title II
higher
education
act

2019 TITLE II REPORTS
National Teacher Preparation Data

IN

University of Saint Francis
Alternative, IHE-based Report AY 2017-18
Indiana

REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

ADDRESS

2701 Spring Street

CITY

Fort Wayne

STATE

Indiana ▼

ZIP

46808

SALUTATION

Ms. ▼

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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?
(https://www2.ed.gov/programs/tqpartnership/awards.html)

○ Yes
● No

If yes, provide the following:

AWARD YEAR

[ ]

GRANTEE NAME

[ ]

PROJECT NAME

[ ]

GRANT NUMBER

[ ]

LIST PARTNER DISTRICTS/LEAS (ONE PER LINE)

LIST OTHER PARTNERS (ONE PER LINE)

PROJECT TYPE

- ( ) **Residency**
- ( ) **Pre-baccalaureate**
- ( ) **Both Residency and Pre-baccalaureate**

List of Programs

On this page, review the list of teacher preparation programs offered by your institution of higher education (IHE) or organization. If you submitted an IPRC last year, this list of programs is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to enter the programs in the appropriate reports. For the traditional report, list all traditional programs within the IHE. For the alternative report, list all alternative programs within the IHE. You may edit, delete, and insert new rows as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page. The system will automatically total the number of programs for you.

THIS PAGE INCLUDES:

>> Program Information

Program Information

List each teacher preparation program included in your alternative, ihe-based 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 **https://www2.ed.gov/programs/tqpartnership/awards.html**.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
MAT in Secondary Education	No	
MSEd in Special Education	No	
Transition to Teaching -All Grade Visual Art	No	
Transition to Teaching in Secondary Education	No	
Transition to Teaching in Special Education	No	
Total number of teacher preparation programs: 5		

Program Requirements

On this page, review and enter information about the program requirements for admission into the program, program completion, and supervised clinical experience. If you submitted an IPRC last year, much of this page is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to specify the requirements in the appropriate reports. For the traditional report, provide the requirements for traditional programs within the IHE. For the alternative report, provide the requirements for the alternative programs within the IHE.

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

THIS PAGE INCLUDES:

>> Admissions

>> Undergraduate Requirements

>> Postgraduate Requirements

>> Supervised Clinical Experience

Admissions

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

Postgraduate ▼

If Other, please specify:

2. Does your initial teacher certification program conditionally admit students?

○ Yes

● No

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

http://gradschool.sf.edu/programs/

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

All Initial Licensure Post baccalaureate candidates must demonstrate Basic Skills by one of the following methods: passing CASA Reading, Writing and Math tests, 1100 SAT (Critical Reading and Math) prior to March 2016 and 1170 after, 24 ACT, 301 GRE, or a prior Master's Degree for admission to the program. In the Visual Art Transition to Teaching program, Pearson CORE Visual Art Test is an admission requirement if candidates do not have a bachelor's degree in Art. Candidates are required to have a 2.8 Art content GPA. Candidates who have not passed CASA test or GRE/MAT are admitted to our MAT nonlicensure program or MSEd Non-Licensure program in Special Education. Once they pass Pearson CASA, they can switch to our Master's with licensure track or Transition to Teaching programs. Subject area Pearson CORE content test is required for admission to the Transition to Teaching programs if the candidates' degree is not in the subject they are trying to license in. Other initial licensure post-baccalaureate candidates are not required to take a Pearson CORE test for admission per the State of Indiana as long as their bachelors or prior masters is in the subject they hope to license in. All MAT and T2T secondary education candidates are required to pass their CORE content knowledge test to enroll in their Practicum and Clinical Internship courses. The only background check at admissions is a Federal Sex Offender check. All candidates must have an expanded national criminal background check to take their practicum and internship. Initial Licensure Candidates who are doing their licensure requirements at the graduate level are admitted to teacher education when they are accepted to the university up front if they have passed CASA and CORE (if required). Resume is required if the candidate's undergraduate GPA is below 3.0. We do admit initial licensure post-baccalaureate candidates. The candidates who have not passed CASA are admitted to the non-licensure track and they are not allowed to take Practicum or Internship until they have passed CASA.

Undergraduate Requirements

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

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 rest of the page blank (or clear responses already entered) then click save at the bottom of the page.

Element	Required for Entry		Required for Exit	
	Yes	No	Yes	No
Transcript	○	●	○	●
Fingerprint check	○	●	○	●
Background check	○	●	○	●
Minimum number of courses/credits/semester hours completed	○	●	○	●
Minimum GPA	○	●	○	●
Minimum GPA in content area coursework	○	●	○	●
Minimum GPA in professional education coursework	○	●	○	●
Minimum ACT score	○	●	○	●
Minimum SAT score	○	●	○	●
Minimum basic skills test score	○	●	○	●
Subject area/academic content test or other subject matter verification	○	●	○	●
Recommendation(s)	○	●	○	●
Essay or personal statement	○	●	○	●
Interview	○	●	○	●
Other Specify:	○	○	○	○

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3. What was the median GPA of individuals accepted into the program in academic year 2017-18?

4. 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.)

5. What was the median GPA of individuals completing the program in academic year 2017-18?

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

Postgraduate Requirements

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

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 rest of the page blank (or **clear responses already entered**) then click save at the bottom of the page.

Element	Required for Entry	Required for Exit
Transcript	● Yes ○ No	○ Yes ● No
Fingerprint check	○ Yes ● No	○ Yes ● No
Background check	● Yes ○ No	○ Yes ● No
Minimum number of courses/credits/semester hours completed	○ Yes ● No	○ Yes ● No
Minimum GPA	● Yes ○ No	● Yes ○ No
Minimum GPA in content area coursework	○ Yes ● No	○ Yes ● No
Minimum GPA in professional education coursework	○ Yes ● No	● Yes ○ No
Minimum ACT score	● Yes ○ No	○ Yes ● No
Minimum SAT score	● Yes ○ No	○ Yes ● No
Minimum basic skills test score	● Yes ○ No	○ Yes ● No
Subject area/academic content test or other subject matter verification	○ Yes ● No	● Yes ○ No
Recommendation(s)	○ Yes ● No	○ Yes ● No
Essay or personal statement	● Yes ○ No	○ Yes ● No
Interview	○ Yes ● No	○ Yes ● No
Other Specify:	○ Yes ○ No	○ Yes ○ 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.)

2.8

3. What was the median GPA of individuals accepted into the program in academic year 2017-18?

3.18

4. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table

above.)

3

5. What was the median GPA of individuals completing the program in academic year 2017-18?

3.82

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

A national sex offender check is done at admission to the program. Fingerprint and background checks are required for Practicum and student teaching. Prior Masters Degree, 24 ACT, 1100 SAT (critical Reading and math) scores prior to 2016 and 1170 SAT after 2016, or 301 GRE can be used to demonstrate Basic Skills competency in place of CASA Test.

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2017-18. (§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))

Additional guidance on reporting supervised clinical experience and nonclinical coursework.

Average number of clock hours of supervised clinical experience required prior to student teaching	120
Average number of clock hours required for student teaching	640
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	1
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	22
Number of students in supervised clinical experience during this academic year	16

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

The number of students in supervised clinical experiences includes practicum candidates and student teachers at the alternate route level for fall and spring combined. There were 0 actual candidates in a practicum in Mild Intervention and 1 candidate in student teaching in Mild Intervention. There were 9 secondary education candidates in practicum in fall and spring combined. There were 6 candidates who were also in Clinical Internship in the fall and spring combined.

Enrollment

On this page, enter the number of candidates for an initial teaching credential who are enrolled in the initial teacher preparation programs within your institution of higher education (IHE) or organization. **Do not** report on the total number of students enrolled in the entire IHE. **Do not** include individuals who currently hold a teaching credential and are seeking additional licenses or endorsements, or individuals preparing for school-based careers other than classroom teachers (e.g., administrators, guidance counselors).

The Department recognizes that in many cases, candidates voluntarily report their race/ethnicity and gender data, and that in some cases, candidates may choose not to report this information. Please report on the race/ethnicity data you have available, though the data may not be complete. It is not expected that the sum of the enrolled students reported by race/ethnicity or by gender will necessarily equal the total number of students enrolled.

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

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

Enrollment

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 2017-18	27
Unduplicated number of males enrolled in 2017-18	10
Unduplicated number of females enrolled in 2017-18	17

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. **(§205(a)(1)(C)(ii)(H))**

2017-18	Number Enrolled
Ethnicity	
Hispanic/Latino of any race	1
Race	

2017-18	Number Enrolled
American Indian or Alaska Native	0
Asian	0
Black or African American	3
Native Hawaiian or Other Pacific Islander	0
White	22
Two or more races	0

Teachers Prepared

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

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

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

> THIS PAGE INCLUDES:
>
> >> Teachers Prepared by Subject Area
>
> >> Teachers Prepared by Academic Major

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2017-18. 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))

Additional guidance on reporting teachers prepared by subject area.

What are CIP Codes?

☐ **No teachers prepared in academic year 2017-18**

CIP Code	Subject Area	Number Prepared
13.01	Education - General	
13.10	Teacher Education - Special Education	2
13.1210	Teacher Education - Early Childhood Education	
13.1202	Teacher Education - Elementary Education	
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	3
13.1205	Teacher Education - Secondary Education	11
13.1206	Teacher Education - Multiple Levels	2

CIP Code	Subject Area	Number Prepared
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	1
13.1305	Teacher Education - English/Language Arts	2
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	2
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	1
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	1
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	
13.1319	Teacher Education - Technical Education	
13.1321	Teacher Education - Computer Science	1
13.1322	Teacher Education - Biology	2
13.1323	Teacher Education - Chemistry	2
13.1324	Teacher Education - Drama and Dance	
13.1325	Teacher Education - French	
13.1326	Teacher Education - German	
13.1328	Teacher Education - History	2
13.1329	Teacher Education - Physics	
13.1330	Teacher Education - Spanish	

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	
13.1332	Teacher Education - Geography	
13.1333	Teacher Education - Latin	
13.1335	Teacher Education - Psychology	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	
13.99	Education - Other Specify:	

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2017-18. 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.

Additional guidance on reporting teachers prepared by academic major.

What are CIP Codes?

☐ **No teachers prepared in academic year 2017-18**

CIP Code	Academic Major	Number Prepared
13.01	Education - General	
13.10	Teacher Education - Special Education	2
13.1210	Teacher Education - Early Childhood Education	
13.1202	Teacher Education - Elementary Education	
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	3
13.1205	Teacher Education - Secondary Education	11
13.1301	Teacher Education - Agriculture	

CIP Code	Academic Major	Number Prepared
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	
13.1319	Teacher Education - Technical Education	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1325	Teacher Education - French	
13.1326	Teacher Education - German	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1330	Teacher Education - Spanish	
13.1331	Teacher Education - Speech	

CIP Code	Academic Major	Number Prepared
13.1332	Teacher Education - Geography	
13.1333	Teacher Education - Latin	
13.1335	Teacher Education - Psychology	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	
13.03	Education - Curriculum and Instruction	
13.09	Education - Social and Philosophical Foundations of Education	
24	Liberal Arts/Humanities	
42	Psychology	
45.01	Social Sciences	
45.02	Anthropology	
45.06	Economics	
45.07	Geography and Cartography	
45.10	Political Science and Government	
45.11	Sociology	
50	Visual and Performing Arts	
54	History	
16	Foreign Languages	
19	Family and Consumer Sciences/Human Sciences	
23	English Language/Literature	
38	Philosophy and Religious Studies	
01	Agriculture	
09	Communication or Journalism	
14	Engineering	

CIP Code	Academic Major	Number Prepared
26	Biology	
27	Mathematics and Statistics	
40.01	Physical Sciences	
40.02	Astronomy and Astrophysics	
40.04	Atmospheric Sciences and Meteorology	
40.05	Chemistry	
40.06	Geological and Earth Sciences/Geosciences	
40.08	Physics	
52	Business/Business Administration/Accounting	
11	Computer and Information Sciences	
99	Other Specify:	

Program Completers

On this page, enter the total number of individuals who completed the program in AY 2017-18 and the two prior academic years. If you submitted an IPRC last year, the number of program completers for the two prior academic years are pre-loaded from your prior year's report.

A program completer is a person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as a criterion for determining who is a program completer.

An individual cannot be classified as both enrolled and as a program completer at the same time. An enrolled individual is not a program completer. Once an individual has met all the requirements of a state-approved teacher preparation program and becomes a program completer, the individual is no longer classified as enrolled.

After entering the program completers, save the page using the floating save box at the bottom of the page.

Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years.

2017-18	16
2016-17	6
2015-16	5

Annual Goals

On this page, review the annual goals in each subject area listed below. If you submitted an IPRC last year, the goals you entered last year are pre-loaded from your prior year's report. Please respond to the questions to report on progress towards the goals, and set new goals for the next academic year.

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

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. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at https://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 2017-18

1. Did your program prepare teachers in mathematics in 2017-18?

- ● Yes
- ○ No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in mathematics in 2017-18?

1

3. Did your program meet the goal for prospective teachers set in mathematics in 2017-18?

- ● Yes
- ○ No
- ○ Not applicable

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

When students do not pass the CORE Math test for the grades 5-12 license we encourage them to take the CORE Middle School Math test so they can apply for a middle school Math teaching license.

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

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

We have 2 middle school Math completers in 2017-18. We have 1 candidate enrolled in 2017-18 who plans to license in Math secondary education and

1 who plans to license in middle school Math.

Academic year 2018-19

7. Is your program preparing teachers in mathematics in 2018-19?

- ● Yes
- ○ No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in mathematics in 2018-19?

1

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

Academic year 2019-20

10. Will your program prepare teachers in mathematics in 2019-20?

- ● Yes
- ○ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in mathematics in 2019-20?

1

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

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 https://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 2017-18

1. Did your program prepare teachers in science in 2017-18?

- ● Yes
- ○ No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in science in 2017-18?

1

3. Did your program meet the goal for prospective teachers set in science in 2017-18?

- ● Yes
- ○ No
- ○ Not applicable

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

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

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

We have 1 new candidate enrolled who plan to license in Life Science (Biology).

Academic year 2018-19

7. Is your program preparing teachers in science in 2018-19?

- ● Yes
- ○ No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in science in 2018-19?

| 1 |

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

We have a new marketing partner to help with promoting our online programs.

Academic year 2019-20

10. Will your program prepare teachers in science in 2019-20?

- ● Yes
- ○ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in science in 2019-20?

| 1 |

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

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 https://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 2017-18

1. Did your program prepare teachers in special education in 2017-18?

- ● Yes
- ○ No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in special education in 2017-18?

> 3

3. Did your program meet the goal for prospective teachers set in special education in 2017-18?

- ● Yes
- ○ No
- ○ Not applicable

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

> We added 7 new. We have a new marketing company who is assisting us in promoting our online programs.

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

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

> We are aligning our MAT and T2T in Secondary Education, and our T2T and MSEd in Special Education graduate programs. This alignment will allow the special education program to mirror the length of courses (8 week) in the MAT and T2T, as well as create 2-3 common courses required of all of the graduate programs (T2T, MAT, and MSED). We believe the common courses will create a better online experience for candidates and the instructor; increasing the enrollment in the common courses and the interaction of special education and secondary education students creating a positive learning experience.

Academic year 2018-19

7. Is your program preparing teachers in special education in 2018-19?

- ● Yes
- ○ No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in special education in 2018-19?

> 3

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

> The graduate special education program will become part of our Virtual Campus which will mean a substantially reduced tuition rate and more advertising for the program by our outside vendor. The Special Education graduate programs are aligned the program with the T2T and MAT in secondary education. This alignment allows the special education program to mirror the length of courses in the MAT and T2T, as well as create 2-3 common courses required of all of the graduate programs (T2T, MAT, and MSED). Thus far, the common courses created a better online experience for

candidates and the instructor; increased the enrollment in the common courses and the interaction of special education and secondary education students created a positive learning experience.

Academic year 2019-20

10. Will your program prepare teachers in special education in 2019-20?

- ● Yes
- ○ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in special education in 2019-20?

3

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

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. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at https://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 2017-18

1. Did your program prepare teachers in instruction of limited English proficient students in 2017-18?

- ○ Yes
- ● No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2017-18?

3. Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2017-18?

- ○ Yes
- ○ No
- ○ Not applicable

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:

Academic year 2018-19

7. Is your program preparing teachers in instruction of limited English proficient students in 2018-19?

○ Yes
● No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2018-19?

[   ]

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

Academic year 2019-20

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

○ Yes
● No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2019-20?

[   ]

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

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.

1. 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:

A. In all graduate education programs, candidate's practicum and internship field experiences the placements' demographic data is tracked. Subsequently, the Director of Field Experiences reviews the individual candidate data before assigning future clinical internship (student teaching) placements. The monitoring of field placements with assures the department that candidates are completing field experiences in school settings with diverse populations and in diverse geographic locales. Field experiences for post-baccalaureate (graduate) initial licensing exceptional needs candidates consist of one hundred and twenty hours of university-supervised practicum. Practicum field experiences occur in settings that correspond to candidates' program of study, either mild intervention or intense intervention. Candidates also complete 16 weeks of clinical internship (student teaching) in their program of study. B.Transition to Teaching: Visual Art All-Grade Beginning Fall 2015, the Transition to Teaching program in Art was approved to expand the licensure coverage from middle school and high school levels only to Pre-School through Grade 12 (P-12). The revised program will increase field experience placement settings from 2 to 3, and the field hours from 125 to 175 hours prior to student teaching. As capstone field experiences, visual art candidates complete 16 weeks of clinical internship (student teaching) in elementary, middle school or high school settings. The EPP utilizes TaskStream to track the candidates' field placements. Field placements are monitored to include geographic distinctions, such as urban, suburban and private / parochial school settings and school settings with students from diverse populations. C. Transition to Teaching: Middle and Secondary School The Transition to Teaching program was approved to expand the licensure coverage to middle school and high school levels for post-baccalaureate candidates seeking licensure in a middle or secondary content area such as mathematics or science. Each candidate's practicum field placement performance data are recorded in. Subsequently, the Director of Field Experiences reviews the individual candidate data before assigning future clinical internship (student teaching) placements to assure diversity in placements. The monitoring of field placements assures the department that candidates are completing field experiences in school settings with diverse populations and in diverse geographic locales. Field experiences for post-baccalaureate (graduate) initial licensing candidates consist of one hundred and twenty hours of university-supervised practicum. Practicum field experiences occur in settings that correspond to candidates' program of study. Candidates also complete 16 weeks of clinical internship (student teaching) in their program of study, unless they are currently employed on an Emergency License through the corporation. If they are on an Emergency License and teaching while in the program, candidates submit a Prior Learning Assessment. The current Prior Learning Assessment is under revision so that candidates may demonstrate that they have acquired the knowledge and skills to engage in effective teaching so that students are engaged in effective learning.

Assessment Pass Rates

On this page, review the assessment pass rates. 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.

After reviewing, save the page using the floating save box at the bottom of the page.

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 Other enrolled students	1			
008 -BUSINESS Evaluation Systems group of Pearson All program completers, 2016-17	1			
010 -CAREER AND TECH EDUC—BUS AND INFORMATION TECH Evaluation Systems group of Pearson Other enrolled students	1			
010 -CAREER AND TECH EDUC—BUS AND INFORMATION TECH Evaluation Systems group of Pearson All program completers, 2017-18	1			
013 -COMPUTER EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	1			
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	1			
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	2			
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	2			
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2017-18	1			
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2016-17	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
024 -EXCEPTIONAL NEEDS—INTENSE INTERVENTION Evaluation Systems group of Pearson All program completers, 2015-16	2			
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson Other enrolled students	1			
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2017-18	1			
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2016-17	1			
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2015-16	4			
064 -EXCEPTIONAL NEEDS—MILD INTERVENTION: READING INST Evaluation Systems group of Pearson All program completers, 2017-18	1			
064 -EXCEPTIONAL NEEDS—MILD INTERVENTION: READING INST Evaluation Systems group of Pearson All program completers, 2016-17	1			
064 -EXCEPTIONAL NEEDS—MILD INTERVENTION: READING INST Evaluation Systems group of Pearson All program completers, 2015-16	4			
030 -FINE ARTS—VISUAL ARTS Evaluation Systems group of Pearson Other enrolled students	1			
066 -HEALTH Evaluation Systems group of Pearson Other enrolled students	2			
035 -MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	1			
034 -MIDDLE SCHOOL MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	1			
034 -MIDDLE SCHOOL MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	2			
034 -MIDDLE SCHOOL MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	1			
036 -MIDDLE SCHOOL SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
037 -MIDDLE SCHOOL SOCIAL STUDIES Evaluation Systems group of Pearson Other enrolled students	1			
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, 2017-18	1			
007 -P–12 EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	2			
067 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	1			
043 -SCIENCE—CHEMISTRY Evaluation Systems group of Pearson All program completers, 2017-18	2			
045 -SCIENCE—LIFE SCIENCE Evaluation Systems group of Pearson Other enrolled students	1			
045 -SCIENCE—LIFE SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	2			
045 -SCIENCE—LIFE SCIENCE Evaluation Systems group of Pearson All program completers, 2016-17	1			
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	12	263	12	100
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	6			
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	1			
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson Other enrolled students	3			
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2017-18	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
052 -SOCIAL STUDIES—PSYCHOLOGY Evaluation Systems group of Pearson Other enrolled students	1			
056 -WORLD LANGUAGES—GERMAN Evaluation Systems group of Pearson Other enrolled students	1			

Summary Pass Rates

On this page, review the summary pass rates. 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.

After reviewing, save the page using the floating save box at the bottom of the page.

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2017-18	15	14	93
All program completers, 2016-17	6		
All program completers, 2015-16	5		

Low-Performing

THIS PAGE INCLUDES:

>> Low-Performing

On this page, review the questions regarding your program's approval/accreditation and whether your program has been designated as low performing by the state. 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.

Low-Performing

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

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
- ☐ NCATE
- ☐ TEAC
- ☑ CAEP
- ☐ Other specify:

2. 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)?

- ○ Yes
- ● No

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 EPP requires candidates to demonstrate competency with multiple components of technology in the course, Technology Applications (EDUC 605) at the graduate level. This course includes signature assignments that are aligned with state pedagogy standards and CAEP standards. Five courses incorporate information regarding appropriate instructional and assessment apps into their curriculum. Those courses are: EDUC 605, Technology Applications; SPED 613, Collaborative Models of Behavior Management; SPED 625, Instructional Methods Topics; SPED 626, Functional Curriculum/Assistive Technology; and SPED 635, Assessment Topics. READ 630, Literacy Topics, requires candidates to incorporate technology in assignments that demonstrate candidates' competencies in teaching literacy concepts. In SPED 613, Collaborative Models of Behavior Management, for the progress monitoring assignment, candidates are required to use technology to collect and chart data in order to devise effective interventions for student behaviors. In SPED 635, Assessment Topics, candidates address the components of UDL in their signature assignment which outlines the use of UDA (Universally Designed Assessments). The Learning Experience Map (LEM) coupled with the Post-Observation Lesson Analysis Narrative (POLAN), requires candidates to use data to create and deliver formal instructional experiences suited for all learners in inclusive P-12 classes. Instruments utilized for the EPP's Candidate Field Assessment Process (CFAP) gauge candidates' proficiency with collecting and analyzing student performance data. Utilizing Excel, candidates calculate and display the students' mean and median scores as well as most-missed and least-missed assessment items. Also, candidates compare performance of sub-groups by race, linguistic characteristics, and special education status. Finally,

instructors assess candidates on their proficiency in formulating appropriate remedial and enrichment interventions for those students whose performances on formal assessments warrant additional interventions.

Teacher Training

On this page, review the questions about how your program trains general education teachers and special education teachers. For the purposes of these questions, general education teachers means those who are not specifically prepared as special education teachers. 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.

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. (§205(a)(1)(G))

1. Does your program prepare general education teachers to:

   a. teach students with disabilities effectively

   ● Yes
   ○ No

   b. participate as a member of individualized education program teams

   ○ Yes
   ● No

   c. teach students who are limited English proficient effectively

   ● Yes
   ○ No

2. 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.

   The EPP offers post-baccalaureate candidates the option for stand-alone, non-dual alternative teacher licensing in exceptional needs at the graduate level. That is, the exceptional needs license may be pursued without being linked to a content-specific discipline license. The EPP added a Reading course, READ 602, at the graduate level that focuses on the fundamental elements of teaching reading. This course augments the Literacy Methods course (READ 630) that is currently a component of graduate level and licensing preparation. Candidates in initial licensing who lack background preparation in exceptional needs must take SPED 600, whose content introduces them to the IEP process, including their roles and responsibilities as members of IEP teams. All candidates take a course in Collaborative Models of Behavior Management (SPED 613). Infused throughout this course is training in acquisition and refinement of the knowledge and skills candidates need to participate in IEP teams, both as general education teachers and as teachers of record for P-12 students with special needs. Emphasis is placed on knowledge and skills that promote candidates' development of interpersonal and collaboration skills to facilitate their work not only with P-12 students, but with colleagues, supervisors, and the families of students with special learning, emotional, and linguistic needs. These courses develop knowledge and skills candidates acquire in regard to Individual Education Programs, Transition Plans, Functional Behavior Assessments, and Behavior Intervention Plans. Data is collected through state exams and EPP assessments which demonstrates general education candidates' competency in teaching students with disabilities. Currently, the university adopted a new learning management system for its online delivery. This change prompted the EPP to revise its courses to ensure T2T candidates and special education candidates take 2 common courses. The common courses will promote interaction between candidates in both programs, furthering general education candidates awareness and proficiency in effectively teaching students with disabilities. Although the EPP cannot disaggregate its data from the Indiana Department of Education's Principal Survey, which is a report of teacher effectiveness rating for candidates who received their training from the EPP, our candidates are regularly rated Effective or Highly Effective instructors.

3. **Does your program prepare special education teachers to:**

a. **teach students with disabilities effectively**

- ● Yes
- ○ No
- ○ Program does not prepare special education teachers

b. **participate as a member of individualized education program teams**

- ● Yes
- ○ No
- ○ Program does not prepare special education teachers

c. **teach students who are limited English proficient effectively**

- ● Yes
- ○ No
- ○ Program does not prepare special education teachers

4. **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.**

Candidates who choose to license in mild intervention or intense intervention only, are required to take at least one practicum course in mild intervention or intense intervention exceptional needs. As their culminating field experiences, candidates for licensing in mild intervention or intense intervention, complete a full semester (16 weeks) of student teaching/clinical internship. Candidates complete field-based hours in P-12 schools, assuming progressively more responsibility for differentiating instruction and assessment. Field-based experiences prepare them to service students with identified exceptional needs as well as those students with limited English language proficiency. Infused throughout field-based courses is training in the knowledge and skills candidates need to participate in IEP teams, both as general education teachers and as teachers of record for P-12 students with special needs. As non-traditional licensing candidates complete their various field-based experiences, the EPP utilizes TaskStream to track candidates' placements. The EPP utilizes TaskStream to track candidates' placements. The Director of Field Experiences and administrative assistant monitor TaskStream to ensure that candidates serve in positions of responsibility in P-12 classrooms with students from diverse racial, ethnic, linguistic, and / or ability backgrounds. Although the EPP cannot disaggregate its data from the Indiana Department of Education's Principal Survey, which is a report of teacher effectiveness rating for candidates who received their training from the EPP, our candidates are regularly rated Effective or Highly Effective instructors.

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.

THIS PAGE INCLUDES:

›› Contextual Information

Contextual Information

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

The EPP offers a Transition to Teaching (T2T) program in Middle and Secondary Education. The T2T program prepares candidates in pedagogy who hold Baccalaureate degrees in content areas. The EPP does not prepare candidates in content disciplines. Candidates must demonstrate proficiency of content knowledge and skills by passing the state of Indiana's licensure exams in content areas before they take their practicum and student teaching with the EPP. Additionally, candidates must pass the state licensure exam in pedagogy in order to apply for an Indiana teaching license. The EPP offers a transition to teaching program in P-12 Visual Art. This initial licensing program of study prepares candidates to teach Pre-K through 12. The new license is expanded from its previous focus only on grades 6-12. Post-baccalaureate Special Education candidates may seek licensure in preschool, elementary, and/or middle-high school settings. Under Indiana's licensing rules, candidates may receive an initial license in mild intervention and add content areas to the initial license by passing state-approved standardized content knowledge tests, such as mathematics, science, etc. The Special Education licensure program requirements were decreased by three credit hours to align to the Indiana state Transition to Teaching required program hours. This now allows the EPP to be listed as a T2T Special Education EPP in Indiana on the Indiana Department of Education's website. Currently, the university is adopting a new learning management system for its online platform. This change prompted the EPP to revise its graduate special education, MAT in secondary education and T2T course content and course sequences to allow for some shared courses, similar timelines, and close alignment to the Indiana Educator Preparation Standards.

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.

Enrollment Confirmation

Total Title II enrollment from Section I: Program Information, Enrollment is **27**.

Number of program completers from Section I: Program Information, Program Completers is **16**.

For a total enrollment of **43**.

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:

Mary Riepenhoff

TITLE:

Education department Chair

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:

Maureen McCon

TITLE:

Licensing Advisor and QAS Coordinator

Comparison with Last Year

Item	Last Year	This Year	Change
Total Enrollment	20	27	35.00%
Male Enrollment	10	10	0.00%
Female Enrollment	10	17	70.00%
Hispanic/Latino Enrollment	0	1	
American Indian or Alaska Native Enrollment	0	0	
Asian Enrollment	0	0	
Black or African American Enrollment	0	3	
Native Hawaiian or Other Pacific Islander Enrollment	0	0	

Item	Last Year	This Year	Change
White Enrollment	20	22	10.00%
Two or more races Enrollment	0	0	
Average number of clock hours required prior to student teaching	120	120	0.00%
Average number of clock hours required for student teaching	640	640	0.00%
Average number of clock hours required for mentoring	0	0	
Number of full-time equivalent faculty in supervised clinical experience during this academic year	1	1	0.00%
Number of adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	26	22	-15.38%
Number of students in supervised clinical experience during this academic year	20	16	-20.00%
Total completers for current academic year	6	16	166.67%
Total completers for prior academic year	5	6	20.00%
Total completers for second prior academic year	4	5	25.00%