



Ball State 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

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

CITY

STATE



ZIP

SALUTATION



FIRST NAME

LAST NAME

Sriver

PHONE

(765) 285-3335

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sksriver@bsu.edu

List of Programs

THIS PAGE INCLUDES:

>> [List of Programs](#)

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Institution Information 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](#)

List of Programs

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	Both	
13.1202	Elementary Education	Both	
13.1	Special Education	Both	
13.1302	Teacher Education - Art	Both	
13.1322	Teacher Education - Biology	Both	
13.1323	Teacher Education - Chemistry	Both	
13.1324	Teacher Education - Drama and Dance	Both	
13.1337	Teacher Education - Earth Science	Both	
13.1305	Teacher Education - English/Language Arts	Both	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	Both	
13.1306	Teacher Education - Foreign Language	Both	
13.1307	Teacher Education - Health	Both	
13.1311	Teacher Education - Mathematics	Both	
13.1312	Teacher Education - Music	Both	
13.99	Teacher Education - Other	Both	
13.1314	Teacher Education - Physical Education and Coaching	Both	
13.1329	Teacher Education - Physics	Both	
13.1318	Teacher Education - Social Studies	Both	

Total number of teacher preparation programs:

18

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

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 checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input 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 checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Essay or personal statement	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

Element	Admission	Completion
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:

The Educator Preparation Program voted to lower the overall GPA to 2.5 beginning in the fall of 2020 for candidates in a teacher preparation program. The Indiana General Assembly voted to eliminate minimum basic skills for individuals completing a teacher preparation program beginning July 1, 2019. Ball State University voted to eliminate basic skills testing on January 4, 2020. The university became test optional on SAT and ACT on July 1, 2019.

Postgraduate Requirements

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

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:

The Indiana General Assembly voted to eliminate minimum basic skills for individuals completing a teacher preparation program beginning July 1, 2019. Ball State University voted to eliminate basic skills testing on January 4, 2020. The university became test optional on SAT and ACT on July 1, 2019.

Supervised Clinical Experience

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

120

Number of clock hours required for student teaching

640

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

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

Number of years required for 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)

30

[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)

25

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

415

Number of students in supervised clinical experience during this academic year

342

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

A student progresses through a series of three benchmarks, called Decision Points, that ensure they meet the expectations of their program and our Indiana Department of Education. Decision Point 1 (DP1) is the first level, followed by Decision Point 2, and finally Decision Point 3. Each decision point has a clinical experience that is supervised by the university. DP1 takes on more observational and small group participation that lasts the majority of the semester. University faculty and staff engage in orientations and observations of the student. Completing DP1, students are now official teacher candidates of the program and enter DP2. DP2 sees a more structured practicum, with candidates taking on group work, teaching full lessons, and engaging in unique field experiences that span the entire semester in multiple combinations. University faculty supervise within the classroom. Student teaching and graduating signifies the completion of DP3. Official university supervising faculty are tasked with not only overseeing the appropriate coursework, but also physically visiting on-site six times or more if needed. Of those six visits, four are considered formal and an InTASC aligned EPP-wide assessment is completed. The classroom teachers selected to mentor our students also complete an InTASC aligned assessment that is also directly connected to the observation assessment of the university supervisor. These two assessments directly reflect the clinical experience of our candidates and are used as primary source documents when helping determine the overall grade in the student teaching experience. For the spring 2020, adjustments were made with the start of COVID-19. However, student teachers and other clinical candidates met minimum expectations of the State of Indiana to finish out their program. Common assessments within clinical experiences are also implemented throughout each Decision Point for all teacher candidates, regardless of program in 2019-20. They include a disposition, instruction, assessment, and planning evaluation, in addition to course grades. Individual majors may have entered more specific content assessments under certain Decision Points in order to assess their students' knowledge, but such specific assignments only pertain to the individual major. Aligned to InTASC standards and Indiana Teacher Standards (REPA III), all of these assessments in our Unit Assessment System (UAS) help measure not only the success in a student's coursework and clinical experiences, but their overall ability to meet InTASC. These assessments are completed by the university faculty assigned to the course. Selecting classrooms in which teacher candidates will be able to observe appropriate dispositions and the translation of those dispositions into effective learning strategies that positively impact student learning is a difficult task. Considering teacher performance evaluation levels, seeking input from building level administrators, faculty input and surveying interest are all factors in successfully determining appropriate placements for field experiences. To begin the process, p-12 educators are first asked to fill out a mentor teacher interest form, which is part of the mentor teacher application. Following the interest form, teachers are asked to rate their dispositions on a series of actions related to classroom behavior and management. BSU has made the distinction between being an effective teacher and being an effective mentor teacher. It takes a different set of skills to mentor a novice, pre-service teacher candidate and gathering interest and dispositions is the first step in eliminating those who do not wish to engage. Following the results of the mentor teacher application, each viable p-12 educator is reviewed for years of teaching, educator license status, results on their last teacher evaluation, and a recommendation from their building principal. If all five conditions are met, then that individual is approved to take a future student teacher. All five conditions are recorded in our EPP database Tk20 and used for future collaborations. This process is starting to dive down into DP1 and DP2 within the 2018-19 year, continued during the 2019-20 academic year, with a project finish in the 2021-22 year. An effective and qualified teacher is vital to a successful clinical experience. The same is true for university supervising faculty. Under the heading of BSU's Professional Education Faculty, in order to teach any course tied to clinical experiences, the university member must have been a licensed teacher. This is incredibly important to ensure the concepts taught within the coursework has a leader that can help guide those ideas into the real classroom. A faculty committee that governs teacher preparation updates its Professional Education Faculty list each year to ensure it is held accountable, and our students are receiving effective and quality instruction from a formerly/currently licensed teacher.

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

2019-20 Total	
Total Number of Individuals Enrolled	948
Subset of Program Completers	325

Gender	Total Enrolled	Subset of Program Completers
Male	148	55
Female	800	270
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	0	0
Asian	5	1
Black or African American	23	7
Hispanic/Latino of any race	31	7
Native Hawaiian or Other Pacific Islander	0	0
White	860	303

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	25	6
No Race/Ethnicity Reported	4	1

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.

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	<input type="text" value="91"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="162"/>

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	19
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	5
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	15
13.1306	Teacher Education - Foreign Language	6
13.1307	Teacher Education - Health	6
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	11
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	21
13.1312	Teacher Education - Music	28
13.1314	Teacher Education - Physical Education and Coaching	6
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	17
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	3
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	9
13.1328	Teacher Education - History	17
13.1329	Teacher Education - Physics	1
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="Journalism"/>	<input type="text" value="2"/>

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?](#)

Do participants earn a degree upon completion of the program?

- Yes
 No

No teachers prepared in academic year 2019-20

If your program 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="91"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="162"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text" value="19"/>
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	<input type="text" value="5"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	<input type="text" value="15"/>
13.1306	Teacher Education - Foreign Language	<input type="text" value="6"/>
13.1307	Teacher Education - Health	<input type="text" value="6"/>

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	11
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	21
13.1312	Teacher Education - Music	28
13.1314	Teacher Education - Physical Education and Coaching	6
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	17
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	3
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	9
13.1328	Teacher Education - History	17
13.1329	Teacher Education - Physics	1
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify: Journalism	2
01	Agriculture	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	
09	Communication or Journalism	

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: <input data-bbox="289 121 1260 163" type="text"/>	<input data-bbox="1292 90 1568 132" type="text"/>

Program Assurances

THIS PAGE INCLUDES:

>> [Program Assurances](#)

Respond to the following assurances. Note: 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

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

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\(a\)\)](#)

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.

To recruit 15 new candidates in 2019-2020.

3. Did your program meet the goal?

- Yes
 No

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

In addition to the usual university and department recruitment activities, phone calls were made to prospective students

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

Adjustments to admission requirements.

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

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

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.

To recruit 15 new candidates in 2019-2020.

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.

To recruit 10 new candidates in 2019-2020.

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\(a\)\)](#)

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 science in 2019-20?

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

- Yes
 No

2. Describe your goal.

To recruit 15 new candidates.

3. Did your program meet the goal?

- Yes
 No

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

In addition to the usual university and department recruitment activities, representatives had a booth at the state science teachers conference.

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

Development of new marketing materials.

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

Revisions to curriculum and field experiences may be needed.

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.

To recruit 15 new candidates.

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.

To recruit 15 new candidates.

Annual Goals: Special Education

THIS PAGE INCLUDES:

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

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\(a\)\)](#)

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 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.

50 new candidates in the program.

3. Did your program meet the goal?

- Yes
 No

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

Social media (facebook); met with prospective students; mailed brochures to high schools; Explore Ball State Day and Cardinal Preview Day; worked with Teachers College Advising Center regarding recruitment at urban high schools in the Indianapolis area

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

N/A

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

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

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.

50 new candidates in the program.

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.

50 new candidates in the program.

Annual Goals: Instruction of Limited English Proficient Students

THIS PAGE INCLUDES:

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

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\(a\)\)](#)

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 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

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. **(§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 Westat'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 (%)
008 -BUSINESS Evaluation Systems group of Pearson All program completers, 2017-18	1			
011 -CAREER AND TECH EDUC—FAMILY AND CONSUMER SCI Evaluation Systems group of Pearson All program completers, 2019-20	6			
011 -CAREER AND TECH EDUC—FAMILY AND CONSUMER SCI Evaluation Systems group of Pearson All program completers, 2018-19	4			
011 -CAREER AND TECH EDUC—FAMILY AND CONSUMER SCI Evaluation Systems group of Pearson All program completers, 2017-18	6			
004 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson Other enrolled students	2			
004 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	13	247	13	100

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	13	225	9	69
004 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	11	225	9	82
014 -EARLY CHILDHOOD GENERALIST SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	2			
014 -EARLY CHILDHOOD GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2019-20	13	243	13	100
014 -EARLY CHILDHOOD GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	9			
014 -EARLY CHILDHOOD GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	8			
015 -EARLY CHILDHOOD GENERALIST SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	1			
015 -EARLY CHILDHOOD GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2019-20	12	258	12	100
015 -EARLY CHILDHOOD GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	9			
015 -EARLY CHILDHOOD GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	9			
016 -EARLY CHILDHOOD GENERALIST SUBTEST 3 Evaluation Systems group of Pearson Other enrolled students	1			
016 -EARLY CHILDHOOD GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2019-20	12	245	12	100
016 -EARLY CHILDHOOD GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2018-19	9			
016 -EARLY CHILDHOOD GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2017-18	8			
017 -EARLY CHILDHOOD GENERALIST SUBTEST 4 Evaluation Systems group of Pearson Other enrolled students	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
017 -EARLY CHILDHOOD GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2019-20	11	236	10	91
017 -EARLY CHILDHOOD GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2018-19	9			
017 -EARLY CHILDHOOD GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2017-18	8			
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	14	247	14	100
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	119	246	111	93
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	127	249	126	99
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	161	246	157	98
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	10	226	6	60
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2019-20	104	236	89	86
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	129	241	121	94
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	163	238	153	94
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	13	249	12	92
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2019-20	105	245	94	90
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	126	250	124	98
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	161	242	154	96

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson Other enrolled students	11	240	10	91
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2019-20	106	244	100	94
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2018-19	128	243	125	98
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2017-18	160	242	154	96
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson Other enrolled students	9			
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2019-20	101	232	83	82
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2018-19	128	236	119	93
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2017-18	160	234	151	94
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2019-20	4			
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2018-19	16	238	16	100
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2017-18	11	240	10	91
019 -ENGLISH LEARNERS Evaluation Systems group of Pearson All program completers, 2018-19	3			
019 -ENGLISH LEARNERS Evaluation Systems group of Pearson All program completers, 2017-18	5			
023 -EXCEPTIONAL NEEDS—DEAF OR HARD OF HEARING Evaluation Systems group of Pearson All program completers, 2019-20	2			
023 -EXCEPTIONAL NEEDS—DEAF OR HARD OF HEARING Evaluation Systems group of Pearson All program completers, 2018-19	7			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
023 -EXCEPTIONAL NEEDS—DEAF OR HARD OF HEARING Evaluation Systems group of Pearson All program completers, 2017-18	5			
024 -EXCEPTIONAL NEEDS—INTENSE INTERVENTION Evaluation Systems group of Pearson Other enrolled students	1			
024 -EXCEPTIONAL NEEDS—INTENSE INTERVENTION Evaluation Systems group of Pearson All program completers, 2019-20	13	233	10	77
024 -EXCEPTIONAL NEEDS—INTENSE INTERVENTION Evaluation Systems group of Pearson All program completers, 2018-19	14	246	14	100
024 -EXCEPTIONAL NEEDS—INTENSE INTERVENTION Evaluation Systems group of Pearson All program completers, 2017-18	12	247	12	100
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2019-20	40	250	39	98
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2018-19	53	250	52	98
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2017-18	46	248	46	100
064 -EXCEPTIONAL NEEDS—MILD INTERVENTION: READING INST Evaluation Systems group of Pearson All program completers, 2019-20	22	216	11	50
064 -EXCEPTIONAL NEEDS—MILD INTERVENTION: READING INST Evaluation Systems group of Pearson All program completers, 2018-19	29	227	21	72
064 -EXCEPTIONAL NEEDS—MILD INTERVENTION: READING INST Evaluation Systems group of Pearson All program completers, 2017-18	23	231	18	78
026 -FINE ARTS—GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2019-20	22	245	21	95
026 -FINE ARTS—GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2018-19	14	242	13	93
026 -FINE ARTS—GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2017-18	18	242	16	89
027 -FINE ARTS—INSTRUMENTAL MUSIC Evaluation Systems group of Pearson All program completers, 2019-20	15	229	13	87

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
027 -FINE ARTS—INSTRUMENTAL MUSIC Evaluation Systems group of Pearson All program completers, 2018-19	11	233	10	91
027 -FINE ARTS—INSTRUMENTAL MUSIC Evaluation Systems group of Pearson All program completers, 2017-18	12	236	12	100
029 -FINE ARTS—THEATRE ARTS Evaluation Systems group of Pearson All program completers, 2019-20	4			
029 -FINE ARTS—THEATRE ARTS Evaluation Systems group of Pearson All program completers, 2018-19	5			
029 -FINE ARTS—THEATRE ARTS Evaluation Systems group of Pearson All program completers, 2017-18	6			
030 -FINE ARTS—VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2019-20	4			
030 -FINE ARTS—VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2018-19	3			
030 -FINE ARTS—VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2017-18	3			
028 -FINE ARTS—VOCAL MUSIC Evaluation Systems group of Pearson All program completers, 2019-20	9			
028 -FINE ARTS—VOCAL MUSIC Evaluation Systems group of Pearson All program completers, 2018-19	3			
028 -FINE ARTS—VOCAL MUSIC Evaluation Systems group of Pearson All program completers, 2017-18	7			
066 -HEALTH Evaluation Systems group of Pearson Other enrolled students	1			
066 -HEALTH Evaluation Systems group of Pearson All program completers, 2018-19	6			
066 -HEALTH Evaluation Systems group of Pearson All program completers, 2017-18	6			
033 -JOURNALISM Evaluation Systems group of Pearson All program completers, 2019-20	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
033 -JOURNALISM Evaluation Systems group of Pearson All program completers, 2018-19	1			
033 -JOURNALISM Evaluation Systems group of Pearson All program completers, 2017-18	1			
035 -MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	1			
035 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	11	232	10	91
035 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	3			
035 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	6			
034 -MIDDLE SCHOOL MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	3			
007 -P-12 EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
007 -P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	46	252	44	96
007 -P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	49	250	47	96
007 -P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	52	248	51	98
067 -PHYSICAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
067 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	6			
067 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	10	247	10	100
043 -SCIENCE—CHEMISTRY Evaluation Systems group of Pearson All program completers, 2018-19	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
043 -SCIENCE—CHEMISTRY Evaluation Systems group of Pearson All program completers, 2017-18	1			
045 -SCIENCE—LIFE SCIENCE Evaluation Systems group of Pearson All program completers, 2019-20	2			
045 -SCIENCE—LIFE SCIENCE Evaluation Systems group of Pearson All program completers, 2018-19	2			
045 -SCIENCE—LIFE SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	3			
047 -SCIENCE—PHYSICS Evaluation Systems group of Pearson All program completers, 2019-20	1			
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	43	253	43	100
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	52	256	51	98
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	58	252	58	100
048 -SOCIAL STUDIES—ECONOMICS Evaluation Systems group of Pearson All program completers, 2019-20	1			
048 -SOCIAL STUDIES—ECONOMICS Evaluation Systems group of Pearson All program completers, 2018-19	1			
048 -SOCIAL STUDIES—ECONOMICS Evaluation Systems group of Pearson All program completers, 2017-18	3			
049 -SOCIAL STUDIES—GEOGRAPHICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2019-20	1			
049 -SOCIAL STUDIES—GEOGRAPHICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2018-19	3			
049 -SOCIAL STUDIES—GEOGRAPHICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2017-18	8			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
050 -SOCIAL STUDIES—GOVERNMENT AND CITIZENSHIP Evaluation Systems group of Pearson All program completers, 2019-20	6			
050 -SOCIAL STUDIES—GOVERNMENT AND CITIZENSHIP Evaluation Systems group of Pearson All program completers, 2018-19	5			
050 -SOCIAL STUDIES—GOVERNMENT AND CITIZENSHIP Evaluation Systems group of Pearson All program completers, 2017-18	14	247	13	93
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2019-20	11	236	9	82
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2018-19	12	233	10	83
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2017-18	17	236	16	94
052 -SOCIAL STUDIES—PSYCHOLOGY Evaluation Systems group of Pearson All program completers, 2019-20	2			
053 -SOCIAL STUDIES—SOCIOLOGY Evaluation Systems group of Pearson All program completers, 2019-20	1			
053 -SOCIAL STUDIES—SOCIOLOGY Evaluation Systems group of Pearson All program completers, 2018-19	1			
053 -SOCIAL STUDIES—SOCIOLOGY Evaluation Systems group of Pearson All program completers, 2017-18	2			
055 -WORLD LANGUAGES—FRENCH Evaluation Systems group of Pearson All program completers, 2018-19	1			
056 -WORLD LANGUAGES—GERMAN Evaluation Systems group of Pearson All program completers, 2017-18	1			
057 -WORLD LANGUAGES—JAPANESE Evaluation Systems group of Pearson All program completers, 2017-18	1			
058 -WORLD LANGUAGES—LATIN Evaluation Systems group of Pearson All program completers, 2019-20	1			
059 -WORLD LANGUAGES—SPANISH Evaluation Systems group of Pearson All program completers, 2019-20	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
059 -WORLD LANGUAGES—SPANISH 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	2			

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 Westat'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	235	182	77
All program completers, 2018-19	245	214	87
All program completers, 2017-18	285	261	92

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\(a\)\(1\)\(E\)](#))

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:

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

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

- Yes
- No

Use of Technology

THIS PAGE INCLUDES:

>> [Use of Technology](#)

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

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

Use of Technology

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

Does your program prepare teachers to:

- a. integrate technology effectively into curricula and instruction

Yes
 No

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

Yes
 No

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

Yes
 No

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

Yes
 No

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

The accreditation and assessment coordinator worked with all programs in 2020 to align courses required by all candidates in their program to InTASC Standards related to technology. Use of technology is embedded in methods and field experience courses throughout the preparation program. During the student teaching experience, edTPA is required. The program provides significant technology support to the candidates to facilitate this learning. The program is working on establishing a set of modules that meet both InTASC and ISTE Standards. The goal is to have this ready for fall of 2021.

Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

Teacher Training

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

a. Teach students with disabilities effectively

Students enrolled in the Ball State's Elementary Education initial licensure program are prepared to teach students with disabilities throughout several courses and practicum experiences in elementary schools. Begun prior to candidacy, students in EDEL200 – Planning for the Elementary and Early Childhood Classroom learn to identify learning differences and the implications they have on planning for instruction. Students engage in focused observations at the university's laboratory school, write activity plans to meet the needs of the students in their classroom placement, and reflect on their effectiveness. In SPCE 302 – Teaching Students with Disabilities in the General Education Classroom, a required course for all students in the program, candidates are introduced to concepts, fundamentals, and effective teaching methods for special education. Specifically, they engage in readings and activities (discussion boards, course mini-lectures, situational learning, and projects) related to legal foundations, collaboration, teaching strategies, case conference committees, assessment, and accommodations for the diverse needs of special education students in general education settings. Several specific activities that serve to prepare candidates to effectively teach students with disabilities include:

- Professional Learning Community (PLC) Presentation – Candidates are assigned a disability category from IDEA and research and present definitions and characteristics of the disability, resources for teachers, and appropriate and effective inclusive teaching practices.
- Universal Design for Learning (UDL) Lesson Plan Revision Project – Candidates examine an existing lesson plan (their own or a found plan) and revise to incorporate key principles of UDL to support all students, including those with disabilities.

In EDEL/EDRD300 and EDEL/EDRD350, candidates continue to build on this knowledge and understanding and apply it to practicum experiences as they plan, teach, and assess all students. Throughout this series of courses, candidates develop and modify a conceptual framework that includes their understanding of effective instruction for students with disabilities. Additionally, they apply this developing understanding as they assess students' needs, plan effective instruction to meet those needs, and reflect on instructional next steps for their students. In EDRD 430, candidates work one-on-one or in a small group with struggling readers. They administer a variety of literacy assessments, analyze and interpret the results, and plan and implement an appropriate instructional program based on the students' needs. Finally, during the student teaching experience, candidates plan and implement effective instruction for students with disabilities who may be in their classroom. They must demonstrate proficiency in doing so as they complete edTPA which requires them to identify specific learner needs of students with IEPs and plan and implement appropriate and effective instructional modifications and accommodations for these students.

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*.

As described previously, candidates enrolled in SPCE 302 – Teaching Students with Disabilities in the General Education Classroom engage in readings, discussions, and lectures related to case conference committees. During the PLC presentation described above, candidates learn about and present resources and effective inclusive teaching practices to their peers much like they will do as a member of an IEP team. Additionally, during EDRD430, candidates present their “case studies” of their focus student with whom they work to their peers and discuss instructional options. During the student teaching semester, candidates have the opportunity to participate in actual IEP team meetings with their mentor teachers (as appropriate) to gain additional experience.

c. Effectively teach students who are limited English proficient.

Throughout the program, students learn about the principles of effective instruction of linguistically diverse students and apply these as they plan and implement instruction. Prior to candidacy, EDEL244 -Early & Elementary Education for Social Justice, students examine their attitudes towards others from linguistic backgrounds other than their own and develop knowledge of recent literature and research regarding teaching linguistically diverse students. Throughout each literacy methods course (EDRD 204, EDRD 300, EDRD350, and EDRD430), candidates read about, discuss, and implement specific strategies for supporting linguistically diverse students in reading, writing, listening, speaking, viewing, and visually representing. Several of our immersive learning opportunities, including Schools within the Context of Community and the Urban semester, take place in schools with a high degree of language diversity. During practicums and student teaching, candidates may have the opportunity to apply these as they plan

and teaching English learners. When completing edTPA, a program requirement during student teaching, candidates must focus their planning, instruction, and assessment specifically on the language demands of the selected literacy strategy.

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

Evidence-based practices in the graduate and undergraduate methods courses include Direct Instruction, explicit instruction and remedial strategies in literacy instruction, supporting student learning using graphic organizers, learning strategies and organizational skills. Opportunities for application occurs in the advanced practicum, taken concurrently with the undergraduate methods course. Writing lesson plans and unit plans with specific learning needs in mind is a major focus at the undergraduate level.

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*.

A 5-week IEP unit in SPCE 376, Methods in Mild Interventions K-6, focuses on all components of IEPs as well as the IEP process/case conference committee and eligibility determination. The emphasis is on writing Present Level of Academic Achievement and Functional Performance, annual goals, and accommodations. Using a case study, students write an IEP in groups of four. In the graduate mild interventions methods course, SPCE 688, a book on writing IEPs is one of two required textbooks. Based on a case study, candidates write components of an IEP and respond to in-depth focus questions targeting IEP procedures and components.

c. Effectively teach students who are limited English proficient.

Culturally Responsive Teaching and Sheltered Instruction (IRIS Module) are included in the course material. Candidates in SPCE 376 have to complete an assignment based on the IRIS Module, Teaching English Language Learners: Effective Instructional Practices, as well as a differentiated instruction lesson that includes EL learners. At the graduate level, SPCE 686 (Introduction to Mild Disabilities) includes assigned readings and reflections on student differences, including cultural and language differences. Candidates in the methods course, SPCE 688, develop and teach a differentiated instruction lesson. After teaching the lesson, they have to reflect on the process, including the impact of student differences (cultural and EL students where appropriate) on learning. EL learners are not specifically targeted since many of the teachers who are taking this course do not have EL students in their classrooms.

Contextual Information

THIS PAGE INCLUDES:

>> [Contextual Information](#)

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

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

Contextual Information

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

At the March 11, 2015, meeting of the Professional Education Committee (PEC), members passed a motion to change the policy that candidates successfully pass the Indiana CORE Assessment (licensing exams) in order to complete BSU's teacher preparation program. The previous policy indicated that candidates could not complete the teacher education program or earn a degree in an education related field unless they passed all exams--they could request a BA in General Studies. The new policy indicates that candidates may complete a teacher preparation program and earn a degree in an education related field without either taking or passing the Indiana CORE Assessments--they just can't apply for Indiana licensure until they pass all licensing exams. In addition, the recommended policy change called for candidates who had failed licensure exams as far as three years prior to petition to receive an education degree. Under Title II reports prior to this change, the institution's pass rate was always 98% or higher, because passage of the test (Praxis II prior to Pearson's Indiana CORE Assessment) was a requirement for program completion (a small handful of candidates were given waivers by the state; otherwise, the passage rate would have been 100%). Because of this new policy, our passage rate will be lower than 100% because a person can complete a program now without successful completion of the test. The Indiana General Assembly eliminated basic skills testing as a requirement, effective July 1, 2019. Ball State University became test optional at the beginning of the 2019-2020 academic year. Ball State University changed the minimum GPA requirement to 2.5 in the spring of 2019. Under Special Education, BSU offers the following licensing areas: Deaf and Hard of Hearing Special Education: Mild Intervention Special Education: Intense Intervention Special Education: Dual Major (ELED/SPCED) Special Education: Dual Major (Early CHD/Early CHD SPCED) Special Education: Early Childhood Special Education. Under Social Studies, BSU offers the following licensing areas: Historical Perspectives Government Psychology Sociology Economics Geographical Perspectives All candidates must select Historical Perspectives. Typically, candidates in the program select three of the above areas. In Music Education, candidates may select either Choral Music or Instrumental Music. Health and Physical Education is a combined program. The "Other" is Journalism. On September 1, 2021, Indiana will move from a Pearson state to a Praxis state for the required licensure content and pedagogical exams.

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:

Shawn Sriver

TITLE:

Accreditation and Assessment Coordinator

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:

Shawn Sriver

TITLE:

Accreditation and Assessment Coordinator