title II
higher education act

2024 TITLE II REPORTS
National Teacher Preparation Data

IN

Manchester University
Traditional Report AY 2022-23
Indiana

100% COMPLETE
STATUS: IN PROGRESS

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

151777

☐ **THIS INSTITUTION HAS NO IPEDS ID**

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

604 E College Avenue

CITY

North Manchester

STATE

Indiana ▼

ZIP

46962

SALUTATION

Dr. ▼

FIRST NAME

Suad

LAST NAME

Gumus

PHONE

(260) 982-5261

EMAIL

ssgumus@manchester.edu

List of Programs

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

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

- Teacher Preparation Program

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
13.121	Early Childhood Education	UG	
13.1202	Elementary Education	UG	
13.01	General Education (alternative programs/programs providing pedagogy only)	PG	
13.1	Special Education	UG	
13.1302	Teacher Education - Art	UG	
13.1322	Teacher Education - Biology	UG	
13.1323	Teacher Education - Chemistry	UG	
13.14	Teacher Education - English as a Second Language	UG	
13.1305	Teacher Education - English/Language Arts	UG	
13.1306	Teacher Education - Foreign Language	UG	
13.1307	Teacher Education - Health	UG	
13.1328	Teacher Education - History	UG	
13.1311	Teacher Education - Mathematics	UG	
13.1312	Teacher Education - Music	UG	
13.1314	Teacher Education - Physical Education and Coaching	UG	

Total number of teacher preparation programs:

13

Program Requirements

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. **(§205(a)(1)(C)(i))**

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

- Full-time equivalent faculty supervising clinical experience
- Adjunct faculty supervising clinical experience
- Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience
- Supervised clinical experience

Undergraduate Requirements

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

1. Are there initial teacher certification programs at the undergraduate level?

- ● Yes
- ○ No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the undergraduate level. If no, leave the table below blank (or **clear responses already entered**) then click save at the bottom of the page.

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

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

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

> 2.5

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.)

> 2.5

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

> Teacher candidates must submit a SAT or ACT score, but a minimum score is not required. Because there is a correlation between SAT score and licensure exams, the score is used for mentoring and helping them chose additional classes to support their growth. In addition, the minimum overall GPA required is 2.5; however, the EPP raised the minimum GPA in their required content courses and education courses to 2.75.

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

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

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

> 3

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

> 3

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

> The Transition to Teaching program has several different ways to be admitted into the program. The 3 GPA is one pathway for admission, in which they must have a 3.0 GPA or higher in their bachelor's degree. However, that is not required if they have additional experience or pass the content test prior to admittance.

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 2022-23. (§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	150
Number of clock hours required for student teaching	400

You have programs with the teacher of record model, but "clock hours of supervised clinical experience required prior to teaching as the teacher of record" and "years required for teaching as the teacher of record" are 0. Please correct the data, or confirm.

☑ **I confirm that there are 0 hours required**

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	0
Years required of teaching as the teacher of record in a classroom	0

All Programs	
Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) Optional tool for automatically calculating full-time equivalent faculty in the system	3
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	4
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	23
Number of students in supervised clinical experience during this academic year	13

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

From the first semester on campus, even prior to admission to the program, potential candidates complete clinical experience under the supervision of qualified clinical faculty. During the sophomore year in EDUC 246, guided, intentional clinical experience working with small groups of students provides candidates with feedback on their performance from clinical faculty and members of the EPP. This supervised clinical experience is deepened during the junior year when teacher candidates work all year with small groups of elementary students during RTI or offer large group instruction in classes at the high school; each semester, an adjunct or member of the EPP provides feedback to teacher candidates' lesson design and implementation using the Clinical Experience rubric as a guide for the observations. Methods courses are blocked for all education candidates during the fall term of the senior year. In this sequence of courses, teacher candidates work with their student teaching placements as they implement curriculum in small group and whole class formats. Clinical faculty offer feedback to candidates and complete summative assessments. This assessment is used in conjunction with EPP faculty coursework observations to give teacher candidates final approval for student teaching. The Director of Clinical Experience and the Clinical Experience and Assessment Coordinator serve as the EPP's liaisons to the partnership schools at the exploration and synthesis phases. The Director and Clinical Experience Coordinator consult with local schools to determine specific placements for interns and student teachers. The Director also provides orientation to the candidates, supervisors, and cooperating teachers to define expectations for candidates' performance based on criteria established in collaboration with partner schools. During this student teaching orientation, training on the evaluation tools, including the Danielson Framework, is provided. The Unit Assessment System provides feedback on candidate performance and eligibility at several benchmarks in the education program. Clinical 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 clinical experiences, evaluative forms and disposition rubrics are gathered on candidate performances throughout orientation, professional education courses, methods, and student teaching. This system successfully gathers information about individual clinical experiences for checkpoint review as well as for program evaluation of clinical experience components. Clinical experience hours are logged and clinical experience formative and summative evaluations conducted by clinical and supervising faculty are completed on the CORE ELMS program. The EPP's quality assurance system offers teacher candidates opportunities to continuously monitor their progress in the program. 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 clinical experiences and case studies investigating pedagogical performances in individual interventions and remediation through small group work. These artifacts have been carefully aligned with the InTASC and CAEP standards; additionally, these artifacts are aligned with standards from the Indiana Office of Educator Licensing and Development that tie with ensuring that all P-12 students learn.

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

2022-23 Total	
Total Number of Individuals Enrolled	46
Subset of Program Completers	13

Gender	Total Enrolled	Subset of Program Completers
Male	15	5
Female	30	8
Non-Binary/Other	1	0
No Gender Reported	0	0
Race/Ethnicity	**Total Enrolled**	**Subset of Program Completers**
American Indian or Alaska Native	1	0
Asian	0	0
Black or African American	1	1
Hispanic/Latino of any race	4	1
Native Hawaiian or Other Pacific Islander	0	0
White	40	11

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	0	0
No Race/Ethnicity Reported	0	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers

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

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2022-23.

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 2022-23**

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	7

CIP Code	Subject Area	Number Prepared
13.1202	Teacher Education - Elementary Education	7
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	13
13.1210	Teacher Education - Early Childhood Education	0
13.1301	Teacher Education - Agriculture	0
13.1302	Teacher Education - Art	0
13.1303	Teacher Education - Business	0
13.1305	Teacher Education - English/Language Arts	1
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	1
13.1312	Teacher Education - Music	0
13.1314	Teacher Education - Physical Education and Coaching	3
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	1
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	1
13.1329	Teacher Education - Physics	0

CIP Code	Subject Area	Number Prepared
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:	

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2022-23. 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 2022-23**

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	7
13.1202	Teacher Education - Elementary Education	7
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	0
13.1303	Teacher Education - Business	0
13.1305	Teacher Education - English/Language Arts	1
13.1306	Teacher Education - Foreign Language	0

CIP Code	Academic Major	Number Prepared
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	1
13.1312	Teacher Education - Music	0
13.1314	Teacher Education - Physical Education and Coaching	3
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	1
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:	
01	Agriculture	0
03	Natural Resources and Conservation	0
05	Area, Ethnic, Cultural, and Gender Studies	0

CIP Code	Academic Major	Number Prepared
09	Communication or Journalism	0
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

CIP Code	Academic Major	Number Prepared
54	History	0
99	Other Specify:	

Program Assurances

Respond to the following assurances. Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. **(§205(a)(1)(A)(iii); §206(b))**

Program Assurances

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

1. **Program preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.**

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   ● Yes
   ○ No
   ○ **Program does not prepare special education teachers**

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

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   ● Yes
   ○ No

8. **Describe your institution's most successful strategies in meeting the assurances listed above:**

   All teacher candidates are required to have a variety of clinical experiences that include children from diverse backgrounds. Despite being a rural institution, the EPP has continued to offer clinical experiences in both urban and rural settings, with children with special needs, high ability, whose first language is not English, and from all socioeconomic classes. Religious diversity is present as well. For example, the EPP has access to Fort Wayne Community Schools, the largest school district in Indiana, offering depth and breadth in diversity. The Clinical Experience and Assessment Coordinator tracks these clinical experiences for the EPP using the CORE system. In response to the recent licensure changes in Indiana, the Henney Department of Education at Manchester University has revised the program to include more literacy instruction, methods of teaching English Learners, and content-specific pedagogy. Additionally, the MU EPP has strengthened the behavior management and conflict resolution requirements for all candidates shifting

the focus of to creating culturally responsive classrooms. To stay abreast of the current needs of P-12 schools, the EPP meets twice annually with its Teacher Advisory Council (a group of stakeholders including classroom teachers, administrators, current teacher candidates, clinical supervisors, and members of the EPP) to receive input and guidance as it evaluates the teaching programs. An annual luncheon with administrators and the EPP provides another opportunity for the EPP to collaborate in meaningful partnerships. In addition, our Teacher Education Committee, an institutional standing committee made up of faculty from various departments as well as licensure-track students, meets monthly to discuss the program, trends in education and various issues facing education and teacher candidates. The faculty in the EPP work closely with the Indiana State Teachers Association, CAEP, Indiana Department of Education, Indiana Association for Colleges of Teacher Education, and the Association of Teacher Educators to stay abreast of the needs of schools, current best practices, as well as state and federal legislation impacting K-12 education. Lastly, the faculty requires candidates to participate in professional development in a variety of areas such as trauma-informed teaching, poverty, 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. Through the CAEP accreditation site visit, which occurred in April 2019, the EPP has had additional opportunities to gain feedback on their programs, and continue to improve to meet the students' needs. As a result of the visit, the EPP has developed a scope and sequence for diversity. It is also currently realigning its program, both in curriculum and scope and sequence, to offer more intentional development of teacher candidates who are prepared to teach diverse populations.

Annual Goals: Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. **(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))**

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

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

- Quantifiable Goals

Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in mathematics in 2022-23?

If no, leave remaining questions for 2022-23 blank (or clear responses already entered).

- ● Yes
- ○ No

2. Describe your goal.

We had one math student who will graduate with a degree in mathematics secondary education in May 2023.

3. Did your program meet the goal?

- ● Yes
- ○ No

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

We have continued to work with the mathematics department to identify people to complete the mathematics education track or complete the mathematics degree and enroll in our T2T program to become licensed teachers.

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 (2023-24)

7. Is your program preparing teachers in mathematics in 2023-24? If no, leave the next question blank.

○ Yes
● No

8. Describe your goal.

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in mathematics in 2024-25? If no, leave the next question blank.

○ Yes
● No

10. Describe your goal.

Annual Goals: Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. **(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))**

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

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

- Quantifiable Goals

Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in science in 2022-23?

If no, leave remaining questions for 2022-23 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 (2023-24)

7. Is your program preparing teachers in science in 2023-24? If no, leave the next question blank.

- ○ Yes
- ● No

8. Describe your goal.

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in science in 2024-25? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

We currently have one student seeking licensure in biology education. We will continue to support this student as they pursue their goal.

Annual Goals: Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. **(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))**

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

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

- Quantifiable Goals

Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in special education in 2022-23?

If no, leave remaining questions for 2022-23 blank (or clear responses already entered).

- ● Yes
- ○ No

2. Describe your goal.

The EPP's graduated seven teacher candidates in special education. The EPP has continued to encourage and support teacher candidates in special education. Adding a faculty member with practical and academic experience in special education will offer an elevated level of support.

3. Did your program meet the goal?

- ● Yes
- ○ No

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

Our elementary education students also complete a concentration in either mild intervention or English learners. In addition, students in the secondary and all-grade majors are encouraged to add a concentration if interested.

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

The EPP has shifted one of the faculty positions to also support and enhance the recruitment of high school students into the teacher education program.

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

Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in special education in 2023-24? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

The EPP's goal for 2023-24 is to graduate six teacher candidates in special education. The EPP has continued to encourage and support teacher candidates in special education.

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in special education in 2024-25? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

The EPP's goal is to graduate at least six teacher candidates with special education in the 2024-25 year.

Annual Goals: Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. **(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))**

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

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

- Quantifiable Goals

Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in instruction of limited English proficient students in 2022-23?

If no, leave remaining questions for 2022-23 blank (or **clear responses already entered**).
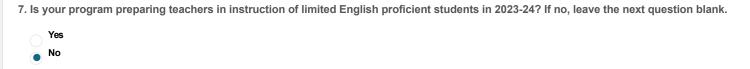
○ Yes
● No

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 (2023-24)

7. Is your program preparing teachers in instruction of limited English proficient students in 2023-24? If no, leave the next question blank.

- ○ Yes
- ● No

8. Describe your goal.

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in instruction of limited English proficient students in 2024-25? If no, leave the next question blank.

- ○ Yes
- ● No

10. Describe your goal.

Assessment Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. **(§205(a)(1)(B))**

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact RTI's Title II Support Center and your testing company representative.

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

- Pass rate
- Scaled score
- Teacher credential assessment

Assessment Pass Rates

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) Other enrolled students	8			
ETS5008 -ELEM ED: MATH & SCIENCE Educational Testing Service (ETS) All program completers, 2022-23	7			
ETS5007 -ELEM ED: READING & SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	8			
ETS5007 -ELEM ED: READING & SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2022-23	7			
ETS5007 -ELEM ED: READING & SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2021-22	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
PIN0005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	6			
PIN0060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2021-22	5			
PIN0060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2020-21	7			
PIN0061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2021-22	5			
PIN0061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2020-21	7			
PIN0062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2021-22	5			
PIN0062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2020-21	7			
PIN0063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2021-22	5			
PIN0063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2020-21	7			
PIN0021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2021-22	1			
PIN0021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2020-21	2			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2021-22	1			
PIN0019 -ENGLISH LEARNERS Evaluation Systems group of Pearson All program completers, 2020-21	1			
PIN0025 -EXCEPTIONAL NEEDS-MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2021-22	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
PIN0025 -EXCEPTIONAL NEEDS-MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2020-21	6			
PIN0026 -FINE ARTS-GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2020-21	1			
PIN0027 -FINE ARTS-INSTRUMENTAL MUSIC Evaluation Systems group of Pearson All program completers, 2020-21	1			
ETS5358 -GIFTED EDUCATION Educational Testing Service (ETS) All program completers, 2021-22	1			
PIN0066 -HEALTH Evaluation Systems group of Pearson All program completers, 2021-22	1			
PIN0066 -HEALTH Evaluation Systems group of Pearson All program completers, 2020-21	2			
ETS5551 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2022-23	3			
ETS5165 -MATHEMATICS Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5115 -MUSIC: INSTRUMENTAL AND GENERAL KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
PIN0007 -P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	3			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	2			
PIN0067 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2022-23	1			
PIN0067 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	1			
PIN0067 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2022-23	3			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2021-22	7			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	3			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2022-23	7			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2021-22	6			
ETS5625 -PRINC LEARNING AND TEACHING PRE K-12 Educational Testing Service (ETS) All program completers, 2022-23	2			
ETS5625 -PRINC LEARNING AND TEACHING PRE K-12 Educational Testing Service (ETS) All program completers, 2021-22	1			
PIN0043 -SCIENCE-CHEMISTRY Evaluation Systems group of Pearson All program completers, 2020-21	1			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) Other enrolled students	9			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2022-23	7			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2021-22	4			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2020-21	1			
PIN0006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	4			
PIN0051 -SOCIAL STUDIES-HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2021-22	2			
PIN0051 -SOCIAL STUDIES-HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2020-21	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) Other enrolled students	1			
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2021-22	4			

Summary Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. **(§205(a)(1)(B))**

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact RTI's Title II Support Center and your testing company representative.

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

- Pass rate
- Scaled score
- Teacher credential assessment

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2022-23	13	12	92
All program completers, 2021-22	16	16	100
All program completers, 2020-21	14	14	100

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:

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

- ○ Yes
- ● No

Use of Technology

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

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

Use of Technology

1. **Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. (§205(a)(1)(F))**

   Does your program prepare teachers to:

   a. **integrate technology effectively into curricula and instruction**

   ● Yes
   ○ No

   b. **use technology effectively to collect data to improve teaching and learning**

   ● Yes
   ○ No

   c. **use technology effectively to manage data to improve teaching and learning**

   ● Yes
   ○ No

   d. **use technology effectively to analyze data to improve teaching and learning**

   ● Yes
   ○ No

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

   Across the education classes, the integration of technology is modeled and expected. In the special education courses, various forms of assistive technology are explored and teaching candidates are introduced to the online IEP software used by the state of Indiana. 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, the EPP possesses a SMART interactive whiteboard in one of our education-designated classrooms and faculty frequently demonstrate 1:1 with the elementary education candidates. Faculty and candidates are learning to use the technology. All candidates are expected to integrate technology into lesson plans as appropriate for maximum engagement of their students. During the junior literacy course required of all majors, teacher candidates are required to modify one lesson plan in their unit as an e-learning lesson. Additionally, 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. In addition, faculty often integrate some of these ideas into their own courses so students become more familiar and comfortable using different technology. In addition, CAEP accreditation feedback during April 2019, as well as continued trends showing lower scores on integration of technology on the Danielson model for student teachers, has influenced the direction of the EPP's program revisions. The Instructional Design Specialist, a former P-12 classroom teacher, along with the EPP faculty, have created a stand alone course integrating technology in the classroom. This course was piloted in the fall of 2021, with the Instructional Design Specialist teaching the course. Additionally, he is supporting the EPP in a scope and sequence of integrating the practice and mastery of integrating technology into the classroom throughout courses. With the implementation of the EPP's new program for incoming first years in the fall of 2022, this is a required course for all education majors. Most of the clinical experience

placements are 1:1 or have a wide variety of technology infused in instruction. Since most school corporations are also turning to e-learning, we are exploring ways to integrate this pedagogy and curriculum design into the EPP's courses. The EPP requires an e-learning lesson as part of the unit plan. The EPP is taking steps to provide students with deeper knowledge and experience in integrating technology effectively.

Teacher Training

Provide the following information about your teacher preparation program. **(§205(a)(1)(G))**

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

Teacher Training

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

    a. **Teach students with disabilities effectively**

    The EPP requires all teaching candidates to take the foundational course in special education (EDUC 112, Exceptional Learners). As they develop curriculum throughout their teaching programs, they must adapt individual lessons to meet the needs of exceptional learners. Teaching candidates are evaluated in clinical experiences and student teaching on their ability to differentiate instruction. Student teachers must implement adaptations throughout their placements.

    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.***

    This is an area the EPP recognizes as an area for improvement. Currently, only the teaching candidates graduating with full experience on participating on an IEP team meeting are those on the special education licensure track. Many of the general education student teachers have opportunities to participate on team meetings during their student teaching experience. However, due to school corporations' policies and interpretation of the federal law regarding team members and confidentiality, this is not a consistent or planned opportunity. The EPP is exploring training provided through videos or a virtual platform.

    c. **Effectively teach students who are limited English proficient.**

    The EPP requires all teaching candidates regardless of licensure areas to complete a course in teaching literacy to students with limited English proficiency. This course requires teaching candidates to teach a lesson adapted to accommodate K-12 students with limited English proficiency. The redesigned teaching programs, implemented in the fall of 2022, requires an additional course for all education majors. This course, ENG/MODL 350: Teaching English to Speakers of Other Languages, will deepen understanding in meeting the needs of a diverse population. The new program also includes intentional clinical experiences through urban placements, offering opportunities to work side-by-side with diverse populations.

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 sequence of courses taken by special education teachers requires them to participate in the development of an IEP, collaborate with special education clinical faculty, and complete half of their student teaching experience in a special education placement. They must also pass their mild intervention (special education) Praxis II content exam prior to earning permission to student teach; this indicates a depth of understanding required of special education teachers. Beginning with students entering the EPP in the fall of 2022, in order to better meet the standards set by the Council of Exceptional Children and to meet the needs of stakeholders, the EPP requires an additional course of all special education teaching candidates.

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 sequence of courses taken by special education teachers requires them to participate in the development of an IEP, collaborate with special education clinical faculty, and complete half of their student teaching experience in a special education placement which provides them with an opportunity to sit on the team responsible for developing IEPs. They must also pass their mild intervention (special education) Praxis II content exam prior to earning permission to student teach; this indicates a depth of understanding required of special education teachers, including the development of IEPs and collaborating with other professionals and parents. This ability is documented on the Danielson framework used by the EPP.

c. **Effectively teach students who are limited English proficient.**

The EPP requires all teaching candidates regardless of licensure areas to complete a course in teaching literacy to students with limited English proficiency. This course requires teaching candidates to teach a lesson adapted to accommodate K-12 students with limited English proficiency. The redesigned teaching programs, implemented in the fall of 2022, requires an additional course for all education majors. This course, ENG 350: Teaching English to Speakers of Other Languages, will deepen understanding in meeting the needs of a diverse population. The new program also includes intentional clinical experiences through urban placements, offering opportunities to work side-by-side with diverse populations.

Contextual Information

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

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

Contextual Information

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

Manchester University historically has had a high rate of graduation into appropriate employment or graduate school acceptance. 92% of our 2022-2023 graduates were hired in their field of choice or in graduate school within six months of graduating. Some were hired on emergency permits to teach outside the scope of their original license, in order to meet the needs of the school corporation they desired to work. The one is not yet currently employed in accordance with their degree has not yet passed their pedagogy test, and therefore, is not licensed to teach in the State of Indiana.

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:

[   ]

TITLE:

[   ]

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:

[   ]

TITLE:

[   ]