



University of Saint Francis
Traditional Report AY 2019-20
Indiana



100% COMPLETE
STATUS: IN PROGRESS

Institution Information

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

- [Academic year](#)
- [IPEDS ID](#)

IPEDS ID

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

CITY

STATE



ZIP

SALUTATION



FIRST NAME

LAST NAME

Rothgeb

PHONE

(260) 399-7700 x8415

EMAIL

krothgeb@sf.edu

List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Institution Information Postgraduate level (PG), or both.

(§205(a)(C))

THIS PAGE INCLUDES:

>> [List of Programs](#)

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

- [Teacher Preparation Program](#)

List of Programs

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1202	Elementary Education	UG	
13.1	Special Education	UG	
13.1302	Teacher Education - Art	UG	
13.1318	Teacher Education - Social Studies	UG	

Total number of teacher preparation programs:

4

Program Requirements

THIS PAGE INCLUDES:

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

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. [\(\\$205\(a\)\(1\)\(C\)\(i\)\)](#)

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

- [Full-time equivalent faculty supervising clinical experience](#)
- [Adjunct faculty supervising clinical experience](#)
- [Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience](#)
- [Supervised clinical experience](#)

Undergraduate Requirements

1. Are there initial teacher certification programs at the undergraduate level?

- Yes
 No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the undergraduate level. If no, leave the table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

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

Element	Admission	Completion
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <input type="text"/>	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

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

2.8

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

2.8

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

Per Indiana statute, minimum basic skills tests were eliminated effective July 2019.

Postgraduate Requirements

1. Are there initial teacher certification programs at the postgraduate level?

- Yes
 No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the postgraduate level. If no, leave the table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

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

Element	Admission	Completion
Essay or personal statement	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <input type="text"/>	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

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

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

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

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2019-20. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models?

- Yes
 No

If yes, provide the next two responses. If no, leave them blank.

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	<input type="text" value="340"/>
Number of clock hours required for student teaching	<input type="text" value="640"/>

Are there programs in which candidates are the teacher of record?

- Yes
 No

If yes, provide the next two responses. If no, leave them blank.

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)	
Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	<input type="text"/>
Number of years required for teaching as the teacher of record in a classroom	<input type="text"/>

All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)

4

[Optional tool](#) for automatically calculating full-time equivalent faculty in the system

Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)

16

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

192

Number of students in supervised clinical experience during this academic year

63

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

These numbers provide both practicum and clinical internship placements. Education faculty or a university supervisor evaluates candidates in both practicums and clinical internships, as well as the cooperating teachers.

Enrollment and Program Completers

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year.

(§205(a)(1)(C)(ii))

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

- [Enrolled Student](#)
- [Program Completer](#)

Enrollment and Program Completers

2019-20 Total	
Total Number of Individuals Enrolled	68
Subset of Program Completers	12

Gender	Total Enrolled	Subset of Program Completers
Male	6	0
Female	62	12
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	1	0
Hispanic/Latino of any race	2	2
Native Hawaiian or Other Pacific Islander	0	0
White	62	10

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	1	0
No Race/Ethnicity Reported	2	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.

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

- [Academic Major](#)

THIS PAGE INCLUDES:

- >> [Teachers Prepared by Subject Area](#)
- >> [Teachers Prepared by Academic Major](#)

Teachers Prepared by Subject Area

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

For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

What are CIP Codes?

No teachers prepared in academic year 2019-20

If your program has no teachers prepared, check the box above and leave the table below blank (or [clear responses already entered](#)).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (<https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>).

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	<input type="text" value="9"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="10"/>

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text"/>
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	2 <input type="text"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	<input type="text"/>
13.1306	Teacher Education - Foreign Language	<input type="text"/>
13.1307	Teacher Education - Health	<input type="text"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	<input type="text"/>
13.1312	Teacher Education - Music	<input type="text"/>
13.1314	Teacher Education - Physical Education and Coaching	<input type="text"/>
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - Science Teacher Education/General Science	<input type="text"/>
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	1 <input type="text"/>
13.1320	Teacher Education - Trade and Industrial	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	<input type="text"/>
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1328	Teacher Education - History	1 <input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2019-20. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

[What are CIP Codes?](#)

Do participants earn a degree upon completion of the program?

- Yes
 No

No teachers prepared in academic year 2019-20

If your program does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or [clear responses already entered](#)).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	<input type="text" value="2"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="8"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text"/>
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	<input type="text" value="2"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	<input type="text"/>
13.1306	Teacher Education - Foreign Language	<input type="text"/>
13.1307	Teacher Education - Health	<input type="text"/>

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

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	<input type="text"/>
12	Personal and Culinary Services	<input type="text"/>
14	Engineering	<input type="text"/>
16	Foreign Languages, Literatures, and Linguistics	<input type="text"/>
19	Family and Consumer Sciences/Human Sciences	<input type="text"/>
21	Technology Education/Industrial Arts	<input type="text"/>
22	Legal Professions and Studies	<input type="text"/>
23	English Language/Literature	<input type="text"/>
24	Liberal Arts/Humanities	<input type="text"/>
25	Library Science	<input type="text"/>
26	Biological and Biomedical Sciences	<input type="text"/>
27	Mathematics and Statistics	<input type="text"/>
30	Multi/Interdisciplinary Studies	<input type="text"/>
38	Philosophy and Religious Studies	<input type="text"/>
40	Physical Sciences	<input type="text"/>
41	Science Technologies/Technicians	<input type="text"/>
42	Psychology	<input type="text"/>
44	Public Administration and Social Service Professions	<input type="text"/>
45	Social Sciences	<input type="text"/>
46	Construction	<input type="text"/>
47	Mechanic and Repair Technologies	<input type="text"/>
50	Visual and Performing Arts	<input type="text"/>
51	Health Professions and Related Clinical Sciences	<input type="text"/>
52	Business/Management/Marketing	<input type="text"/>
54	History	<input type="text"/>

CIP Code	Academic Major	Number Prepared
99	Other Specify: <input data-bbox="289 121 1260 163" type="text"/>	<input data-bbox="1292 90 1568 132" type="text"/>

Program Assurances

THIS PAGE INCLUDES:

>> [Program Assurances](#)

Respond to the following assurances. Note: Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. ([§205\(a\)\(1\)\(A\)\(iii\)](#); [§206\(b\)](#))

Program Assurances

1. Program preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

- Yes
 No

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

- Yes
 No

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

- Yes
 No
 Program does not prepare special education teachers

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

- Yes
 No

5. Prospective general education teachers are prepared to provide instruction to limited English proficient students.

- Yes
 No

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

- Yes
 No

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

- Yes
 No

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

This section details the department's successful strategies in meeting assurances noted above. A. The hallmark of the undergraduate teacher education program is early and sustained integration of university classroom theory with practical field experience. Pre-service teacher candidates continue to meet programs' substantial field experience requirements. Requirements for candidates in elementary education and special education range from approximately 300 to more than 400 field hours prior to student teaching. Field requirements ensure that candidates work with student and teacher populations in a broad array of schools, including parochial, private, high-need urban schools, schools located in suburban and rural settings, and charter schools. All candidates complete field experiences in the city's main school district, Fort Wayne Community Schools (FWCS). FWCS has an economically disadvantaged rate of approximately 65%, with a highly diverse student population in regard to race, religion, ethnicity, and language of origin. B. While self-contained special education classrooms continue to function in a number of the region's schools, the co-teaching model of inclusion increasingly has become the norm in schools. As such, candidates in all subject disciplines, at all levels, must work collaboratively with teachers both in

general and special education to serve the needs of students identified as having disabilities. The Co-teaching model is taught and practiced in education courses. C. Graduates in the department's traditional programs are recruited for employment in their licensing areas at a rate of more than 97%. D. The department's monitoring of candidates by means of the tracking system ensures that candidates work with student populations from a variety of ethnic, racial, socio-economic, and linguistic backgrounds. The candidates' diversity of placement sites in accordance with P-12 students' race, ethnicity, socio-economic status, academic performance, and gender is also tracked as well as field placements which include geographic distinctions, such as urban, suburban and private / parochial school settings. E. Teacher candidates complete a 16-week clinical internship. For the majority of candidates who seek licensure in elementary and special education, student teaching consists of two, eight-week sessions. One placement occurs in an elementary education general education classroom. The second placement occurs in a mild intervention exceptional needs classroom. In special education, field experiences may range from one or a combination of several special education service delivery models: full inclusion with co-teaching, fully self-contained special education, or limited pull-out for special services. To meet demands for substitute teaching in the immediate area, the junior and senior teacher candidates' schedules have been revised. They will have courses two days per week, allowing for field placements and substitute teaching (authentic field experiences). F. The EPP received its national accreditation from the Council for the Accreditation for Educator Preparation in Fall 2017. SPAs for elementary and special education programs were approved.

Annual Goals: Mathematics

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

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

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

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

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

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

- Yes
 No

2. Describe your goal.

3. Did your program meet the goal?

- Yes
 No

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

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

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

Review Current Year's Goal (2020-21)

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

- Yes
 No

8. Describe your goal.

Set Next Year's Goal (2021-22)

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

- Yes
 No

10. Describe your goal.

Annual Goals: Science

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

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

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

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

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

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

- Yes
 No

2. Describe your goal.

3. Did your program meet the goal?

- Yes
 No

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

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

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

Review Current Year's Goal (2020-21)

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

- Yes
 No

8. Describe your goal.

Set Next Year's Goal (2021-22)

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

- Yes
 No

10. Describe your goal.

Annual Goals: Special Education

THIS PAGE INCLUDES:

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

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

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

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

- [Quantifiable Goals](#)

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

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

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

- Yes
 No

2. Describe your goal.

The goal of the special education program is to prepare high quality special education teachers who can apply their knowledge and skills in a variety of classroom settings.

3. Did your program meet the goal?

- Yes
 No

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

The candidates engaged in diverse field experiences and assessments were updated and aligned to the key elements of the Council for Exceptional Children (CEC) standards. Candidates are observed multiple times throughout the program by both cooperating teachers and university supervisors to ensure quality instruction is being delivered. Candidates write an Individualized Education Program and participate in a mock case conference.

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

Due to COVID-19 health and safety guidelines, the EPP determined that its candidates require further knowledge and practice in delivering virtual teaching. The EPP amended its curriculum to add strategies and practice in online pedagogy.

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

Review Current Year's Goal (2020-21)

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

- Yes
 No

8. Describe your goal.

The special education preparation program will increase its enrollment of special education teacher candidates through local partnerships and initiatives; such as starting a local chapter of the CEC.

Set Next Year's Goal (2021-22)

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

- Yes
 No

10. Describe your goal.

The EPP will integrate virtual teaching pedagogical methods and increase assistive technology proficiencies with candidates.

Annual Goals: Instruction of Limited English Proficient Students

THIS PAGE INCLUDES:

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

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

[\(\\$205\(a\)\(1\)\(A\)\(i\), \\$205\(a\)\(1\)\(A\)\(ii\), \\$206\(a\)\)](#)

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

- [Quantifiable Goals](#)

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

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

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

- Yes
 No

2. Describe your goal.

3. Did your program meet the goal?

- Yes
 No

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

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

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

Review Current Year's Goal (2020-21)

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

- Yes
 No

8. Describe your goal.

Set Next Year's Goal (2021-22)

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

- Yes
 No

10. Describe your goal.

Assessment Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. [\(§205\(a\)\(1\)\(B\)\)](#)

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

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

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	6			
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	7			
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	5			
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	6			
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	9			
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2019-20	8			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	5			
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	9			
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	9			
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2019-20	8			
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	5			
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	8			
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson Other enrolled students	9			
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2019-20	8			
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2018-19	5			
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2017-18	8			
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson Other enrolled students	8			
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2019-20	8			
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2018-19	5			
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2017-18	8			
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson Other enrolled students	8			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2019-20	5			
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2018-19	9			
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2017-18	7			
064 -EXCEPTIONAL NEEDS—MILD INTERVENTION: READING INST Evaluation Systems group of Pearson Other enrolled students	3			
064 -EXCEPTIONAL NEEDS—MILD INTERVENTION: READING INST Evaluation Systems group of Pearson All program completers, 2018-19	2			
064 -EXCEPTIONAL NEEDS—MILD INTERVENTION: READING INST Evaluation Systems group of Pearson All program completers, 2017-18	2			
030 -FINE ARTS—VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2018-19	1			
030 -FINE ARTS—VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2017-18	3			
035 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	1			
007 -P-12 EDUCATION Evaluation Systems group of Pearson Other enrolled students	4			
007 -P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	5			
007 -P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	7			
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	3			
050 -SOCIAL STUDIES—GOVERNMENT AND CITIZENSHIP Evaluation Systems group of Pearson All program completers, 2018-19	1			
050 -SOCIAL STUDIES—GOVERNMENT AND CITIZENSHIP Evaluation Systems group of Pearson All program completers, 2017-18	4			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2018-19	1			
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2017-18	4			

Summary Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. [\(§205\(a\)\(1\)\(B\)\)](#)

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

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

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2019-20	8		
All program completers, 2018-19	10	8	80
All program completers, 2017-18	17	14	82

Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

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

Low-Performing

1. Is your teacher preparation program currently approved or accredited?

- Yes
- No

If yes, please specify the organization(s) that approved or accredited your program:

- State
- CAEP
- AAQEP
- Other specify:

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

- 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.

THIS PAGE INCLUDES:

[>> Use of Technology](#)

Use of Technology

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

Does your program prepare teachers to:

- a. integrate technology effectively into curricula and instruction

Yes
 No

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

Yes
 No

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

Yes
 No

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

Yes
 No

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

In field courses where candidates' teaching performance is evaluated, key assessments include criteria to measure the candidates' understanding and application of technology integration. All teacher candidates in elementary education, special education, and P-12 Art incorporate technology into the planning and delivery of lessons. In SPED 137-Foundations in Exceptionalities, candidates create a research project integrating technology tools. In addition to the aforementioned course, several courses for elementary education and special education majors incorporate technology. In EDUC 303-Assessment Principles & practices, candidates specifically address technology based assessments and learn to create assignments, a grade book, and quizzes in Canvas (frequently used LMS in the area schools). SPED 230-Content Interventions for Exceptional Learners II, candidates incorporate assistive technology to develop a literacy unit. In SPED 226-Content Interventions for Exceptional Learners I, candidates collaborate on case studies via Google Docs. In SPED 326-Methods & Transitions, candidates use research on assistive technology to address students' needs in content areas. Additionally, in SPED 326, candidates use Indiana IEP (IIEP) to develop a mock individualized education program (IEP). SPED 420-Behavior Assessment & Analysis I, requires candidates to collect data and use technology to monitor and report students' academic and behavioral progress. Again, they use IIEP to develop an IEP for a mock student. During EDUC 377-Science Methods for Elementary Educators teacher candidates learn simple coding and how to implement it in science classes. Finally, in EDUC 356- Learning Environments II Applying Skills and Methods teacher candidates gain experience in creating a website which houses their comprehensive classroom management plan. Websites include details about

candidates' management philosophy, rules, procedures, and consequences in written format, as well as infographics. The goal of this assignment is to promote parent/student/teacher collaboration. In READ 200-Foundations of Reading Instruction and READ 302-Methods and Materials in Teaching Reading for ALL Children, elementary and special education majors use technology, such as SmartBoards and handhelds for Dibels as in K-6 classrooms. In EDUC 412- Effective Practices for Pedagogical Proficiencies, candidates become familiar with video tools helpful in virtual instruction. In EDUC 375- English Language Arts Methods, candidates are required to design an ELA online elearning lesson using video, technology tools, and programs appropriate for ELA instruction. All teacher education majors are required to collect and chart data using technology in their lesson plans. The rubric for the Learning Experience Map (LEM), which is the department's lesson planning format, includes criterion for utilizing technology as candidates plan lessons. Also, as part of formal lessons' post-assessment process, all teacher candidates are required to analyze data they collect in order to devise strategies to improve student performance. Instructors regularly integrate technology in their pedagogical approaches. Integration of technology serves as a model for candidates to use in developing their own pedagogical approaches. A variety of apps and websites are used throughout courses. Examples of such are Kahoot, Padlet, Quizzlet, and Wordle. Finally, in addition to using Canvas, instructors use Microsoft Sharepoint Tools to collect assignments, to answer questions and provide feedback on documents in real-time, and develop lessons in which candidates must collaborate on a single document to complete assignments. The EPP hosted a professional learning community (PLC) training provided by the Indiana Department of Education. Teacher candidates analyzed state testing and demographic data to set goals and objectives for the K-12 schools' achievement gaps that were identified through the PLC process. In 2020-2021, the EPP will be utilizing Taskstream so that candidates and faculty can track and analyze field performance data. The Taskstream system will allow candidates and faculty to monitor progression through the program.

Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

Teacher Training

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

a. Teach students with disabilities effectively

Indiana Educator Preparation Standards include the following language: teachers have a broad and comprehensive understanding of instructional planning and delivery and demonstrate the ability to plan and deliver standards-based, data-driven differentiated instruction that engages students, makes effective use of contemporary tools and technologies, and helps all students achieve learning goals, including: knowledge of the principles of universal design for learning (UDL) and how to apply UDL guidelines to incorporate the flexibility necessary to maximize learning opportunities for all students. Therefore, the EPP prepares its general education teachers to effectively teach students with disabilities. Special education courses include preparation in skills related to IEP team participation. All majors, including P-12 Art, take SPED 137, Foundations in Exceptionalities. The course text is titled: Teaching in the Inclusive Classroom: A Universal Design for Learning (UDL) Approach by Gargiulo & Metcalf. SPED 137 serves as an introduction of UDL and the principles. UDL strategies are threaded throughout the course. In EDUC 304: Developing Effective Learning & Teaching Competencies, all majors--elementary, special education, and P-12 Visual Art special address 3 UDL systems in a unit to ensure that content is accessible for all students. Candidates gain knowledge and application of the Professional Learning Community (PLC) data analysis in EDUC 303: Assessment Principles and Practices. This entails disaggregation of student data to make instructional choices. In EDUC 303: Assessment Principles and Practices, candidates learn to disaggregate student performance data and prescribe interventions based on the student performance while practicing data team protocols. They also learn to create 'stretch' and modifications when creating classroom assessments. Teacher candidates are introduced to diagnostic testing analysis. Teacher candidates in EDUC 412: Effective Practices for Pedagogical Proficiencies, are required to participate in an project-based learning diversity project/open house. One of the topics explored is students with disabilities. All elementary majors complete between 200 - 300 field hours in inclusive classroom settings prior to student teaching where they work with students with special needs. As evidence for proficiency in working with students with special need, elementary education majors develop lesson plans in major field courses that must include a component for Universal Design for Learning (UDL). The candidates' performance of proficiency in working with students with exceptional needs is measured by key assessments which include UDL criteria. The EPP engaged in curriculum mapping of the state's teacher preparation standards. From the mapping, the EPP faculty identified gaps in the content area courses' curriculum in regards to students with disabilities and the talented/gifted. Standards were added to the content courses, objectives were written so that the courses have set alignment to specific standards and objectives.

b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

The EPP produces learning experiences for candidates studying to be general education teachers to be engaged in the Individualized Education Program process. Candidates in SPED 137-Foundations in Exceptionalities produce Present Levels of Performance related to students with disabilities in the role of a general education teacher. These present levels are developed in response the special education teachers creation of the Individualized Education Program. Candidates in EDUC 356- Learning Environments II participate in a conference involving parents, teachers, and the K-12 student with concerns related to behavior. University faculty provide candidates with scenarios detailing a description of the K-12 student with exceptionalities. Candidates develop both a script and participate in a mock meeting to develop goals and solutions. Candidates in EDUC 303 analyze data from an assessment and participate in a mock professional learning committee (PLC) in which interventions and extensions are selected for any students not meeting mastery. Within their PLC, one candidate represents a special education teacher who advocates for the assessment form, administration, and post assessment intervention strategies.

c. Effectively teach students who are limited English proficient.

Candidates in SPED 137- Foundations in Exceptionalities learn about English Learner proficiency levels, assessments, and individualized plans. Candidates determine strategies to help support learners consider limited English proficient. Intercultural communication strategies are taught to teacher candidates. Candidates in EDUC 412- Effective Practices for Pedagogical Proficiencies, teacher candidates engage in dialogue with

various guest speakers representing expertise in multiple cultures present in the Fort Wayne area. Candidates use knowledge gained from the guest speakers to develop and implement culturally responsive pedagogical lesson plans. In every lesson plan that is evaluated in the field, candidates explore the demographics of their placement and identify potential LEP barriers and provide solutions through the development of their lesson plans. Teacher candidates are placed in area K-12 schools which have a significant number of LEP students.

2. Does your program prepare special education teachers?

- Yes
 No

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

a. Teach students with disabilities effectively

Indiana Educator Preparation Standards include the following language: teachers have a broad and comprehensive understanding of instructional planning and delivery and demonstrate the ability to plan and deliver standards-based, data-driven differentiated instruction that engages students, makes effective use of contemporary tools and technologies, and helps all students achieve learning goals, including: knowledge of the principles of universal design for learning (UDL) and how to apply UDL guidelines to incorporate the flexibility necessary to maximize learning opportunities for all students. Therefore, the EPP prepares its special education teachers to effectively teach students with disabilities in the following: All candidates take SPED 137-Foundations in Exceptionalities course, which provides an overview of disabilities, diversity, legal issues, processes for developing and implementing Individualized Education Programs, co-teaching, assistive technology, and Universal Design for Learning. In SPED 230-Content Interventions for Exceptional Learners II, special education majors address UDL systems in a unit to ensure content is accessible for all students. In SPED 326-Methods & Transitions and in SPED 420- Behavior Assessment & Analysis I, special education majors use Indiana IEP (IIEP) to develop an individualized education program (IIEP) for a mock student. In EDUC 303- Assessment Principles and Practices, candidates learn to disaggregate student performance data and prescribe interventions based on the student performance while practicing professional learning community (PLC) protocols. They also learn to create 'stretch' and modifications when creating classroom assessments. The students learn to analyze diagnostic assessment data. Candidates pursuing special education licenses are provided more in-depth study of topics covered in the introductory course in addition to coursework related to instructional methods, assessment, and behavior management. Prior to student teaching, candidates seeking a special education license spend 200+ hours in the special-education settings working with a variety of students with special needs. Since 80% of special education majors co-major in elementary education, they complete an additional 200+ field hours in inclusive elementary education settings. Thus, a significant majority of candidates participate in more than 400 field hours prior to student teaching. Special education teacher candidates participate in the range of special educator responsibilities, including development and revision of IEPs. Candidates address IEP mandates in lesson planning, implementation, and assessment. When permitted by all parties, candidates observe students' annual case conferences. Finally, special education candidates take part in professional development events both in schools and across school districts. The EPP engaged in curriculum mapping of the state's teacher preparation standards 2018-2019. From the mapping, the EPP faculty identified gaps in the content area courses' curriculum in regards to students with disabilities and the talented/gifted. Standards were added to the content courses, objectives were written so that the courses have set alignment to specific standards and objectives.

b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

Indiana Educator Preparation Standards include the following language: teachers of students with mild exceptional needs have a broad and comprehensive understanding of procedures for developing, implementing, monitoring, and amending individualized programs and demonstrate the ability to follow these procedures in planning and implementing individualized programs. Candidates in SPED 137-Foundations in Exceptionalities produce Present Levels of Performance related to students with disabilities in the role of a general education teacher. These present levels are developed in response to the special education teachers' creation of the Individualized Education Program. Candidates in EDUC 356-Learning Environments II participate in a conference involving parents, teachers, and the K-12 student with concerns related to behavior. University faculty provide candidates with scenarios detailing a description of the K-12 student with exceptionalities. Candidates develop a script and participate in a mock meeting to develop goals and solutions. All special education major candidates take SPED 326- Methods & Transitions where candidates are provided an in-depth psychological evaluation and are required to fully develop and write an Individualized Education Program (IEP). Once teacher candidates facilitate the development of an IEP, in the role of the special education teacher, a case conference with peers and university faculty members occurs. The case conference requires candidates to be aware of Free and Appropriate Public Education, Least Restrictive Environments, and Goals for the students with exceptionalities. In SPED 226- Content Interventions I, candidates participate in parent phone calls to communicate individualized education program information. When allowed by the participating K-12 school, candidates are encouraged to participate in case conferences during their practicum and clinical internship experiences.

c. Effectively teach students who are limited English proficient.

Candidates in SPED 137- Foundations in Exceptionalities learn about English Learner proficiency levels, assessments, and individualized plans. Candidates determine strategies to help support learners consider limited English proficient. Intercultural communication strategies are taught to teacher candidates. Candidates in SPED 421- Language and Social Skills develop a language acquisition timeline and create a lesson plan with specific considerations for barriers and solutions for limited English proficient students. Candidates in EDUC 412- Effective Practices for Pedagogical Proficiencies, teacher candidates engage in dialogue with various guest speakers representing expertise in multiple cultures present in the Fort Wayne area. Candidates use knowledge gained from the guest speakers to develop and implement culturally responsive pedagogical lesson plans. In every lesson plan that is evaluated in the field, candidates explore the demographics of their placement and identify potential LEP barriers and provide solutions through the development of their lesson plans. Teacher candidates are placed in area K-12 schools which have a significant number of LEP students.

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 three traditional undergraduate licensure programs in the department of education are limited to elementary education, special education, and P-12 Visual Art Education. All extant secondary education programs will be taught out in order to allow currently enrolled candidates to complete their courses of study. The EPP received its national accreditation Fall 2017 from the Council for the Accreditation of Educator Preparation. Its undergraduate programs were SPA approved 2017. The Indiana Board of Education approved the EPP undergraduate programs in February 2018. The EPP recently submitted its special education SPA. The undergraduate elementary program will undergo state review November 2021. All three programs at the undergraduate level are scheduled for March 2024 site review by the Council for the Accreditation of Educator Preparation. The EPP's CAEP and SPA evaluations and feedback are available on the EPP website.

Supporting Files

No files have been provided.

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

Report Card Certification

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

Certification of submission

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual.*

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

TITLE:

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:

TITLE:



University of Saint Francis

Alternative, IHE-based Report AY 2019-20

Indiana



REPORT COMPLETE

STATUS: CERTIFIED

Institution Information

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

- [Academic year](#)
- [IPEDS ID](#)

IPEDS ID

152336

 THIS INSTITUTION HAS NO IPEDS ID**IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION****ADDRESS**

2701 Spring Street

CITY

Fort Wayne

STATE

Indiana

ZIP

46808

SALUTATION

Ms.

FIRST NAME

Kelly

LAST NAME

Rothgeb

PHONE

(260) 399-7700 x8415

EMAIL

krothgeb@sf.edu

List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Institution Information Postgraduate level (PG), or both.

(§205(a)(C))

THIS PAGE INCLUDES:

>> [List of Programs](#)

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

- [Teacher Preparation Program](#)

List of Programs

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1203	Junior High/Intermediate/Middle School Education and Teaching	PG	
13.1	Special Education	Both	
13.1302	Teacher Education - Art	Both	

Total number of teacher preparation programs:

3

Program Requirements

THIS PAGE INCLUDES:

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

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. [\(\\$205\(a\)\(1\)\(C\)\(i\)\)](#)

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

- [Full-time equivalent faculty supervising clinical experience](#)
- [Adjunct faculty supervising clinical experience](#)
- [Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience](#)
- [Supervised clinical experience](#)

Undergraduate Requirements

1. Are there initial teacher certification programs at the undergraduate level?

- Yes
 No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the undergraduate level. If no, leave the table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

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

Element	Admission	Completion
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <input type="text"/>	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

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

2.8

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

2.8

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

Postgraduate Requirements

1. Are there initial teacher certification programs at the postgraduate level?

- Yes
 No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the postgraduate level. If no, leave the table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

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

Element	Admission	Completion
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <input type="text"/>	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

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

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

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

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2019-20. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models?

- Yes
 No

If yes, provide the next two responses. If no, leave them blank.

Programs with student teaching models (most traditional programs)

Number of clock hours of supervised clinical experience required prior to student teaching

Number of clock hours required for student teaching

You have programs with the teacher of record model, but "clock hours of supervised clinical experience required prior to teaching as the teacher of record" and "years required for teaching as the teacher of record" are 0. Please correct the data, or confirm.

I confirm that there are 0 hours required

Are there programs in which candidates are the teacher of record?

- Yes
 No

If yes, provide the next two responses. If no, leave them blank.

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

Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom

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

Number of years required for teaching as the teacher of record in a classroom

0

All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)

3

[Optional tool](#) for automatically calculating full-time equivalent faculty in the system

Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)

15

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

84

Number of students in supervised clinical experience during this academic year

57

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

These numbers provide both practicum and clinical internship placements. Faculty or university supervisors evaluate candidates in both practicums and clinical internships, as well as the cooperating teachers.

Enrollment and Program Completers

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year.

(§205(a)(1)(C)(ii))

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

- [Enrolled Student](#)
- [Program Completer](#)

Enrollment and Program Completers

2019-20 Total	
Total Number of Individuals Enrolled	163
Subset of Program Completers	35

Gender	Total Enrolled	Subset of Program Completers
Male	50	15
Female	113	20
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	1	0
Asian	4	1
Black or African American	16	3
Hispanic/Latino of any race	10	3
Native Hawaiian or Other Pacific Islander	0	0
White	124	25

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	4	2
No Race/Ethnicity Reported	4	1

Teachers Prepared

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

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

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

THIS PAGE INCLUDES:

- >> [Teachers Prepared by Subject Area](#)
- >> [Teachers Prepared by Academic Major](#)

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

- [Academic Major](#)

Teachers Prepared by Subject Area

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

For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

What are CIP Codes?

No teachers prepared in academic year 2019-20

If your program has no teachers prepared, check the box above and leave the table below blank (or [clear responses already entered](#)).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (<https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>).

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	16
13.1202	Teacher Education - Elementary Education	

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text"/>
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	1 <input type="text"/>
13.1303	Teacher Education - Business	5 <input type="text"/>
13.1305	Teacher Education - English/Language Arts	1 <input type="text"/>
13.1306	Teacher Education - Foreign Language	1 <input type="text"/>
13.1307	Teacher Education - Health	<input type="text"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	1 <input type="text"/>
13.1312	Teacher Education - Music	<input type="text"/>
13.1314	Teacher Education - Physical Education and Coaching	2 <input type="text"/>
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - Science Teacher Education/General Science	<input type="text"/>
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	1 <input type="text"/>
13.1320	Teacher Education - Trade and Industrial	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	<input type="text"/>
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1328	Teacher Education - History	5 <input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	Education - Other Specify: <input type="text" value="Life Science"/>	<input type="text" value="2"/>

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2019-20. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

[What are CIP Codes?](#)

Do participants earn a degree upon completion of the program?

- Yes
 No

No teachers prepared in academic year 2019-20

If your program does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or [clear responses already entered](#)).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	<input type="text"/>
13.1202	Teacher Education - Elementary Education	<input type="text"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text" value="2"/>
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	<input type="text"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	<input type="text"/>
13.1306	Teacher Education - Foreign Language	<input type="text"/>
13.1307	Teacher Education - Health	<input type="text"/>

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

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	1
12	Personal and Culinary Services	
14	Engineering	
16	Foreign Languages, Literatures, and Linguistics	
19	Family and Consumer Sciences/Human Sciences	
21	Technology Education/Industrial Arts	
22	Legal Professions and Studies	1
23	English Language/Literature	
24	Liberal Arts/Humanities	3
25	Library Science	
26	Biological and Biomedical Sciences	2
27	Mathematics and Statistics	
30	Multi/Interdisciplinary Studies	
38	Philosophy and Religious Studies	2
40	Physical Sciences	
41	Science Technologies/Technicians	
42	Psychology	5
44	Public Administration and Social Service Professions	
45	Social Sciences	
46	Construction	
47	Mechanic and Repair Technologies	
50	Visual and Performing Arts	1
51	Health Professions and Related Clinical Sciences	
52	Business/Management/Marketing	5
54	History	

CIP Code	Academic Major	Number Prepared
99	Other Specify: <input data-bbox="289 121 1260 163" type="text" value="Sports Leadership"/>	<input data-bbox="1292 90 1572 132" type="text" value="1"/>

Program Assurances

THIS PAGE INCLUDES:

>> [Program Assurances](#)

Respond to the following assurances. Note: Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. ([§205\(a\)\(1\)\(A\)\(iii\)](#); [§206\(b\)](#))

Program Assurances

1. Program preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

- Yes
 No

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

- Yes
 No

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

- Yes
 No
 Program does not prepare special education teachers

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

- Yes
 No

5. Prospective general education teachers are prepared to provide instruction to limited English proficient students.

- Yes
 No

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

- Yes
 No

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

- Yes
 No

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

A. In all graduate education programs, demographic data of candidates' practicum and internship field experiences 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 assures 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. Candidates also complete 16-weeks of clinical internship (student teaching) in their program of study. B. Transition to Teaching: Visual Art All-Grade The Transition to Teaching: Visual Art program is hybrid. 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 tracks 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. The monitoring of field placements assures 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 120 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 teacher candidates are on an Emergency License and teaching while in the program, candidates may choose to submit a Prior Learning Assessment portfolio.

C. Transition to Teaching: Middle and Secondary School The Transition to Teaching program was approved for 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. 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 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 120 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 may chose to submit a Prior Learning Assessment portfolio.

D. Transition to Teaching: Special Education Mild and Intense Intervention The Transition to Teaching program was approved for P-12 mild and intense intervention licensure. Each candidate's practicum field placement performance data are recorded. 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 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 120 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 may chose to submit a Prior Learning Assessment portfolio. The Prior Learning Assessment (PLA) was revised to include evidence and artifacts that demonstrate teacher candidates have acquired the knowledge and skills of a highly effective teacher. Eligibility to complete a PLA is based on the teacher candidates' ability to meet field performance benchmarks.

Annual Goals: Mathematics

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

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

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

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

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

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

- Yes
 No

2. Describe your goal.

3. Did your program meet the goal?

- Yes
 No

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

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

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

Review Current Year's Goal (2020-21)

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

- Yes
 No

8. Describe your goal.

Set Next Year's Goal (2021-22)

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

- Yes
 No

10. Describe your goal.

Annual Goals: Science

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

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

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

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

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

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

- Yes
 No

2. Describe your goal.

3. Did your program meet the goal?

- Yes
 No

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

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

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

Review Current Year's Goal (2020-21)

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

- Yes
 No

8. Describe your goal.

Set Next Year's Goal (2021-22)

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

- Yes
 No

10. Describe your goal.

Annual Goals: Special Education

THIS PAGE INCLUDES:

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

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

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

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

- [Quantifiable Goals](#)

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

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

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

- Yes
 No

2. Describe your goal.

The EPP will increase its enrollment in online special education programs.

3. Did your program meet the goal?

- Yes
 No

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

The university contracted with Ruffalo Noel Levitz (RNL) Engage (formerly Helix Education) to transition all post-baccalaureate programs into a managed program. This partnership resulted in increased enrollment and retention efforts in the special education graduate programs. Candidate recruitment and retention efforts are done collaboratively with USF faculty and RNL Engage.

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

The EPP has bi-weekly meetings with RNL, as well as ongoing communication with the enrollment and success coaches to ensure candidate success due to increased enrollment. The EPP has hosted informational webinars for prospective students.

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

Review Current Year's Goal (2020-21)

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

- Yes
 No

8. Describe your goal.

The goal of the special education program is to prepare high quality special education teachers who can apply their knowledge and skills in a variety of classroom settings.

Set Next Year's Goal (2021-22)

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

- Yes
 No

10. Describe your goal.

The EPP will integrate virtual teaching pedagogical methods and increase assistive technology proficiencies with candidates.

Annual Goals: Instruction of Limited English Proficient Students

THIS PAGE INCLUDES:

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

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

[\(\\$205\(a\)\(1\)\(A\)\(i\), \\$205\(a\)\(1\)\(A\)\(ii\), \\$206\(a\)\)](#)

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

- [Quantifiable Goals](#)

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

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

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

- Yes
 No

2. Describe your goal.

3. Did your program meet the goal?

- Yes
 No

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

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

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

Review Current Year's Goal (2020-21)

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

- Yes
 No

8. Describe your goal.

Set Next Year's Goal (2021-22)

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

- Yes
 No

10. Describe your goal.

Assessment Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. [\(§205\(a\)\(1\)\(B\)\)](#)

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

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

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

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	3			
008 -BUSINESS Evaluation Systems group of Pearson All program completers, 2019-20	3			
008 -BUSINESS Evaluation Systems group of Pearson All program completers, 2018-19	1			
010 -CAREER AND TECH EDUC—BUS AND INFORMATION TECH Evaluation Systems group of Pearson All program completers, 2019-20	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			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	2			
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	4			
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	1			
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	4			
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2019-20	1			
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2017-18	2			
024 -EXCEPTIONAL NEEDS—INTENSE INTERVENTION Evaluation Systems group of Pearson All program completers, 2019-20	2			
024 -EXCEPTIONAL NEEDS—INTENSE INTERVENTION Evaluation Systems group of Pearson All program completers, 2018-19	1			
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson Other enrolled students	3			
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2019-20	8			
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2018-19	2			
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2017-18	1			
064 -EXCEPTIONAL NEEDS—MILD INTERVENTION: READING INST Evaluation Systems group of Pearson Other enrolled students	3			
064 -EXCEPTIONAL NEEDS—MILD INTERVENTION: READING INST Evaluation Systems group of Pearson All program completers, 2019-20	9			
064 -EXCEPTIONAL NEEDS—MILD INTERVENTION: READING INST Evaluation Systems group of Pearson All program completers, 2018-19	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
064 -EXCEPTIONAL NEEDS—MILD INTERVENTION: READING INST Evaluation Systems group of Pearson All program completers, 2017-18	1			
030 -FINE ARTS—VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2018-19	1			
066 -HEALTH Evaluation Systems group of Pearson All program completers, 2018-19	2			
035 -MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	3			
034 -MIDDLE SCHOOL MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	2			
034 -MIDDLE SCHOOL MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	1			
034 -MIDDLE SCHOOL MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	2			
036 -MIDDLE SCHOOL SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	1			
037 -MIDDLE SCHOOL SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2018-19	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, 2019-20	4			
007 -P–12 EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	3			
007 -P–12 EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	1			
067 -PHYSICAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	2			
067 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
067 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	1			
067 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	1			
038 -READING Evaluation Systems group of Pearson All program completers, 2018-19	1			
043 -SCIENCE—CHEMISTRY Evaluation Systems group of Pearson Other enrolled students	1			
043 -SCIENCE—CHEMISTRY Evaluation Systems group of Pearson All program completers, 2017-18	2			
045 -SCIENCE—LIFE SCIENCE Evaluation Systems group of Pearson All program completers, 2019-20	2			
045 -SCIENCE—LIFE SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	2			
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	5			
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	15	253	15	100
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	6			
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	14	260	14	100
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson Other enrolled students	1			
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2019-20	4			
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2017-18	2			
059 -WORLD LANGUAGES—SPANISH Evaluation Systems group of Pearson All program completers, 2019-20	1			

Summary Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. [\(§205\(a\)\(1\)\(B\)\)](#)

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

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

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2019-20	28	26	93
All program completers, 2018-19	11	10	91
All program completers, 2017-18	16	16	100

Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

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

Low-Performing

1. Is your teacher preparation program currently approved or accredited?

- Yes
- No

If yes, please specify the organization(s) that approved or accredited your program:

- State
- CAEP
- AAQEP
- Other specify:

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

- Yes
- No

Use of Technology

THIS PAGE INCLUDES:

>> [Use of Technology](#)

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

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

Use of Technology

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

Does your program prepare teachers to:

- a. integrate technology effectively into curricula and instruction

Yes
 No

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

Yes
 No

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

Yes
 No

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

Yes
 No

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

The EPP requires candidates to demonstrate competency with multiple components of technology in the course, EDUC 505-Integrated Classroom Technology at the graduate level. This course focuses on technology integration in the classroom. It requires candidates to create a personal learning network, evaluate technology tools for use in the classroom, and analyze personal and student use of technology. Students explore the flipped and blended classroom frameworks, learn about digital citizenship and 21st-century skills applied in a digital context. Candidates synthesize course content by creating a classroom technology plan, how-to videos of digital tools, and lesson plans integrating technology. Multiple courses incorporate information regarding appropriate instructional and assessment applications into their curriculum. Those courses are: SPED 613, Collaborative Models of Behavior Management; SPED 626, Functional Curriculum/Assistive Technology. READ 610, Literacy for All Learners, requires candidates to incorporate technology in assignments that demonstrate candidates' competencies in teaching literacy concepts. During EDUC 606, teacher candidates demonstrate their knowledge and skills in developing a gradebook, assignments and quizzes in an electronic LMS. In SPED 613, Collaborative Models of Behavior Management, a progress monitoring assignment requires candidates to use technology to collect and chart data in order to devise effective interventions for student behaviors. In EDUC 568, Responsive Classroom Management, teacher candidates gain experience in creating a website which houses their comprehensive classroom management plan. Websites include details about candidates' management philosophy, rules, procedures, and consequences in written format, as well as infographics. The goal of this assignment is to promote parent/student/teacher

collaboration. 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 with the use or intended use of technology. Instruments utilized for the EPP's Candidate Field Assessment Process (CFAP) gauge candidates' proficiency with collecting and analyzing student performance data. Utilizing technology, candidates collect, analyze and display students' pre and post assessment scores. In 2020-2021, the EPP will be utilizing Taskstream so that candidates and faculty can track and analyze field performance data. The Taskstream system will allow candidates and faculty to monitor progression through the program.

Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

Teacher Training

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

a. Teach students with disabilities effectively

The EPP requires all candidates in the Master of Arts in Teaching and Transition to Teaching programs to enroll in SPED 602- Diverse Learners in Today's Classroom. The course engages candidates in an in-depth study of characteristics of students with exceptionalities. Applications of Universal Design for Learning are studied and applied in all field settings. All field evaluations include a component where the teacher candidate must demonstrate knowledge and skills in developing and delivering lessons which incorporate UDL strategies to effectively teach all students. EDUC 609- Diagnosis and Differentiation provides knowledge and skills for general education teachers to successfully differentiate content. EDUC 606- Inclusive Content Assessment requires candidates to analyze fictitious student achievement data, modify an assessment to meet the needs of the student with disabilities profile, and write a script for a mock student-led conference reviewing assessment results. Every formal lesson evaluated in the field requires teacher candidates to identify students with disabilities and develop instructional strategies that will meet their needs during the lesson.

b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

The EPP produces learning experiences for candidates studying to be general education teachers to be engaged in the Individualized Education Program process. Candidates in SPED 602-Diverse Learners in Today's Classroom produce Present Levels of Performance related to students with disabilities in the role of a general education teacher. These present levels are developed in response to the special education teachers creation of the Individualized Education Program. Candidates in EDUC 568- Responsive Classroom Management prepare for a team approach to appropriately respond to and prevent behaviors, which in some cases are related to an individual's disability. Candidates collaboratively discuss techniques for motivating, engaging, and establishing rapport for students with and without disabilities.

c. Effectively teach students who are limited English proficient.

The EPP does not have a specific course dedicated to limited English proficient. However, each lesson development and delivery requires candidates to employ UDL strategies for effective instruction of all learners. The EPP requires all candidates in the Master of Arts in Teaching and Transition to Teaching programs to enroll in SPED 602- Diverse Learners in Today's Classroom. The course engages candidates in an in-depth study of characteristics of LEP students. Applications of Universal Design for Learning are studied and applied in all field settings. All field evaluations include a component where the teacher candidate must demonstrate knowledge and skills in developing and delivering lessons which incorporate UDL strategies to effectively teach all students. EDUC 609- Diagnosis and Differentiation provides knowledge and skills for general education teachers to successfully differentiate content. Every formal lesson evaluated in the field requires teacher candidates to identify LEP students and develop instructional strategies that will meet their needs during the lesson.

2. Does your program prepare special education teachers?

- Yes
 No

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

a. Teach students with disabilities effectively

The EPP offers post-baccalaureate candidates the ability to license in mild and/or intense intervention. Courses are aligned to state and national standards to ensure candidates receive high quality preparation. The EPP developed a new course, SPED 660- Methods and Practicum in Mild Intervention to enhance candidate proficiencies as a special education teacher. Candidates in exceptional needs initial licensing programs must take SPED 602- Diverse Learners in Today's Classrooms. The course content introduces them to the IEP process, including their roles and responsibilities as members of IEP teams. All candidates take a course in SPED 613-Collaborative Models of Behavior Management. In this course, 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. SPED 626-Functional Curriculum and Assisted Technology exposes teacher candidates to resources and methods needed to effectively instruct students with intense exceptional needs. These courses develop candidates' knowledge and skills necessary for Individual Education Programs, Transition Plans, Functional Behavior Assessments, and Behavior Intervention Plans. SPED 671- Practicum in Intense Intervention requires candidates to write an Individualized Education Program and lead a mock case conference.

b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

Indiana Educator Preparation Standards include the following language: teachers of students with mild and intense exceptional needs have a broad and comprehensive understanding of procedures for developing, implementing, monitoring, and amending individualized programs and demonstrate the ability to follow these procedures in planning and implementing individualized programs. Candidates in SPED 602-Foundations in Exceptionalities produce Present Levels of Performance related to students with disabilities in the role of a general education teacher. These present levels are developed in response to the special education teachers' creation of the Individualized Education Program. EDUC 606- Inclusive Content Assessment requires candidates to analyze fictitious student achievement data, modify an assessment to meet the needs of the student with disabilities profile, and write a script for a mock student-led conference reviewing assessment results. SPED 660- Methods & Practicum. SPED 660 is required for all mild intervention special education candidates. Teacher candidates are provided a mock, in-depth psychological evaluation and are required to fully develop and write an Individualized Education Program (IEP). All intense intervention special education major candidates take SPED 671- Methods & Practicum. SPED 671 is required for all intense intervention special education candidates. Teacher candidates are provided a mock in-depth psychological evaluation and are required to fully develop and write an Individualized Education Program (IEP). Once candidates develop an IEP, candidates facilitate a case conference with peers and university faculty members. The case conference requires candidates to be aware of Free and Appropriate Public Education, Least Restrictive Environments, and Goals for the students with exceptionalities. In SPED 626- Assistive Technology and Functional Curriculum, candidates develop measurable goals and participate in a detailed study of each element of the IEP process. When allowed by the participating K-12 school, candidates are encouraged to participate in case conferences during their practicum and clinical internship experiences.

c. Effectively teach students who are limited English proficient.

The EPP does not have a specific course dedicated to limited English proficient. However, each lesson development and delivery requires candidates to employ UDL strategies for effective instruction of all learners. The EPP requires all candidates in the Master of Arts in Teaching and Transition to Teaching programs to enroll in SPED 602- Diverse Learners in Today's Classroom. The course engages candidates in an in-depth study of characteristics of LEP students. Applications of Universal Design for Learning are studied and applied in all field settings. All field evaluations include a component where the teacher candidate must demonstrate knowledge and skills in developing and delivering lessons which incorporate UDL strategies to effectively teach all students. EDUC 609- Diagnosis and Differentiation provides knowledge and skills for general education teachers to successfully differentiate content. Candidates in SPED 615- Language and Social Skills engage in an in-depth study of English Learners. Candidates produce strategies and lesson plans to support English Learners. Every formal lesson evaluated in the field requires teacher candidates to identify LEP students and develop instructional strategies that will meet their needs during the lesson.

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 state of Indiana allows alternate initial licensure programs, Transition to Teaching. The EPP offers a Transition to Teaching (TTT) program in Middle Level and Secondary Education, which can be converted to a Master of Art in Teaching if the additional courses are completed for the master's degree. This TTT 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 are placed in practicum and student teaching with partner schools. Additionally, candidates must pass the state licensure exam in pedagogy 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. This is a hybrid program. The EPP offers a Transition to Teaching (TTT) program in Special Education (mild, intense, or both), which can be converted to a Master of Science in Teaching if the additional courses are completed for the master's degree. 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. All the graduate programs have been aligned to the Indiana educator preparation standards, InTASC, and CEC standards. In 2020-2021, the EPP will offer a Transition to Teaching (TTT) program in Elementary Education, which can be converted to a Master of Art in Teaching if the additional courses are completed for the master's degree. This TTT program prepares candidates in K-6 pedagogy and elementary content methods. Additionally, candidates must pass the state licensure exam in pedagogy and elementary content to apply for an Indiana teaching license.

Supporting Files

No files have been provided.

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

Report Card Certification

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

Certification of submission

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual.*

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Dr. Mary Ripenhoff

TITLE:

Division of Education Director

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:

Kelly Rothgeb

TITLE:

Accreditation Coordinator