



University of Saint Francis
Traditional 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

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List of Programs

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

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

- [Teacher Preparation Program](#)

THIS PAGE INCLUDES:

>> [List of Programs](#)

List of Programs

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

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1202	Elementary Education	Both	
13.1	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\(a\)\(1\)\(C\)\(i\)\)](#)

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 type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input 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:

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
Transcript	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input 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

Element	Admission	Completion
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Recommendation(s)	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
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

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 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

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)

6

[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

117

Number of students in supervised clinical experience during this academic year

97

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

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	41
Subset of Program Completers	17

Gender	Total Enrolled	Subset of Program Completers
Male	10	2
Female	31	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	0	0
Hispanic/Latino of any race	2	1
Native Hawaiian or Other Pacific Islander	0	0
White	37	15
Two or more races	2	1

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.

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="8"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="15"/>

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	0
13.1210	Teacher Education - Early Childhood Education	0
13.1301	Teacher Education - Agriculture	0
13.1302	Teacher Education - Art	2
13.1303	Teacher Education - Business	0
13.1305	Teacher Education - English/Language Arts	0
13.1306	Teacher Education - Foreign Language	0
13.1307	Teacher Education - Health	0
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	0
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1311	Teacher Education - Mathematics	0
13.1312	Teacher Education - Music	0
13.1314	Teacher Education - Physical Education and Coaching	0
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - Science Teacher Education/General Science	0
13.1317	Teacher Education - Social Science	0
13.1318	Teacher Education - Social Studies	0
13.1320	Teacher Education - Trade and Industrial	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	0
13.1323	Teacher Education - Chemistry	0
13.1324	Teacher Education - Drama and Dance	0
13.1328	Teacher Education - History	0
13.1329	Teacher Education - Physics	0
13.1331	Teacher Education - Speech	0

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	<input type="text" value="0"/>
13.14	Teacher Education - English as a Second Language	<input type="text" value="0"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text" value="0"/>

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="8"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="15"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text" value="0"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text" value="0"/>
13.1301	Teacher Education - Agriculture	<input type="text" value="0"/>
13.1302	Teacher Education - Art	<input type="text" value="2"/>
13.1303	Teacher Education - Business	<input type="text" value="0"/>
13.1305	Teacher Education - English/Language Arts	<input type="text" value="0"/>
13.1306	Teacher Education - Foreign Language	<input type="text" value="0"/>
13.1307	Teacher Education - Health	<input type="text" value="0"/>

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	0
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1311	Teacher Education - Mathematics	0
13.1312	Teacher Education - Music	0
13.1314	Teacher Education - Physical Education and Coaching	0
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - General Science	0
13.1317	Teacher Education - Social Science	0
13.1318	Teacher Education - Social Studies	0
13.1320	Teacher Education - Trade and Industrial	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	0
13.1323	Teacher Education - Chemistry	0
13.1324	Teacher Education - Drama and Dance	0
13.1328	Teacher Education - History	0
13.1329	Teacher Education - Physics	0
13.1331	Teacher Education - Speech	0
13.1337	Teacher Education - Earth Science	0
13.14	Teacher Education - English as a Second Language	0
13.99	Education - Other Specify: 0	0
01	Agriculture	0
03	Natural Resources and Conservation	0
05	Area, Ethnic, Cultural, and Gender Studies	0
09	Communication or Journalism	0

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	0
12	Personal and Culinary Services	0
14	Engineering	0
16	Foreign Languages, Literatures, and Linguistics	0
19	Family and Consumer Sciences/Human Sciences	0
21	Technology Education/Industrial Arts	0
22	Legal Professions and Studies	0
23	English Language/Literature	0
24	Liberal Arts/Humanities	0
25	Library Science	0
26	Biological and Biomedical Sciences	0
27	Mathematics and Statistics	0
30	Multi/Interdisciplinary Studies	0
38	Philosophy and Religious Studies	0
40	Physical Sciences	0
41	Science Technologies/Technicians	0
42	Psychology	0
44	Public Administration and Social Service Professions	0
45	Social Sciences	0
46	Construction	0
47	Mechanic and Repair Technologies	0
50	Visual and Performing Arts	0
51	Health Professions and Related Clinical Sciences	0
52	Business/Management/Marketing	0
54	History	0

CIP Code	Academic Major	Number Prepared
99	Other Specify: <input data-bbox="289 121 1263 163" type="text" value="0"/>	<input data-bbox="1295 90 1572 132" type="text" value="0"/>

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:

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 45-65% economically disadvantaged and 60% minority. 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](#)

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 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.

3. Did your program meet the goal?

- Yes
 No

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

In class, candidates reviewed hypothetical student caseloads to assess individual needs and then created detailed schedules for three paraprofessionals, planning responsibilities and support to align with student goals. They used the Paraprofessional Planning and Collaboration Experience Rubric to guide their work and ensure their plans met expectations for collaboration and mentorship. Throughout the activity, candidates reflected on potential challenges and made adjustments to strengthen their approach, providing hands-on practice in coordinating and supporting a team to meet students' academic and social needs. The data from the Professional Planning and Collaboration rubric show that candidates consistently demonstrate strong collaborative skills. They effectively engage with colleagues, coordinate efforts to support student learning, and provide guidance to team members. Overall, candidates are proficient in working within a team to address student needs and contribute to both academic and behavioral success.

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

Candidates learned the importance of clearly defining paraprofessional roles, anticipating student needs, and building flexibility into schedules. Reflecting on their plans helped them identify areas for improvement, and applying this feedback will strengthen future collaboration and planning with paraprofessionals.

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.

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.

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 (%)
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2024-25	1			
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			
ETS5008 -ELEM ED: MATH & SCIENCE Educational Testing Service (ETS) All program completers, 2024-25	12	162	9	75
ETS5008 -ELEM ED: MATH & SCIENCE Educational Testing Service (ETS) All program completers, 2023-24	9			

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, 2022-23	4			
ETS5007 -ELEM ED: READING & SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2024-25	12	162	9	75
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			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2024-25	5			
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			
ETS5625 -PRINC LEARNING AND TEACHING PRE K-12 Educational Testing Service (ETS) Other enrolled students	1			
ETS5625 -PRINC LEARNING AND TEACHING PRE K-12 Educational Testing Service (ETS) All program completers, 2024-25	6			
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			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2023-24	1			
ETS5355 -SPECIAL EDUCATION: FOUNDATIONAL KNOWLEDGE Educational Testing Service (ETS) All program completers, 2024-25	4			
ETS5355 -SPECIAL EDUCATION: FOUNDATIONAL KNOWLEDGE Educational Testing Service (ETS) All program completers, 2023-24	5			
ETS5205 -TEACHING READING: ELEMENTARY Educational Testing Service (ETS) All program completers, 2024-25	7			

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	14	10	71
All program completers, 2023-24	17	16	94
All program completers, 2022-23	6		

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:

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. Technology integration is also 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. A new technology integrated across multiple courses in the undergraduate programs is the use of VALT recording software. Through the use of this technology, candidates can simulate teaching in a real classroom, while peers annotate their teaching in real or recorded time. Some class 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 the Canvas Learning Management System to create online

learning modules. Further, they integrate Nearpod into lesson development. During EDUC 377-Science Methods for Elementary Educators, teacher candidates learn simple coding and how to implement it in science classes. 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 412- Effective Practices for Pedagogical Proficiency, candidates utilize Ed Puzzle to complete a self-analysis of their own teaching. In this assignment, candidates annotate their ability to apply InTASC related practices. All teacher education majors are required to collect, chart, and analyze data on assessments administered during lessons taught in the field. Technology is used to organize and disseminate information. Additionally, the use of technology is encouraged, when appropriate during lessons, for post-assessment administration. Instructors/faculty regularly integrate technology in their pedagogical approaches which serve as a model for candidates to use in developing their own pedagogical approaches. A variety of apps and websites are used throughout courses. Examples of such are Kahoot, Padlet, Quizlet, and Blooket. Additionally, introductions to Khanmigo and Schoology are also included across education courses. 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

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 Indiana Educator Preparation Standards require teachers to understand instructional planning, delivery, and differentiated instruction, including Universal Design for Learning (UDL). The EPP prepares general education teachers to support students with disabilities by integrating UDL across coursework. All majors take SPED 137, introducing UDL principles, and apply these strategies in Learning Environment Map (LEM) assignments throughout the program and in the EDUC 412 unit. EDUC 303 and EDUC 412 focus on data-driven interventions, while elementary majors complete 200–300 field hours in inclusive settings, designing lessons with UDL components. Candidates' proficiency with UDL is assessed through key assignments.

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 Indiana Educator Preparation Standards require teachers to understand and implement individualized programs for students with mild exceptional needs. In SPED 137, which is taken by all education majors, candidates create Present Levels of Performance based on special education IEPs. EDUC 356, again taken by all teacher candidates, includes mock conferences with parents, teachers, and students to develop goals and solutions, while EDUC 303 (taken by all candidates) uses data analysis and PLC simulations to plan interventions. Field experiences in area K-12 schools, including Fort Wayne Community Schools, and the Menu of Experiences provide hands-on practice with RTI, BIP review, and other special education processes.

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. READ 200/READ 302/EDUC 375 (literacy courses) - Within the literacy courses in the program, which are taken by all candidates, teacher candidates learn to consider English Learners in the teaching of reading. 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

The Indiana Educator Preparation Standards require teachers to understand instructional planning, delivery, and differentiated instruction, including Universal Design for Learning (UDL). The EPP prepares general education teachers to support students with disabilities by integrating UDL across coursework. All majors take SPED 137, introducing UDL principles, and apply these strategies in Learning Environment Map (LEM) assignments throughout the program and in the EDUC 412 unit. EDUC 303 and EDUC 412 focus on data-driven interventions, while elementary majors complete 200–300 field hours in inclusive settings, designing lessons with UDL components. Candidates' proficiency with UDL is assessed through key assignments. Candidates pursuing a major or concentration in special education also take SPED 230, 226, 326, 420, and 421. In SPED 230-Content Interventions for Exceptional Learners II, special education candidates 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 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. 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 most 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*.

The Indiana Educator Preparation Standards require teachers to understand and implement individualized programs for students with mild exceptional needs. In SPED 137, which is taken by all education majors, candidates create Present Levels of Performance based on special education IEPs. EDUC 356, again taken by all teacher candidates, includes mock conferences with parents, teachers, and students to develop goals and solutions, while EDUC 303 (taken by all candidates) uses data analysis and PLC simulations to plan interventions. Field experiences in area K-12 schools, including Fort Wayne Community Schools, and the Menu of Experiences provide hands-on practice with RTI, BIP review, and other special education processes. In SPED 226, taken by candidates with a major or concentration in special education, candidates communicate IEP information with parents. SPED 326 and SPED 420, which again is taken by candidates with a major or concentration in special education, requires candidates to develop full IEPs and participate in case conferences, addressing FAPE, LRE, and student goals. When allowed by the participating K-12 school, candidates are encouraged to participate in case conferences during their practicum and clinical internship experiences.

c. Effectively teach students who are limited English proficient.

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

Contextual Information

On this page, review the contextual information about your program, 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 three traditional undergraduate licensure programs in the Division of Teacher 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 CEC SPA was approved and met all conditions summer of 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's elementary and special education programs were reviewed for alignment to the Science of Reading. The EPP met the requirements for the Science of Reading and is currently working to revise its undergraduate programs to respond to the feedback provided by the review team who assessed the EPP's reading program.

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