



University of Saint Francis

Alternative, IHE-based Report AY 2024-25

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

CITY

STATE

ZIP

SALUTATION

FIRST NAME

LAST NAME

Riepenhoff

PHONE

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EMAIL

mripenhoff@sf.edu

List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), 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: <input type="text"/>	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

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

2.8

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

2.8

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

Postgraduate Requirements

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: <input type="text"/>	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

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

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

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

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 2024-25. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models?

- Yes
 No

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

Programs with student teaching models (most traditional programs)

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

Number of clock hours required for student teaching

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)

4

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

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

0

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

69

Number of students in supervised clinical experience during this academic year

67

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

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

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

(§205(a)(1)(C)(ii))

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

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

Enrollment and Program Completers

2024-25 Total	
Total Number of Individuals Enrolled	58
Subset of Program Completers	34

Gender	Total Enrolled	Subset of Program Completers
Male	12	6
Female	46	28
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	5	2
Hispanic/Latino of any race	1	1
Native Hawaiian or Other Pacific Islander	0	0
White	50	31
Two or more races	0	0

Race/Ethnicity

Total Enrolled

Subset of Program Completers

No Race/Ethnicity Reported

2

0

Teachers Prepared

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

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

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

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

- [Academic Major](#)

THIS PAGE INCLUDES:

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

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2024-25.

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 2024-25

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="13"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="12"/>

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	<input type="text"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	1
13.1306	Teacher Education - Foreign Language	1
13.1307	Teacher Education - Health	1
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	2
13.1312	Teacher Education - Music	<input type="text"/>
13.1314	Teacher Education - Physical Education and Coaching	1
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
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1328	Teacher Education - History	2
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 2024-25. 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 2024-25

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="13"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="12"/>
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"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	<input type="text" value="1"/>
13.1306	Teacher Education - Foreign Language	<input type="text"/>
13.1307	Teacher Education - Health	<input type="text" value="1"/>

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	2
13.1312	Teacher Education - Music	<input type="text"/>
13.1314	Teacher Education - Physical Education and Coaching	1
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	1
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1328	Teacher Education - History	2
13.1329	Teacher Education - Physics	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>
01	Agriculture	<input type="text"/>
03	Natural Resources and Conservation	<input type="text"/>
05	Area, Ethnic, Cultural, and Gender Studies	<input type="text"/>
09	Communication or Journalism	<input type="text"/>

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

CIP Code	Academic Major	Number Prepared
99	Other Specify: <input data-bbox="289 121 1263 163" type="text"/>	<input data-bbox="1295 90 1572 132" type="text"/>

Program Assurances

THIS PAGE INCLUDES:

>> [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:

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 \(2024-25\)](#)
- >> [Review Current Year's Goal \(2025-26\)](#)
- >> [Set Next Year's Goal \(2026-27\)](#)

Report Progress on Last Year's Goal (2024-25)

1. Did your program prepare teachers in mathematics in 2024-25?

If no, leave remaining questions for 2024-25 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 (2025-26)

7. Is your program preparing teachers in mathematics in 2025-26? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Set Next Year's Goal (2026-27)

9. Will your program prepare teachers in mathematics in 2026-27? 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 \(2024-25\)](#)
- >> [Review Current Year's Goal \(2025-26\)](#)
- >> [Set Next Year's Goal \(2026-27\)](#)

Report Progress on Last Year's Goal (2024-25)

1. Did your program prepare teachers in science in 2024-25?

If no, leave remaining questions for 2024-25 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 (2025-26)

7. Is your program preparing teachers in science in 2025-26? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Set Next Year's Goal (2026-27)

9. Will your program prepare teachers in science in 2026-27? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

Annual Goals: Special Education

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2024-25\)](#)
- >> [Review Current Year's Goal \(2025-26\)](#)
- >> [Set Next Year's Goal \(2026-27\)](#)

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 (2024-25)

1. Did your program prepare teachers in special education in 2024-25?

If no, leave remaining questions for 2024-25 blank (or [clear responses already entered](#)).

- Yes
 No

2. 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.

3. Did your program meet the goal?

- Yes
 No

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

Many courses are shared by both Mild Intervention and Intense Intervention candidates. Within those courses, greater differentiation was incorporated into assignments and evaluative rubrics to ensure that candidates consider their specific student populations when completing course requirements. This approach allows candidates to engage with the populations, vocabulary, concepts, settings, and issues most relevant to their licensure area, thereby better preparing them for practice within their specific area of specialization.

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

So far, assignment submissions have demonstrated stronger alignment with candidates' specific areas of licensure: Mild Intervention or Intense

Intervention. Submissions reflect greater consideration of the nuances associated with each population. A key lesson learned has been the importance of intentionally aligning assignments and evaluative rubrics with the appropriate standards from the Council for Exceptional Children to ensure candidates are developing the knowledge and skills required for their specific licensure area. Continued refinement of program assessments will further strengthen this alignment and ensure that candidates are prepared to meet the expectations associated with their targeted CEC standards.

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

Review Current Year's Goal (2025-26)

7. Is your program preparing teachers in special education in 2025-26? If no, leave the next question blank.

- Yes
 No

8. 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.

Set Next Year's Goal (2026-27)

9. Will your program prepare teachers in special education in 2026-27? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

The EPP will deepen special education teacher candidates' knowledge and skills in preparing and delivering lessons aligned to the Science of Reading. Candidates are required to teach literacy lessons during field experiences, where they are observed implementing evidence-based practices in phonemic awareness, phonics, fluency, vocabulary, and/or comprehension. Observations allow faculty to provide targeted feedback on their use of Science of Reading-aligned practices, supporting candidates' growth in delivering effective, research-based literacy instruction.

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 \(2024-25\)](#)
- >> [Review Current Year's Goal \(2025-26\)](#)
- >> [Set Next Year's Goal \(2026-27\)](#)

Report Progress on Last Year's Goal (2024-25)

1. Did your program prepare teachers in instruction of limited English proficient students in 2024-25?

If no, leave remaining questions for 2024-25 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 (2025-26)

7. Is your program preparing teachers in instruction of limited English proficient students in 2025-26? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Set Next Year's Goal (2026-27)

9. Will your program prepare teachers in instruction of limited English proficient students in 2026-27? 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 (%)
ETS5701 -AGRICULTURE Educational Testing Service (ETS) Other enrolled students	1			
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2023-24	1			
ETS5236 -BIOLOGY Educational Testing Service (ETS) Other enrolled students	1			
ETS5236 -BIOLOGY Educational Testing Service (ETS) All program completers, 2024-25	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	1			

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, 2024-25	5			
ETS5008 -ELEM ED: MATH & SCIENCE Educational Testing Service (ETS) All program completers, 2023-24	21	167	19	90
ETS5008 -ELEM ED: MATH & SCIENCE Educational Testing Service (ETS) All program completers, 2022-23	14	169	13	93
ETS5007 -ELEM ED: READING & SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	1			
ETS5007 -ELEM ED: READING & SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2024-25	6			
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	14	176	14	100
PIN0021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2023-24	2			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) Other enrolled students	2			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2024-25	1			
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			
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, 2024-25	1			
ETS5551 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2022-23	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5165 -MATHEMATICS Educational Testing Service (ETS) All program completers, 2024-25	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			
PIN0069 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2023-24	1			
ETS5442 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) Other enrolled students	1			
PIN0007 -P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2023-24	1			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2023-24	1			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	3			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2024-25	5			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2023-24	23	177	23	100
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2022-23	19	176	19	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2024-25	9			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2023-24	28	176	28	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2022-23	18	176	18	100

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) Other enrolled students	2			
ETS5625 -PRINC LEARNING AND TEACHING PRE K-12 Educational Testing Service (ETS) All program completers, 2024-25	2			
ETS5625 -PRINC LEARNING AND TEACHING PRE K-12 Educational Testing Service (ETS) All program completers, 2023-24	14	174	14	100
ETS5625 -PRINC LEARNING AND TEACHING PRE K-12 Educational Testing Service (ETS) All program completers, 2022-23	4			
PIN0045 -SCIENCE-LIFE SCIENCE Evaluation Systems group of Pearson All program completers, 2022-23	1			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) Other enrolled students	2			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2024-25	1			
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
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			
PIN0051 -SOCIAL STUDIES-HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson Other enrolled students	1			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2024-25	1			
ETS5355 -SPECIAL EDUCATION: FOUNDATIONAL KNOWLEDGE Educational Testing Service (ETS) All program completers, 2024-25	4			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5355 -SPECIAL EDUCATION: FOUNDATIONAL KNOWLEDGE Educational Testing Service (ETS) All program completers, 2023-24	12	175	12	100
ETS5355 -SPECIAL EDUCATION: FOUNDATIONAL KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	5			
ETS5547 -SPECIAL EDUCATION: SEVERE TO PROFOUND Educational Testing Service (ETS) All program completers, 2023-24	3			
ETS5547 -SPECIAL EDUCATION: SEVERE TO PROFOUND Educational Testing Service (ETS) All program completers, 2022-23	2			
ETS5205 -TEACHING READING: ELEMENTARY Educational Testing Service (ETS) All program completers, 2024-25	3			
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, 2024-25	2			
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2023-24	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, 2024-25	19	14	74
All program completers, 2023-24	73	71	97
All program completers, 2022-23	47	44	94

Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

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

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:

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

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.

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 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. SPED 613, Collaborative Models of Behavior Management and SPED 626, Functional Curriculum/Assistive Technology incorporate information regarding appropriate instructional and assessment applications into their curriculum. READ 610, Literacy for All Learners, requires candidates to incorporate technology in assignments that demonstrate candidates' competencies in teaching literacy concepts and administering literacy assessments. During EDUC 606, teacher candidates demonstrate their knowledge and skills in developing a gradebook, assignments, and quizzes in the Canvas LMS. In SPED 613, Collaborative Models of Behavior Management, a progress monitoring assignment requires candidates to use technology to collect and chart data 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 Post-Observation Lesson Analysis Narrative (POLAN), requires candidates to use data to create and deliver formal instructional experiences suited for all learners in inclusive P-12 classes with the use or intended use of technology. Instruments utilized for the EPP's Candidate Field Assessment Process (CFAP) 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.

Teacher Training

THIS PAGE INCLUDES:

>> [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 EPP prepares general education teachers to effectively teach students with disabilities in alignment with the Indiana Educator Preparation Standards. Candidates in the Master of Arts in Education (MAE) and Transition to Teaching (TTT) programs complete SPED 602: Diverse Learners in Today's Classroom, which focuses on the characteristics of students with exceptionalities and the application of Universal Design for Learning (UDL) strategies in classroom settings. Candidates also complete EDUC 609: Diagnosis and Differentiation and EDUC 606: Inclusive Content Assessment, which develop skills in differentiating instruction and modifying assessments to meet the needs of students with disabilities. Across coursework and field experiences, including practicum placements, candidates design lessons that identify and support students with disabilities, apply UDL strategies, and engage in culturally responsive teaching in diverse classroom settings.

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 provides learning experiences that prepare general education teacher candidates to participate in the Individualized Education Program (IEP) process as members of collaborative teams. In SPED 602: Diverse Learners in Today's Classroom, candidates develop Present Levels of Performance for students with disabilities from the perspective of a general education teacher and discuss strategies for motivating and supporting diverse learners. In EDUC 606: Inclusive Content Assessment, candidates analyze student data in a mock data team to develop RTI recommendations and create scripts for student-centered conferences. During practicum and internship experiences, candidates also complete a Menu of Experiences designed to broaden their understanding of school processes, which may include observing RTI meetings, contributing to present levels, participating in case conferences, or reviewing Behavior Intervention Plans.

c. Effectively teach students who are limited English proficient.

The EPP prepares candidates to effectively teach students who are limited English proficient (LEP) through coursework, field experiences, and lesson design requirements. All candidates in the Master of Arts in Education (MAE) and Transition to Teaching (TTT) programs complete SPED 602: Diverse Learners in Today's Classroom, which examines the characteristics of LEP students and emphasizes the use of Universal Design for Learning (UDL). Additional coursework, including EDUC 609: Diagnosis and Differentiation, builds candidates' skills in differentiating instruction. During practicum courses, candidates complete extensive field hours and apply culturally responsive pedagogy while designing lessons that identify and support LEP students. Field placements in diverse school settings further provide opportunities for candidates to work with English Learners and plan instruction based on classroom demographics and student needs.

2. Does your program prepare special education teachers?

- Yes
 No

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

a. Teach students with disabilities effectively

The EPP prepares special education teachers to teach students with disabilities effectively through coursework aligned to state and national standards and extensive field experiences. Candidates complete SPED 602 – Diverse Learners in Today’s Classrooms, which introduces the IEP process and candidates’ roles on IEP teams, and SPED 613: Collaborative Models of Behavior Management, which emphasizes collaboration with students, colleagues, and families. Courses such as SPED 626: Functional Curriculum and Assistive Technology and READ 615: Literacy Interventions provide strategies for instructing students with mild to intense exceptional needs. Practicum courses (SPED 660 and SPED 671) require candidates to write IEPs, lead mock case conferences, and develop lessons tailored to students with disabilities. Field placements, including those in Fort Wayne Community Schools with high percentages of students with disabilities, allow candidates to apply these strategies in real classroom settings, ensuring lessons meet the needs of all 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*.

The EPP prepares special education candidates to participate as members of Individualized Education Program (IEP) teams through coursework, practicum experiences, and applied exercises. In SPED 602: Foundations in Exceptionalities, candidates develop Present Levels of Performance based on IEPs created by special education teachers. SPED 606: Assessment in Special Education requires candidates to analyze student data and plan for instructional use. In practicum courses (SPED 660 for mild intervention and SPED 671 for intense intervention), candidates develop complete IEPs from mock psychological evaluations and facilitate case conferences, applying knowledge of FAPE, Least Restrictive Environment, and measurable goals. SPED 626: Assistive Technology and Functional Curriculum further develops candidates’ skills in goal writing and the IEP process. During field experiences, candidates may observe or participate in actual case conferences and complete a Menu of Experiences that includes RTI meetings, BIP reviews, and IEP-related activities to broaden their understanding of school operations.

c. Effectively teach students who are limited English proficient.

The EPP prepares special education candidates to effectively teach students who are limited English proficient (LEP) through coursework, practicum experiences, and lesson design requirements. All candidates complete SPED 602: Diverse Learners in Today’s Classroom, which includes in-depth study of LEP students and application of Universal Design for Learning (UDL) strategies. SPED 615: Language and Social Skills and EDUC 609: Diagnosis and Differentiation build candidates’ skills in differentiating instruction and creating lesson plans to support English Learners. During practicum courses (SPED 660 and SPED 671), candidates complete field hours in diverse classrooms, apply culturally responsive pedagogy, and design lessons that identify and address the needs of LEP students. Field placements, including those in Fort Wayne Community Schools with high LEP enrollment, ensure candidates develop strategies appropriate to the demographics of each classroom.

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 Education 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 such as Biology or English-Language Arts. 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 Arts in Education 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 special education programs at the post-baccalaureate level are aligned to Indiana law requiring training in the Science of Reading. The EPP offers a Transition to Teaching (TTT) program in Elementary Education, which can be converted to a Master of Art in Education if the additional courses are completed for the master's degree. This TTT program prepares candidates in K-6 pedagogy, elementary content methods, and the Science of Reading. 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. All programs are accredited by Indiana Department of Education, CAEP, and CEC (special education only).

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:

MARY RIEPENHOFF

TITLE:

Accreditation Coordinator

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