title II higher education act

2025 TITLE II REPORTS
National Teacher Preparation Data

IN

Manchester University
Traditional Report AY 2023-24
Indiana

REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

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

- Academic year
- IPEDS ID

IPEDS ID

151777

☐ **THIS INSTITUTION HAS NO IPEDS ID**

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

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List of Programs

THIS PAGE INCLUDES:

>> 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:

21

Program Requirements

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

THIS PAGE INCLUDES:

>> Undergraduate Requirements

>> Postgraduate Requirements

>> Supervised Clinical Experience

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

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

Undergraduate Requirements

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

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

- ● Yes
- ○ No

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

Element	Admission		Completion	
Transcript	● 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 or complete 240Tutoring for Math and Reading CORE, 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. In addition, students must receive a C or higher in all required EDUC courses other than EDUC 111 to be admitted into the program and continue in the program.

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

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

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

> 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 2023-24. (§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))

Are there programs with student teaching models?

● Yes
○ No

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

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	150
Number of clock hours required for student teaching	400

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

○ Yes

○ No
●

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

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

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

All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) Optional tool for automatically calculating full-time equivalent faculty in the system	1
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	7
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	30
Number of students in supervised clinical experience during this academic year	17

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

From their first semester on campus—prior to formal admission into the program—prospective teacher candidates begin participating in supervised clinical experiences led by qualified clinical faculty. In their sophomore year, through the EDUC 246 course, candidates engage in guided and intentional clinical experiences working with small groups of students. These experiences include structured feedback from clinical faculty and Educator Preparation Program (EPP) members to support early skill development. During the junior year, clinical involvement deepens as teacher candidates work throughout the academic year with small student groups during RTI sessions or provide whole-group instruction in K-12 classrooms. Each semester, candidates receive feedback on their lesson planning and delivery from adjunct faculty or EPP members, using the Clinical Experience Rubric as the observation tool. In the fall of the senior year, methods courses are scheduled in a block format. During this phase, candidates collaborate with their assigned student teaching placements to implement curriculum through both small-group and whole-class instruction. Clinical faculty conduct observations and provide summative assessments, which, combined with EPP faculty evaluations, inform final approval for student teaching placement. The Director of Clinical Experiences and the Clinical Experience and Assessment Coordinator serve as liaisons between the EPP and partner schools throughout the exploration and synthesis phases. These individuals coordinate with local school leaders to determine appropriate placements for internships and student teaching. They also facilitate orientation sessions for candidates, supervisors, and cooperating teachers, clearly outlining expectations for performance based on collaboratively established criteria. This orientation includes training on assessment tools, including the Danielson Framework. Candidate performance is monitored through the Unit Assessment System at multiple benchmarks, with evaluations from clinical experiences playing a critical role in progression through program checkpoints. These assessments help shape candidates' professional knowledge, instructional skills, and dispositions. To support data collection and continuous improvement, evaluative forms and disposition rubrics are completed at each stage—orientation, coursework, methods, and student teaching—and are recorded within the CORE ELMS and Canvas platforms. Clinical experience hours, as well as formative and summative assessments, are systematically logged and analyzed. Throughout the program, professional education courses are designed to build deep knowledge of curriculum, pedagogy, self-awareness, and understanding of learners and school contexts. Each course includes a departmental artifact aligned with InTASC and CAEP standards, as well as the standards set by the Indiana Office of Educator Licensing and Development. These artifacts often reflect on clinical experiences and include case studies that demonstrate instructional effectiveness in interventions and small-group remediation—ensuring a strong connection to P–12 student learning outcomes.

Enrollment and Program Completers

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year. **(§205(a)(1)(C)(ii))**

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

- Enrolled Student
- Program Completer

Enrollment and Program Completers

2023-24 Total	
Total Number of Individuals Enrolled	36
Subset of Program Completers	17

Gender	Total Enrolled	Subset of Program Completers
Male	11	7
Female	23	10
No Gender Reported	2	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	1	0
Asian	0	0
Black or African American	0	0
Hispanic/Latino of any race	2	1
Native Hawaiian or Other Pacific Islander	0	0
White	32	16
Two or more races	0	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers
No Race/Ethnicity Reported	1	0

Teachers Prepared

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

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

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

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

- Academic Major

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2023-24.

For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. **(§205(b)(1)(H))**

What are CIP Codes?

☐ **No teachers prepared in academic year 2023-24**

If your program has no teachers prepared, check the box above and leave the table below blank (or **clear responses already entered**).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55).

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	10
13.1202	Teacher Education - Elementary Education	10

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	7
13.1210	Teacher Education - Early Childhood Education	10
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	1
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	
13.1312	Teacher Education - Music	1
13.1314	Teacher Education - Physical Education and Coaching	3
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	2
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	2
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	

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

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2023-24. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. **(§205(b)(1)(H))**

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

What are CIP Codes?

Does this teacher preparation provider grant degrees upon completion of its programs?

- ● Yes
- ○ No

☐ **No teachers prepared in academic year 2023-24**

If this provider does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or **clear responses already entered**).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	10
13.1202	Teacher Education - Elementary Education	10
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	1
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	
13.1312	Teacher Education - Music	1
13.1314	Teacher Education - Physical Education and Coaching	3
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	2
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify:	
01	Agriculture	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	
09	Communication or Journalism	

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

CIP Code	Academic Major	Number Prepared
99	Other Specify:	

Program Assurances

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

Program Assurances

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

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

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

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

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

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   All teacher candidates in the Educator Preparation Program (EPP) are required to complete a range of clinical experiences that expose them to students from diverse backgrounds. Although Manchester University is located in a rural area, the EPP has consistently provided placements in both urban and rural settings, including opportunities to work with students who have special needs, are English Learners, come from various socioeconomic backgrounds, and represent a range of religious beliefs. Notably, the EPP has access to Fort Wayne Community Schools—the largest school district in Indiana—which offers rich diversity in student populations. To ensure these experiences are documented and aligned with program expectations, the Clinical Experience and Assessment Coordinator tracks placements using the CORE ELMS system. In response to recent changes in Indiana licensure requirements, the Henney Department of Education has revised its program to increase focus on literacy instruction, strategies for teaching English

Learners, and content-specific pedagogy. Additionally, enhancements have been made in the areas of behavior management and conflict resolution, with a shift toward preparing candidates to build culturally responsive classrooms. The EPP remains responsive to evolving educational needs by engaging with its Teacher Advisory Council twice per year. This council includes classroom teachers, administrators, current candidates, clinical supervisors, and other stakeholders who provide valuable feedback. Further collaboration occurs during an annual luncheon with district administrators and through the Teacher Education Committee, a standing university committee comprised of faculty across disciplines and licensure-track students, which meets monthly to discuss educational trends and program development. To stay current with best practices and policy, EPP faculty work closely with professional organizations such as the Indiana State Teachers Association, CAEP, the Indiana Department of Education, the Indiana Association for Colleges of Teacher Education, and the Association of Teacher Educators. Additionally, teacher candidates participate in a variety of professional development opportunities on topics including trauma-informed teaching, poverty, classroom technology, bullying prevention, reading strategies, RTI, and differentiation. Following the CAEP accreditation visit in April 2019, the EPP gained valuable feedback and implemented changes to strengthen the program. As a result of our continuous improvement efforts, the program introduced a comprehensive scope and sequence focused on diversity and realigned its curriculum to better prepare teacher candidates to serve diverse learners. The 2023–24 academic year marks the final cohort to complete the previous version of the program.

Annual Goals: Mathematics

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

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

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

- Quantifiable Goals

Report Progress on Last Year's Goal (2023-24)

1. Did your program prepare teachers in mathematics in 2023-24?

If no, leave remaining questions for 2023-24 blank (or **clear responses already entered**).

○ Yes
● No

2. Describe your goal.

3. Did your program meet the goal?

○ Yes
○ No

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

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

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

Review Current Year's Goal (2024-25)

7. Is your program preparing teachers in mathematics in 2024-25? If no, leave the next question blank.

○ Yes
● No

8. Describe your goal.

Set Next Year's Goal (2025-26)

9. Will your program prepare teachers in mathematics in 2025-26? If no, leave the next question blank.

○ Yes
● No

10. Describe your goal.

Annual Goals: Science

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

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

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

- Quantifiable Goals

Report Progress on Last Year's Goal (2023-24)

1. Did your program prepare teachers in science in 2023-24?

If no, leave remaining questions for 2023-24 blank (or **clear responses already entered**).

○ Yes

● No

2. Describe your goal.

3. Did your program meet the goal?

○ Yes

○ No

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

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

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

Review Current Year's Goal (2024-25)

7. Is your program preparing teachers in science in 2024-25? If no, leave the next question blank.

- ○ Yes
- ● No

8. Describe your goal.

Set Next Year's Goal (2025-26)

9. Will your program prepare teachers in science in 2025-26? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

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 (2023-24)

1. **Did your program prepare teachers in special education in 2023-24?**

   If no, leave remaining questions for 2023-24 blank (or clear responses already entered).

   ● Yes
   ○ No

2. **Describe your goal.**

   The EPP'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.

3. **Did your program meet the goal?**

   ● Yes
   ○ No

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

   We actually graduated 7 students with special education. Our elementary education majors also complete coursework, including student teaching, in special education or English learners. Most of them choose special education, which is why our goal is typically met.

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

   We are continuing to encourage our secondary and all-grade majors to also add special education courses to their course load in order to be licensed in special education as well.

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

Review Current Year's Goal (2024-25)

7. Is your program preparing teachers in special education in 2024-25? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

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

Set Next Year's Goal (2025-26)

9. Will your program prepare teachers in special education in 2025-26? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

The EPP anticipates preparing 5 teachers in special education for the 2025-26 academic 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 (2023-24)

1. Did your program prepare teachers in instruction of limited English proficient students in 2023-24?

If no, leave remaining questions for 2023-24 blank (or **clear responses already entered**).

- ○ Yes
- ● No

2. Describe your goal.

3. Did your program meet the goal?

- ○ Yes
- ○ No

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

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

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

Review Current Year's Goal (2024-25)

7. Is your program preparing teachers in instruction of limited English proficient students in 2024-25? If no, leave the next question blank.

○ Yes
● No

8. Describe your goal.

Set Next Year's Goal (2025-26)

9. Will your program prepare teachers in instruction of limited English proficient students in 2025-26? If no, leave the next question blank.

● Yes
○ No

10. Describe your goal.

The EPP anticipates preparing one teacher in instruction of limited English proficient students in 2025-26.

Assessment Pass Rates

THIS PAGE INCLUDES:

>> Assessment Pass Rates

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

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

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

- Pass rate
- Scaled score
- Teacher credential assessment

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5008 -ELEM ED: MATH & SCIENCE Educational Testing Service (ETS) Other enrolled students	5			
ETS5008 -ELEM ED: MATH & SCIENCE Educational Testing Service (ETS) All program completers, 2023-24	10	174	10	100
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	5			
ETS5007 -ELEM ED: READING & SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2023-24	10	176	10	100
ETS5007 -ELEM ED: READING & SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2022-23	7			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5007 -ELEM ED: READING & SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2021-22	2			
PIN0060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 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, 2021-22	5			
PIN0062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 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, 2021-22	5			
PIN0021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2021-22	1			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2023-24	1			
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			
PIN0025 -EXCEPTIONAL NEEDS-MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2021-22	2			
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			
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			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5115 -MUSIC: INSTRUMENTAL AND GENERAL KNOWLEDGE Educational Testing Service (ETS) All program completers, 2023-24	1			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2023-24	3			
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			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2023-24	3			
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	2			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2023-24	10	178	10	100
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, 2023-24	3			
ETS5625 -PRINC LEARNING AND TEACHING PRE K-12 Educational Testing Service (ETS) All program completers, 2022-23	3			
ETS5625 -PRINC LEARNING AND TEACHING PRE K-12 Educational Testing Service (ETS) All program completers, 2021-22	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2023-24	8			
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			
PIN0051 -SOCIAL STUDIES-HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2021-22	2			
ETS5355 -SPECIAL EDUCATION: FOUNDATIONAL KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	6			
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2023-24	2			
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))**

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

- Pass rate
- Scaled score
- Teacher credential assessment

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2023-24	17	17	100
All program completers, 2022-23	13	11	85
All program completers, 2021-22	16	16	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.**

   Technology integration is a consistent expectation across all education courses within the Educator Preparation Program (EPP). Faculty model effective technology use in instruction, and teacher candidates are expected to apply these practices in their own lesson planning and delivery. In special education courses, candidates explore a variety of assistive technologies and familiarize the candidates with Indiana's online IEP software, ensuring they are prepared not only for general technology use but also for applications aligned with Universal Design for Learning (UDL) principles. The EPP utilizes Canvas as its learning management system, and all candidates are expected to integrate technology appropriately to enhance student engagement and instructional effectiveness. In the junior-level literacy course, for example, all candidates are required to convert one lesson plan in their unit into an e-learning format, reflecting the increasing use of digital instruction in P–12 schools. Educational Psychology, a required course for all education majors, introduces candidates to the analysis and interpretation of classroom assessment data. Candidates apply statistical reasoning to evaluate student performance and make informed instructional decisions. Faculty members strategically embed technology-related practices in their coursework to build candidates' confidence and competence in using digital tools. In response to feedback from the CAEP accreditation site visit in April 2019 and trends indicating lower performance on the technology integration component of the Danielson Framework, the EPP launched a new course—EDUC 207: Integrating Technology in the Classroom. This course was piloted in fall 2021 and is now required for all education majors beginning with the fall 2022 cohort. The course is taught by the Instructional Design Specialist, a former P–12 teacher, who also supports the EPP in developing a comprehensive scope and sequence for technology integration throughout the program. The 2023–24 cohort represents the final group of candidates not required to complete this course. Most clinical experience placements occur in technology-rich environments, often 1:1 settings, where

candidates can observe and practice integrating instructional technology. Recognizing the increasing reliance on e-learning in K–12 settings, the EPP continues to explore ways to incorporate e-learning pedagogy and design into its coursework. As part of their program, all teacher candidates must develop an e-learning lesson within their unit plan. To deepen candidates' understanding of how to leverage technology for impact, the EPP also supports students through the edTPA process, which is now a required component during the student teaching semester. Faculty provide guidance on recording, submitting, and evaluating digital evidence to demonstrate instructional effectiveness and student learning outcomes. Additionally, two EPP faculty members have participated in the Building Capacity for Indiana Preservice Computer Science (CS) Education initiative. As a result, the EPP has begun to integrate computer science instruction and standards into its curriculum. For example, in EDUC 401, candidates designed and implemented a mini-unit on word sorting using Tail-Bots, providing hands-on experience with computational thinking tools.

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**

    All teaching candidates in the Educator Preparation Program (EPP) are required to complete EDUC 112: Exceptional Learners, a foundational course in special education. Within this course, candidates complete a Key Assessment—the Differentiated Unit Analysis—designed to deepen their understanding of instructional differentiation for students with diverse learning needs. Throughout their program, candidates are expected to adapt individual lessons to meet the needs of exceptional learners across various content areas. In clinical experiences and student teaching placements, candidates are evaluated on their ability to differentiate instruction effectively. As part of their practicum, student teachers are required to implement accommodations and modifications that support the success of students with disabilities in inclusive settings. Additionally, in EDUC 263, candidates engage in a simulated special education process. They analyze a provided Multidisciplinary Team Report, write an Individualized Education Program (IEP), and conduct a mock IEP meeting with assigned roles under faculty guidance. This activity fosters familiarity with the legal and procedural aspects of special education while strengthening collaboration and communication skills.

    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*.**

    Candidates pursuing special education licensure complete a more intensive sequence of coursework and field experiences. They participate in the development of IEPs, collaborate closely with special education clinical faculty, and are required to complete at least half of their student teaching placement in a special education setting. Prior to student teaching, candidates must also pass the Praxis II Mild Intervention content exam, ensuring they possess the necessary foundational knowledge and skills to support students with disabilities effectively. Beginning with the fall 2022 cohort, the EPP added an additional course to the special education curriculum to better align with the Council for Exceptional Children (CEC) standards and to meet the evolving needs of stakeholders. As part of this updated curriculum, candidates also complete a course focused on reading assessment and intervention. A Key Assessment—the Reader Case Study—is embedded in this course, in which candidates screen a student, develop and implement targeted reading interventions, monitor progress, and analyze results to make data-informed instructional decisions.

    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. The 2023-24 completers are the last completers not required to take ENG/MODL 350.

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. 100% of our 2023-2024 graduates were hired in their field of choice or in graduate school within six months of graduating.

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:

Heidi Wieland

TITLE:

Clinical Experience and Assessment Coordinator

Certification of review of submission

☑ **I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the** *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual.*

NAME OF REVIEWER:

Suad Sakalli Gumus

TITLE:

Director of Teacher Education