



Neumann University
Traditional Report AY 2022-23
Pennsylvania



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

2142721

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

One Neumann Drive

CITY

Aston

STATE

Pennsylvania



ZIP

19014

SALUTATION

Dr.



FIRST NAME

Amy

LAST NAME

Hoyle

PHONE

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List of Programs

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

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

- [Teacher Preparation Program](#)

THIS PAGE INCLUDES:

>> [List of Programs](#)

List of Programs

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

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	Both	
13.1202	Elementary Education	Both	
13.1	Special Education	Both	
13.1322	Teacher Education - Biology	UG	
13.1305	Teacher Education - English/Language Arts	UG	
13.1316	Teacher Education - General Science	UG	
13.1311	Teacher Education - Mathematics	UG	
13.1318	Teacher Education - Social Studies	UG	

Total number of teacher preparation programs:

11

Program Requirements

THIS PAGE INCLUDES:

- >> [Undergraduate Requirements](#)
- >> [Postgraduate Requirements](#)
- >> [Supervised Clinical Experience](#)

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

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

- [Full-time equivalent faculty supervising clinical experience](#)
- [Adjunct faculty supervising clinical experience](#)
- [Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience](#)
- [Supervised clinical experience](#)

Undergraduate Requirements

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

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

- Yes
 No

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

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

Element	Admission	Completion
Essay or personal statement	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

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

3

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

3

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

Students must maintain a 3.0 throughout the certification program. In rare cases, a student may get permission from the Dean to remain in the program if the GPA drops slightly below 3.0. Pennsylvania Department of Education has waived the Basic Skills Assessment Requirement until July 2025. Students must submit clearances in order to student teach in the final semester of 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	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Fingerprint check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

Element	Admission	Completion
Minimum basic skills test score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

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

3

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

3

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

On the post-baccalaureate level, applicants must have earned the undergraduate degree with a minimum undergraduate cumulative GPA of 3.00. Graduate students who had an undergraduate cumulative below 3.0 GPA may be accepted conditionally. Candidates are required to submit a letter explaining the challenges they may have experienced that impacted their undergraduate GPA; meet with the Director of Graduate Education for an interview; get approval from the Dean for admission into the program; and earn a grade of B or higher in their first three graduate courses and maintain a minimum 3.0 GPA throughout their program. Only students who do not meet standard requirements and request conditional admission are interviewed.

Supervised Clinical Experience

Note: The clinical experience requirements in this section are preloaded from the prior year's IPRC. Teacher preparation providers will enter the number of participants each year.

Provide the following information about supervised clinical experience in 2022-23. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models?

- Yes
 No

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

Programs with student teaching models (most traditional programs)

Number of clock hours of supervised clinical experience required prior to student teaching

210

Number of clock hours required for student teaching

490

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	<input style="width: 95%; height: 25px;" type="text"/>
<u>Years</u> required of teaching as the teacher of record in a classroom	<input style="width: 95%; height: 25px;" type="text"/>

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	<input style="width: 95%; height: 25px; text-align: center;" type="text" value="7"/>
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	<input style="width: 95%; height: 25px; text-align: center;" type="text" value="4"/>
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	<input style="width: 95%; height: 25px; text-align: center;" type="text" value="214"/>
Number of students in supervised clinical experience during this academic year	<input style="width: 95%; height: 25px; text-align: center;" type="text" value="192"/>

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

Field experience is required every semester in the undergraduate and post-graduate programs. Some students participate in field experiences prior to being officially admitted to the teacher certification program. This clinical experience (not including the student teaching experience) is coordinated by one full-time staff member. Our faculty take responsibility for developing the assignments to be completed by students at their clinical experiences. These assignments are aligned with course work. Faculty also supervise students at their clinical sites in the courses for which they are responsible. Please note: The numbers above represent all students enrolled in the certification programs and completing supervised clinical experiences in both undergraduate and graduate programs.

Enrollment and Program Completers

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year.

(§205(a)(1)(C)(ii))

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

- [Enrolled Student](#)
- [Program Completer](#)

Enrollment and Program Completers

2022-23 Total	
Total Number of Individuals Enrolled	104
Subset of Program Completers	31

Gender	Total Enrolled	Subset of Program Completers
Male	23	4
Female	81	27
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	0	0
Asian	2	1
Black or African American	7	3
Hispanic/Latino of any race	5	2
Native Hawaiian or Other Pacific Islander	0	0
White	86	24

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	1	1
No Race/Ethnicity Reported	3	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.

THIS PAGE INCLUDES:

- >> [Teachers Prepared by Subject Area](#)
- >> [Teachers Prepared by Academic Major](#)

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

- [Academic Major](#)

Teachers Prepared by Subject Area

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

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

What are CIP Codes?

No teachers prepared in academic year 2022-23

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

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

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	28

CIP Code	Subject Area	Number Prepared
13.1202	Teacher Education - Elementary Education	27
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	27
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	1
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	
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	
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	
13.1329	Teacher Education - Physics	

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2022-23. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

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

[What are CIP Codes?](#)

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

- Yes
 No

No teachers prepared in academic year 2022-23

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

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	<input type="text" value="28"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="27"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text" value="27"/>
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	<input type="text"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	<input type="text" value="1"/>
13.1306	Teacher Education - Foreign Language	<input type="text"/>

CIP Code	Academic Major	Number Prepared
13.1307	Teacher Education - Health	<input type="text"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	1
13.1312	Teacher Education - Music	<input type="text"/>
13.1314	Teacher Education - Physical Education and Coaching	<input type="text"/>
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - General Science	<input type="text"/>
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	<input type="text"/>
13.1320	Teacher Education - Trade and Industrial	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	<input type="text"/>
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1328	Teacher Education - History	<input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>
01	Agriculture	<input type="text"/>
03	Natural Resources and Conservation	<input type="text"/>
05	Area, Ethnic, Cultural, and Gender Studies	<input type="text"/>

CIP Code	Academic Major	Number Prepared
09	Communication or Journalism	<input type="text"/>
11	Computer and Information Sciences	<input type="text"/>
12	Personal and Culinary Services	<input type="text"/>
14	Engineering	<input type="text"/>
16	Foreign Languages, Literatures, and Linguistics	<input type="text"/>
19	Family and Consumer Sciences/Human Sciences	<input type="text"/>
21	Technology Education/Industrial Arts	<input type="text"/>
22	Legal Professions and Studies	<input type="text"/>
23	English Language/Literature	1
24	Liberal Arts/Humanities	<input type="text"/>
25	Library Science	<input type="text"/>
26	Biological and Biomedical Sciences	<input type="text"/>
27	Mathematics and Statistics	<input type="text"/>
30	Multi/Interdisciplinary Studies	1
38	Philosophy and Religious Studies	<input type="text"/>
40	Physical Sciences	<input type="text"/>
41	Science Technologies/Technicians	<input type="text"/>
42	Psychology	<input type="text"/>
44	Public Administration and Social Service Professions	<input type="text"/>
45	Social Sciences	<input type="text"/>
46	Construction	<input type="text"/>
47	Mechanic and Repair Technologies	<input type="text"/>
50	Visual and Performing Arts	<input type="text"/>
51	Health Professions and Related Clinical Sciences	<input type="text"/>
52	Business/Management/Marketing	<input type="text"/>

CIP Code	Academic Major	Number Prepared
54	History	<input type="text"/>
99	Other Specify: <input type="text"/>	<input type="text"/>

Program Assurances

THIS PAGE INCLUDES:

>> [Program Assurances](#)

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

Program Assurances

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

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

- Yes
 No

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

- Yes
 No

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

- Yes
 No
 Program does not prepare special education teachers

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

- Yes
 No

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

- Yes
 No

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

- Yes
 No

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

- Yes
 No

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

Neumann University collaborates extensively with local educators representing early childhood education, early elementary education, special education, and secondary education. Their input into curriculum matters and, most importantly, clinical experiences, has proven to be invaluable and serves to ensure that training is closely linked to the needs of schools and school districts. We have an advisory council with teachers and administrators from many area districts. Through discussions with and surveys of council members, we also gain important information about what our students need to know and be able to do to be prepared to teach in many contexts and to students with diverse learning needs. Our core curriculum is robust and provides a thorough and diverse exposure to core academic subjects. Our UG and graduate early childhood-elementary education/special education programs are dual certification. Rigorous methods courses in the program ensure students are prepared for the needs of schools and for instructional

decisions they will face as new teachers in the classroom. The implementation of Pennsylvania Chapter 49.2 mandates related to special education throughout the program have enhanced this portion of our program. Students who complete our program and other state requirements now earn PK-12 special education certification from the Pennsylvania Department of Education. In addition, the implementation of course work in ELL has served to assure that all students pursuing certification receive training in this important area. Our field experience program exposes students to a diverse array of schools and students from varied socio-economic backgrounds. Students complete field experiences in urban, rural, suburban settings. All students participate in field experiences in low-income and urban settings. For example, students participate in field experience in Chester, PA, a city which represents one of the lowest socio-economic in Pennsylvania and, in fact, the United States. This experience is important in preparing Neumann students to provide quality instruction to children from low-income families. Field experience is included each semester and assignments in courses are aligned with field experience and ensure students engage in field experiences in a variety of ways in order to connect what they are experiencing with what they are learning in their courses. This ensures a thorough preparation for all aspiring teachers. The partnership with Child and Adult Disability and Education Services [CADES] and the continued development of our partnerships with many institutions and local Intermediate Units have greatly enhanced field experience.

Annual Goals: Mathematics

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

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

[\(§205\(a\)\(1\)\(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

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

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

- [Quantifiable Goals](#)

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

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

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

- Yes
 No

2. Describe your goal.

The goal is to have one program completer in mathematics in fall 2022 and to support another student currently in the program. We also hope to attract 1-3 students to the University who are interested in the major and to admit 1 student into the major during in spring 2023. (Students must earn at least 48 credits and pass the Basic Skills Assessment requirements prior to being accepted into the major.)

3. Did your program meet the goal?

- Yes
 No

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

While we did not have a mathematics completer in fall 2022, we did support two other mathematics students who will graduate at the end of fall 2023. We attracted a student to the University who was admitted to the major in fall 2023.

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

An important strategy has been our approach to advising. When students are accepted to the University and express an interest in secondary education mathematics certification, they work with two advisors -- one in the discipline and one in the education program -- who assist in laying out the students'

programs and support each student throughout.

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

We will continue to work closely with admissions to attract more students to the University who are interested in math secondary education.

Review Current Year's Goal (2023-24)

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

- Yes
 No

8. Describe your goal.

The goal is to have one program completer in mathematics in spring 2024 and to support another student currently in the program. We also hope to attract 1-3 students to the University who are interested in the major and to admit 1 student into the major during in spring 2023. (Students must earn at least 48 credits and pass the Basic Skills Assessment requirements prior to being accepted into the major.)

Set Next Year's Goal (2024-25)

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

- Yes
 No

10. Describe your goal.

We will continue to support two mathematics secondary education students, who expect to graduate in spring 2026, through the 2024-25 year. Will work with admissions to attract 1 student to the University who is interested in majoring in math secondary education.

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.

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

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

- [Quantifiable Goals](#)

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

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

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

- Yes
 No

2. Describe your goal.

The goal is to attract an additional 1-3 students to the University in fall 2022 who are interested in pursuing the major and to admit 1 student to the major in spring 2023. (Students must earn 48 credits and pass the Basic Skills Assessment requirements prior to being accepted to the major.)

3. Did your program meet the goal?

- Yes
 No

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

We met the goal, attracting one student to the University and the major. This was largely the result of both working with admissions and collaborating with the science department. Having two advisors - one in science and one in education - work with the student from admission to completion is a strategy that works for us.

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

Scheduling courses for the secondary education science students is a challenge because of the labs needed with science courses. Even more active and engaged advising in the science department will help ensure students can complete all of the required science and education courses.

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

Review Current Year's Goal (2023-24)

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

- Yes
 No

8. Describe your goal.

The goal is to attract an additional 1-3 students to the University in fall 2023 who are interested in pursuing the major and to admit 1 student to the major in spring 2024. (Students must earn 48 credits and pass the Basic Skills Assessment requirements prior to being accepted to the major.)

Set Next Year's Goal (2024-25)

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

- Yes
 No

10. Describe your goal.

The goal is to attract an additional 1-3 students to the University in fall 2023 who are interested in pursuing the major and to admit 1 student to the major in spring 2024. (Students must earn 48 credits prior to being accepted to the major.)

Annual Goals: Special Education

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

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

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

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

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

- [Quantifiable Goals](#)

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

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

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

- Yes
 No

2. Describe your goal.

The goal for the 2022-2023 academic year is to increase program completion in special education teacher preparation by 3 students and to improve pass rate on the special education test by 3%.

3. Did your program meet the goal?

- Yes
 No

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

While we improved the pass rate on the special education certification exam, the number of completers for our special education certification programs remained the same.

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

Education faculty did a landscape assessment which included review of pass rates. Three faculty members took the new special education certification test and embedded test prep in their teacher preparation courses.

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

Review Current Year's Goal (2023-24)

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

- Yes
 No

8. Describe your goal.

The goal for the 2023-2024 academic year is to increase program completion in special education teacher preparation by three students and to improve the pass rate on the special educationi test by 3 %.

Set Next Year's Goal (2024-25)

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

- Yes
 No

10. Describe your goal.

The goal for the 2023-2024 academic year is to increase program completion in special education teacher preparation by three students and to improve the pass rate on the special education certification test by 3 %.

Annual Goals: Instruction of Limited English Proficient Students

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

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

[§205\(a\)\(1\)\(A\)\(i\)](#), [§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#)

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

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

- [Quantifiable Goals](#)

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

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

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

- Yes
 No

2. Describe your goal.

The field experience coordinator will increase the number of schools in which students do practica which have limited English proficient students by 1-2 so that during the program all students will have opportunities to work with limited English proficient students in schools. The coordinator of field experiences, the program director and the school dean will lead faculty in the integration of culturally responsive and sustaining education competencies. These competencies will be integrated into the revised curriculum which will be launched in fall 2023.

3. Did your program meet the goal?

- Yes
 No

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

Education faculty worked with dean to assess overall program. Based on assessment, the program has been redesigned with learning outcomes added related to culturally relevant and sustaining educator competencies, which include additional LEP learning outcomes. The program will be launched in fall 2024. The field experience coordinator was not able to add more schools which have a large number of LEP students. She continues to work on this goal.

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

Curriculum reform process included landscape assessment and entirely revised program - revisited competencies and reframed program learning outcomes. Field experience coordinator met with a number of potential new partner schools but with the number of students in our program down, we have not yet placed students in the new partner schools. We want to maintain ongoing partnerships too.

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

Review Current Year's Goal (2023-24)

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

- Yes
 No

8. Describe your goal.

The field experience coordinator will increase the number of schools in which students do practica which have limited English proficient students by 1-2 so that during the program all students will have opportunities to work with limited English proficient students in schools.

Set Next Year's Goal (2024-25)

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

- Yes
 No

10. Describe your goal.

The field experience coordinator will increase the number of schools in which students do practica which have limited English proficient students by 1-2 so that during the program all students will have opportunities to work with limited English proficient students in schools.

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. [\(S205\(a\)\(1\)\(B\)\)](#)

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 (%)
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2021-22	2			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2020-21	5			
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2021-22	7			
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2020-21	5			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2021-22	3			
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2020-21	5			
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) All program completers, 2021-22	4			
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) All program completers, 2021-22	10	159	7	70
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) All program completers, 2020-21	2			
ETS5511 -FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5511 -FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) All program completers, 2021-22	2			
ETS5165 -MATHEMATICS Educational Testing Service (ETS) All program completers, 2022-23	1			
ESP0001 -PAPA - MODULE 1 READING Evaluation Systems group of Pearson All program completers, 2021-22	1			
ESP0001 -PAPA - MODULE 1 READING Evaluation Systems group of Pearson All program completers, 2020-21	3			
ESP0002 -PAPA - MODULE 2 MATH Evaluation Systems group of Pearson All program completers, 2021-22	1			
ESP0002 -PAPA - MODULE 2 MATH Evaluation Systems group of Pearson All program completers, 2020-21	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ESP0003 -PAPA - MODULE 3 WRITING Evaluation Systems group of Pearson All program completers, 2021-22	3			
ESP0003 -PAPA - MODULE 3 WRITING Evaluation Systems group of Pearson All program completers, 2020-21	7			
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson Other enrolled students	7			
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2022-23	28	200	18	64
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2021-22	28	211	22	79
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2020-21	28	214	19	68
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson Other enrolled students	9			
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2022-23	28	207	20	71
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2021-22	27	218	26	96
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2020-21	28	219	23	82
ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson Other enrolled students	7			
ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson All program completers, 2022-23	28	200	15	54

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson All program completers, 2021-22	26	206	16	62
ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson All program completers, 2020-21	27	213	16	59
ESP0011 -PECT SPEC ED PREK-8 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2021-22	1			
ESP0011 -PECT SPEC ED PREK-8 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2020-21	26	235	19	73
ESP0012 -PECT SPEC ED PREK-8 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2021-22	1			
ESP0012 -PECT SPEC ED PREK-8 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2020-21	25	232	19	76
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) Other enrolled students	4			
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2022-23	25	168	25	100
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2021-22	15	169	14	93
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	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. [\(S205\(a\)\(1\)\(B\)\)](#)

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.

THIS PAGE INCLUDES:

[>> Summary Pass Rates](#)

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

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2022-23	32	28	88
All program completers, 2021-22	30	19	63
All program completers, 2020-21	30	17	57

Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

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

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

Low-Performing

1. Is your teacher preparation program currently approved or accredited?

- Yes
- No

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

- State
- CAEP
- AAQEP
- Other specify:

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

- Yes
- No

Use of Technology

THIS PAGE INCLUDES:

>> [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.

All courses embed instructional technology, and all undergraduate early elementary/special education students take a full course in assistive technology. Secondary education students also take a full course on instructional technology. All course work is infused with requirements that have students implement various technologic supports to lesson planning and implementation. Several core courses (including composition courses) focus on the effective use of technology. We use a variety of educational technology to engage our students in learning. This use is also beneficial as it prepares the students to use technologies in their own classrooms. In addition to having computers and projectors in every classroom, we also use our Learning Management System extensively in all courses. We use VoiceThread to create interactive and collaborative presentations that faculty and students can add to with their voice, with video, audio, or text. In addition, we use cloud-based sharing tools so faculty and students can collaborate and share information with each other. We have created Google folders where students can access PECT resources to help them take their tests. We use tools a wide variety of tools and applications including, Jamboard, Padlet, and Flip to engage our students, model how to engage their own students, and practice how to conduct formative assessments. We create presentations using Pear Deck and Nearpod and model how to engage students, gather data, and then use this data to improve and modify instruction. Students produce a Weebly e-portfolio over the course of the program. They develop the Weebly during student teaching so that it serves as a portfolio for them when they apply for teaching positions. Additional applications include the following: Parlay, Flipgrid, Socrative, Edpuzzle, Prezi, Peardeck, Loom, Mural, Jamboard, Padlet, Slido, Gimkit, Gizmos, Desmo, Quizlet, Kahoot, Socrative. Some of the resources that are especially beneficial for learning and teaching include, Edutopia, Virtual Museums, Khan Academy, etc. In our programs, students conduct multiple projects where they are asked to integrate technology into lesson plans and are also asked to differentiate every

lesson/unit they create. These lesson plans/units are created with different learners in mind and our students are asked to consider accommodations and differentiation ideas every time they plan something. Technology is used to help teachers plan lessons that are varied, provide multiple ways for learners to access and learn information, and actively engage their learners. We encourage our students to consider universal design for learning principles in their planning and teaching of the lessons/units they create. We do not specifically focus on one tool or one way to do this but encourage our students to plan lessons that focus on the learning and then find the tool that helps them to do this best. We encourage the use of frequent and engaging formative assessments to gather data about their students and to check in on their learning and their socioemotional wellbeing. These check-ins can be done via the use of technology like Jamboard, Padlet, Flip. We encourage our students to create classroom environments where learners can learn from and with each other – so collaboration is a factor in the use of technology and how they use technology in their teaching. In addition to this on-going work with technology to plan lessons in which instruction is differentiated, students take a course in assessment and the use of assistive technology. In the secondary education programs, the many applications mentioned above are actively being used by students in our EDU 248 class. These students plan, prepare, and deliver 6 lessons over the course of the semester using various applications such as Nearpod, Socrative, Desmos, etc. Additionally, Gamification lessons are planned and delivered using a broad spectrum of applications in addition to lessons featuring learning tools, test prep, resource tools to support secondary aged students. Additionally, the culminating assignment requires them to design a course in a Learning Management System. Students learn about and apply the principles of Universal Design for Learning in three of their special education courses (Inclusion, Assessment Methods, Differentiated Instruction). Beginning in their two courses on Literacy Methods and culminating during student teaching, students have opportunities to analyze data based on assessments of actual students. During a second assessment course, prior to student teaching, students complete a case study in which they develop a diagnostic and follow up with recommendations based on the information gleaned from that assessment.

Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

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

Teacher Training

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

a. Teach students with disabilities effectively

Students preparing for both general education and special education certifications as well as those preparing for secondary certifications engage in rigorous coursework and have continuous field experience in this area. Students in the dual certification program (PK-4 & PK-12 special education certs) learn about and apply the principals of Universal Design for Learning in three of their special education courses (Inclusion, Assessment Methods, Differentiated instruction). Students develop accommodations and modifications in their lesson plan and IEP writing. In the Foundations of Autism course, students develop visual supports, work systems, and token economy systems for students with Autism. In the Learning Disabilities course, students develop accommodation and modifications for students with disabilities and learn varied curricula to support students with disabilities. In the Behavior Disorders course, students develop Positive Behavior Intervention plans, Functional Behavioral Assessments, and classroom management techniques. Beginning in their two courses on Literacy Methods and culminating during student teaching students have opportunities to analyze data based on assessments of actual students. During a second assessment course, just prior to student teaching, students develop a case study in which they complete a diagnostic and follow up with recommendations based on the information gleaned from that assessment. The dual certification post-baccalaureate program includes comparable courses that address the skills and competencies described above. Secondary education students also prepare to teach students with disabilities effectively. They partner with a neighboring school entity to support transitional planning in the community environment. The initiative links transitional planning with a strength-based community partnership to investigate interests and strengths and how they inform goals for post-secondary existence. In addition, secondary education students take courses in special education including Introduction to Exceptionalities, Behavioral Disorders and Social Emotional Disturbances, and an assessment course that focuses on differentiating assessment methods for students with special needs.

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*.

In PK-4/Special Education and Secondary Education courses, especially the Assessment Methods course, students learn about and develop an IEP and then participate in role playing and learning modules to learn about the IEP process. These activities help students apply their understanding of special education requirements in a diversity of real-world scenarios. During student teaching, pre-service teachers participate in IEP meetings with parent and school permission. Additionally, the students preparing for secondary certification participate in IEP development from the position of a general educator and her/his membership on the IEP team. Specifically, the students are charged with developing specially designed instruction (SDI) to support students in inclusive classrooms and candidates are asked to develop accurate and functional goals for students' transition plans. This requires the preparation of educational, employment, and independent living goals. The dual certification post-baccalaureate program includes comparable courses that address the skills and competencies described above.

c. Effectively teach students who are limited English proficient.

All students in both our undergraduate and graduate dual certification major/program and secondary education certification program as well as students in the post-baccalaureate program receive instruction in teaching limited English proficient students. Undergraduate certification students, dual cert and secondary education, are required to take a 14-week, 3 credit course entitled, EDU 215 Teaching English Language Learners: Language, Culture and Diversity in the Classroom. Post graduate students in the dual certification major take ECE 531 Language Development and the English Language Learner. The focus of these courses is instructing "Limited English Proficient (LEP)" students. The courses provide a comprehensive overview of the elements of second language acquisition and their impact on content learning in order to meet the needs of English Language Learners (ELLs) in today's diverse classrooms. An emphasis is placed on defining culture and addressing cultural differences within the classroom. Pre-service teachers learn how to plan and deliver lessons that allow English Language Learners to acquire academic knowledge as they

develop proficiency in the English language. Students learn a variety of teaching strategies and activities that can be utilized with all students, including ELLs. In addition, all education courses include specific ideas and strategies related to differentiating instruction as well as ideas for addressing cultural differences which ELLs/LEP students can benefit from.

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

Students learn about and apply the principals of Universal Design for Learning in three of their special education courses (Inclusion, Assessment Methods, Differentiated instruction). Students develop accommodations and modifications in their lesson plan and IEP writing. In the Foundations of Autism course, students develop visual supports, work systems, and token economy systems for students with Autism. In the Learning Disabilities course, students develop accommodation and modifications for students with disabilities and learn varied curricula to support students with disabilities. In the Behavior Disorders course, students develop Positive Behavior Intervention plans, Functional Behavioral Assessments, and classroom management techniques. Beginning in their two courses on Literacy Methods and culminating during student teaching students have opportunities to analyze data based on assessments of actual students. During a second assessment course, just prior to student teaching, students develop a case study in which they complete a diagnostic and follow up with recommendations based on the information gleaned from that assessment. The dual certification post-baccalaureate program includes comparable courses that address the skills and competencies described above.

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*.

In PK-4/Special Education (at undergraduate and post-bacc levels) and Secondary Education courses, especially in the Assessment Methods course, students learn about and develop an IEP and then participate in role playing and learning modules to learn about the IEP process. These activities help students apply their understanding of special education requirements in a diversity of real-world scenarios. During student teaching, pre-service teachers participate in IEP meetings with parent and school permission.

c. Effectively teach students who are limited English proficient.

All students in the secondary and the dual certification programs including students in the post-baccalaureate program receive instruction in teaching limited English proficient students. Undergraduate certification students are required to take a 14-week, 3 credit course entitled, EDU 215 Teaching English Language Learners: Language, Culture and Diversity in the Classroom. The similar course offered for post-baccalaureate students is ECE 531: Language Development and the English Language Learner. The focus of these courses is instructing "Limited English Proficient (LEP)" students. This course is a comprehensive overview of the elements of second language acquisition and their impact on content learning in order to meet the needs of English Language Learners (ELLs) in today's diverse classrooms. An emphasis is placed on defining culture and addressing cultural differences within the classroom. Pre-service teachers learn how to plan and deliver lessons that allow English Language Learners to acquire academic knowledge as they develop proficiency in the English language. Students learn a variety of teaching strategies and activities that can be utilized with all students, including ELLs. In addition, all education courses include specific ideas and strategies related to differentiating instruction as well as ideas for addressing cultural differences which ELLs/LEP students can benefit from.

Contextual Information

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

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

THIS PAGE INCLUDES:

>> [Contextual Information](#)

Contextual Information

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

The framework established by PDE and adhered to by the Neumann dual certification program, secondary certification programs, and post-baccalaureate program ensures that all students in our certification programs receive training related to child and/or adolescent development; pedagogy; assessment; disabilities and accommodations; behavior management; limited English proficiency; and other key areas related to PK-12 education. During the spring 2023 semester, we began integrating the new Ch. 49 competencies in Culturally Relevant and Sustaining Education, professional ethics, and where appropriate, structured literacy into the programs. Before integrating the new competencies, we conducted a landscape assessment of the programs. Based on these program assessments, we have reformed curriculum and will launch the reformed programs in fall 2024. The new programs focus on important learning outcomes grounded in PDE competencies, our university core learning outcomes, and other skills and knowledge needed to be successful educators. We will integrate all competencies, including those recently added under Ch. 49 – structural literacy, CRSE, and professional ethics. We have plans to assess the new programs to ensure we are meeting students needs. To be accepted into our undergraduate certification programs, students have historically needed to pass the reading, writing and math Basic Skills Assessment (BSA) requirements. This requirement is currently waived which allows more students to enter the certification program. To meet the state's requirements for certification, students must also pass state-mandated knowledge tests. One part of the landscape assessment mentioned above was a review of certification test pass rates. We found that our students frequently struggle to pass the state's mandated certification tests (PECT). To meet the needs of our students in passing these tests, we have aligned our coursework with the certification requirements and provide additional support in the form of a Certification Resource Center. For our undergraduate students we also provide test vouchers for three of the required tests. These vouchers are distributed in classes which focus in part on ensuring students are prepared for the test for which they are receiving the voucher. Additionally, a robust, comprehensive field experience sequence embedded throughout the program and coordinated by a full-time faculty member supports our students' deeper and interconnected understanding of concepts related to best practices in education.

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:

Amy Gratch Hoyle, PhD

TITLE:

Dean, School of Social Sciences, Humanities & Education

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:

Amy Gratch Hoyle, PhD

TITLE:

Dean, School of Social Sciences, Humanities & Education