title **II** higher education act

2019 TITLE II REPORTS
National Teacher Preparation Data

IN | **Manchester University**
Traditional Report AY 2017-18
Indiana

REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

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

- Academic year
- IPEDS ID

IPEDS ID

☐ **THIS INSTITUTION HAS NO IPEDS ID**

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

604 E College Avenue

CITY

North Manchester

STATE

Indiana ▼

ZIP

46962

SALUTATION

Dr. ▼

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List of Programs

On this page, review the list of teacher preparation programs offered by your institution of higher education (IHE) or organization. If you submitted an IPRC last year, this list of programs is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to enter the programs in the appropriate reports. For the traditional report, list all traditional programs within the IHE. For the alternative report, list all alternative programs within the IHE. You may edit, delete, and insert new rows as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page. The system will automatically total the number of programs for you.

Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at **https://www2.ed.gov/programs/tqpartnership/awards.html**.

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

Total number of teacher preparation programs: 16

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Secondary Education – Science –Life Science	No	
Total number of teacher preparation programs: 16		

Program Requirements

On this page, review and enter information about the program requirements for admission into the program, program completion, and supervised clinical experience. If you submitted an IPRC last year, much of this page is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to specify the requirements in the appropriate reports. For the traditional report, provide the requirements for traditional programs within the IHE. For the alternative report, provide the requirements for the alternative programs within the IHE.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

Admissions

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

Sophomore year ▼

If Other, please specify:

2. Does your initial teacher certification program conditionally admit students?

○ Yes

● No

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

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

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

Only students who have met all of the established criteria are admitted during their sophomore year. Students can be admitted after their sophomore year once the minimum criteria are met, but not meeting requirements may delay completion of the program. There are no traditional initial licensure programs available at the postgraduate level at Manchester University.

Undergraduate Requirements

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

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 rest of the page blank (or clear responses already entered) then click save at the bottom of the page.**

Element	Required for Entry		Required for Exit	
	Yes	No	Yes	No
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
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 was the median GPA of individuals accepted into the program in academic year 2017-18?

3.44

4. 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

5. What was the median GPA of individuals completing the program in academic year 2017-18?

3.29

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

Postgraduate Requirements

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

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 rest of the page blank (or clear responses already entered) then click save at the bottom of the page.

Element	Required for Entry		Required for Exit	
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
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 was the median GPA of individuals accepted into the program in academic year 2017-18?

0

4. 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

5. What was the median GPA of individuals completing the program in academic year 2017-18?

0

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

While we provide a Masters of Education, it is dormant at this time. We have not admitted anyone into the program in 2017-18.

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2017-18. (§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))

Additional guidance on reporting supervised clinical experience and nonclinical coursework.

Average number of clock hours of supervised clinical experience required prior to student teaching	185
Average number of clock hours required for student teaching	400
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	2
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	32
Number of students in supervised clinical experience during this academic year	28

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 field experience under the supervision of qualified clinical faculty. During the sophomore year in EDUC 245, guided, intentional field experience working with small groups of students provides candidates with feedback on their performance. This supervised clinical experience is deepened during the junior year when teacher candidates work all year with small groups of 3rd graders during RTI. Methods courses are blocked for all education candidates during the fall term of the senior year. Candidates begin to work with their student teaching placements as they implement curriculum in small group and whole class formats. The Director of Teacher Education serves as the College liaison to the partnership schools at the exploration and synthesis phases. The Director and Field 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. The Unit Assessment System provides feedback on candidate performance and eligibility at several benchmarks in the education program. Field experience evaluations have implications for advancement through checkpoints, and are instrumental in the development of candidates' knowledge, skills, and dispositions. In order to better gather information about field experiences, evaluative forms and disposition rubrics are gathered on candidate performances throughout orientation, professional education courses, methods, and student teaching. This system successfully gathers information about individual field experiences for checkpoint review as well as for program evaluation of field experience components. Professional education courses focus on constructing knowledge of curriculum and pedagogy in relationship to deepening construction of knowledge of self, students, and schools. Each course in this phase of the program requires candidates to complete a departmental artifact, many of which align with reflections of field experiences and case studies investigating pedagogical performances in individual interventions and remediation through small group work. These artifacts have been carefully aligned with the 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

On this page, enter the number of candidates for an initial teaching credential who are enrolled in the initial teacher preparation programs within your institution of higher education (IHE) or organization. **Do not** report on the total number of students enrolled in the entire IHE. **Do not** include individuals who currently hold a teaching credential and are seeking additional licenses or endorsements, or individuals preparing for school-based careers other than classroom teachers (e.g., administrators, guidance counselors).

The Department recognizes that in many cases, candidates voluntarily report their race/ethnicity and gender data, and that in some cases, candidates may choose not to report this information. Please report on the race/ethnicity data you have available, though the data may not be complete. It is not expected that the sum of the enrolled students reported by race/ethnicity or by gender will necessarily equal the total number of students enrolled.

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

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

Enrollment

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

Additional guidance on reporting race and ethnicity data.

Total number of students enrolled in 2017-18	37
Unduplicated number of males enrolled in 2017-18	9
Unduplicated number of females enrolled in 2017-18	28

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled. **(§205(a)(1)(C)(ii)(H))**

2017-18	Number Enrolled
Ethnicity	
Hispanic/Latino of any race	1
Race	

2017-18	Number Enrolled
American Indian or Alaska Native	0
Asian	1
Black or African American	2
Native Hawaiian or Other Pacific Islander	0
White	35
Two or more races	1

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.

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2017-18. 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))

Additional guidance on reporting teachers prepared by subject area.

What are CIP Codes?

☐ **No teachers prepared in academic year 2017-18**

CIP Code	Subject Area	Number Prepared
13.01	Education - General	
13.10	Teacher Education - Special Education	3
13.1202	Teacher Education - Elementary Education	4
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	4
13.1205	Teacher Education - Secondary Education	8
13.1206	Teacher Education - Multiple Levels	6

CIP Code	Subject Area	Number Prepared
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	1
13.1307	Teacher Education - Health	3
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	5
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	5
13.1320	Teacher Education - Trade and Industrial	
13.1319	Teacher Education - Technical Education	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	1
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1325	Teacher Education - French	
13.1326	Teacher Education - German	
13.1328	Teacher Education - History	5
13.1329	Teacher Education - Physics	

CIP Code	Subject Area	Number Prepared
13.1330	Teacher Education - Spanish	1
13.1331	Teacher Education - Speech	
13.1332	Teacher Education - Geography	
13.1333	Teacher Education - Latin	
13.1335	Teacher Education - Psychology	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	
13.99	Education - Other Specify:	

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2017-18. 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.

Additional guidance on reporting teachers prepared by academic major.

What are CIP Codes?

☐ No teachers prepared in academic year 2017-18

CIP Code	Academic Major	Number Prepared
13.01	Education - General	
13.10	Teacher Education - Special Education	
13.1202	Teacher Education - Elementary Education	4
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	4
13.1205	Teacher Education - Secondary Education	8

CIP Code	Academic Major	Number Prepared
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	1
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	5
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	
13.1319	Teacher Education - Technical Education	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	1
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1325	Teacher Education - French	
13.1326	Teacher Education - German	
13.1328	Teacher Education - History	5
13.1329	Teacher Education - Physics	

CIP Code	Academic Major	Number Prepared
13.1330	Teacher Education - Spanish	1
13.1331	Teacher Education - Speech	
13.1332	Teacher Education - Geography	
13.1333	Teacher Education - Latin	
13.1335	Teacher Education - Psychology	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify:	
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	
13.03	Education - Curriculum and Instruction	
01	Agriculture	
13.09	Education - Social and Philosophical Foundations of Education	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	
09	Communication or Journalism	
45.01	Social Sciences	
11	Computer and Information Sciences	
45.02	Anthropology	
45.06	Economics	
12	Personal and Culinary Services	
14	Engineering	
45.07	Geography and Cartography	
16	Foreign Languages, Literatures, and Linguistics	
45.10	Political Science and Government	

CIP Code	Academic Major	Number Prepared
45.11	Sociology	
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	
40.01	Physical Sciences	
42	Psychology	
40.02	Astronomy and Astrophysics	
44	Public Administration and Social Service Professions	
45	Social Sciences	
40.04	Atmospheric Sciences and Meteorology	
40.05	Chemistry	
46	Construction	
47	Mechanic and Repair Technologies	
40.06	Geological and Earth Sciences/Geosciences	
40.08	Physics	
50	Visual and Performing Arts	

CIP Code	Academic Major	Number Prepared
51	Health Professions and Related Clinical Sciences	
52	Business/Management/Marketing	
54	History	
99	Other Specify:	

CIP Code	Academic Major	Number Prepared
51	Health Professions and Related Clinical Sciences	
52	Business/Management/Marketing	

Program Completers

On this page, enter the total number of individuals who completed the program in AY 2017-18 and the two prior academic years. If you submitted an IPRC last year, the number of program completers for the two prior academic years are pre-loaded from your prior year's report.

A program completer is a person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as a criterion for determining who is a program completer.

An individual cannot be classified as both enrolled and as a program completer at the same time. An enrolled individual is not a program completer. Once an individual has met all the requirements of a state-approved teacher preparation program and becomes a program completer, the individual is no longer classified as enrolled.

After entering the program completers, save the page using the floating save box at the bottom of the page.

Program Completers

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

2017-18	18
2016-17	20
2015-16	13

Annual Goals

On this page, review the annual goals in each subject area listed below. If you submitted an IPRC last year, the goals you entered last year are pre-loaded from your prior year's report. Please respond to the questions to report on progress towards the goals, and set new goals for the next academic year.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

Annual Goals - Mathematics

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

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

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

Academic year 2017-18

1. Did your program prepare teachers in mathematics in 2017-18?

○ Yes
● No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in mathematics in 2017-18?

_____

3. Did your program meet the goal for prospective teachers set in mathematics in 2017-18?

○ Yes
○ No
○ Not applicable

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:

We are continuing to work with Admissions and the Math Department to identify students with potential to pursue math education.

Academic year 2018-19

7. Is your program preparing teachers in mathematics in 2018-19?

- ● Yes
- ○ No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in mathematics in 2018-19?

> 1

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

We will have one person licensed in middle school mathematics graduating in May, 2019. We are continuing to collaborate with faculty in the math department to advise and support students as they continue in their goal to become math teachers. In addition, we have a few enrolled students strong in math that we have encouraged to take the middle school licensure exam in order to add it to their license.

Academic year 2019-20

10. Will your program prepare teachers in mathematics in 2019-20?

- ○ Yes
- ● No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in mathematics in 2019-20?

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

Annual Goals - Science

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

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

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

Academic year 2017-18

1. Did your program prepare teachers in science in 2017-18?

- ● Yes
- ○ No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in science in 2017-18?

> 1

3. Did your program meet the goal for prospective teachers set in science in 2017-18?

- ● Yes
- ○ No
- ○ Not applicable

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:

We are continuing to work with Admissions and the Biology and Chemistry departments to identify students who should add education to their major. In addition, we are currently working on a Bio-Chem Education degree and are hoping to implement that in the next few years. Conversations with the VP for Academic Affairs, as well as the chairs of the Chemistry and Biology departments continue to seek ways to market in this high need area.

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

Undergraduates tend to be drawn to the sciences offered by the institution, but enter pharmacy, pre-med, etc. tracks, not teaching.

Academic year 2018-19

7. Is your program preparing teachers in science in 2018-19?

- ○ Yes
- ● No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in science in 2018-19?

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

Academic year 2019-20

10. Will your program prepare teachers in science in 2019-20?

- ○ Yes
- ● No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in science in 2019-20?

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

Annual Goals - Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing

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

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

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

Academic year 2017-18

1. Did your program prepare teachers in special education in 2017-18?

- ● Yes
- ○ No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in special education in 2017-18?

2

3. Did your program meet the goal for prospective teachers set in special education in 2017-18?

- ● Yes
- ○ No
- ○ Not applicable

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

We anticipated 2 completers in special education, but actually had a third add and complete it. We exceeded our goals by encouraging secondary education students to add special education if they had room in their schedule. One of our history education majors took advantage of room in his schedule to do so. We will continue to offer that as a possibility.

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:

This year was the first year of implementing a policy that all seniors had to pass their content tests prior to student teaching. Several students who should have been finishing with a special education degree did not pass their tests and thus, did not complete the program.

Academic year 2018-19

7. Is your program preparing teachers in special education in 2018-19?

- ● Yes
- ○ No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in special education in 2018-19?

9

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

We have had several students add special education to their coursework, including a history education major, so we expect 9 of them to complete the program in 2018-19.

10. Will your program prepare teachers in special education in 2019-20?

● Yes
○ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in special education in 2019-20?

6

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

Annual Goals - Instruction of Limited English Proficient Students

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

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

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

Academic year 2017-18

1. Did your program prepare teachers in instruction of limited English proficient students in 2017-18?

● Yes
○ No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2017-18?

1

3. Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2017-18?

● Yes
○ No
○ Not applicable

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

We work with Admissions to articulate this high needs area. In addition, we work with the Modern Languages department to attract candidates. In particular, focused recruitment during the fall Academic Visit Day will target high need areas, reaching out to key high schools.

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

We meet with stakeholders such as Admissions and Modern Languages. In the future, we need to work with secondary clinical faculty to identify potential candidates for recruitment.

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

Academic year 2018-19

7. Is your program preparing teachers in instruction of limited English proficient students in 2018-19?

- ● Yes
- ○ No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2018-19?

| 1 |

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

Academic year 2019-20

10. Will your program prepare teachers in instruction of limited English proficient students in 2019-20?

- ○ Yes
- ● No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2019-20?

| |

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

Assurances

Please certify that your institution is in compliance with the following assurances. **(§205(a)(1)(A)(iii), §206(b))** Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

1. 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 field experiences that include children from diverse backgrounds. These experiences are both urban and rural, with children with special needs, high ability, whose first language is not English, and from all socioeconomic classes. Religious diversity is present as well. This is tracked in the Department of Education by the Field Experience and Assessment Coordinator. In response to the recent licensure changes in Indiana, Manchester University's Dept. of Education has revised the program to include more literacy instruction, methods of teaching English Learners, and content-specific pedagogy. Additionally, we have strengthened the behavior management and conflict resolution requirements for all candidates. We meet twice annually with our community stakeholders to receive input and guidance as we shape our program to meet the needs of our communities and the learners in the area. An annual luncheon with administrators and the EPP provides an opportunity for them to discuss meaningful partnerships between the institutions. In addition, our Teacher Education Commission, 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 our students. The faculty in the Unit works 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 what is current and needed in schools. Lastly, the faculty requires candidates to participate in professional development in a variety of areas such as technology for the classroom, bullying prevention, reading strategies, RTI, differentiation, and others to assist with a variety of topics- all with the goal of meeting these assurances. While the CAEP accreditation visit will occur in 2019, it has allowed additional opportunities for the Unit to gain feedback on their programs, and continue to improve to meet the students' needs. The EPP has developed a scope and sequence for diversity.

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 Westat'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 (%)
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	4			
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	9			
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	3			
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	6			
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	4			
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2016-17	9			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2015-16	4			
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	12	240	9	75
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	4			
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2016-17	9			
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2015-16	4			
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson Other enrolled students	12	238	10	83
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2017-18	4			
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2016-17	9			
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2015-16	4			
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson Other enrolled students	10	231	8	80
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2017-18	4			
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2016-17	9			
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2015-16	4			
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	2			
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2017-18	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2016-17	2			
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2015-16	2			
019 -ENGLISH LEARNERS Evaluation Systems group of Pearson Other enrolled students	1			
019 -ENGLISH LEARNERS Evaluation Systems group of Pearson All program completers, 2016-17	2			
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson Other enrolled students	1			
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2017-18	3			
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2016-17	4			
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2015-16	1			
026 -FINE ARTS—GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2017-18	1			
026 -FINE ARTS—GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2016-17	2			
026 -FINE ARTS—GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2015-16	1			
027 -FINE ARTS—INSTRUMENTAL MUSIC Evaluation Systems group of Pearson All program completers, 2017-18	1			
027 -FINE ARTS—INSTRUMENTAL MUSIC Evaluation Systems group of Pearson All program completers, 2016-17	2			
027 -FINE ARTS—INSTRUMENTAL MUSIC Evaluation Systems group of Pearson All program completers, 2015-16	1			
066 -HEALTH Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
066 -HEALTH Evaluation Systems group of Pearson All program completers, 2017-18	3			
066 -HEALTH Evaluation Systems group of Pearson All program completers, 2016-17	1			
066 -HEALTH Evaluation Systems group of Pearson All program completers, 2015-16	2			
035 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	2			
020 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2016-17	1			
034 -MIDDLE SCHOOL MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	1			
007 -P–12 EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	6			
007 -P–12 EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	4			
007 -P–12 EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	3			
067 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
067 -PHYSICAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
067 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	5			
067 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	3			
067 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	2			
043 -SCIENCE—CHEMISTRY Evaluation Systems group of Pearson All program completers, 2016-17	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
043 -SCIENCE—CHEMISTRY Evaluation Systems group of Pearson All program completers, 2015-16	1			
045 -SCIENCE—LIFE SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	1			
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	6			
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	5			
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	6			
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson Other enrolled students	1			
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2017-18	5			
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2016-17	1			
055 -WORLD LANGUAGES—FRENCH Evaluation Systems group of Pearson All program completers, 2016-17	1			
059 -WORLD LANGUAGES—SPANISH Evaluation Systems group of Pearson Other enrolled students	1			
059 -WORLD LANGUAGES—SPANISH Evaluation Systems group of Pearson All program completers, 2017-18	1			
059 -WORLD LANGUAGES—SPANISH Evaluation Systems group of Pearson All program completers, 2016-17	1			
059 -WORLD LANGUAGES—SPANISH Evaluation Systems group of Pearson All program completers, 2015-16	1			

Summary Pass Rates

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

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat'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, 2017-18	18	17	94
All program completers, 2016-17	19	17	89
All program completers, 2015-16	13	11	85

Low-Performing

On this page, review the questions regarding your program's approval/accreditation and whether your program has been designated as low performing by the state. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

Low-Performing

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

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
- ☑ NCATE
- ☐ TEAC
- ☐ CAEP
- ☑ Other specify:

We are currently undergoing the CAEP accreditation review in April, 2019.

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

- ○ Yes
- ● No

Use of Technology

On this page, review the questions regarding your program's use of technology. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

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. This assures preparation of teachers not only for the use of technology, but for its use pertaining to universal design for learning applications, too. In addition, we have a SMART interactive whiteboard in one of our education-designated classrooms and faculty frequently demonstrate 1:1 on ipads 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. 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. Additionally, each fall, the Unit hosts a Technology Summit which requires attendance for sophomores, juniors and seniors to attend (optional for first years). This summit consists of a technology expert to spend a half-day with elementary, secondary and all grade majors teaching them different ways to integrate and use technology in the classroom. 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, as we have gained feedback through our CAEP accreditation, we are implementing a timeline to further integrate technology into our courses, using a specific scope and sequence which we believe will better prepare our students for using technology in the classroom. Finally, most of the field 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 our courses. Many of the current student teachers have had to create e-learning lessons during their student teaching experiences.

Teacher Training

On this page, review the questions about how your program trains general education teachers and special education teachers. For the purposes of these questions, general education teachers means those who are not specifically prepared as special education teachers. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

Teacher Training

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

1. **Does your program prepare general education teachers to:**

   a. **teach students with disabilities effectively**

   ● Yes
   ○ No

   b. **participate as a member of individualized education program teams**

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   All teacher candidates take at least one course pertaining to children and adolescents with special needs; candidates are introduced to differentiating instruction to meet their students' learning and behavioral needs. Teaching students with limited English proficiency is integrated into the foundational education courses required of all teacher candidates, but in compliance with licensure requirements in Indiana, candidates may choose to add licensure in teaching English Learners. Additionally, a course called Literacy and English Learners is required of all teaching majors. Many of our junior secondary and all-grade students spend time working with EL students in the elementary, intermediate and high school. As candidates design curriculum, all lesson plans must be written with research-based adaptations for a variety of special needs and enrichment for students with high ability. Participation in an IEP team is covered in the foundational education classes required of all candidates as well. Lastly, all candidates are encouraged to participate in at least one IEP conference while student teaching. All lesson plans and unit plans designed for the program, particularly in both literacy courses, require candidates to adapt lessons for specific exceptionalities.

3. **Does your program prepare special education teachers to:**

   a. **teach students with disabilities effectively**

   ● Yes

No

Program does not prepare special education teachers

b. participate as a member of individualized education program teams

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

c. teach students who are limited English proficient effectively

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

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

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

Contextual Information

On this page, review the contextual information about your program. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

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. 94.4% of our 2017-2018 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:

Field 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:

Heather Schilling

TITLE:

Director of Teacher Education