

IN

University of Saint Francis
Alternative, IHE-based Report AY 2023-24
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

☐ 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

Dr.

FIRST NAME

Mary

LAST NAME

Riepenhoff

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List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), 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

Note: This section is preloaded with the list of programs reported in the prior year's IPRC.

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1202	Elementary Education	Both	
13.01	General Education (alternative programs/programs providing pedagogy only)	PG	
13.1	Special Education	Both	

Total number of teacher preparation programs:

7

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\(a\)\(1\)\(C\)\(i\)\)](#)

THIS PAGE INCLUDES:

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

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

Note: This section is preloaded from the prior year's IPRC.

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

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: <div></div>	<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

Note: This section is preloaded from the prior year’s IPRC.

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

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

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.)

3

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

Indiana law allows a 2.5 GPA with work experience.

Supervised Clinical Experience

Note: The clinical experience requirements in this section are preloaded from the prior year’s IPRC. Teacher preparation providers will enter the number of participants each year.

Provide the following information about supervised clinical experience in 2023-24. ([§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	<div>120</div>
Number of clock hours required for student teaching	<div>640</div>

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)
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Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	<div></div>
Years required of teaching as the teacher of record in a classroom	<div></div>

All Programs	
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	<div>6</div>
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	<div>0</div>
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	<div>80</div>
Number of students in supervised clinical experience during this academic year	<div>80</div>

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

These numbers provide both practicum and clinical internship placements for alternative program candidates. Numbers are taken from placement data spreadsheets maintained by the EPP.

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))

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

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

2023-24 Total	
Total Number of Individuals Enrolled	96
Subset of Program Completers	55

Gender	Total Enrolled	Subset of Program Completers
Male	18	14
Female	78	41
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	8	3
Hispanic/Latino of any race	4	1
Native Hawaiian or Other Pacific Islander	0	0
White	75	47
Two or more races	2	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers
No Race/Ethnicity Reported	7	4

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 2023-24.

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 2023-24

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="22"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="18"/>

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	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	7 <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	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	<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	1 <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	3 <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 2023-24. 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?

Does this teacher preparation provider grant degrees upon completion of its programs?

- ☒ Yes
- ☐ No

☐ No teachers prepared in academic year 2023-24

If this provider 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="22"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="18"/>
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="1"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	<input type="text" value="7"/>
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" value="1"/>
13.1312	Teacher Education - Music	<input type="text"/>
13.1314	Teacher Education - Physical Education and Coaching	<input type="text" value="2"/>
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" value="1"/>
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" value="3"/>
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: <div></div>	<div></div>

Respond to the following assurances. 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

Note: This section is preloaded from the prior year’s IPRC.

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:

In all graduate education programs, demographic data of candidates' practicum and internship field experiences is tracked. Additionally, each candidate's performance in the practicum and internship field placement field placement is monitored and reviewed to ensure candidates can provide quality instruction to diverse learners. Subsequently, the Director of Field Experiences reviews the individual candidate data before assigning future clinical internship (student teaching) placements. The supervision 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. All graduate programs require candidates to take

SPED 602: Diverse Learners in Today's Classroom and a field based practicum course. Both courses focus on meeting the needs of all learners, developing the knowledge and skills to identify learner needs and implement strategies to meet the needs. Most of the graduate teacher candidates are already employed by P-12 schools on temporary permits, the EPP allows the candidate to remain in their teaching position while completing field requirements under the supervision of a cooperating teacher and a university assigned mentor. Elementary and Special Education candidates are instructed in the Science of Reading.

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\(a\)\)](#)

Note: Last year’s goal and the current year’s goal are preloaded from the prior year’s IPRC.

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 \(2023-24\)](#)
- >> [Review Current Year’s Goal \(2024-25\)](#)
- >> [Set Next Year’s Goal \(2025-26\)](#)

Report Progress on Last Year’s Goal (2023-24)

1. Did your program prepare teachers in mathematics in 2023-24?

If no, leave remaining questions for 2023-24 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 (2024-25)

7. Is your program preparing teachers in mathematics in 2024-25? If no, leave the next question blank.

- ☐ Yes
- ☒ No

8. Describe your goal.

Set Next Year’s Goal (2025-26)

9. Will your program prepare teachers in mathematics in 2025-26? 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\(a\)\)](#)

Note: Last year’s goal and the current year’s goal are preloaded from the prior year’s IPRC.

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 \(2023-24\)](#)
- >> [Review Current Year’s Goal \(2024-25\)](#)
- >> [Set Next Year’s Goal \(2025-26\)](#)

Report Progress on Last Year’s Goal (2023-24)

1. Did your program prepare teachers in science in 2023-24?

If no, leave remaining questions for 2023-24 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 (2024-25)

7. Is your program preparing teachers in science in 2024-25? If no, leave the next question blank.

- ☐ Yes
- ☒ No

8. Describe your goal.

Set Next Year’s Goal (2025-26)

9. Will your program prepare teachers in science in 2025-26? If no, leave the next question blank.

- ☐ Yes
- ☒ No

10. Describe your goal.

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\(a\)\)](#)

Note: Last year’s goal and the current year’s goal are preloaded from the prior year’s IPRC.

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 \(2023-24\)](#)
- >> [Review Current Year’s Goal \(2024-25\)](#)
- >> [Set Next Year’s Goal \(2025-26\)](#)

Report Progress on Last Year’s Goal (2023-24)

1. Did your program prepare teachers in special education in 2023-24?

If no, leave remaining questions for 2023-24 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

Classroom observations will evaluate skills specific to intense intervention. The Lesson Delivery Checklist (LDC) was revised to include additional criteria which evaluate the knowledge, skills, and dispositions necessary of an Intense Intervention teacher. Criteria are aligned to the component level of the 2020 CEC standards. CEC 2.1) Candidate integrates assistive technology into the lesson delivery to provide opportunity for participation and meaningful learning experiences specific to the learner. CEC 5.2) Candidate utilizes effective strategies to engage the learner (ex: hand over hand, manipulates, technology). CEC 5.4 & 5.5) Candidate incorporates multiple grouping approaches (flexible, 1:1, small group, etc.) within the lesson. CEC 6.1 & 6.2) Candidate engages in established routines (behavior management, positive reinforcement, visuals, etc.) to effectively instruct learners during lesson delivery. CEC 3.1 & 3.2) Candidate uses instructional strategies and content to effectively integrate the general curriculum into the lesson. CEC 5.6) Candidate uses appropriate strategies during the lesson to ensure safety through physical positioning, healthcare awareness, and/or modifying the learning environment during instruction.

3. Did your program meet the goal?

- ☒ Yes
- ☐ No

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

Our program successfully revised and implemented the Lesson Delivery Checklist (LDC) to align with the 2020 CEC standards. Classroom observations scored candidates’ knowledge and skills in integrating assistive technology, engaging learners through varied strategies, and using multiple grouping approaches. Data from observations showed that candidates effectively used assistive technology, employed flexible grouping, and maintained structured routines. Based on these findings, our program met the goal but will continue to refine our approach to ensure all candidates

consistently demonstrate these competencies. • The Lesson Delivery Checklist (LDC) was revised to align with the 2020 CEC standards, ensuring it effectively evaluated the knowledge, skills, and dispositions necessary for intense intervention instruction. • The updated checklist was used in classroom observations to assess candidates' ability to integrate assistive technology, utilize engagement strategies, incorporate multiple grouping approaches, establish instructional routines, and ensure student safety. • Faculty and university supervisors were trained on the revised checklist to ensure consistency in observations, provide meaningful feedback, and align evaluations with best practices in special education instruction.

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 (2024-25)

7. Is your program preparing teachers in special education in 2024-25? If no, leave the next question blank.

- ☒ Yes
☐ No

8. Describe your goal.

The EPP will refine program assessments to place differentiation between Mild Intervention and Intense Intervention candidate requirements in order to adequately prepare candidates according to the populations, vocabulary, concepts, settings, and issues aligned to the specific licensure area.

Set Next Year's Goal (2025-26)

9. Will your program prepare teachers in special education in 2025-26? If no, leave the next question blank.

- ☒ Yes
☐ No

10. Describe your goal.

Over the past two years, the Educator Preparation Program (EPP) has strengthened how we assess and prepare candidates for Mild and Intense Intervention licensure. In 2023-2024, we revised the Lesson Delivery Checklist (LDC) to align with the 2020 CEC standards, ensuring candidates were evaluated on essential competencies for intense intervention instruction. In 2024-2025, we built on that progress by refining program assessments to distinguish the unique populations, instructional strategies, and settings specific to each licensure area. For 2025-2026, the EPP will focus on expanding curriculum content to provide candidates with deeper, more specialized instruction aligned with their licensure track. To accomplish this goal, the EPP will develop coursework that explicitly addresses the instructional, behavioral, and environmental supports needed for students in Mild and Intense Intervention settings. Additionally, the program will embed more case-based and scenario-driven learning experiences, allowing candidates to apply differentiated strategies in realistic classroom contexts. By expanding and refining the curriculum, the program will better prepare candidates with the knowledge and skills necessary for their specific licensure area, ensuring they can effectively meet the needs of students in both Mild and Intense Intervention settings. The EPP will deepen the knowledge and skills of candidates to prepare and deliver lessons aligned to the Science of Reading.

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\(a\)\)](#)

Note: Last year’s goal and the current year’s goal are preloaded from the prior year’s IPRC.

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 \(2023-24\)](#)
- >> [Review Current Year’s Goal \(2024-25\)](#)
- >> [Set Next Year’s Goal \(2025-26\)](#)

Report Progress on Last Year’s Goal (2023-24)

1. Did your program prepare teachers in instruction of limited English proficient students in 2023-24?

If no, leave remaining questions for 2023-24 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 (2024-25)

7. Is your program preparing teachers in instruction of limited English proficient students in 2024-25? If no, leave the next question blank.

- ☐ Yes
- ☒ No

8. Describe your goal.

Set Next Year’s Goal (2025-26)

9. Will your program prepare teachers in instruction of limited English proficient students in 2025-26? 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 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

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5701 -AGRICULTURE Educational Testing Service (ETS) Other enrolled students	1			
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2023-24	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	1			
PIN0008 -BUSINESS Evaluation Systems group of Pearson All program completers, 2021-22	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5008 -ELEM ED: MATH & SCIENCE Educational Testing Service (ETS) Other enrolled students	3			
ETS5008 -ELEM ED: MATH & SCIENCE Educational Testing Service (ETS) All program completers, 2023-24	20	166	15	75
ETS5008 -ELEM ED: MATH & SCIENCE Educational Testing Service (ETS) All program completers, 2022-23	13	170	13	100
ETS5008 -ELEM ED: MATH & SCIENCE Educational Testing Service (ETS) All program completers, 2021-22	4			
ETS5007 -ELEM ED: READING & SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	4			
ETS5007 -ELEM ED: READING & SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2023-24	21	174	20	95
ETS5007 -ELEM ED: READING & SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2022-23	13	177	13	100
ETS5007 -ELEM ED: READING & SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2021-22	3			
PIN0005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
PIN0021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2023-24	2			
PIN0021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2021-22	2			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) Other enrolled students	3			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2023-24	6			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2022-23	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
PIN0024 -EXCEPTIONAL NEEDS-INTENSE INTERVENTION Evaluation Systems group of Pearson All program completers, 2021-22	1			
PIN0025 -EXCEPTIONAL NEEDS-MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2021-22	5			
PIN0064 -EXCEPTIONAL NEEDS-MILD INTERVENTION: READING INST Evaluation Systems group of Pearson All program completers, 2021-22	5			
PIN0030 -FINE ARTS-VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2023-24	1			
ETS5551 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2022-23	1			
PIN0035 -MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	1			
ETS5165 -MATHEMATICS Educational Testing Service (ETS) All program completers, 2023-24	1			
ETS5165 -MATHEMATICS Educational Testing Service (ETS) All program completers, 2022-23	3			
PIN0035 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2022-23	1			
PIN0035 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2021-22	2			
ETS5165 -MATHEMATICS Educational Testing Service (ETS) All program completers, 2021-22	1			
PIN0069 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2023-24	1			
ETS5164 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2021-22	2			
PIN0070 -MIDDLE SCHOOL MATHEMATICS Evaluation Systems group of Pearson All program completers, 2021-22	2			
ETS5442 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) Other enrolled students	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
PIN0007 -P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2023-24	1			
PIN0007 -P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	2			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2023-24	1			
PIN0067 -PHYSICAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	4			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2023-24	21	177	21	100
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2022-23	15	177	15	100
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2021-22	20	177	20	100
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	3			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2023-24	22	175	22	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2022-23	18	176	18	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2021-22	8			
ETS5625 -PRINC LEARNING AND TEACHING PRE K-12 Educational Testing Service (ETS) Other enrolled students	4			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5625 -PRINC LEARNING AND TEACHING PRE K-12 Educational Testing Service (ETS) All program completers, 2023-24	8			
ETS5625 -PRINC LEARNING AND TEACHING PRE K-12 Educational Testing Service (ETS) All program completers, 2022-23	3			
ETS5625 -PRINC LEARNING AND TEACHING PRE K-12 Educational Testing Service (ETS) All program completers, 2021-22	19	173	17	89
PIN0045 -SCIENCE-LIFE SCIENCE Evaluation Systems group of Pearson Other enrolled students	1			
PIN0045 -SCIENCE-LIFE SCIENCE Evaluation Systems group of Pearson All program completers, 2022-23	1			
PIN0045 -SCIENCE-LIFE SCIENCE Evaluation Systems group of Pearson All program completers, 2021-22	4			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) Other enrolled students	3			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2023-24	19	173	18	95
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2022-23	11	173	11	100
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2021-22	36	176	35	97
ETS5545 -SE CK AND SEVERE TO PROF APPL Educational Testing Service (ETS) Other enrolled students	1			
ETS5545 -SE CK AND SEVERE TO PROF APPL Educational Testing Service (ETS) All program completers, 2023-24	5			
ETS5545 -SE CK AND SEVERE TO PROF APPL Educational Testing Service (ETS) All program completers, 2022-23	2			
ETS5545 -SE CK AND SEVERE TO PROF APPL Educational Testing Service (ETS) All program completers, 2021-22	10	180	10	100
PIN0006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	7			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
PIN0051 -SOCIAL STUDIES-HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson Other enrolled students	1			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5355 -SPECIAL EDUCATION: FOUNDATIONAL KNOWLEDGE Educational Testing Service (ETS) All program completers, 2023-24	4			
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) Other enrolled students	1			
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2023-24	1			
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2021-22	1			
PIN0059 -WORLD LANGUAGES-SPANISH Evaluation Systems group of Pearson All program completers, 2022-23	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 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:

>> [Summary Pass Rates](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2023-24	61	56	92
All program completers, 2022-23	40	39	98
All program completers, 2021-22	69	64	93

Low-Performing

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

Note: This section is preloaded from the prior year’s IPRC.

THIS PAGE INCLUDES:

>> [Low-Performing](#)

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:

Specialty Accreditation from Council for Exceptional Children

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

- ☐ Yes
- ☒ No

On this page, review the questions regarding your program's use of technology, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

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.

Within EPP field assessments included in the Candidate Field Assessment Process (CFAP): the Learning Experience Map (LEM), Lesson Delivery Checklist (LDC), Post Observation Lesson Analysis Narrative (POLAN), and Candidate Progress Assessment (CPA), candidates are evaluated on use of technology in their planning, instruction, and assessment. The technology criterion in each of the field assessments measures the candidate's ability to use technology and/or plan ways to implement technology in their lessons. In addition, technology integration is threaded throughout coursework in the undergraduate and graduate programs to support teacher candidates' practice and competencies of various tools. 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 674

and EDUC 690, 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) and the Post-Observation Lesson Analysis Narrative (POLAN), require 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) evaluate candidates' proficiency with collecting and analyzing student performance data utilizing technology. During the candidates' analysis of students' pre and post assessment scores, they are required to use technology to create graphic representation of the data. The EPP utilizes Taskstream to track and analyze the candidates' field performance data. The Taskstream system allows candidates and faculty to monitor progression through the program.

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

Note: This section is preloaded from the prior year’s IPRC.

Teacher Training

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

a. Teach students with disabilities effectively

The EPP prepares general education teachers to effectively teach students with disabilities, aligning with the Indiana Educator Preparation Standards. All candidates in the Master of Arts in Teaching and Transition to Teaching programs are required to take SPED 602 - Diverse Learners in Today’s Classroom, which focuses on the characteristics of students with exceptionalities and applies Universal Design for Learning (UDL) strategies in all field settings. Teacher candidates must demonstrate their ability to develop and deliver lessons incorporating UDL strategies during field evaluations. Additionally, candidates complete EDUC 609 - Diagnosis and Differentiation and EDUC 606 - Inclusive Content Assessment, which provide knowledge and skills for differentiating content and modifying assessments for students with disabilities. Every formal lesson requires candidates to identify students with disabilities and develop instructional strategies that meet their needs. Through EDUC 674 and EDUC 690, practicum courses requiring 120 field hours, candidates engage in culturally responsive pedagogy and continue to apply UDL strategies. Field placements, including those in Fort Wayne Community Schools, ensure candidates experience classrooms with diverse learners and develop lesson plans addressing the needs of students with disabilities.

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 the special education teachers creation of the Individualized Education Program. Candidates collaboratively discuss techniques for motivating, engaging, and establishing rapport for students with and without disabilities. EDUC 606-Inclusive Content Assessment requires candidates to participate in a mock data team where data is analyzed and RTI recommendations are developed. Additionally, candidates in EDUC 606 create a mock script for a student-centered conference. Candidates are provided a Menu of Experiences during their practicum and internship. The menu is a list of school and classroom experiences beyond their current field placement that will broaden the candidate's knowledge of school operations. A sample of the menu include RTI, providing present levels for special education, case conference participation, BIP review participation.

c. Effectively teach students who are limited English proficient.

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. EDUC 674 and EDUC 690 are practicum courses in which teacher candidates are required to complete 120 field hours and course content. During the 16-week course, candidates engage in content that builds their awareness and responsiveness to all learners through culturally responsive pedagogy. 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. Many of the EPP's teacher candidates are placed in area K-12 schools which have a significant number of LEP students. Some candidates complete field experiences in the city’s main school district, Fort Wayne Community Schools (FWCS) which has an enrollment of 11.5% English Learners. If the candidate is not placed in FWCS, they still must report the demographics of the classroom and school including LEP and develop lesson plans according to the needs of the 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:

a. Teach students with disabilities effectively

Courses are aligned to state and national standards to ensure candidates receive high-quality preparation. 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. Additionally, candidates are required to take READ 615 (formerly SPED 615), which enhances their ability to design and implement literacy interventions for students with disabilities. These courses develop candidates' knowledge and skills necessary for Individual Education Programs, Transition Plans, Functional Behavior Assessments, and Behavior Intervention Plans. SPED671- Practicum in Intense Intervention and SPED 660-Methods and Practicum in Mild Intervention require candidates to write an Individualized Education Program and lead a mock case conference. Every formal lesson evaluated in the field requires teacher candidates to identify students with IEPs and develop instructional strategies that will meet their needs during the lesson. Many of the EPP's teacher candidates are placed in area K-12 schools which have a significant number of students with disabilities. Some candidates complete field experiences in the city's main school district, Fort Wayne Community Schools(FWCS) which has an enrollment of 16.35% of students with disabilities. If the candidate is not placed in FWCS, they still must report the demographics of the classroom and school including IEPs and develop lesson plans according to the needs of the learners. .

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 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. Candidates are provided a Menu of Experiences during their practicum and internship. The menu is a list of school and classroom experiences beyond their current field placement that will broaden the candidate's knowledge of school operations. A sample of the menu include RTI, providing present levels for special education, case conference participation, BIP review participation.

c. Effectively teach students who are limited English proficient.

The EPP requires all graduate candidates 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. SPED 660 and SPED 671 are practicum courses in which teacher candidates are required to complete 120 field hours and course content. During the 16-week course, candidates engage in content that builds their awareness and responsiveness to all learners through culturally responsive pedagogy. 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. Many of the EPP's teacher candidates are placed in area K-12 schools which have a significant number of LEP students. Some candidates complete field experiences in the city's main school district, Fort Wayne Community Schools (FWCS) which has an enrollment of 11.5% English Learners. If the candidate is not placed in FWCS, they still must report the demographics of the classroom and school including LEP and develop lesson plans according to the needs of the learners.

Contextual Information

On this page, review the contextual information about your program, and update as needed.

Note: This section is preloaded from the prior year’s IPRC.

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 Secondary Education, which can be converted to a Master of Arts 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. 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. The EPP offers 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. All graduate programs are aligned to the Indiana educator preparation standards, InTASC, CEC, and ISTE standards.

Supporting Files

No files have been provided.

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

Report Card Certification

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

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:

Juanita Oberley

TITLE:

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:

Mary Riepenhoff

TITLE:

Accreditation Coordinator