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Title II Reports

Complete Report Card

Institution Information

Name of Institution: Indiana University Kokomo

Institution/Program Type: Traditional

Academic Year: 2014-15

State: Indiana

Address: 2300 South Washington Street

Kokomo, IN, 46904

Contact Name: Dr. Paul Paese

Phone: 765-455-9441

Email: pcpaese@iuk.edu

Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant award Education? (<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>)

No

If yes, provide the following:

Award year:

Grantee name:

Project name:

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

Section I.a Program Information

List each teacher preparation program included in your traditional route. Indicate if your program is a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <http://www2.ed.gov/about/offices/list/oii/tqp/index.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Elementary and Special Education	No
Elementary Education	No
Secondary Education: Social Studies - Economics	No
Secondary Education: Social Studies - Government and Citizenship	No
Secondary Education: Social Studies - Psychology	No
Secondary Education: Social Studies - Sociology	No
Secondary Education: Social Studies - Historical Perspectives	No
Secondary Education: English language Arts	No
Secondary Education: Fine Arts	No
Secondary Education: Mathematics	No
Secondary Education: Science - Chemistry	No
Secondary Education: Science - Earth Space Science	No

Secondary Education: Science - Physical Science	No
Secondary Education: Science - Physics	No
Secondary Education: Science -Life Science	No
Secondary Education: Special Education	No
Total number of teacher preparation programs: 16	

Section I.b Admissions

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

Does your initial teacher certification program conditionally admit students?
No

Provide a link to your website where additional information about admissions is available
www.iuk.edu

Please provide any additional comments about or exceptions to the admission process

Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry at the undergraduate level
Are there initial teacher certification programs at the undergraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into the teacher preparation program(s) at the Undergraduate level.

Element	Required for Entry
Transcript	Yes
Fingerprint check	No
Background check	Yes
Minimum number of courses/credits/semester hours completed	Yes
Minimum GPA	Yes
Minimum GPA in content area coursework	Yes

Minimum GPA in professional education coursework	Yes
Minimum ACT score	Yes
Minimum SAT score	Yes
Minimum basic skills test score	Yes
Subject area/academic content test or other subject matter verification	No
Recommendation(s)	No
Essay or personal statement	No
Interview	No
Other	Data not reported

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

2.5

What was the median GPA of individuals accepted into the program in academic year 2019-2020?

3.5

What is the minimum GPA required for completing the program?

2.5

What was the median GPA of individuals completing the program in academic year 2019-2020?

3.5

Please provide any additional comments about the information provided above.

Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry at the postgraduate level:
Are there initial teacher certification programs at the postgraduate level?

No

If yes, for each element listed below, indicate if it is required for admission into the teacher preparation program(s) at the Postgraduate level.

Element	Required for Entry
Transcript	Data not reported
Fingerprint check	Data not reported
Background check	Data not reported

Minimum number of courses/credits/semester hours completed	Data not reported
Minimum GPA	Data not reported
Minimum GPA in content area coursework	Data not reported
Minimum GPA in professional education coursework	Data not reported
Minimum ACT score	Data not reported
Minimum SAT score	Data not reported
Minimum basic skills test score	Data not reported
Subject area/academic content test or other subject matter verification	Data not reported
Recommendation(s)	Data not reported
Essay or personal statement	Data not reported
Interview	Data not reported
Other	Data not reported

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

What was the median GPA of individuals accepted into the program in academic year 2014-15?

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2014-15?

Please provide any additional comments about the information provided above.

Section I.c Enrollment

Provide the number of students in the teacher preparation program in the following categories. You must report on the number of students by ethnicity and race separately. Individuals who are not enrolled will be reported in one of the race categories. Also note that individuals can be reported in more than one category so the sum of the members of each racial category may not necessarily add up to the total number of enrolled.

For the purpose of Title II reporting, an enrolled student is defined as a student who is currently in the teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is reported as a program completer and *not* an enrolled student.

[Additional guidance on reporting race and ethnicity data.](#)

Total number of students enrolled in 2014-15:	55
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Unduplicated number of males enrolled in 2014-15:	8
Unduplicated number of females enrolled in 2014-15:	47

2014-15	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	2
<i>Race</i>	
American Indian or Alaska Native:	1
Asian:	0
Black or African American:	2
Native Hawaiian or Other Pacific Islander:	1
White:	49
Two or more races:	0

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2014

Average number of clock hours of supervised clinical experience required prior to student teaching	159
Average number of clock hours required for student teaching	480
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	5
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	46
Number of students in supervised clinical experience during this academic year	34

Please provide any additional information about or descriptions of the supervi:

The difference between program completers and students supervised in clinical experience is that students had additional coursework to complete over the summer and the fact that students were not counted as program completers until they passed the student teaching. Additionally, students are not counted as program completers unless they pass the mandated assessment (CORE).

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic this section, number prepared means the number of program completers. "Subject area(s) an individual has been prepared to teach. An individual can be counted no individuals were prepared in a particular subject area, please leave that cell

Subject Area	Number Prepared
Education - General	0
Teacher Education - Special Education	12
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	24
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	9
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	2
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	7

Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for acader of this section, number prepared means the number of program completers. "/> actual major(s) declared by the program completer. An individual can be count major. If no individuals were prepared in a particular academic major, please le

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	24
Teacher Education - Junior High/Intermediate/Middle School Education	

Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	2
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	7
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	

Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify:	

Section I.f Program Completers

Provide the total number of teacher preparation program completers in each o

2014-15: 28

2013-14: 36

2012-13: 58

Section II Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including ongoing professional development programs) or alternative route to state credential program receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of teachers in teacher shortage areas designated by the Secretary or by the state educational agency, including education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a)) Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offic>

Please provide the information below about your program's goals to increase the number of teachers in mathematics in each of three academic years.

Academic year 2014-15

Did your program prepare teachers in mathematics in 2014-15?

Yes

How many prospective teachers did your program plan to add in mathematics

2

Did your program meet the goal for prospective teachers set in mathematics in

No

Description of strategies used to achieve goal, if applicable:

For a student/candidate to complete the required Math courses leading to a BS in Secondary Education, the candidate must have a rigorous set of Mathematics courses completed prior to admission to the program. The state of Indiana mandate limiting a four-year degree to 120 credit hours is the strongest of students to accomplish the required Math coursework, as well as the TE four-year, 120-credit hour dictate.

Description of steps to improve performance in meeting goal or lessons learned

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Is your program preparing teachers in mathematics in 2015-16?

Yes

How many prospective teachers did your program plan to add in mathematics

2

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Will your program prepare teachers in mathematics in 2016-17?

Yes

How many prospective teachers does your program plan to add in mathematics

2

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including ongoing professional development programs) or alternative route to state credential program (including ongoing professional development programs) or alternative route to state credential program receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of teachers in teacher shortage areas designated by the Secretary or by the state educational agency, including education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a)) Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offic>

Please provide the information below about your program's goals to increase 1 in science in each of three academic years.

Academic year 2014-15

Did your program prepare teachers in science in 2014-15?

Yes

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

0

Did your program meet the goal for prospective teachers set in science in 2014-15?

No

Description of strategies used to achieve goal, if applicable:

For a student/candidate to complete the required Math courses leading to a BS in Science, a candidate must have a rigorous set of Science courses completed prior to admission. The state of Indiana mandate limiting a four-year degree to 120 credit hours, makes it difficult for students to accomplish the required Science coursework, as well as the TEP course. The 120-credit hour dictate.

Description of steps to improve performance in meeting goal or lessons learned:

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Is your program preparing teachers in science in 2015-16?

Yes

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

2

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Will your program prepare teachers in science in 2016-17?

Yes

How many prospective teachers does your program plan to add in science in 2016-17?

2

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including ongoing professional development programs) or alternative route to state credential program shall set annual quantifiable goals for increasing the number of teachers in teacher shortage areas designated by the Secretary or by the state educational agency, including education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a)) Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offic>

Please provide the information below about your program's goals to increase 1 in special education in each of three academic years.

Academic year 2014-15

Did your program prepare teachers in special education in 2014-15?

Yes

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

18

Did your program meet the goal for prospective teachers set in special education in 2014-15?

No

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned:

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Is your program preparing teachers in special education in 2015-16?

Yes

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

15

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Will your program prepare teachers in special education in 2016-17?

Yes

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

15

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Instruction of Limited English F

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including ongoing professional development programs) or alternative route to state credential program receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of teachers in teacher shortage areas designated by the Secretary or by the state educational agency, including instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))
Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offic>

Please provide the information below about your program's goals to increase the number of teachers in instruction of limited English proficient students in each of three academic years.
Academic year 2014-15

Did your program prepare teachers in instruction of limited English proficient students in 2014-15?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2014-15?

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2014-15?

NA

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned:

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Is your program preparing teachers in instruction of limited English proficient students in 2015-16?

No

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

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Will your program prepare teachers in instruction of limited English proficient students in 2016-17?

No

How many prospective teachers does your program plan to add in instruction to students in 2016-17?

Provide any additional comments, exceptions and explanations below:

Section II Assurances

Please certify that your institution is in compliance with the following assurance. Note: Be prepared to provide documentation and evidence for your responses to the following assurances.

Preparation responds to the identified needs of the local educational agencies completers are likely to teach, based on past hiring and recruitment trends.

Yes

Preparation is closely linked with the needs of schools and the instructional demands of the classroom.

Yes

Prospective special education teachers are prepared in core academic subject areas.

Yes

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

Yes

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

No

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

Yes

Prospective teachers are prepared to effectively teach in urban and rural schools.

Yes

Describe your institution's most successful strategies in meeting the assurance.

Beginning spring 2011, the School of Education entered into a partnership with 23-area consortium, Center for Educational Partnership, which now comprises a total of 29-schools three times a year to discuss educational issues in the North Central Indiana area with the Department of Education.

In addition, the School of Education meets annually with our advisory board to stay a educational community. To meet the needs of our community and service our pre-se courses and field experiences in the following areas: exceptional, multicultural educa urban and rural settings and low SES schools.

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests
0133.1 -ART CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2012-13	2
5011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2012-13	2
0011.1 -ELEM ED CURR INSTRUC ASSESSMENT.1 Educational Testing Service (ETS) All program completers, 2012-13	5
5033 -ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) All enrolled students who have completed all noncl	1
5033 -ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) Other enrolled students	1
5033 -ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) All program completers, 2014-15	12
5033 -ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) All program completers, 2013-14	24
5033 -ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) All program completers, 2012-13	6

5032 -ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) All enrolled students who have completed all noncl	1
5032 -ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) Other enrolled students	1
5032 -ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) All program completers, 2014-15	12
5032 -ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) All program completers, 2013-14	24
5032 -ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) All program completers, 2012-13	6
5035 -ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) All enrolled students who have completed all noncl	1
5035 -ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) Other enrolled students	1
5035 -ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) All program completers, 2014-15	12
5035 -ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) All program completers, 2013-14	24
5035 -ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) All program completers, 2012-13	6
5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS)	1

All enrolled students who have completed all noncl	
5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) Other enrolled students	1
5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) All program completers, 2014-15	12
5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) All program completers, 2013-14	24
5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) All program completers, 2012-13	6
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	7
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	2
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	21
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	18
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	2

060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	8
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	6
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	7
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	8
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson Other enrolled students	4
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2014-15	8
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	6
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4	3

Evaluation Systems group of Pearson	
Other enrolled students	
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson	8
All program completers, 2014-15	
5041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	2
0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1
5041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1
0041.1 -ENG LANG LIT COMP CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2012-13	4
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson	1
All enrolled students who have completed all noncl	
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson	5
All program completers, 2014-15	
064 -EXCEPTIONAL NEEDS—MILD INTERVENTION: READING INST Evaluation Systems group of Pearson	2
All program completers, 2014-15	
030 -FINE ARTS—VISUAL ARTS Evaluation Systems group of Pearson	1
All program completers, 2013-14	
035 -MATHEMATICS	1

Evaluation Systems group of Pearson All enrolled students who have completed all noncl	
5061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1
5049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2012-13	1
034 -MIDDLE SCHOOL MATHEMATICS Evaluation Systems group of Pearson All program completers, 2012-13	1
0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2012-13	2
0439.1 -MIDDLE SCHOOL SCIENCE.1 Educational Testing Service (ETS) All program completers, 2012-13	4
0089.1 -MIDDLE SCHOOL SOCIAL STUDIES.1 Educational Testing Service (ETS) All program completers, 2012-13	2
007 -P-12 EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2
007 -P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	2
007 -P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	1
0300 -READING SPECIALIST Educational Testing Service (ETS) All program completers, 2012-13	29

0543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2014-15	1
5543 -SE CK AND MILD TO MODERATE APPL (CD) Educational Testing Service (ETS) All enrolled students who have completed all noncl	2
5543 -SE CK AND MILD TO MODERATE APPL (CD) Educational Testing Service (ETS) Other enrolled students	1
5543 -SE CK AND MILD TO MODERATE APPL (CD) Educational Testing Service (ETS) All program completers, 2014-15	3
5543 -SE CK AND MILD TO MODERATE APPL (CD) Educational Testing Service (ETS) All program completers, 2013-14	9
5543 -SE CK AND MILD TO MODERATE APPL (CD) Educational Testing Service (ETS) All program completers, 2012-13	1
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	3
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	4
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	7
5081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS)	4

All program completers, 2012-13	
0081.1 -SOCIAL STUDIES CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2012-13	7
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson Other enrolled students	2
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson	2
All program completers, 2014-15	
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson	1
All program completers, 2013-14	
5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2013-14	2

Section III Summary Pass Rates

Group	Number taking tests
All program completers, 2014-15	27
All program completers, 2013-14	34
All program completers, 2012-13	57

Section IV Low-Performing

Provide the following information about the approval or accreditation of your t

Is your teacher preparation program currently approved or accredited?

Yes

If yes, please specify the organization(s) that approved or accredited your program
State
NCATE
Beginning 2016, CAEP will be accrediting agency.

Is your teacher preparation program currently under a designation as "low-performing" (as defined in section 207(a) of the HEA of 2008)?
No

Section V Use of Technology

Provide the following information about the use of technology in your teacher preparation program. A response of "yes" indicates that your teacher preparation program would be able to meet the request.

Does your program prepare teachers to:

integrate technology effectively into curricula and instruction

Yes

use technology effectively to collect data to improve teaching and learning

Yes

use technology effectively to manage data to improve teaching and learning

Yes

use technology effectively to analyze data to improve teaching and learning

Yes

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

In the School of Education, all initial candidates enroll in a course that focuses on integrating technology into instruction. This course is located in our pre-professional courses. Once the candidates complete the Education Program, the professional courses require assignments that expect the candidates to integrate technology into curricula and instruction.

In addition, as part of their field experience school assignments, students work with students to integrate technology to differentiate the instruction and meet the individual needs of students.

Section VI Teacher Training

Provide the following information about your teacher preparation program. Please indicate that your teacher preparation program would be able to provide evidence that it prepares general education teachers to:

teach students with disabilities effectively

Yes

participate as a member of individualized education program teams

Yes

teach students who are limited English proficient effectively

No

Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participating in individualized education program teams, as defined in section 614(d)(1)(B) of the *Education Act*, and to effectively teach students who are limited English proficient, and a timeline if any of the three elements listed above are not currently in place.

In the School, all initial candidates enroll in the course K205 "Introduction to Exceptional Children" where about students with disabilities and IEPs are discussed and analyzed. Each candidate also completes a field placement in a special education setting where additional information can be accessed regarding student needs.

All TEP candidates take an additional Special Education course, which focuses on how to best accommodate children who require differentiated instruction.

All TEP candidates are enrolled in a multicultural education course and do field work. We have reviewed all initial programs and have refocused M300 to begin to address the needs of diverse students.

Does your program prepare special education teachers to:

teach students with disabilities effectively

Yes

participate as a member of individualized education program teams

Yes

teach students who are limited English proficient effectively

No

Provide a description of the evidence your program uses to show that it prepares to teach students with disabilities effectively, including training related to participating in individualized education program teams, as defined in section 614(d)(1)(B) of the *Education Act*, and to effectively teach students who are limited English proficient and a timeline if any of the three elements listed above are not currently in place.

Spring 2012, IU Kokomo, School of Education initiated two new Special Education programs: Exceptional Learners Mild Intervention, and at the Elementary (K-6) level, Intervention. Both programs were approved by the IU Board of Trustees, and the first started in spring 2014.

Courses include:

Language Learning Disorders

Emotional and Behavioral Disorders

Educating students with Learning Disorders

Team Approaches to Educating Students with Disabilities

Assistive Technology

Transition Across the Lifespan (Secondary)

Curriculum and Methods for Educating Mentally Retarded

Teaching the Exceptional Learner in Elementary/Secondary

Assessment

In addition, students are engaged in field-based, clinical experiences and complete a practicum at the secondary level or for dual licensure at the elementary (K-6), 8-weeks.

Section VII Contextual Information

Please use this space to provide any additional information that describes your program. You may also attach information to this report card. The U.S. Department of Education requires you to provide any evaluation plans or interim or final reports that may be available.

The State of Indiana has made multiple changes in the exams required for teacher licensing reporting period. Elementary Generalists and Secondary Social Studies were the areas affected. In May 2010, the Indiana State Board of Education (ISBOE) adopted and the Indiana Department of Education (IDOE) implemented a new teacher licensing program named REPA to replace the former program. On January 4, 2012 the ISBOE began the process of changing the teacher licensing guidance of Indiana Superintendent of Public Instruction, Dr. Tony Bennett, to REPA as part of this process. On December 5, 2012 the ISBOE approved the change from the requirement for exams for Elementary licensure and voted to replace it with the ETS 5031 exam, which includes exams 5033, 5034, and 5035). During 2013, there was a transition period in which students took the former ETS 0300 and 0011/5011 or the ETS 5031 exams. This accounts for the 2012-2013 and 2013-2014 reporting periods. The ETS 0300 and 0011/5011 exams were administered by the ISBOE. However, any students who had passed these exams prior to July 31, 2013 were grandfathered under the direction of the ISBOE and the IDOE. On January 5, 2013 the ISBOE and IDOE approved the change for licensure in Secondary Social Studies from ETS 0081/5081 (which was a comprehensive exam in each of the social studies. Attached are sample program planning guides for the IU 11-12. Students in Secondary Education with a minor in Special Education must also complete the Social Studies Subject area.

Supporting Files

[Title II Traditional Report. NOT Matched](#)

[Basic Skills. Alternative Admissions](#)

Complete Report Card

[About Title II](#) | [Technical Assistance](#) | [Privacy Policy](#) | [Contacts](#)

 ED.gov is a United States Department of Education computer system.

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Avg. scaled score	Number passing tests	Pass rate (%)
178	12	100
175	24	100

181	12	100
179	24	100
167	12	100
169	24	100

166	12	100
165	24	100
236	20	95
241	18	100

Number passing tests	Pass rate (%)
22	81
34	100
56	98

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AY 2014-15