

Title II Higher Education Act

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Jessica Montalvo Program User

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2020-21 Academic Year Data ▾

2022 Title II Reports National Teacher Preparation Data

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University of Saint Francis

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IN

University of Saint Francis Traditional Report AY 2020-21 Indiana

Report CompleteStatus: Certified

Institution Information

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

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

IPEDS ID

THIS INSTITUTION HAS NO IPEDS ID

If no IPEDS ID, please provide an explanation

Address

Address line 2:

City

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First Name

Last Name

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Email

List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Institution Information Postgraduate level (PG), or both. (§205(a)(C))

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

- [Teacher Preparation Program](#)

This Page Includes:

- [List of Programs](#)

List of Programs

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CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1202	Elementary Education	Both	<ul style="list-style-type: none"> • <input type="button" value="Edit"/> • <input type="button" value="Delete"/>
13.1	Special Education	Both	<ul style="list-style-type: none"> • <input type="button" value="Edit"/> • <input type="button" value="Delete"/>
13.1302	Teacher Education - Art	UG	<ul style="list-style-type: none"> • <input type="button" value="Edit"/> • <input type="button" value="Delete"/>
<input type="text" value=""/>		UG, PG, or Both <input type="radio"/> UG <input type="radio"/> PG <input type="radio"/> Both <input type="radio"/>	<ul style="list-style-type: none"> • <input type="button" value="Insert"/> • <input type="button" value="Cancel"/>

Total number of teacher preparation programs:

Save Option

To save this page, indicate whether it is still in progress (indicating you may have entered data, but have not yet completed all portions of the page) or completed (indicating you have completed all portions of the page). When pages are marked as complete, the red dot next to the section on the right side menu will change to a green dot. You will still be able to edit all pages of your report until you certify the full report through the Certification link.

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Section I: Program Information

Program Requirements

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](#)

This Page Includes:

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

Undergraduate Requirements

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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.

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

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

Postgraduate Requirements

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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.

Postgraduate Requirements		
Element	Admission	Completion
Transcript	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>
Fingerprint check	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>
Background check	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>

Element

Admission

Completion

Minimum number of courses/credits/semester hours completed

Required for Entry Yes No Required for Exit Yes No

Minimum GPA

Required for Entry Yes No Required for Exit Yes No

Minimum GPA in content area coursework

Required for Entry Yes No Required for Exit Yes No

Minimum GPA in professional education coursework

Required for Entry Yes No Required for Exit Yes No

Minimum ACT score

Required for Entry Yes No Required for Exit Yes No

Minimum SAT score

Required for Entry Yes No Required for Exit Yes No

Minimum basic skills test score

Required for Entry Yes No Required for Exit Yes No

Subject area/academic content test or other subject matter verification

Required for Entry Yes No Required for Exit Yes No

Recommendation(s)

Required for Entry Yes No Required for Exit Yes No

Essay or personal statement

Required for Entry Yes No Required for Exit Yes No

Interview

Required for Entry Yes No Required for Exit Yes No

Other Specify:

Required for Entry Yes No Required for Exit Yes No

Other specify:

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

3. What 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

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Provide the following information about supervised clinical experience in 2020-21. ([§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)

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 of supervised clinical experience required prior to student teaching

Number of clock hours required for student teaching

Number of clock hours required for student teaching

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)

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

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

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

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

If there are no programs with a student teacher model or teacher of record model, please describe the teaching model(s) used:

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

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

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)

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

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

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

Number of students in supervised clinical experience during this academic year

Number of students in supervised clinical experience during this academic year

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.

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Calculate Full-Time Equivalent Faculty in the System

For any other part-time faculty supervising clinical experience, indicate the number of faculty and the percentage that represents the part-time employment rate for those faculty members (for example, 25% for a faculty member employed at a quarter of the time compared to a full-time faculty member)

Employment Rate (%)

Number of Faculty

Update

100% (Full-Time)

50% (Half-Time)

Employment Rate (%)

Number of Faculty

Employment Rate (%)

Number of Faculty

Section I: Program Information

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](#)

This Page Includes:

- [Enrollment and Program Completers](#)

Enrollment and Program Completers

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Enrollment and Completer Totals

2020-21 Total

Total Number of Individuals Enrolled Total Number of Individuals Enrolled in 2020-21

Subset of Program Completers Subset of Program Completers in 2020-21

Program Enrollment and Completers By Gender

Gender	Total Enrolled	Subset of Program Completers
Male	Male Enrollment <input type="text" value="16"/>	Male Completers <input type="text" value="0"/>
Female	Female Enrollment <input type="text" value="55"/>	Female Completers <input type="text" value="13"/>
Non-Binary/Other	Non-Binary/Other Enrollment <input type="text" value="0"/>	Non-Binary/Other Completers <input type="text" value="0"/>
No Gender Reported	Nonreported gender Enrollment <input type="text" value="0"/>	Nonreported gender Completers <input type="text" value="0"/>

Program Enrollment and Completers By Race/Ethnicity

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	American Indian or Alaska Native Enrollment <input type="text" value="0"/>	American Indian or Alaska Native Completers <input type="text" value="0"/>
Asian	Asian Enrollment <input type="text" value="0"/>	Asian Completers <input type="text" value="0"/>
Black or African American	Black or African American Enrollment <input type="text" value="1"/>	Black or African American Completers <input type="text" value="0"/>
Hispanic/Latino of any race	Hispanic/Latino of any race enrollment <input type="text" value="3"/>	Hispanic/Latino of any race Completers <input type="text" value="0"/>
Native Hawaiian or Other Pacific Islander	Native Hawaiian or Other Pacific Islander Enrollment <input type="text" value="0"/>	Native Hawaiian or Other Pacific Islander Completers <input type="text" value="0"/>
White	White Enrollment <input type="text" value="66"/>	White Completers <input type="text" value="12"/>
Two or more races	Two or more races Enrollment <input type="text" value="1"/>	Two or more races Completers <input type="text" value="1"/>
No Race/Ethnicity Reported	Nonreported race/ethnicity Enrollment <input type="text" value="0"/>	Nonreported race/ethnicity Completers <input type="text" value="0"/>

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Section I: Program Information

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

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Please provide the number of teachers prepared by subject area for academic year 2020-21.

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 2020-21

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>).

Teachers Prepared by Subject Area		
CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	Number Prepared <input type="text" value="8"/>
13.1202	Teacher Education - Elementary Education	Number Prepared <input type="text" value="9"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	Number Prepared <input type="text"/>
13.1210	Teacher Education - Early Childhood Education	Number Prepared <input type="text"/>
13.1301	Teacher Education - Agriculture	Number Prepared <input type="text"/>
13.1302	Teacher Education - Art	Number Prepared <input type="text" value="3"/>
13.1303	Teacher Education - Business	Number Prepared <input type="text"/>
13.1305	Teacher Education - English/Language Arts	Number Prepared <input type="text"/>
13.1306	Teacher Education - Foreign Language	Number Prepared <input type="text"/>
13.1307	Teacher Education - Health	Number Prepared <input type="text"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	Number Prepared <input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	Number Prepared <input type="text"/>
13.1311	Teacher Education - Mathematics	Number Prepared <input type="text"/>
13.1312	Teacher Education - Music	Number Prepared <input type="text"/>
13.1314	Teacher Education - Physical Education and Coaching	Number Prepared <input type="text"/>
13.1315	Teacher Education - Reading	Number Prepared <input type="text"/>
13.1316	Teacher Education - Science Teacher Education/General Science	Number Prepared <input type="text"/>

Teachers Prepared by Subject Area

CIP Code	Subject Area	Number Prepared
13.1317	Teacher Education - Social Science	Number Prepared <input type="text"/>
13.1318	Teacher Education - Social Studies	Number Prepared <input type="text"/>
13.1320	Teacher Education - Trade and Industrial	Number Prepared <input type="text"/>
13.1321	Teacher Education - Computer Science	Number Prepared <input type="text"/>
13.1322	Teacher Education - Biology	Number Prepared <input type="text"/>
13.1323	Teacher Education - Chemistry	Number Prepared <input type="text"/>
13.1324	Teacher Education - Drama and Dance	Number Prepared <input type="text"/>
13.1328	Teacher Education - History	Number Prepared <input type="text"/>
13.1329	Teacher Education - Physics	Number Prepared <input type="text"/>
13.1331	Teacher Education - Speech	Number Prepared <input type="text"/>
13.1337	Teacher Education - Earth Science	Number Prepared <input type="text"/>
13.14	Teacher Education - English as a Second Language	Number Prepared <input type="text"/>
13.99	Education - Other Specify: Other specify: <input type="text"/>	Number Prepared <input type="text"/>

Teachers Prepared by Academic Major

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Please provide the number of teachers prepared by academic major for academic year 2020-21. 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 2020-21

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](#)).

Teachers Prepared by Academic Major		
CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	Number Prepared <input type="text" value="2"/>
13.1202	Teacher Education - Elementary Education	Number Prepared <input type="text" value="8"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	Number Prepared <input type="text"/>
13.1210	Teacher Education - Early Childhood Education	Number Prepared <input type="text"/>
13.1301	Teacher Education - Agriculture	Number Prepared <input type="text"/>
13.1302	Teacher Education - Art	Number Prepared <input type="text" value="3"/>
13.1303	Teacher Education - Business	Number Prepared <input type="text"/>
13.1305	Teacher Education - English/Language Arts	Number Prepared <input type="text"/>
13.1306	Teacher Education - Foreign Language	Number Prepared <input type="text"/>
13.1307	Teacher Education - Health	Number Prepared <input type="text"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	Number Prepared <input type="text"/>

CIP Code	Academic Major	Number Prepared	Number Prepared
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	Number Prepared	<input type="text"/>
13.1311	Teacher Education - Mathematics	Number Prepared	<input type="text"/>
13.1312	Teacher Education - Music	Number Prepared	<input type="text"/>
13.1314	Teacher Education - Physical Education and Coaching	Number Prepared	<input type="text"/>
13.1315	Teacher Education - Reading	Number Prepared	<input type="text"/>
13.1316	Teacher Education - General Science	Number Prepared	<input type="text"/>
13.1317	Teacher Education - Social Science	Number Prepared	<input type="text"/>
13.1318	Teacher Education - Social Studies	Number Prepared	<input type="text"/>
13.1320	Teacher Education - Trade and Industrial	Number Prepared	<input type="text"/>
13.1321	Teacher Education - Computer Science	Number Prepared	<input type="text"/>
13.1322	Teacher Education - Biology	Number Prepared	<input type="text"/>
13.1323	Teacher Education - Chemistry	Number Prepared	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	Number Prepared	<input type="text"/>
13.1328	Teacher Education - History	Number Prepared	<input type="text"/>
13.1329	Teacher Education - Physics	Number Prepared	<input type="text"/>
13.1331	Teacher Education - Speech	Number Prepared	<input type="text"/>
13.1337	Teacher Education - Earth Science	Number Prepared	<input type="text"/>
13.14	Teacher Education - English as a Second Language	Number Prepared	<input type="text"/>
13.99	Education - Other Specify: Other specify: <input type="text"/>	Number Prepared	<input type="text"/>
01	Agriculture	Number Prepared	<input type="text"/>
03	Natural Resources and Conservation	Number Prepared	<input type="text"/>
05	Area, Ethnic, Cultural, and Gender Studies	Number Prepared	<input type="text"/>
09	Communication or Journalism	Number Prepared	<input type="text"/>
11	Computer and Information Sciences	Number Prepared	<input type="text"/>
12	Personal and Culinary Services	Number Prepared	<input type="text"/>
14	Engineering	Number Prepared	<input type="text"/>
16	Foreign Languages, Literatures, and Linguistics	Number Prepared	<input type="text"/>
19	Family and Consumer Sciences/Human Sciences	Number Prepared	<input type="text"/>
21	Technology Education/Industrial Arts	Number Prepared	<input type="text"/>
22	Legal Professions and Studies	Number Prepared	<input type="text"/>
23	English Language/Literature	Number Prepared	<input type="text"/>
24	Liberal Arts/Humanities	Number Prepared	<input type="text"/>
25	Library Science	Number Prepared	<input type="text"/>
26	Biological and Biomedical Sciences	Number Prepared	<input type="text"/>
27	Mathematics and Statistics	Number Prepared	<input type="text"/>
30	Multi/Interdisciplinary Studies	Number Prepared	<input type="text"/>
38	Philosophy and Religious Studies	Number Prepared	<input type="text"/>
40	Physical Sciences	Number Prepared	<input type="text"/>
41	Science Technologies/Technicians	Number Prepared	<input type="text"/>

CIP Code	Academic Major	Number Prepared
42	Psychology	Number Prepared <input type="text"/>
44	Public Administration and Social Service Professions	Number Prepared <input type="text"/>
45	Social Sciences	Number Prepared <input type="text"/>
46	Construction	Number Prepared <input type="text"/>
47	Mechanic and Repair Technologies	Number Prepared <input type="text"/>
50	Visual and Performing Arts	Number Prepared <input type="text"/>
51	Health Professions and Related Clinical Sciences	Number Prepared <input type="text"/>
52	Business/Management/Marketing	Number Prepared <input type="text"/>
54	History	Number Prepared <input type="text"/>
99	Other Specify: <input type="text"/>	Number Prepared <input type="text"/>

Save Option

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Section I: Program Information

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\(b\)](#))

This Page Includes:

- [Program Assurances](#)

Program Assurances

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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 area 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). With the current teacher shortage, the university has amended its policies to allow teacher candidates to begin teaching during their student teaching semester if the K-12 school and the

teacher candidate's schedules permit. Most of the EPP's graduate students are currently teaching on provisional licenses or are paraprofessionals. The EPP works with its graduate students so they may remain employed while completing their licensing requirements. B. While self-contained special education classrooms continue to function in several 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. The EPP added a learning module on SEL. This module is designed to bring awareness and understanding of the emotional needs of their students. C. All undergraduate special education candidates are required to earn a minimum of C- in four K-6 methods courses (Social Studies, Reading/ELA, Mathematics, and Science). The university is a liberal arts college, therefore, special education teacher candidates are required to take multiple courses in the four core areas such as History, Biology, etc. D. 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 area 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) which is 65.9% economically disadvantaged. E. 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 area schools, including parochial, private, high-need urban schools, schools located in suburban and rural settings, and charter schools.

This section details the department's successful strategies in meeting assurances noted above.

A. The hallmark of the undergraduate teacher

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Section II: Annual Goals

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 \(2020-21\)](#)
- [Review Current Year's Goal \(2021-22\)](#)
- [Set Next Year's Goal \(2022-23\)](#)

Report Progress on Last Year's Goal (2020-21)

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1. Did your program prepare teachers in mathematics in 2020-21?

If no, leave remaining questions for 2020-21 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 (2021-22)

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7. Is your program preparing teachers in mathematics in 2021-22? If no, leave the next question blank. Yes

No

8. Describe your goal.

Set Next Year's Goal (2022-23)

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9. Will your program prepare teachers in mathematics in 2022-23? If no, leave the next question blank. Yes

No

10. Describe your goal.

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Section II: Annual Goals

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 \(2020-21\)](#)
- [Review Current Year's Goal \(2021-22\)](#)

Report Progress on Last Year's Goal (2020-21)

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1. Did your program prepare teachers in science in 2020-21?

If no, leave remaining questions for 2020-21 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 (2021-22)

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7. Is your program preparing teachers in science in 2021-22? If no, leave the next question blank. Yes

No

8. Describe your goal.

Set Next Year's Goal (2022-23)

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9. Will your program prepare teachers in science in 2022-23? If no, leave the next question blank. Yes

No

10. Describe your goal.

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Section II: Annual Goals

Annual Goals: Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route 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 \(2020-21\)](#)
- [Review Current Year's Goal \(2021-22\)](#)
- [Set Next Year's Goal \(2022-23\)](#)

Report Progress on Last Year's Goal (2020-21)

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1. Did your program prepare teachers in special education in 2020-21?

If no, leave remaining questions for 2020-21 blank (or [clear responses already entered](#)).

Yes

No

2. 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.

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.

3. Did your program meet the goal? Yes

No

4. Description of strategies used to achieve goal, if applicable: The EPP has engaged in a series of initiatives to increase enrollment. For example, one such initiative included reaching out to principals and administrators throughout Indiana to help support special education licensure. Furthermore, the EPP continues to collaborate with area stakeholders and national specialty organizations to ensure candidate preparation meets the expected level of performance in knowledge and skills.

The EPP has engaged in a series of initiatives to increase enrollment. For example, one such initiative included reaching out to principals and administrators throughout Indiana to help support

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable: Special Education continues to be a low demand major for undergraduate students, despite the need in the job field. Non-traditional programming, such as transition to teaching and masters level programs continue to see

larger growth than the undergraduate level.

Special Education continues to be a low demand major for undergraduate students, despite the need in the job field. Non-traditional programming, such as transition to teaching and

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

Review Current Year's Goal (2021-22)

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7. Is your program preparing teachers in special education in 2021-22? If no, leave the next question blank. Yes

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

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

Set Next Year’s Goal (2022-23)

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9. Will your program prepare teachers in special education in 2022-23? If no, leave the next question blank. Yes

No

10. Describe your goal. The EPP will enhance preparation approaches used to deliver knowledge and skills related to special education assessment.

The EPP will enhance preparation approaches used to deliver knowledge and skills related to special education assessment.

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Section II: Annual Goals

Annual Goals: Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route 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 \(2020-21\)](#)
- [Review Current Year’s Goal \(2021-22\)](#)
- [Set Next Year’s Goal \(2022-23\)](#)

Report Progress on Last Year’s Goal (2020-21)

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1. Did your program prepare teachers in instruction of limited English proficient students in 2020-21?

If no, leave remaining questions for 2020-21 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 (2021-22)

[Back To Top](#)

7. Is your program preparing teachers in instruction of limited English proficient students in 2021-22? If no, leave the next question blank. Yes

No

8. Describe your goal.

Set Next Year's Goal (2022-23)

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9. Will your program prepare teachers in instruction of limited English proficient students in 2022-23? If no, leave the next question blank. Yes

No

10. Describe your goal.

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Section III: Program Pass Rates

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 RTI'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

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Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
PIN0005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	8			
PIN0005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	7			
PIN0005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	5			
PIN0060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2020-21	10	244	10	100
PIN0060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2019-20	8			
PIN0060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	5			
PIN0061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2020-21	10	245	9	90
PIN0061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2019-20	8			
PIN0061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	5			
PIN0062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2020-21	10	241	10	100
PIN0062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2019-20	8			
PIN0062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2018-19	5			
PIN0063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2020-21	10	232	10	100
PIN0063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2019-20	8			
PIN0063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2018-19	5			
PIN0025 -EXCEPTIONAL NEEDS-MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2020-21	5			
PIN0025 -EXCEPTIONAL NEEDS-MILD INTERVENTION	6			

Assessment code - Assessment name

Test Company
GroupNumber Avg. Number Pass
taking scaled passing rate
tests score tests (%)

Evaluation Systems group of Pearson All program completers, 2019-20			
PIN0025 -EXCEPTIONAL NEEDS-MILD INTERVENTION		9	
Evaluation Systems group of Pearson All program completers, 2018-19			
PIN0064 -EXCEPTIONAL NEEDS-MILD INTERVENTION: READING INST		1	
Evaluation Systems group of Pearson All program completers, 2019-20			
PIN0064 -EXCEPTIONAL NEEDS-MILD INTERVENTION: READING INST		2	
Evaluation Systems group of Pearson All program completers, 2018-19			
PIN0030 -FINE ARTS-VISUAL ARTS		3	
Evaluation Systems group of Pearson All program completers, 2020-21			
PIN0030 -FINE ARTS-VISUAL ARTS		1	
Evaluation Systems group of Pearson All program completers, 2018-19			
PIN0007 -P-12 EDUCATION		5	
Evaluation Systems group of Pearson All program completers, 2020-21			
PIN0007 -P-12 EDUCATION		1	
Evaluation Systems group of Pearson All program completers, 2019-20			
PIN0007 -P-12 EDUCATION		5	
Evaluation Systems group of Pearson All program completers, 2018-19			
PIN0050 -SOCIAL STUDIES-GOVERNMENT AND CITIZENSHIP		1	
Evaluation Systems group of Pearson All program completers, 2018-19			
PIN0051 -SOCIAL STUDIES-HISTORICAL PERSPECTIVES		1	
Evaluation Systems group of Pearson All program completers, 2018-19			

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Section III: Program Pass Rates**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 RTT'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

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Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2020-21	13	11	85
All program completers, 2019-20	8		
All program completers, 2018-19	10	8	80

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Section IV: Low-Performing

Low-Performing

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

This Page Includes:

- [Low-Performing](#)

Low-Performing

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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:

Other specify:

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

No

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Section V: Use of Technology

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

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

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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:

1. integrate technology effectively into curricula and instruction Yes
 No
 2. use technology effectively to collect data to improve teaching and learning Yes
 No
 3. use technology effectively to manage data to improve teaching and learning Yes
 No
 4. 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 SPED 137, 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 e-learning 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 criteria 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 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, Quizlet, 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 to and develop lessons in which candidates must collaborate on a single document to complete assignments. In 2020-2021, the EPP maintained and utilized 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.

In field courses where candidates' teaching performance is evaluated, key assessments include criteria to measure the candidates' understanding and application of technology

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Section VI: Teacher Training

Teacher Training

Provide the following information about your teacher preparation program. ([§205\(a\)\(1\)\(G\)](#))

This Page Includes:

- [Teacher Training](#)

Teacher Training

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

1. 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 extensions 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.

Indiana Educator Preparation Standards include the following language: teachers have a broad and comprehensive understanding of instructional planning and delivery and demonstrate the ability

2. 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 the special education teachers' creation of the Individualized Education Program. Candidates in EDUC 356-Learning Environments II participate in a mock conference involving parents, teachers, and the K-12 student with concerns related to behavior. Candidates are provided scenarios detailing a description of the K-12 student with exceptionalities and develop a script to participate in a mock conference to develop goals and solutions. Candidates in EDUC 303-Assessment Principles and Practices analyze data from assessments 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. 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. Teacher candidates are placed in area K-12 schools which have a significant number of students with disabilities. All candidates complete field experiences in the city's main school district, Fort Wayne

Community Schools (FWCS) which has an enrollment of 16.35% students with disabilities.

Indiana Educator Preparation Standards include the following language: teachers of students with mild exceptional needs have a broad and comprehensive understanding of procedures for

3. 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 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. All candidates complete field experiences in the city's main school district, Fort Wayne Community Schools (FWCS) which has an

Candidates in SPED 137- Foundations in Exceptionalities learn about English Learner proficiency levels, assessments, and individualized plans. Candidates determine strategies to help

enrollment of 11.5% English Learners.

2. Does your program prepare special education teachers? Yes
 No

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

1. 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 and 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

Indiana Educator Preparation Standards include the following language: teachers have a broad and comprehensive understanding of instructional planning and delivery and demonstrate the ability

objectives.

2. 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 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

Indiana Educator Preparation Standards include the following language: teachers of students with mild exceptional needs have a broad and comprehensive understanding of procedures for

experiences.

3. 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

Candidates in SPED 137- Foundations in Exceptionalities learn about English Learner proficiency levels, assessments, and individualized plans. Candidates determine strategies to help

have a significant number of LEP students.

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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.

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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. 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.

The three traditional undergraduate licensure programs in the department of education are limited to elementary education, special education, and P-12 Visual Art Education.

Supporting Files

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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: