title II higher education act

2025 TITLE II REPORTS
National Teacher Preparation Data

IN

University of Saint Francis
Traditional 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

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CITY

Fort Wayne

STATE

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ZIP

46808

SALUTATION

Dr. ▼

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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

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	
13.1	Special Education	Both	
13.1302	Teacher Education - Art	UG	

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))**

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	○ Yes	● No	○ Yes	● No
Fingerprint check	○ Yes	● No	○ Yes	● No
Background check	● Yes	○ No	○ Yes	● No
Minimum number of courses/credits/semester hours completed	● Yes	○ No	● Yes	○ No
Minimum GPA	● Yes	○ No	● Yes	○ No
Minimum GPA in content area coursework	● Yes	○ No	● Yes	○ No
Minimum GPA in professional education coursework	● Yes	○ No	● Yes	○ No
Minimum ACT score	○ Yes	● No	○ Yes	● No
Minimum SAT score	○ Yes	● No	○ Yes	● No
Minimum basic skills test score	○ Yes	● No	○ Yes	● No
Subject area/academic content test or other subject matter verification	○ Yes	● No	○ Yes	● No
Recommendation(s)	○ Yes	● No	○ Yes	● No

Element	Admission		Completion	
	Yes	No	Yes	No
Essay or personal statement	○	●	○	●
Interview	○	●	○	●
Other Specify: [ ]	○	○	○	○

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

2.8

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

2.8

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

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

Postgraduate Requirements

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	
	Yes	No	Yes	No
Transcript	○	●	○	●
Fingerprint check	○	●	○	●
Background check	○	●	○	●
Minimum number of courses/credits/semester hours completed	●	○	●	○
Minimum GPA	●	○	●	○
Minimum GPA in content area coursework	●	○	●	○
Minimum GPA in professional education coursework	●	○	●	○
Minimum ACT score	○	●	○	●
Minimum SAT score	○	●	○	●
Minimum basic skills test score	○	●	○	●

Element	Admission		Completion	
Subject area/academic content test or other subject matter verification	○ Yes	● No	○ Yes	● No
Recommendation(s)	○ Yes	● No	○ Yes	● No
Essay or personal statement	● Yes	○ No	○ Yes	● No
Interview	○ Yes	● No	○ Yes	● No
Other Specify:	○ Yes	○ No	○ Yes	○ No

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

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 2.5 GPA with 5 years work experience for admission to post-graduate programs.

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	355
Number of clock hours required for student teaching	640

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

○ Yes
● No

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

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

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

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	6
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	0
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	229
Number of students in supervised clinical experience during this academic year	222

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

These numbers provide all field placements for all traditional 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))**

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	47
Subset of Program Completers	18

Gender	Total Enrolled	Subset of Program Completers
Male	5	3
Female	42	15
No Gender Reported	0	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	1	1
Hispanic/Latino of any race	2	1
Native Hawaiian or Other Pacific Islander	0	0
White	42	16
Two or more races	2	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers
No Race/Ethnicity Reported	0	0

Teachers Prepared

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

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

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

THIS PAGE INCLUDES:

>> Teachers Prepared by Subject Area

>> Teachers Prepared by Academic Major

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

- Academic Major

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 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	9
13.1202	Teacher Education - Elementary Education	12

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

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify:	

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	9
13.1202	Teacher Education - Elementary Education	12
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	2
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	

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

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

CIP Code	Academic Major	Number Prepared
99	Other Specify:	

Program Assurances

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:**

   The EPP maintains regional, national, and state accreditation. It intentionally seeks feedback from area stakeholders to identify needs for the local education agencies through its affiliation agreements and advisory council. Pre-service teacher candidates continue to meet their 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) which is 65.9% economically disadvantaged. With the current teacher shortage, the university has amended its policies to allow teacher candidates to begin substitute teaching during their student

teaching semester if the K-12 school and the teacher candidate's schedules permit. 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. Candidates plan and implement lessons with consideration for learners with disabilities, English language learners, and high-ability students. The lessons are culturally responsive to the school's demographics. In each field placement, candidates are evaluated on their ability to meet the needs of all students in the learning environment. The university implements a modified residency for its student teachers. This modified residency places the teacher candidate in the same classroom in the fall semester during practicum as their student teaching placement in the spring semester.

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

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

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

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.

The EPP will enhance student knowledge and skills by adding the Psychology of Diversity and Inclusion course to the curriculum. I need to report on how we are doing on this goal. The special education program sheet will be modified and approved by faculty governance. Special education majors will be required to take PSYC 305. The course examines how diversity and inclusion influence human development, motivation, thinking, behavior, and social interaction. Specifically, students are challenged through readings and experiential opportunities to explore sub-groups and contemporary issues in cultural diversity and inclusion (ethnicity, religion, gender, ability status, socioeconomic status).

3. Did your program meet the goal?

- ● Yes
- ○ No

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

The Special Education program successfully integrated the Psychology of Diversity and Inclusion (PSYC 305) course into the curriculum. The program sheet was modified and approved by faculty governance, and PSYC 305 is now a required course for all special education majors. The course addition ensures that students are engaging with critical issues related to diversity and inclusion, enhancing their ability to support diverse learners. While the goal has been met in terms of curriculum changes, ongoing assessment will help determine long-term impact on student preparedness for diverse classrooms. • Worked with faculty governance to ensure PSYC 305 (Psychology of Diversity and Inclusion) was added as a required course for all special education majors. • Encouraged the inclusion of critical diversity and inclusion topics in PSYC 305 to enhance students' ability to support diverse learners.

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 enhance preparation approaches used to increase knowledge and skills related to collaboration with paraprofessionals. Candidates enrolled in SPED 421 Language and Social Skills will create a detailed schedule for 3 hypothetical paraprofessionals under their guidance. Candidates will begin by assessing the needs of the students on their hypothetical caseloads, provided to them by the professor as part of this assignment. As a 400-level course, candidates are expected to perform at the Progressing level (2.0) on the Paraprofessional Planning and Collaboration Experience Rubric, which is aligned to the key components of the CEC 2020 Initial K-12 Preparation standards.

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.

The EPP will refine preparation approaches to deepen candidates' knowledge and skills in collaborating with paraprofessionals by increasing real-world application and assessment. In the upcoming academic year, candidates enrolled in SPED 421 Language and Social Skills will engage in role-playing exercises, collaborating with peers as if they were paraprofessionals, and apply their knowledge to develop and implement collaborative strategies. Through case studies and simulated scenarios, candidates will work together to assess needs, create support plans, and develop communication strategies for working with paraprofessionals. Candidates will receive ongoing feedback to enhance their practical collaboration skills, ensuring they are fully prepared to work effectively in diverse educational 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

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

THIS PAGE INCLUDES:

>> 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

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2023-24	2			
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5008 -ELEM ED: MATH & SCIENCE Educational Testing Service (ETS) Other enrolled students	2			
ETS5008 -ELEM ED: MATH & SCIENCE Educational Testing Service (ETS) All program completers, 2023-24	9			
ETS5008 -ELEM ED: MATH & SCIENCE Educational Testing Service (ETS) All program completers, 2022-23	4			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5008 -ELEM ED: MATH & SCIENCE Educational Testing Service (ETS) All program completers, 2021-22	11	164	9	82
ETS5007 -ELEM ED: READING & SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	2			
ETS5007 -ELEM ED: READING & SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2023-24	9			
ETS5007 -ELEM ED: READING & SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2022-23	5			
ETS5007 -ELEM ED: READING & SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2021-22	12	171	10	83
PIN0060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2021-22	1			
PIN0061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2021-22	1			
PIN0062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2021-22	1			
PIN0063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2021-22	1			
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) All program completers, 2023-24	7			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2022-23	3			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2021-22	9			
ETS5625 -PRINC LEARNING AND TEACHING PRE K-12 Educational Testing Service (ETS) All program completers, 2023-24	7			
ETS5625 -PRINC LEARNING AND TEACHING PRE K-12 Educational Testing Service (ETS) All program completers, 2022-23	2			

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, 2021-22	6			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2023-24	1			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2021-22	6			
ETS5355 -SPECIAL EDUCATION: FOUNDATIONAL KNOWLEDGE Educational Testing Service (ETS) All program completers, 2023-24	5			

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

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2023-24	17	16	94
All program completers, 2022-23	6		
All program completers, 2021-22	17	16	94

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.

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:

Council for Exceptional Children

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

- ○ Yes
- ● No

Use of Technology

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

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

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.**

   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. This data is analyzed and used as data for faculty review and CAEP accreditation. In addition, technology integration is threaded throughout coursework in the undergraduate programs to support teacher candidates' practice and competencies of various tools. An inventory of technology taught and practiced in candidates' undergraduate preparation shows technology integration in 21 courses specific to education majors. Some examples include; SPED 137-Foundations in Exceptionalities, candidates create a research project integrating assistive technology tools. 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 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. EDUC 209- candidates utilize a Learning Management System to create online learning modules. 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 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. Instructors/faculty regularly integrate technology in their pedagogical approaches. Integration of technology serves as a model for candidates to use in developing their own pedagogical approaches. A variety of apps and websites are used throughout courses. Examples of such are Kahoot, Padlet, Quizzlet, and Wordle. Finally, in addition to using Canvas, instructors use Microsoft Sharepoint Tools to collect assignments, to answer questions and provide feedback on documents in real-time to and develop lessons in which candidates must collaborate on a single document to complete assignments. The EPP maintains and utilizes Taskstream so that candidates and faculty can track and analyze field performance data.The Taskstream system will allow candidates and faculty to monitor progression through the program.

Teacher Training

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 Indiana Educator Preparation Standards require teachers to have a strong understanding of instructional planning, delivery, and differentiated instruction, including the principles of Universal Design for Learning (UDL). The EPP prepares general education teachers to effectively teach students with disabilities, incorporating UDL principles throughout their coursework. All majors, including P-12 Art, take SPED 137, Foundations in Exceptionalities, which introduces UDL and its principles. In EDUC 304, candidates apply UDL strategies in units to ensure content accessibility. EDUC 303 focuses on data analysis and intervention strategies through Professional Learning Communities (PLC), while EDUC 412 includes a diversity project addressing students with disabilities. Elementary education majors complete 200-300 field hours in inclusive settings, developing lesson plans with UDL components. Their proficiency in working with students with special needs is assessed through key assignments that include UDL criteria.

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

    Indiana Educator Preparation Standards include the following language: teachers of students with mild exceptional needs have a broad and comprehensive understanding of procedures for developing, implementing, monitoring, and amending individualized programs and demonstrate the ability to follow these procedures in planning and implementing individualized programs. Candidates in SPED 137-Foundations in Exceptionalities produce Present Levels of Performance related to students with disabilities in the role of a general education teacher. These present levels are developed in response 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 candidates represent a general elementary education teacher, a special education teacher, and other school officials who are involved in the 'data team'. The PLC reviews the assessment data, administration of the assessments, and analyzes 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 develop 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. 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.**

    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 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:

   a. **Teach students with disabilities effectively**

   Indiana Educator Preparation Standards include the following language: teachers have a broad and comprehensive understanding of instructional planning and delivery and demonstrate the ability to plan and deliver standards-based, data-driven differentiated instruction that engages students, makes effective use of contemporary tools and technologies, and helps all students achieve learning goals, including: knowledge of the principles of universal design for learning (UDL) and how to apply UDL guidelines to incorporate the flexibility necessary to maximize learning opportunities for all students. Therefore, the EPP prepares its special education teachers to effectively teach students with disabilities in the following: All candidates take SPED 137-Foundations in Exceptionalities course, which provides an overview of disabilities, diversity, legal issues, processes for developing and implementing Individualized Education Programs, co-teaching, assistive technology, and Universal Design for Learning. In SPED 230-Content Interventions for Exceptional Learners II, special education majors 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 SPED 421 candidates are required to develop lessons for learners with language and social skills needs. 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; including area agencies who support children and adults with exceptionalities. 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 updated curriculum, licensure, and program assessment to the 2020 K-12 Council for Exceptional Children standards.

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

   Indiana Educator Preparation Standards include the following language: teachers of students with mild exceptional needs have a broad and comprehensive understanding of procedures for developing, implementing, monitoring, and amending individualized programs and demonstrate the ability to follow these procedures in planning and implementing individualized programs. Candidates in SPED 137-Foundations in Exceptionalities produce Present Levels of Performance related to students with disabilities in the role of a general education teacher. These present levels are developed in response 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 develop 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. 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.

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

Contextual Information

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

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

Contextual Information

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

The three traditional undergraduate licensure programs in the department of education are limited to elementary education, special education, and P-12 Visual Art Education. The EPP received its national accreditation Fall 2024 from the Council for the Accreditation of Educator Preparation. The Indiana Board of Education approved the EPP undergraduate programs in February 2025. The EPP recently submitted its special education SPA March 2025. The EPP's CAEP and SPA evaluations and feedback are available on the EPP website. The EPP continues to work with university administration, K-12 partners to develop pathways to fill the teacher shortage gaps in area schools. The EPP is undergoing a review for its quality in preparing teacher candidates in the Science of Reading as mandated by the Indiana Department of Education.

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:

Division 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