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Manchester University  
Traditional Program

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## Complete Report Card

AY 2013-14

## Institution Information

**Name of Institution:** Manchester University  
**Institution/Program Type:** Traditional  
**Academic Year:** 2013-14  
**State:** Indiana

**Address:** 604 E College Avenue

North Manchester, IN, 46962

**Contact Name:** Dr. Heather Schilling  
**Phone:** 260-982-5265  
**Email:** haschilling@manchester.edu

Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?  
(<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>)

No

If yes, provide the following:

Award year:

Grantee name:

Project name:

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

## Section I.a Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <http://www2.ed.gov/about/offices/list/oii/tqp/index.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
All Grade - Adapted Physical Education	No
All Grade - Art Education	No
All Grade - Physical Education/Health	No
All Grades - Music	No
Early Childhood Education	No
Elementary Education (Generalist)	No
English Language Learner	No
Exceptional Needs/Mild Intervention	No
High Ability Education	No
Secondary - English/Language Arts	No
Secondary - History Education – Historical Perspectives	No

Secondary - World Languages – Spanish	No
Secondary Education – Science – Chemistry	No
Secondary Education – Science – Physics	No
Secondary Education – Science –Life Science	No
<b>Total number of teacher preparation programs: 16</b>	

### Section I.b Admissions

Indicate when students are formally admitted into your initial teacher certification program:

Sophomore year

Does your initial teacher certification program conditionally admit students?

No

Provide a link to your website where additional information about admissions requirements can be found:

<http://www.manchester.edu/Academics/departments/education/index.shtml>

Please provide any additional comments about or exceptions to the admissions information provided above:

Only students who have met all of the established criteria are admitted during their sophomore year.

There are no traditional initial licensure programs available at the postgraduate level at Manchester University.

### Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the undergraduate level?

Yes

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.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	Yes	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	No	No
Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	Yes
Interview	Yes	Yes
Other	Data not reported	Data not reported

What is the minimum GPA required for admission into the program?

2.5

What was the median GPA of individuals accepted into the program in academic year 2013-14

3.573

What is the minimum GPA required for completing the program?

2.5

What was the median GPA of individuals completing the program in academic year 2013-14

3.221

Please provide any additional comments about the information provided above:

### Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Yes

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.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	Yes	Yes
Minimum number of courses/credits/semester hours completed	No	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	Yes	Yes
Recommendation(s)	No	Yes
Essay or personal statement	Yes	Yes
Interview	Yes	Yes
Other	Data not reported	Data not reported

What is the minimum GPA required for admission into the program?

3

What was the median GPA of individuals accepted into the program in academic year 2013-14

2.539

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2013-14

3.636

Please provide any additional comments about the information provided above:

While we provide a Masters of Education, it is dormant at this time. We had one graduate in 2013-14 and one admitted in 2013-14.

## Section I.c Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

Additional guidance on reporting race and ethnicity data.

Total number of students enrolled in 2013-14:	29
Unduplicated number of males enrolled in 2013-14:	7
Unduplicated number of females enrolled in 2013-14:	22

2013-14	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	0
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	0
Black or African American:	0
Native Hawaiian or Other Pacific Islander:	0
White:	29
Two or more races:	0

## Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2013-14.

Average number of clock hours of supervised clinical experience required prior to student teaching	185
Average number of clock hours required for student teaching	400
Average number of clock hours required for mentoring/induction support	90
Number of full-time equivalent faculty supervising clinical experience during this academic year	6
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	41
Number of students in supervised clinical experience during this academic year	35

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

Methods courses are blocked for all education candidates during the fall term of the senior year. Candidates begin to work with their student teaching placements as they implement curriculum in small group and whole class formats. The Director of Teacher Education serves as the College liaison to the partnership schools at the exploration and synthesis Phases. The Director consults with local schools to determine specific placements for interns and student teachers. The Director also provides orientation to the candidates to define expectations for candidates' performance based on criteria established in collaboration with partner schools.

The Unit Assessment System provides feedback on candidate performance and eligibility at several benchmarks in the education program. Field experience evaluations have implications for advancement through checkpoints, and are instrumental in the development of candidates' knowledge, skills, and dispositions. In order to better gather information about field experiences, evaluative forms are gathered on candidate performances throughout orientation, professional education courses, methods, and student teaching. This system successfully gathers information about individual field experiences for checkpoint review as well as for program evaluation of field experience components.

Professional education courses focus on constructing knowledge of curriculum and pedagogy in relationship to deepening construction of knowledge of self, students, and schools. Each course in this phase of the program requires candidates to complete a departmental artifact, many of which align with reflections of field experiences and case studies investigating pedagogical performances in individual interventions and remediation through small group work. These artifacts have been carefully aligned with the CARE Model, the InTASC Standards, and standards from the Indiana Office of Educator Licensing and Development that tie with ensuring that all P-12 students learn.

## Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2013-14. 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. (5205(b)(1)(H))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	10
Teacher Education - Early Childhood Education	14
Teacher Education - Elementary Education	14
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	10
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	4
Teacher Education - Foreign Language	
Teacher Education - Health	2
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	3
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	3
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	1
Teacher Education - Drama and Dance	

Teacher Education - German	
Teacher Education- History	2
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	1
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify: Adapted Physical Education, High Ability, Government and Citizenship - 1 in each category	3

### Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2013-14. 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))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	14
Teacher Education - Elementary Education	14
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	4
Teacher Education - Foreign Language	
Teacher Education - Health	2
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	3
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	3
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	1
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	2
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	

Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	1
Sociology	
Visual and Performing Arts	
History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other	1
Specify: Adapted Physical Education	

Section I.f Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years:

- 2013-14: 35
- 2012-13: 39
- 2011-12: 39

Section II 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 to state credential 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)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/poUtsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2013-14

Did your program prepare teachers in mathematics in 2013-14?

Yes

How many prospective teachers did your program plan to add in mathematics in 2013-14?

2

Did your program meet the goal for prospective teachers set in mathematics in 2013-14?

**Description of strategies used to achieve goal, if applicable:**

The department collaborates with the mathematics department in order to recruit potential viable candidates. Additionally, the department is working with the admissions staff to recruit potential candidates.

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

We have met with the Mathematics Department to encourage them to explain to prospective students the option of a Mathematics Education degree. In addition, to talk with their advisees about the option of Mathematics as a major but secondary education as their minor. In addition, we are working with the Mathematics Department to possibly add a Mathematics minor for Elementary Education majors so they can be licensed in Middle School Mathematics as well as Elementary Education.

**Provide any additional comments, exceptions and explanations below:**

We have lost one Mathematics Education major in 2015 and only brought in one first year student who is currently hoping to be admitted into the program. It is difficult to improve the program with so few students interested in Math Education.

**Academic year 2014-15****Is your program preparing teachers in mathematics in 2014-15?**

Yes

**How many prospective teachers did your program plan to add in mathematics in 2014-15?**

2

**Provide any additional comments, exceptions and explanations below:**

We have been working with the Mathematics Department to identify talented candidates who may be excellent teaching candidates. We also have been organizing events with sciences and mathematics seminars to discuss how a career in teaching may be of benefit.

**Academic year 2015-16****Will your program prepare teachers in mathematics in 2015-16?**

Yes

**How many prospective teachers does your program plan to add in mathematics in 2015-16?**

3

**Provide any additional comments, exceptions and explanations below:**

We are excited about our prospective teachers for the 2015-16 year, as they are strong students. We are also hoping they will encourage first year students next year to pursue a degree in Mathematics Education.

**Section II 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 to state credential 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)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

**Academic year 2013-14****Did your program prepare teachers in science in 2013-14?**

Yes

**How many prospective teachers did your program plan to add in science in 2013-14?**

2

**Did your program meet the goal for prospective teachers set in science in 2013-14?**

No

**Description of strategies used to achieve goal, if applicable:**

N/A

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

We have met with the Science Departments to talk about encouraging strong science students to consider a career in education. We have explained that without strong science teachers to educate future generations, the number of students interested in pursuing degrees in the sciences will likely decrease. They have started encouraging more of their majors to pursue a minor in secondary education.

**Provide any additional comments, exceptions and explanations below:**

**Academic year 2014-15**

Is your program preparing teachers in science in 2014-15?

No

How many prospective teachers did your program plan to add in science in 2014-15?

Provide any additional comments, exceptions and explanations below:

We have been working with the Biology Department, Chemistry Department, and Physics Departments to identify talented candidates who may be excellent teaching candidates. We also have been organizing events with sciences and mathematics seminars to discuss how a career in teaching may be of benefit.

**Academic year 2015-16**

Will your program prepare teachers in science in 2015-16?

Yes

How many prospective teachers does your program plan to add in science in 2015-16?

1

Provide any additional comments, exceptions and explanations below:

**Section II Annual Goals - Special Education**

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential 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)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

**Academic year 2013-14**

Did your program prepare teachers in special education in 2013-14?

Yes

How many prospective teachers did your program plan to add in special education in 2013-14?

12

Did your program meet the goal for prospective teachers set in special education in 2013-14?

No

Description of strategies used to achieve goal, if applicable:

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

We are in the process of hiring a faculty member with a PhD in Special Education, with the goal of adding interest and depth to our Special Education program.

Provide any additional comments, exceptions and explanations below:

We have a slight drop in participants for the 2013-2014 year.

**Academic year 2014-15**

Is your program preparing teachers in special education in 2014-15?

Yes

How many prospective teachers did your program plan to add in special education in 2014-15?

12

Provide any additional comments, exceptions and explanations below:

**Academic year 2015-16**

Will your program prepare teachers in special education in 2015-16?

Yes

How many prospective teachers does your program plan to add in special education in 2015-16?

4

Provide any additional comments, exceptions and explanations below:



## Section II 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 to state credential 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. (5205(a)(1)(A)(ii), 5206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

**Academic year 2013-14**

Did your program prepare teachers in instruction of limited English proficient students in 2013-14?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2013-14?

3

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2013-14?

No

Description of strategies used to achieve goal, if applicable:

We currently do not have a strategy. This area of study is not one in high demand with our demographics.

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

Provide any additional comments, exceptions and explanations below:

**Academic year 2014-15**

Is your program preparing teachers in instruction of limited English proficient students in 2014-15?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2014-15?

1

Provide any additional comments, exceptions and explanations below:

**Academic year 2015-16**

Will your program prepare teachers in instruction of limited English proficient students in 2015-16?

No

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2015-16?

Provide any additional comments, exceptions and explanations below:

## Section II Assurances

Please certify that your institution is in compliance with the following assurances. (5205(a)(1)(A)(iii), 5206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

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

Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

Yes

Prospective general education teachers are prepared to provide instruction to students with disabilities.

Yes

Prospective general education teachers are prepared to provide instruction to limited English proficient students.

Yes

Prospective general education teachers are prepared to provide instruction to students from low-income families.

Yes

Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

Yes

All of our candidates are required to have a variety of field experiences that include children from diverse backgrounds. These experiences are both urban and rural, with children with special needs and high ability, with children whose first language is not English, and from all socioeconomic classes. Religious diversity is present as well. This is tracked in the department of education. In response to the recent licensure changes in Indiana, we have revised and revamped our programs to include more literacy instruction, methods of teaching English Learners, and content-specific pedagogy. Additionally, we have strengthened the behavior management and conflict resolution requirements for all candidates.

We meet twice annually with our community stakeholders to receive input and guidance as we shape our program to meet the needs of our communities and the learners in the area. The faculty in our unit works closely with the Indiana State Teachers Association, NCATE, Indiana Department of Education, Indiana Association for Colleges of Teacher Education, and the Association of Teacher Educators to stay abreast of what is current and needed in schools. Lastly, the faculty requires candidates to participate in professional development in a variety of areas such as technology for the classroom, bullying prevention, reading strategies, RTI, differentiation, and others to assist with a variety of topics- all with the goal of meeting these assurances.

### Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
5235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	3			
0235.1 -BIOLOGY CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2012-13	1			
5245 -CHEMISTRY CONTENT KNOWLEDGE II (CD) Educational Testing Service (ETS) All program completers, 2013-14	1			
0353 -ED OF EXCEPTIONAL STUDENTS CORE CK Educational Testing Service (ETS) All program completers, 2011-12	1			
0542 -ED OF EXCEPTIONAL STUDENTS MTMD Educational Testing Service (ETS) All program completers, 2011-12	1			
5011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2012-13	1			
0011.1 -ELEM ED CURR INSTRUC ASSESSMENT.1 Educational Testing Service (ETS) All program completers, 2012-13	1			
0011.1 -ELEM ED CURR INSTRUC ASSESSMENT.1 Educational Testing Service (ETS) All program completers, 2011-12	6			
5033 -ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) All program completers, 2013-14	16	175	15	94
5033 -ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) All program completers, 2012-13	19	178	18	95
5033 -ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) All program completers, 2011-12	3			
5032 -ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) All program completers, 2013-14	16	178	15	94
5032 -ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) All program completers, 2012-13	19	185	19	100
5032 -ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) All program completers, 2011-12	3			
5035 -ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) All program completers, 2013-14	16	171	14	88
5035 -ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) All program completers, 2012-13	19	173	19	100
5035 -ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) All program completers, 2011-12	3			

Educational Testing Service (ETS) All program completers, 2013-14				
5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) All program completers, 2012-13	19	172	18	95
5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) All program completers, 2011-12	3			
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	14	242	14	100
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2012-13	1			
5041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	5			
5041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
0041.1 -ENG LANG LIT COMP CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2011-12	5			
5361 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES CD Educational Testing Service (ETS) All program completers, 2013-14	1			
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2013-14	1			
5174 -FRENCH WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2013-14	1			
5551 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2013-14	1			
5550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2013-14	1			
5550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2012-13	1			
5550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2011-12	1			
0550.1 -HEALTH EDUCATION.1 Educational Testing Service (ETS) All program completers, 2012-13	2			
0550.1 -HEALTH EDUCATION.1 Educational Testing Service (ETS) All program completers, 2011-12	6			
5061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	2			
5061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	2			
0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	2			
007 -P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	1			
	2			

Educational Testing Service (ETS) All program completers, 2013-14				
5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
0091.1 -PHYSICAL ED CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2013-14	2			
0091.1 -PHYSICAL ED CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2012-13	3			
0091.1 -PHYSICAL ED CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2011-12	7			
0300 -READING SPECIALIST Educational Testing Service (ETS) All program completers, 2012-13	3			
0300 -READING SPECIALIST Educational Testing Service (ETS) All program completers, 2011-12	12	523	12	100
0543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2012-13	1			
0543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2011-12	3			
5543 -SE CK AND MILD TO MODERATE APPL (CD) Educational Testing Service (ETS) All program completers, 2013-14	9			
5543 -SE CK AND MILD TO MODERATE APPL (CD) Educational Testing Service (ETS) All program completers, 2012-13	12	175	12	100
5543 -SE CK AND MILD TO MODERATE APPL (CD) Educational Testing Service (ETS) All program completers, 2011-12	3			
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	11	241	11	100
5081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	2			
5081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
0081.1 -SOCIAL STUDIES CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2011-12	6			
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2013-14	1			
5195 -SPANISH WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2011-12	1			
5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2013-14	1			
0941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2012-13	2			

## Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2013-14	33	29	88
All program completers, 2012-13	36	36	100

Program Completion: 2014-15 2015-16 2016-17 2017-18

## Section IV Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?

Yes

If yes, please specify the organization(s) that approved or accredited your program:

State

NCATE

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

No

## Section V Use of Technology

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.

Does your program prepare teachers to:

- integrate technology effectively into curricula and instruction  
Yes
- use technology effectively to collect data to improve teaching and learning  
Yes
- use technology effectively to manage data to improve teaching and learning  
Yes
- use technology effectively to analyze data to improve teaching and learning  
Yes

Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

In each education class, the integration of technology is modeled and expected. Candidates use Inspiration, ExpressionWeb, and other software. In the special education courses, they discuss various forms of assistive technology. This assures preparation of teachers not only for the use of technology, but for its use pertaining to universal design for learning applications, too. In addition, we have a SMART interactive whiteboard in one of our education-designated classrooms and faculty are using 1:1 on iPads with the literacy block students. Faculty and candidates are learning to use the technology. All of our candidates are expected to integrate technology into lesson plans as appropriate for maximum engagement of their students. All teacher candidates take Educational Psychology where they examine assessment data available to teachers and use statistical knowledge necessary to understand, analyze, and use that data for the purpose of planning future instruction.

For the purpose of program review, our unit uses the Desire to Learn (D2L) course management system to collect data. We have discovered that its ability to generate data is not as effective as hoped, therefore, the software is used to collect and store the data, but the actual statistical analysis is completed in Excel.

We have recently purchased several mini iPads and have a pilot program with our class of 2015-16 using them in various courses.

## Section VI Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare general education teachers to:

- teach students with disabilities effectively  
Yes
- participate as a member of individualized education program teams  
Yes
- teach students who are limited English proficient effectively  
Yes

Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

All teacher candidates take at least one course pertaining to children with special needs and differentiation to meet their students' learning and behavioral needs. Teaching students with limited English proficiency is integrated into the foundational education courses required of all teacher candidates, but in compliance with new licensure requirements in Indiana, methods for teaching English Learners has been added to an existing for all grade and secondary education candidates, while a new course called Literacy and English Learners, has been created for elementary candidates. Additionally, all lesson plans must be written with adaptations for a variety of special needs and enrichment for students with high ability. Participation in an IEP team is covered in the foundational education classes required of all candidates as well. Lastly, all candidates are encouraged to participate in at least one IEP conference while student teaching.

Does your program prepare special education teachers to:

Yes

- **participate as a member of individualized education program teams**

Yes

- **teach students who are limited English proficient effectively**

Yes

**Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.**

Those candidates adding special education licensure to their general education preparation are required to meet all of the expectations listed above plus more. These candidates have additional coursework designed to help them acquire the skills needed to be an effective special educator including modifying and adapting lessons, conducting functional behavioral assessments, writing IEPs and participating in the conferences, writing Behavior Intervention Plans and implementing them, and learning how to assess and use that assessment to drive future instruction for students with disabilities. Integrated into all of these courses are activities that pertain to teaching students with limited English proficiency as well. Additionally, at least one additional field experience and half of the student teaching semester is under the direction of a special educator for these candidates.

## Section VII 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. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.**

Manchester University historically has had a high rate of graduation into appropriate employment or graduate school acceptance. 97% of most recent graduates were hired in their field. Our programs that are listed as K-12 on the transcript (PE, HPE, Adapted PE, Music, and Art) are really prepared as Preschool through grade 12, in compliance with the state licensure requirements. These candidates do have experience with preschoolers. This has been corrected in the registrar's office, but that is not reflected at this time on the transcript.

### Supporting Files

Basic Skills Admission

## Complete Report Card

AY 2013-14

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