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University of Evansville
Traditional Program

2016 | Title II Reports

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AY 2014-15

Institution Information

Name of Institution: University of Evansville
Institution/Program Type: Traditional
Academic Year: 2014-15
State: Indiana

Address: 1800 Lincoln Avenue

 Evansville, IN, 47722

Contact Name: Mrs. Lisa Toelle
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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education? (<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 or programs participate in 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?
Chemistry Education	No
English Learners Education	No
Exceptional Needs: Intense Intervention Educaiton	No
Exceptional Needs: Mild Intervention Education	No
French Education	No
Generalist: Early and Middle Childhood Education K-6	No
German Education	No
Historical Perspectives Education	No
Instrumental and General Music Education	No
Language Arts Education	No

Language Arts Education	No
Life Science Education	No
Mathematics Education	No
Middle School Generalist: Language Arts Education	No
Middle School Generalist: Mathematics	No
Middle School Generalist: Science	No
Middle School Generalist: Social Studies	No
Physics Education	No
Spanish Education	No
Theatre Arts Education	No
Visual Arts Education	No
Vocal and General Music Education	No
Total number of teacher preparation programs: 21	

Section I.b Admissions

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

Other Will go through formal admission to education process when they meet program requirements.

Does your initial teacher certification program conditionally admit students?

No

Provide a link to your website where additional information about admissions requirements can be found:

<http://www.evansville.edu/majors/education>

Please provide any additional comments about or exceptions to the admissions information provided above:

No exceptions are made except for formal accommodations that are allowed by ETS for Praxis I or by Pearson for CASA.

Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

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 or exit from any of your teacher preparation program(s) at the Undergraduate level.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	Yes	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	Yes	No
Minimum SAT score	Yes	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	Yes
Interview	Yes	No
Other	Data not reported	Data not reported

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

2.8

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

3.54

What is the minimum GPA required for completing the program?

3

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

3.63

Please provide any additional comments about the information provided above:

Exit documentation is provided through a "Professional Dossier" required for the EDUC 435: Student Teaching Seminar.

Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (**\$205(a)(1)(C)(i)**)

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 or exit from any of your teacher preparation program(s) at the Postgraduate level.

Element	Required for Entry	Required for Exit
Transcript	Data not reported	Data not reported
Fingerprint check	Data not reported	Data not reported
Background check	Data not reported	Data not reported
Minimum number of courses/credits/semester hours completed	Data not reported	Data not reported
Minimum GPA	Data not reported	Data not reported
Minimum GPA in content area coursework	Data not reported	Data not reported
Minimum GPA in professional education coursework	Data not reported	Data not reported
Minimum ACT score	Data not reported	Data not reported
Minimum SAT score	Data not reported	Data not reported
Minimum basic skills test score	Data not reported	Data not reported
Subject area/academic content test or other subject matter verification	Data not reported	Data not reported
Recommendation(s)	Data not reported	Data not reported
Essay or personal statement	Data not reported	Data not reported
Interview	Data not reported	Data not reported
Other	Data not reported	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. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

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

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

Total number of students enrolled in 2014-15:	41
Unduplicated number of males enrolled in 2014-15:	5
Unduplicated number of females enrolled in 2014-15:	36

2014-15	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	0
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	0

Black or African American:	0
Native Hawaiian or Other Pacific Islander:	0
White:	39
Two or more races:	2

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2014-15.

Average number of clock hours of supervised clinical experience required prior to student teaching	473
Average number of clock hours required for student teaching	540
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	8.5
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	109
Number of students in supervised clinical experience during this academic year	82

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

The Supervised Clinical Experiences at the University of Evansville are extensive. Multiple layers of support from clinical faculty, mentor teachers, SOE faculty, and Arts & Sciences faculty are implemented at the junior internship level. This leads to a large number of supervising faculty and adjunct faculty.

IN also requires a two-year residency or novice internship following initial licensure.

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2014-15. 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))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	10
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	21
Teacher Education - Junior High/Intermediate/Middle School Education	1
Teacher Education - Secondary Education	7
Teacher Education - Multiple Levels	19
Teacher Education - Agriculture	
Teacher Education - Art	2
Teacher Education - Business	
Teacher Education - English/Language Arts	5
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	3
Teacher Education - Music	3
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	9
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	3
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	1
Teacher Education - French	1

Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	1
Teacher Education - Spanish	2
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	6
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 academic year 2014-15. 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))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	10
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	21
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	7
Teacher Education - Agriculture	
Teacher Education - Art	2
Teacher Education - Business	
Teacher Education - English/Language Arts	4
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	3
Teacher Education - Music	3
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	2
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	1
Teacher Education - French	1
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	2
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	1
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	1
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 of the following academic years:

2014-15: 41

2013-14: 36

2012-13: 51

Section II Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (**S205(a)(1)(A)(ii)**, **S206(a)**)

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

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

Academic year 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 in 2014-15?

3

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

No

Description of strategies used to achieve goal, if applicable:

Coordination with the UE Department of Mathematics to recruit mathematics majors from Applied Mathematics.

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

Recruitment materials were developed to communicate the graduate employment and income prospects.

Provide any additional comments, exceptions and explanations below:

A Sustained Improvement Plan that includes a case study of in-service high need (maths, sciences, and special education) teachers and minority teachers is being implemented to determine obstacles to entrance into and persistence in the teaching profession. Once these local factors are identified the Teacher Education Advisory Committee at UE will begin planning more targeted recruitment and curriculum programs for these potential candidates. Making our efforts local and targeted should permit establishing and meeting higher goals.

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 in 2015-16?

4

Provide any additional comments, exceptions and explanations below:

Implementation of initial case study findings and recruitment within the Math and Sciences majors at UE with support from the TEAC increased awareness of the needs in these teacher shortage areas. Implementation of the Teaching Aces scholarship program will begin in fall 2016.

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 in 2016-17?

4

Provide any additional comments, exceptions and explanations below:

Implementation of initial case study findings and recruitment within the Math and Sciences majors at UE with support from the TEAC increased awareness of the needs in these teacher shortage areas. Implementation of the Teaching Aces scholarship program will begin in fall 2016.

Section II Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (**§205(a)(1)(A)(ii)**, **§206(a)**)

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

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

Academic year 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?

3

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:

Coordination with the UE Departments of Biology, Chemistry, and Physics to recruit majors from Applied science programs.

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

Recruitment materials were developed to communicate the graduate employment and income prospects.

Provide any additional comments, exceptions and explanations below:

A Sustained Improvement Plan that includes a case study of in-service high need (maths, sciences, and special education) teachers and minority teachers is being implemented to determine obstacles to entrance into and persistence in the teaching profession. Once these local factors are identified the Teacher Education Advisory Committee at UE will begin planning more targeted recruitment and curriculum programs for these potential candidates. Making our efforts local and targeted should permit establishing and meeting higher goals.

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?

3

Provide any additional comments, exceptions and explanations below:

Implementation of initial case study findings and recruitment within the Math and Sciences majors at UE with support from the TEAC increased awareness of the needs in these teacher shortage areas. Implementation of the Teaching Aces scholarship program will begin in fall 2016.

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?

3

Provide any additional comments, exceptions and explanations below:

Implementation of initial case study findings and recruitment within the Math and Sciences majors at UE with support from the TEAC increased awareness of the needs in these teacher shortage areas. Implementation of the Teaching Aces scholarship program will begin in fall 2016.

Section II Annual Goals - Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency including mathematics, science, special education, and instruction of limited English proficient students. (**§205(a)(1)(A)(ii), §206(a)**)

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

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

Academic year 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?

7

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:

Promotion of the special education program has been prioritized in the Office of Admissions.

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

Full alignment of the program to the requirements of federal HQ requirements has made the program marketable as dual licensing track.

Provide any additional comments, exceptions and explanations below:

A Sustained Improvement Plan that includes a case study of in-service high need (maths, sciences, and special education) teachers and minority teachers is being implemented to determine obstacles to entrance into and persistence in the teaching profession. Once these local factors are identified the Teacher Education

Advisory Committee at UE will begin planning more targeted recruitment and curriculum programs for these potential candidates. Making our efforts local and targeted should permit establishing and meeting higher goals.

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?

7

Provide any additional comments, exceptions and explanations below:

We will implement initial findings from the case study with support of the TEAC and the local school corporations' Offices of Exceptional Needs administrators. CEC program recognition will increase marketability for the program.

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?

7

Provide any additional comments, exceptions and explanations below:

The SOE is considering a move to a full cohort program model to emphasize retention and mentoring within the program and with program completers.

Section II Annual Goals - Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (**S205(a)(1)(A)(ii), S206(a)**)

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

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

Academic year 2014-15

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

Yes

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

10

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

No

Description of strategies used to achieve goal, if applicable:

Coordination of the TESL program was initiated with the Department of Communications, Department of Foreign Languages, and the School of Education. These efforts will provide promotion of the ENL Minor.

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

Initial case study of the ENL Minor's alignment to the REPA Teacher Standards for the Indiana is needed.

Provide any additional comments, exceptions and explanations below:

Coordination with the UE Intensive English Program for international students has expanded our recruitment into other academic disciplines.

Academic year 2015-16

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

Yes

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

10

Provide any additional comments, exceptions and explanations below:

We have hired a new faculty member with extensive TESOL and ENL experience. Full program revisions will be sent to the University Curriculum Committee. These changes will expand the potential candidate pool beyond the School of Education.

Academic year 2016-17

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

Yes

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

10

Provide any additional comments, exceptions and explanations below:

Work with the local school corporation to provide professional development and endorsement opportunities for in-service teachers will be initiated.

Section II Assurances

Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

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

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

Yes

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

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 limited English proficient students.

No

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

Yes

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

Yes

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

Field placements in Title I schools; early and frequent field placements beginning in first year.

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
0133.1-ART CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2013-14	1			
0133.1-ART CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2012-13	1			
5235-BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
0235.1-BIOLOGY CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2012-13	1			
5245-CHEMISTRY CONTENT KNOWLEDGE II (CD) Educational Testing Service (ETS) All program completers, 2013-14	1			
5011-ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2012-13	4			
0011.1-ELEM ED CURR INSTRUC ASSESSMENT.1 Educational Testing Service (ETS) All program completers, 2014-15	1			

0011.1-ELEM ED CURR INSTRUC ASSESSMENT.1 Educational Testing Service (ETS) All program completers, 2012-13	1			
5033-ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) All program completers, 2014-15	1			
5033-ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) All program completers, 2013-14	14	172	12	86
5033-ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) All program completers, 2012-13	17	178	16	94
5032-ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) All program completers, 2014-15	1			
5032-ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) All program completers, 2013-14	14	180	14	100
5032-ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) All program completers, 2012-13	17	186	17	100
5035-ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) All program completers, 2014-15	1			
5035-ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) All program completers, 2013-14	14	169	12	86
5035-ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) All program completers, 2012-13	17	177	16	94
5034-ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) All program completers, 2014-15	1			
5034-ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) All program completers, 2013-14	14	165	12	86
5034-ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) All program completers, 2012-13	17	172	16	94
005-ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	13	237	11	85
005-ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	17	241	16	94
005-ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2012-13	1			
060-ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	17	229	14	82
060-ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	7			
061-ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	17	224	12	71
061-ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	7			
062-ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2014-15	17	230	15	88
062-ELEMENTARY EDUCATION GENERALIST SUBTEST 3	7			

Evaluation Systems group of Pearson All program completers, 2013-14				
063-ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2014-15	17	224	12	71
063-ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2013-14	7			
5041-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	4			
0041.1-ENG LANG LIT COMP CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2012-13	1			
021-ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2014-15	3			
021-ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2013-14	3			
024-EXCEPTIONAL NEEDS—INTENSE INTERVENTION Evaluation Systems group of Pearson All program completers, 2014-15	5			
024-EXCEPTIONAL NEEDS—INTENSE INTERVENTION Evaluation Systems group of Pearson All program completers, 2013-14	2			
025-EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2014-15	8			
025-EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2013-14	3			
064-EXCEPTIONAL NEEDS—MILD INTERVENTION: READING INST Evaluation Systems group of Pearson All program completers, 2014-15	3			
064-EXCEPTIONAL NEEDS—MILD INTERVENTION: READING INST Evaluation Systems group of Pearson All program completers, 2013-14	1			
026-FINE ARTS—GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2014-15	2			
026-FINE ARTS—GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2013-14	1			
027-FINE ARTS—INSTRUMENTAL MUSIC Evaluation Systems group of Pearson All program completers, 2014-15	2			
027-FINE ARTS—INSTRUMENTAL MUSIC Evaluation Systems group of Pearson All program completers, 2013-14	1			
029-FINE ARTS—THEATRE ARTS Evaluation Systems group of Pearson All program completers, 2014-15	1			
030-FINE ARTS—VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2014-15	2			
5550-HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2012-13	1			
035-MATHEMATICS Evaluation Systems group of Pearson	2			

All program completers, 2014-15				
035-MATHEMATICS Evaluation Systems group of Pearson All program completers, 2013-14	1			
5061-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
0061-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	2			
5061-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	2			
020-MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2014-15	1			
5049-MIDDLE SCHOOL ENGLISH LANGUAGE ARTS 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	2			
0049.1-MIDDLE SCHOOL ENGLISH LANGUAGE ARTS.1 Educational Testing Service (ETS) All program completers, 2012-13	1			
034-MIDDLE SCHOOL MATHEMATICS Evaluation Systems group of Pearson All program completers, 2013-14	1			
0069-MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2013-14	2			
0069-MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2012-13	5			
0439.1-MIDDLE SCHOOL SCIENCE.1 Educational Testing Service (ETS) All program completers, 2012-13	1			
037-MIDDLE SCHOOL SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2014-15	2			
5089-MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2012-13	1			
0089.1-MIDDLE SCHOOL SOCIAL STUDIES.1 Educational Testing Service (ETS) All program completers, 2012-13	2			
5113-MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	2			
5113-MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	4			
007-P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	13	243	13	100
007-P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	9			
007-P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2012-13	1			
5091-PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	2			

5531-PRE-KINDERGARTEN EDUCATION II Educational Testing Service (ETS) All program completers, 2012-13	1			
038-READING Evaluation Systems group of Pearson All program completers, 2014-15	6			
0300-READING SPECIALIST Educational Testing Service (ETS) All program completers, 2014-15	1			
0300-READING SPECIALIST Educational Testing Service (ETS) All program completers, 2012-13	7			
047-SCIENCE—PHYSICS Evaluation Systems group of Pearson All program completers, 2014-15	1			
0543-SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2012-13	1			
5543-SE CK AND MILD TO MODERATE APPL (CD) Educational Testing Service (ETS) All program completers, 2013-14	6			
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 program completers, 2014-15	9			
006-SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	7			
006-SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2012-13	1			
5081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
5081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	3			
049-SOCIAL STUDIES—GEOGRAPHICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2012-13	1			
050-SOCIAL STUDIES—GOVERNMENT AND CITIZENSHIP Evaluation Systems group of Pearson All program completers, 2014-15	2			
051-SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2014-15	3			
051-SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2012-13	1			
052-SOCIAL STUDIES—PSYCHOLOGY Evaluation Systems group of Pearson All program completers, 2014-15	2			
5195-SPANISH WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2013-14	1			
5195-SPANISH WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2012-13	3			
5204-TEACHING READING Educational Testing Service (ETS) All program completers, 2013-14	2			
055-WORLD LANGUAGES—FRENCH	1			

Evaluation Systems group of Pearson All program completers, 2014-15				
059-WORLD LANGUAGES—SPANISH Evaluation Systems group of Pearson All program completers, 2014-15	2			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2014-15	36	32	89
All program completers, 2013-14	35	33	94
All program completers, 2012-13	47	44	94

Section IV Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

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

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

No

Section V Use of Technology

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.

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 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.

Three courses require competency in these areas and students in internships (junior block internship and all special education) are required to work with teachers who are using these strategies and incorporate them into their own work. Includes on-campus training for web-based commercial assessment products (Acuity, NME/ DIBELS, etc.) using hand-held and Promethean Boards.

All candidates complete "Impact/Analysis of Student Work" tasks in each internship and during student teaching. These tasks require pre/post assessment and progress monitoring of student performance as part of the candidate's documentation.

Section VI Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare 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
Yes

Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above

are not currently in place.

In addition to EDUC 200 or EDUC 150 (a field-based diversity and multi-cultural) course, all general education students are required to complete a course (EDUC 322 with a short field component) that addresses special needs of all types.

Increased emphasis on limited English proficiency students has been made during the 2013-2014 academic year. Continued programmatic improvement in this area is necessary.

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**
Yes

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

Each program course includes a 15 week (120-200 hours) internship in all disability and ELL areas.

Increased emphasis on limited English proficiency students has been made during the 2013-2014 academic year. Continued programmatic improvement in this area is necessary.

Section VII 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. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

The University of Evansville School of Education is preparing its CAEP Accreditation Self-Study report. We are in the early adopter group for the state of Indiana. We have also submitted Special Program Association reports as part of our state review and accreditation process. All programs requiring submission of SPA reports were granted recognition with conditions. Follow-up reports will be submitted September 2015. Following university program prioritization, the SOE saw a reduction in faculty of 15%. These faculty are retiring and will not be replaced.

Supporting Files

[IN1208 Basic Skills/Alternative Admission Numbers by Higher Education Institution](#)

Complete Report Card

AY 2014-15