Minimum GPA	<div><input checked="" type="radio"/> Yes <input type="radio"/> No</div>	<div><input checked="" type="radio"/> Yes <input type="radio"/> No</div>
Minimum GPA in content area coursework	<div><input checked="" type="radio"/> Yes <input type="radio"/> No</div>	<div><input checked="" type="radio"/> Yes <input type="radio"/> No</div>
Minimum GPA in professional education coursework	<div><input checked="" type="radio"/> Yes <input type="radio"/> No</div>	<div><input checked="" type="radio"/> Yes <input type="radio"/> No</div>
Minimum ACT score	<div><input type="radio"/> Yes <input checked="" type="radio"/> No</div>	<div><input type="radio"/> Yes <input checked="" type="radio"/> No</div>
Minimum SAT score	<div><input type="radio"/> Yes <input checked="" type="radio"/> No</div>	<div><input type="radio"/> Yes <input checked="" type="radio"/> No</div>
Minimum basic skills test score	<div><input checked="" type="radio"/> Yes <input type="radio"/> No</div>	<div><input type="radio"/> Yes <input checked="" type="radio"/> No</div>
Subject area/academic content test or other subject matter verification	<div><input type="radio"/> Yes <input checked="" type="radio"/> No</div>	<div><input checked="" type="radio"/> Yes <input type="radio"/> No</div>
Recommendation(s)	<div><input type="radio"/> Yes <input checked="" type="radio"/> No</div>	<div><input type="radio"/> Yes <input checked="" type="radio"/> No</div>

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 checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Other Specify: <div></div>	<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 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

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

Candidates must have a 3.0 GPA for admission and maintain it for student teaching.

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 type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Background check	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

Element	Admission	Completion
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Essay or personal statement	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Interview	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Other Specify: <div></div>	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input 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 2019-20. ([§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	<div>170</div>
Number of clock hours required for student teaching	<div>437.5</div>

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)	6
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)	7
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	158
Number of students in supervised clinical experience during this academic year	92

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

The number of clock hours for student teaching Fall 2019 was based on 7 hour school days x five days a week for 15 weeks = 525. The required hours for Spring 2020 was based on 7 hour school days x five days a week for 10 weeks = 350 hours. These two numbers were averaged above to equal 437.5 hours. Spring 2020 student teaching expectation was reduced from 15 weeks to the state minimum of 10 weeks during the COVID-19 pandemic. The amount of face-to-face and virtual instruction varied by placement. The state permitted a day of virtual instruction to count for a full day toward the 10 week minimum. Prior to student teaching the hours vary from the elementary to the secondary programs. Our candidates are in schools early and often for observation and methods courses. The number of students participating in supervised clinical experience during the academic year is larger than the total enrolled count because two of our clinical experiences occur prior to acceptance into the teacher preparation program. The cooperating teachers/K-12 figure above includes 67 clinical educators for student teaching placements, and an additional 91 classroom teachers for field experiences occurring prior to student teaching. Clinical educators for student teaching and three different 60 hour practicums receive a small stipend. For elementary education, our largest program, 170 hours of clinical experience is required prior to student teaching. About 100 hours is required of secondary education candidates. In Spring 2020, due to the COVID-19 pandemic, the department lost 95 field experience hours across all courses. Impact on individual students varied by program and progression within a program.

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))

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

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

2019-20 Total	
Total Number of Individuals Enrolled	77
Subset of Program Completers	40

Gender	Total Enrolled	Subset of Program Completers
Male	12	4
Female	65	36
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	1	1
Asian	1	1
Black or African American	2	1
Hispanic/Latino of any race	0	0
Native Hawaiian or Other Pacific Islander	0	0
White	72	37
Two or more races	1	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers
No Race/Ethnicity Reported	0	0

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.

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

- Academic Major

THIS PAGE INCLUDES:

>> Teachers Prepared by Subject Area

>> Teachers Prepared by Academic Major

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2019-20.

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 2019-20

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	<div>14</div>
13.1202	Teacher Education - Elementary Education	<div>24</div>

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	2
13.1306	Teacher Education - Foreign Language	
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	
13.1312	Teacher Education - Music	8
13.1314	Teacher Education - Physical Education and Coaching	2
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	
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	4
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	

CIP Code	Subject Area	Number Prepared
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" value="Government"/>	4 <input type="text"/>

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2019-20. 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 2019-20

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"/>
13.1202	Teacher Education - Elementary Education	24 <input type="text"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
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"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	2 <input type="text"/>
13.1306	Teacher Education - Foreign Language	<input type="text"/>
13.1307	Teacher Education - Health	<input type="text"/>

CIP Code	Academic Major	Number Prepared
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	8 <input type="text"/>
13.1314	Teacher Education - Physical Education and Coaching	2 <input type="text"/>
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - General Science	<input type="text"/>
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	4 <input type="text"/>
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"/>
09	Communication or Journalism	<input type="text"/>

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

CIP Code	Academic Major	Number Prepared
99	Other Specify: <div></div>	<div></div>

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\(b\)\)](#)

THIS PAGE INCLUDES:

>> [Program Assurances](#)

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:

The program works closely with area superintendents, principals, and school corporation administration to respond to needs addressed by these constituents during stakeholder sessions provided by the department. Due to significant changes in leadership stemming from the restructuring of the School of Education into a Department of Teacher Education and the COVID-19 pandemic, a stakeholder meeting was not held this past year, but these will resume in the future. Full-time faculty members maintain strong partnerships with area schools and their presence in the buildings promotes conversations leading to program improvement. The program prepares teacher candidates to effectively teach all students. The educational needs of diverse learners are included in the curriculum for every course. Teacher candidates are provided opportunities to design learning environments based on Universal Design for Learning (UDL). Beginning in 2019-20, all elementary education candidates earn an embedded 12 credit reading

concentration. This additional coursework prepares candidates to align instruction with individual performance levels and areas of need as they implement explicit and differentiated instruction for whole group, small group, and individual contexts. In 2020-21, all elementary education freshmen will also enroll in an additional six credits in special education. With this coursework, all elementary education candidates who pass an EPP created competency exam will earn the designation as a "reading specialist with training in dyslexia" in Indiana. Embedding this special education coursework will also encourage more candidates to seek special education licensure. All students in our program learn specific strategies for working with English learners in the mainstream elementary or secondary content classroom through the integration of required skills throughout the program. Students develop cultural sensitivities and strategies for developing culturally responsive classrooms. This begins with a specifically designed course, where they develop both theoretical and experiential understandings of language acquisition and its impact on content learning. They learn how to adapt instruction, materials and assessment for students with varying levels of English proficiency and how to respond to different stages of cultural integration. Strategies to effectively teach children of low income, rural, and urban settings are embedded throughout the program, as well. Students are encouraged and provided opportunities to address the needs of all children inclusive of age, gender, ethnicity, culture, socioeconomic status, and disability. Students are required to take Introduction to Mild Disabilities (SPED 2400) and Exploring Multicultural Classrooms (EDUC 2460) or a similar course in their licensure area to develop the appropriate knowledge and skills related to teaching all students in an ever-increasing diverse classroom. Students are assessed in the area of understanding differences and creating learning opportunities adapted to diverse learners.

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 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 \(2019-20\)](#)
- >> [Review Current Year’s Goal \(2020-21\)](#)
- >> [Set Next Year’s Goal \(2021-22\)](#)

Report Progress on Last Year’s Goal (2019-20)

1. Did your program prepare teachers in mathematics in 2019-20?

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

The previous dean set a goal to prepare two mathematics teachers in 2019-20. The EPP does not have any completers in 2019-20; however, the EPP will maintain enrollment in the major at nine candidates by supporting more candidates to completion.

3. Did your program meet the goal?

- ☐ Yes
- ☒ No

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

The EPP did not prepare any teachers as no candidates were scheduled for completion during this school year.

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

Beginning with the 2021-22 catalog, the EPP has revised our entrance requirements for our teacher preparation program. At the suggestion of the Indiana Department of Education, the EPP will provide more flexibility for entrance through the addition of a composite passing score for basic skills testing and a lower GPA, 2.75 rather than 3.0. As the EPP removes some barriers to program entrance, we are discussing ways to remediate and support candidates to completion.

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

The EPP had no math teacher candidates scheduled to student teach in 2019-20, but the EPP maintained nine declared majors and five students formally admitted to the teacher preparation program throughout the year. Total major count was reduced late Spring 2020 from nine to eight when one student graduated with a math major during COVID-19 with plans to return home and complete an MAT program.

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in mathematics in 2020-21? If no, leave the next question blank.

- ☒ **Yes**
☐ **No**

8. Describe your goal.

The EPP will maintain enrollment in the major at 8 candidates as we support more students to completion.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in mathematics in 2021-22? If no, leave the next question blank.

- ☒ **Yes**
☐ **No**

10. Describe your goal.

The EPP will prepare two math teachers in 2021-22.

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 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.

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year’s Goal \(2019-20\)](#)
- >> [Review Current Year’s Goal \(2020-21\)](#)
- >> [Set Next Year’s Goal \(2021-22\)](#)

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 (2019-20)

1. Did your program prepare teachers in science in 2019-20?

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

The Teach Science major will maintain enrollment throughout the year at one candidate while the EPP supports this candidate to completion.

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:

We maintained the one Teach Science declared major in 2019-20. The EPP discontinued the Teach Science major in 2020-21. Candidates who wish to teach science will be encouraged to complete a three year science major and then enroll in our alternative licensure program.

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in science in 2020-21? If no, leave the next question blank.

- ☐ Yes
☒ No

8. Describe your goal.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in science in 2021-22? If no, leave the next question blank.

- ☐ Yes
☒ No

10. Describe your goal.

Annual Goals: Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route 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 \(2019-20\)](#)
- >> [Review Current Year’s Goal \(2020-21\)](#)
- >> [Set Next Year’s Goal \(2021-22\)](#)

Report Progress on Last Year’s Goal (2019-20)

1. Did your program prepare teachers in special education in 2019-20?

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

The EPP plans to prepare one more special education teacher candidate in 2019-20 for a total of twelve completers.

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:

The EPP prepared fourteen special education teachers in 2019-20.

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in special education in 2020-21? If no, leave the next question blank.

- ☒ Yes
☐ No

8. Describe your goal.

The EPP will increase enrollment in the special education minor by 2 candidates for a total of 47 declared special education minors in 2020-21. Elementary education entering freshman in 2020-21 will enroll in six additional hours of coursework in special education as required major coursework. The two courses, SPED 3120 and SPED 3200, are described in Section VI: Teacher Training. Embedding this coursework in the major brings the total special education hours for elementary education candidates to nine, and leaves only six additional credits needed for licensing. This substantial overlap in programming will not only better prepare general education teachers to effectively teach students with disabilities, but also encourage more candidates to seek licensure in this shortage area.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in special education in 2021-22? If no, leave the next question blank.

- ☒ Yes
☐ No

10. Describe your goal.

The EPP will increase enrollment in the special education minor by 2 candidates.

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 \(2019-20\)](#)
- >> [Review Current Year’s Goal \(2020-21\)](#)
- >> [Set Next Year’s Goal \(2021-22\)](#)

Report Progress on Last Year’s Goal (2019-20)

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

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

- ☐ Yes
- ☒ No

2. Describe your goal.

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 (2020-21)

7. Is your program preparing teachers in instruction of limited English proficient students in 2020-21? If no, leave the next question blank.

- ☐ Yes
☒ No

8. Describe your goal.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in instruction of limited English proficient students in 2021-22? If no, leave the next question blank.

- ☐ Yes
☒ No

10. Describe your goal.

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. [\(§205\(a\)\(1\)\(B\)\)](#)

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](#)

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
004 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	5			
004 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	2			
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	8			
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	24	249	24	100
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	17	243	17	100
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	13	250	13	100

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 Other enrolled students	10	211	5	50
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2019-20	24	248	24	100
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	22	245	22	100
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	15	237	15	100
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	10	217	5	50
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2019-20	24	248	24	100
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	22	246	22	100
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	15	240	15	100
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson Other enrolled students	11	226	8	73
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2019-20	24	241	24	100
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2018-19	22	243	22	100
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2017-18	15	241	15	100
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson Other enrolled students	10	210	4	40
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2019-20	24	235	24	100
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2018-19	22	234	22	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2017-18	15	234	15	100	
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2019-20	2				
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2018-19	1				
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2017-18	4				
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson Other enrolled students	2				
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2019-20	14	242	14	100	
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2018-19	11	249	11	100	
026 -FINE ARTS—GENERAL MUSIC Evaluation Systems group of Pearson Other enrolled students	2				
026 -FINE ARTS—GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2019-20	8				
026 -FINE ARTS—GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2018-19	7				
026 -FINE ARTS—GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2017-18	7				
027 -FINE ARTS—INSTRUMENTAL MUSIC Evaluation Systems group of Pearson Other enrolled students	2				
027 -FINE ARTS—INSTRUMENTAL MUSIC Evaluation Systems group of Pearson All program completers, 2019-20	8				
027 -FINE ARTS—INSTRUMENTAL MUSIC Evaluation Systems group of Pearson All program completers, 2018-19	7				
027 -FINE ARTS—INSTRUMENTAL MUSIC Evaluation Systems group of Pearson All program completers, 2017-18	4				

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
028 -FINE ARTS—VOCAL MUSIC Evaluation Systems group of Pearson Other enrolled students	2			
028 -FINE ARTS—VOCAL MUSIC Evaluation Systems group of Pearson All program completers, 2019-20	8			
028 -FINE ARTS—VOCAL MUSIC Evaluation Systems group of Pearson All program completers, 2018-19	7			
028 -FINE ARTS—VOCAL MUSIC Evaluation Systems group of Pearson All program completers, 2017-18	3			
066 -HEALTH Evaluation Systems group of Pearson Other enrolled students	1			
035 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	1			
035 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	2			
007 -P–12 EDUCATION Evaluation Systems group of Pearson Other enrolled students	3			
007 -P–12 EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	10	241	10	100
007 -P–12 EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	10	237	10	100
007 -P–12 EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	7			
067 -PHYSICAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
067 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	2			
067 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	3			
045 -SCIENCE—LIFE SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	3			
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	6			
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	5			
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	8			
050 -SOCIAL STUDIES—GOVERNMENT AND CITIZENSHIP Evaluation Systems group of Pearson Other enrolled students	2			
050 -SOCIAL STUDIES—GOVERNMENT AND CITIZENSHIP Evaluation Systems group of Pearson All program completers, 2019-20	4			
050 -SOCIAL STUDIES—GOVERNMENT AND CITIZENSHIP Evaluation Systems group of Pearson All program completers, 2018-19	3			
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson Other enrolled students	2			
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2019-20	4			
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2018-19	3			
059 -WORLD LANGUAGES—SPANISH Evaluation Systems group of Pearson All program completers, 2017-18	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. [\(§205\(a\)\(1\)\(B\)\)](#)

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](#)

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2019-20	40	40	100
All program completers, 2018-19	37	37	100
All program completers, 2017-18	30	30	100

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.

THIS PAGE INCLUDES:

>> [Low-Performing](#)

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:

Higher Learning Commission

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

- ☐ Yes
- ☒ No

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.

Technology is embedded across the program as appropriate in each course. Emphasis is placed on integrating technology into curricula and instruction, as well as the use of technology to manage and analyze data to improve instruction and student progress. Elementary and secondary education candidates enroll in EDUC 2520, Technology in the Classroom, during their sophomore year. Here they are introduced to technology as a means of providing differential instruction. Candidates develop skill in selecting, applying, integrating, and managing technology in the classroom. The key assessment in this course is an Educational Digital Technology Philosophy where each student thoroughly explains what s/he believes, knows, and can do when it comes to technology in the classroom. This course provides a foundation for future lesson planning where candidates must integrate technology as appropriate for the subject matter to enhance instruction, engagement, and student progress. In subsequent courses, faculty work with teacher candidates to select technology based on student diversity, discipline, and developmental level. Candidates are introduced to Universal Design for Learning (UDL) and begin analyzing barriers to instruction and designing effective supports to remove those barriers. Last year the department received a donation to purchase two Dash robots to teach beginner coding in grades K-5 and two Cue robots to introduce applied robotics in grades 6 through 8. Candidate skill in technology integration is evaluated and monitored across the program through unit-wide assessments such as the lesson planning rubric, field experience observation form, mid/final student teaching evaluations, and Teacher Work Sample (TWS). The Teacher Work Sample serves as the culminating requirement in student teaching. The TWS, which is a performance-based assessment narrative written by the teacher candidate, requires the candidate to focus teaching on standards-based instruction and P-12 student achievement of state and local content standards. Teacher candidates learn to use assessment to determine student learning needs and the effectiveness of their instruction for all students. Using

technology, candidates collect data, analyze, and reflect on that data to measure the progress of each student on the learning objectives. Trends across individuals and subgroups are identified and linked to candidate instructional performance. The TWS provides a systematic approach in how to plan, implement, and evaluate teaching performance and a process by which future action for improved practice and professional growth can be identified.

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 elementary, secondary, and music education candidates enroll in Introduction to Mild Disabilities (SPED 2400) either freshman or sophomore year. This course provides an overview of definitions, characteristics, and educational needs of students with mild disabilities. Candidates learn cultural, language, behavioral, social, and academic factors that interfere with academic achievement for these students. The course examines current models of educating students with mild disabilities, including response to intervention and the changing roles of educators within those models. The key assessment for this course is a mock case conference. Knowledge, skills, and dispositions gained in this course lay a foundation for effectively serving students with disabilities during lesson planning and field experiences. Candidate skill in effectively teaching a diverse population of students, including students with disabilities, is developed and assessed throughout the program through the lesson plan rubric, field experience observation form, mid/final student teaching evaluations, and Teacher Work Sample (TWS).

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*.

The key assessment in SPED 2400 is a mock case conference. This course is required of all pre-service educators licensing in education, as well as those who are earning a minor in special education. The assessment is titled Beginner PLAAFP/IEP/Case Conference. Candidates describe a range of special education services, related services, and accommodations that are provided as part of the free and appropriate public education (FAPE) of students with disabilities. Candidates describe and demonstrate the components of effective collaboration and ethical practice among parents, schools, and communities. Candidates are evaluated on use of clear, objective, professional language; confidentiality and appropriateness of content; present levels of academic achievement and functional performance; special education services, related services, and supplementary aids and services; least restrictive environment; introductions and seating arrangements; appropriate legal and ethical terminology; collaborative and communication skills; and preparedness.

c. Effectively teach students who are limited English proficient.

Elementary education candidates and most secondary candidates take EDUC 2460, Exploring the Multicultural Classroom. As stated in the course description, emphasis is placed on factors that influence behavior of ethnic and cultural group members in schools and educational settings. The course explores the changing demographics of schools, intercultural competence, and defining one’s cultural self. Attention is given to how teachers can support multilingualism and multiculturalism in the classroom by understanding and implementing culturally relevant pedagogical practices. Strategies for accommodation of instruction and engaging in culturally relevant teaching to meet the needs of all students are introduced. Supporting students with limited English proficiency (LEP) is also integrated throughout the program. As appropriate for the discipline, candidates explore and apply methods for adapting instruction based on levels of English language acquisition. Unit-wide assessments evaluate candidate ability to meet the needs of diverse learners, including those with limited English proficiency. As part of the next self-study for CAEP accreditation, faculty will map where strategies for students with LEP are addressed and developed over the course of the program.

2. Does your program prepare special education teachers?

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

a. Teach students with disabilities effectively

Special education teachers are prepared through a minor in special education that can be earned alongside an elementary, secondary, or P-12 licensure major. By completing the minor and the required test, candidates can be licensed for P-12 Indiana licensure in Exceptional Needs: Mild Interventions. As described in the Undergraduate Catalog, the mild interventions program is guided by CEC Preparation Standards, the CEC Individualized General Curriculum Specialty Skill Set, and the InTASC Standards. The program consists of fifteen hours of exceptional needs coursework, practicums that increase in duration and intensity, and student teaching in a special education setting. A planned, systematic sequence of field experiences is part of the course sequence. Prior to the first field experience in this area, candidates participate in school observations and tours, live simulation activities, and solo/co-teaching micro-teaching experiences. Field experiences are in diverse educational settings providing an opportunity for candidates to work with students of varying racial/ethnic backgrounds, socioeconomic groups, and whose native language may not be English. The five course titles and Undergraduate Catalog descriptions provide an overview of the program of study. Introduction to Mild Disabilities (SPED 2400) presents an overview of definitions, characteristics, and educational needs of students with mild disabilities. Candidates learn cultural, language, behavioral, social, and academic factors that interfere with academic achievement for these students. The course also examines current models of educating students with mild disabilities, including response to intervention and the changing roles of educators within those models. Technology for the Diverse Learner (SPED 2500) assists pre-service educators in developing the skills they need to successfully integrate technology throughout their professional practice. The ability to customize learning activities for all students, including those with exceptionalities, is the hallmark of differentiated instruction. Effective assistive technology use allows the special education teacher not only to better discern what a student needs to learn but also provides a means by which to deliver individually designed instruction. Characteristics of Emotional and Behavioral Disorders of Children and Youth (SPED 2550) explores the characteristics of children and youth with emotional and behavioral disorders. In addition, the criteria and process of identifying students who may warrant special education services for emotional and behavioral disorders (EBD) are rigorously considered. This course familiarizes candidates with current theories for understanding EBD as well as perspectives on best practices for providing an optimal learning context for students identified with EBD. Special Education Assessment for the Classroom Teacher (SPED 3120) explores educational assessment practices for students with mild disabilities. The course familiarizes students with the administration and interpretation of formal and informal educational assessment instruments used for instructional decision-making and provision of services to students with special educational needs. Classroom Instruction for Mild Disabilities (SPED 3200) examines techniques for making and implementing data-driven decisions for educating students with mild disabilities. Development of instructionally sound individualized education programs (IEPs) and implementation in the least restrictive environment for students is emphasized. Students learn to develop appropriate instruction and accommodations to provide access to the general curriculum for students with disabilities. As presented in the EPP's most recent Council for Exceptional Children (CEC) SPA report, special education teacher candidates participate in several field experiences embedded in the above coursework. Teacher candidates from all education programs tour the least restrictive environment continuum of services in an elementary school and observe instruction occurring in classrooms where licensed special education teachers are serving individuals with exceptionalities. Each candidate must interview a special education teacher and administrator regarding requisite knowledge and understanding of exceptionalities, and collaboration skills needed to serve individuals with exceptionalities in the school setting. A written report is submitted that aligns with CEC Initial Preparation Standards. Special education teacher candidates engage in a 60-hour field experience in the 7-12 grade setting. Candidates develop and instruct lesson plans based on the principles of UDL, but with an added focus on social skills instruction and how to implement whole group and individualized behavior management plans within the context of an academic lesson. Qualitative and quantitative behavioral observations are performed for use in developing and implementing behavior intervention plans based on functional behavioral analysis. Collaboration with school personnel and community agencies is emphasized. Candidates receive supervision by collaborating with appropriately licensed school personnel and university supervisors. The next course precedes Classroom Instruction for Mild Disabilities and expects candidates to demonstrate an understanding of special education assessment practices for individuals at-risk of or found eligible in the area of mild exceptionalities. Teacher candidates are required to participate in a 30-hour field placement in the elementary setting where they are assigned a student in need of an individualized academic reading intervention within an RtI service delivery model. Candidates collect descriptive data, draft an initial assessment plan, conduct norm-referenced and curriculum-based assessments, describe accommodations and modifications of the assessments, and then research and recommend a research-based intervention they deliver to the student. Candidates deliver the intervention with fidelity over the course of the semester, and then submit a written report that is shared with all stakeholders. Candidates receive supervision by collaborating with appropriately licensed school personnel and university supervisors. Teacher candidates also engage in a 60-hour field experience in the elementary setting. This course takes candidate content knowledge and pedagogical skills and requires application in a special education classroom setting. Candidates develop lesson plans with special and general education teachers based on the principles of Universal Design for Learning (UDL), implement and evaluate instruction utilizing IEP goals and state standards, develop a PLAAFP statement for one student, and then write an IEP for that student using the statewide, online IEP system. Candidates use this IEP to develop and participate in mock case conferences with their peers. Delivery of instruction emphasizes the elements of explicit instruction and collaborative learning protocols for use when instructing students in whole class, small group, and individualized settings. EPP program faculty members licensed in special education teach this course and supervise all field experiences alongside the clinical educators in the classroom.

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*.

In SPED 3200, Classroom Instruction for Mild Disabilities, the key assessment for the course is the PLAAFP/ IEP/Case Conference Project. This is an advanced version of the case conference completed in EDUC 2400, the required course for all education candidates. As delineated on the key

assessment and rubric, this course takes candidates through best practices in classroom and behavioral management of individuals with exceptionalities to the identification of a targeted student within the field experience and subsequent writing of a PLAAFP statement and IEP using the online, statewide IEP system. Individual learning and developmental differences are closely examined using existing data and updated formal/informal assessments in order to develop an accurate PLAAFP statement and determine educational needs. Academic, functional, and behavioral goals are developed, as appropriate, and then utilized to guide evidence-based instructional practices and strategy selection based on prioritized curriculum decisions across learning environments. Mock case conferences are held where ethical and effective professional collaboration with all stakeholders is modeled and guided. Candidates earning licensure in special education are evaluated on the required components of an IEP; use of clear, objective and professional language; confidentiality and appropriateness of content; eligibility determination; present levels of academic achievement and functional performance; accurate identification of instructional needs; IEP goal development; monitoring and reporting progress toward IEP goals; special education services, related services, and supplementary aids and services; least restrictive environment; introductions and seating arrangements; use of appropriate legal and ethical terminology; collaborative and communication skills; and preparedness.

c. Effectively teach students who are limited English proficient.

Special education teacher candidates take EDUC 2460, Exploring the Multicultural Classroom. As stated in the course description, emphasis is placed on factors that influence behavior of ethnic and cultural group members in schools and educational settings. The course explores the changing demographics of schools, intercultural competence and defining one's cultural self. Attention is given to how teachers can support multilingualism and multiculturalism in the classroom by understanding and implementing culturally relevant pedagogical practices. Strategies for accommodation of instruction and engaging in culturally relevant teaching to meet the needs of all students will be introduced. Supporting students with limited English proficiency (LEP) is also integrated throughout the program. As appropriate for the discipline, candidates explore and apply methods for adapting instruction based on levels of English language acquisition. Unit-wide assessments evaluate their ability to meet the needs of diverse learners, including those with limited English proficiency. As part of the next self-study for CAEP accreditation, faculty will map where strategies for students with LEP are addressed and developed over the course of the program. Since the EPP prepares special education candidates through a minor, any mapping for general education teachers will also apply to those preparing to teach in a special education setting.

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.

The DTE is accredited by CAEP with no areas for improvement through December 2023. All of our candidates pass state required tests and professional development requirements to complete our programs. Therefore, our completers have a 100% pass rate, making them eligible for licensure upon graduation. Faculty work diligently to prepare candidates for the responsibilities of a professional educator. Spring 2020 student teachers were required to pass state licensure exams in content and pedagogy as a gateway to their professional semester; therefore, the COVID-19 pandemic did not influence our completer pass rate for 2019-20. Changes were necessary for Fall 2020 and Spring 2021 student teachers and these decisions will be shared in the next Title II report. Two factors influenced basic skills testing for TPP entrance during 2019-20. In Summer 2019, the Indiana Department of Education dropped the basic skills requirement at the state level (CASA). The EPP chose to transition to the Praxis Core Academic Skills Tests in Fall 2019. During this transition period, the EPP decided to maintain the basic skills testing requirement for teacher preparation program entrance, but also provide some flexibility for students due to the change. The closing of testing centers also impacted the availability of basic skills testing in Spring 2020. Rather than change program expectations for entrance to our teacher preparation program, the EPP provided a one semester exemption for enrollment in 3000 level coursework in response to our last minute shift to Praxis Core and the pandemic. The COVID-19 pandemic impacted the number of field experience hours our candidate's earned during Spring 2020. Candidates are required to complete about 525 hours of student teaching through fifteen weeks of full-time teaching. This expectation was reduced to 350 hours Spring 2020 through the completion of at least ten weeks of full-time teaching, the current state minimum for licensure. The amount of face-to-face and virtual instruction varied by placement, but all candidates completed the ten week minimum. Most early field experiences in Spring 2020 were completely interrupted by the quick shift to virtual learning. The number of early field experience hours for 2019-20 was calculated using an average across both semesters and resulted in a significant reduction from previous years.

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:

Katy Sample

TITLE:

Director of the Department of Teacher Education

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:

Katy Sample

TITLE:

Director of the Department of Teacher Education