



Neumann University
Traditional Report AY 2019-20
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

(484) 840-4604

EMAIL

hoylea@neumann.edu

List of Programs

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

THIS PAGE INCLUDES:

>> [List of Programs](#)

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

- [Teacher Preparation Program](#)

List of Programs

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:

8

Program Requirements

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

THIS PAGE INCLUDES:

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

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

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

Undergraduate Requirements

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

☒ Yes

☐ No

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

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

Element	Admission	Completion
Interview	☐ Yes ☒ No	☐ Yes ☒ No
Other Specify: 	☐ Yes ☒ No	☐ Yes ☒ No

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

3

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

3

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

Postgraduate Requirements

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

☒ Yes
 ☐ No

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

Element	Admission	Completion
Transcript	☒ Yes ☐ No	☐ Yes ☒ No
Fingerprint check	☒ Yes ☐ No	☐ Yes ☒ No
Background check	☒ Yes ☐ No	☐ Yes ☒ No
Minimum number of courses/credits/semester hours completed	☐ Yes ☒ No	☒ Yes ☐ No
Minimum GPA	☒ Yes ☐ No	☒ Yes ☐ No
Minimum GPA in content area coursework	☒ Yes ☐ No	☒ Yes ☐ No
Minimum GPA in professional education coursework	☒ Yes ☐ No	☒ Yes ☐ No
Minimum ACT score	☐ Yes ☒ No	☐ Yes ☒ No
Minimum SAT score	☐ Yes ☒ No	☐ Yes ☒ No
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

Element	Admission	Completion
Interview	☒ Yes ☐ No	☐ Yes ☒ No
Other Specify: 	☐ Yes ☒ No	☐ Yes ☒ No

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

3

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

3

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

On the post-baccalaureate level, they are to 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; and earn a grade of B or higher in their first three graduate courses and maintain a minimum 3.0 GPA throughout their program.

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2019-20. ([§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	

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

Number of years required for teaching as the teacher of record in a classroom

All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)

[Optional tool](#) for automatically calculating full-time equivalent faculty in the system

6

Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)

2

Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year

115

Number of students in supervised clinical experience during this academic year

96

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 take 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 represents all students enrolled in the certification programs and completing supervised clinical experiences in both undergraduate and graduate programs.

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))

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

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

2019-20 Total	
Total Number of Individuals Enrolled	96
Subset of Program Completers	44

Gender	Total Enrolled	Subset of Program Completers
Male	17	7
Female	79	37
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	0	0
Black or African American	15	6
Hispanic/Latino of any race	3	2
Native Hawaiian or Other Pacific Islander	0	0
White	72	31

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	2	2
No Race/Ethnicity Reported	4	3

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

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

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

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

- Academic Major

THIS PAGE INCLUDES:

>> Teachers Prepared by Subject Area

>> Teachers Prepared by Academic Major

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2019-20.

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 2019-20

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	37
13.1202	Teacher Education - Elementary Education	37

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	37
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	3
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	2
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	1
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	

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

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2019-20. 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?

Do participants earn a degree upon completion of the program?

- ☒ Yes
- ☐ No

☐ No teachers prepared in academic year 2019-20

If your program 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	23
13.1202	Teacher Education - Elementary Education	23
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	23
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	2
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	

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

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	
12	Personal and Culinary Services	
14	Engineering	
16	Foreign Languages, Literatures, and Linguistics	
19	Family and Consumer Sciences/Human Sciences	3
21	Technology Education/Industrial Arts	
22	Legal Professions and Studies	
23	English Language/Literature	5
24	Liberal Arts/Humanities	1
25	Library Science	
26	Biological and Biomedical Sciences	
27	Mathematics and Statistics	
30	Multi/Interdisciplinary Studies	1
38	Philosophy and Religious Studies	
40	Physical Sciences	
41	Science Technologies/Technicians	
42	Psychology	2
44	Public Administration and Social Service Professions	3
45	Social Sciences	
46	Construction	
47	Mechanic and Repair Technologies	
50	Visual and Performing Arts	1
51	Health Professions and Related Clinical Sciences	1
52	Business/Management/Marketing	3
54	History	1

CIP Code	Academic Major	Number Prepared
99	Other Specify: Criminal Justice	1

Respond to the following assurances. Note: 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

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. Our core curriculum is robust and provides a thorough and diverse exposure to core academic subjects. Our elementary education/special education program is a 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 according to 2010 census figures (U.S. median household income: \$51,166; Delaware County, PA : \$63,574.; Chester, PA: \$26,540.). This serves as indication of the training Neumann University students receive in providing 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 addition of a partnership with Child and Adult Disability and Education Services [CADES] and the continued development of our partnerships with many institutions including Elwyn, Melmark, and the local Intermediate Units have greatly enhanced field experience.

Annual Goals: Mathematics

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

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

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

[>> Report Progress on Last Year's Goal \(2019-20\)](#)

[>> Review Current Year's Goal \(2020-21\)](#)

[>> Set Next Year's Goal \(2021-22\)](#)

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in mathematics in 2019-20?

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

The goal for 2019-2020 is to add at least one new student in the mathematics certification areas. Neumann University received a NSF Noyce Grant. The primary goal for this grant is to create a viable and attractive pathway for STEM students to become certified teachers. In order to achieve this goal we are offering competitive mathematics curricula in a program in which students can complete certification requirements within four years; we have created deeper collaborations between teacher education and STEM faculty at Neumann; and have developed and implemented a strategic recruiting and marketing campaign to attract new, transfer and internal students to this major. The 2019-2020 academic year focused on implementing the grant -- revising curriculum and implementing marketing strategies. There was no expectation to recruit additional students to the major during the 2019-2020 year. This increased recruitment is expected in the following years.

3. Did your program meet the goal?

- ☒ Yes
- ☐ No

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

Strategically developed advertising material for secondary education STEM recruitment (web copy, travel brochure/trifolds for admissions, targeted email marketing, Science Olympiad recruitment tables) was created and utilized as part of the NSF initiative. Additionally, advising and admissions training was provided to equip offices to educate internal audiences about the major.

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

Continued collaboration across advising in the School of Arts and Sciences and the School of Education and Human Services will support students in

progressing through the program and feeling supported.

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

Our Secondary Math program is still relatively new. We have received and are implementing a grant to help increase our numbers in Math and Science Secondary Education.

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in mathematics in 2020-21? If no, leave the next question blank.

- ☒ Yes
☐ No

8. Describe your goal.

The goal is to attract and additional 1-3 new students to the University who are interested in pursuing the major in fall 2020 and to admit at least 1 student to the major in spring 2021. (Students must earn at least 48 credit hours and pass the Basic Skills tests prior to being accepted to the major.)

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in mathematics in 2021-22? If no, leave the next question blank.

- ☒ Yes
☐ No

10. Describe your goal.

The goal is to attract, in fall 2021, 1-3 students to the University who are interested in pursuing the major and to admit at least 1 student to the major in spring 2022. (Students must earn at least 48 credits and pass the Basic Skills Assessment requirements prior to being accepted into the major.)

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\(a\)\)](#)

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

[>> Report Progress on Last Year's Goal \(2019-20\)](#)

[>> Review Current Year's Goal \(2020-21\)](#)

[>> Set Next Year's Goal \(2021-22\)](#)

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in science in 2019-20?

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

Neumann University received a NSF Noyce Grant. The primary goal for this grant is to create a viable and attractive pathway for STEM students to become certified teachers. In order to achieve this goal we are offering competitive science/biology curricula in a program in which students can complete certification requirements within four years; we have created deeper collaborations between teacher education and STEM faculty at Neumann; and have developed and implemented a strategic recruiting and marketing campaign to attract new, transfer and internal students to this major. The goal for 2019-2020 was to recruit at least one new student to this major.

3. Did your program meet the goal?

- ☒ Yes
- ☐ No

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

Strategically developed advertising materials for secondary education STEM recruitment (web copy, travel brochures/trifolds for admissions, targeted email marketing, Science Olympiad recruitment tables) was created and utilized as part of the NSF initiative. Additionally advising and admissions training was provided to equip offices to educate internal audiences about the major.

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

Continued collaboration across advising in the School of Arts and Sciences and the School of Education & Human Services will bolster student support and their progression through the program.

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

Last year we had one student who was on track to graduate from this program; but was struggling with one specific course. She completed the courses in the program successfully and is currently student teaching science secondary education.

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in science in 2020-21? If no, leave the next question blank.

- ☒ Yes
☐ No

8. Describe your goal.

We hope to attract 1-3 new students interested teaching in science to the University and to have at least 1 new student apply to the certification program in spring 2021.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in science in 2021-22? 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 2021 who are interested in pursuing the major and to admit 1 student to the major in spring 2022. (Students must earn 48 credits and pass the Basic Skills Assessment requirements prior to being accepted to the major.)

Annual Goals: Special Education

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

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

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

[>> Report Progress on Last Year's Goal \(2019-20\)](#)
 [>> Review Current Year's Goal \(2020-21\)](#)
 [>> Set Next Year's Goal \(2021-22\)](#)

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in special education in 2019-20?

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

The goal for 2019-2020 was to increase program completion in special education teacher preparation by 3 students and improve pass rate on the special education certification modules by 3%.

3. Did your program meet the goal?

- ☐ Yes
- ☒ No

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

In 2019-2020 students received targeted support for the special education certification test modules through relevant course work. Workshops and tutoring are typically offered by our Certification Testing Coordinator to enhance this support. Workshops and tutoring were limited in fall 2019 because our Certification Testing Coordinator resigned and we were unable to fill the position until spring. Due to changes related to COVID-19 we were unable to offer this additional support during the spring semester either.

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

We will continue to offer targeted support for the special education certification test modules through relevant course work. In addition, we have hired a new Certification Testing Coordinator who will begin offering workshops and will be available for tutoring starting in July 2021. It is clear given the pass rate data that this support is extremely beneficial to our students.

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

Pennsylvania changed the Special Education certification band from PK-8 to PK-12. We revised courses to meet the new requirements. The new tests were just made available, however, and we need to study these tests to and adjust required coursework as needed to ensure our students' success on the new tests.

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in special education in 2020-21? If no, leave the next question blank.

- ☒ Yes
☐ No

8. Describe your goal.

The goal for 2020-2021 is to increase program completion in special education teacher preparation by 3 students and improve pass rate on the special education certification modules by 3%. Increase efforts to assist Admission personnel to recruit additional students by providing success stories of students currently employed in special education areas. Strengthen courses to meet revised competencies for PK-12 Special Education certification in the state of Pennsylvania.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in special education in 2021-22? If no, leave the next question blank.

- ☒ Yes
☐ No

10. Describe your goal.

The goal for the 2021-2022 academic year is to increase program completion in special education teacher preparation by 3 students and to improve pass rate on the special education modules by 3%. Review course syllabi to ensure alignment with PK-12 Special Education certification standards and the tests that will be required starting in January 2022. Also, review the tests to ensure students are adequately prepared.

Annual Goals: Instruction of Limited English Proficient Students

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

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

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2019-20\)](#)
- >> [Review Current Year's Goal \(2020-21\)](#)
- >> [Set Next Year's Goal \(2021-22\)](#)

Report Progress on Last Year's Goal (2019-20)

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

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

All students in the undergraduate dual certification program, the undergraduate secondary education certification program and in the post-baccalaureate program will take a full semester course dedicated to preparing them to teach limited English proficient students.

3. Did your program meet the goal?

- ☒ Yes
- ☐ No

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

Developed and implemented courses at the undergraduate and post-graduate levels to prepare students to teach limited English proficient students. Undergraduate students are required to take EDU 215 Teaching English Language Learners: Language, Culture and Diversity in the Classroom. Post graduate students take ECE 531 Language Development and the English Language Learner. The focus of these courses is instructing “Limited English Proficient (LEP)” students. These 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.

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

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

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in instruction of limited English proficient students in 2020-21? If no, leave the next question blank.

- ☒ Yes
☐ No

8. Describe your goal.

The program's field experience coordinator will establish partnerships with two more schools in which students will have more experience working with limited English proficient students in 2020-21. The coordinator will gather data on student experiences with limited English proficient students to identify action steps and future goals.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in instruction of limited English proficient students in 2021-22? If no, leave the next question blank.

- ☒ Yes
☐ No

10. Describe your goal.

During the program all students will have opportunities to work with limited English proficient students in schools. The coordinator of field experiences will continue to gather data on students' experiences with limited English proficient students to ensure they have opportunities to apply what they are learning in courses in the field.

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.

THIS PAGE INCLUDES:

>> [Assessment 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](#)

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, 2019-20	1			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) Other enrolled students	3			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2019-20	7			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2018-19	13	154	8	62
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2017-18	20	149	15	75

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) Other enrolled students	7			
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2019-20	11	160	9	82
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2018-19	14	169	12	86
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2017-18	20	173	19	95
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) Other enrolled students	4			
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2019-20	10	161	5	50
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2018-19	12	167	9	75
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2017-18	20	167	17	85
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) Other enrolled students	1			
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) Other enrolled students	4			
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) All program completers, 2018-19	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2019-20	2				
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2018-19	1				
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2017-18	3				
ESP0001 -PAPA - MODULE 1 READING Evaluation Systems group of Pearson Other enrolled students	2				
ESP0001 -PAPA - MODULE 1 READING Evaluation Systems group of Pearson All program completers, 2019-20	4				
ESP0001 -PAPA - MODULE 1 READING Evaluation Systems group of Pearson All program completers, 2018-19	2				
ESP0001 -PAPA - MODULE 1 READING Evaluation Systems group of Pearson All program completers, 2017-18	5				
ESP0002 -PAPA - MODULE 2 MATH Evaluation Systems group of Pearson Other enrolled students	4				
ESP0002 -PAPA - MODULE 2 MATH Evaluation Systems group of Pearson All program completers, 2019-20	4				
ESP0002 -PAPA - MODULE 2 MATH Evaluation Systems group of Pearson All program completers, 2018-19	4				
ESP0002 -PAPA - MODULE 2 MATH Evaluation Systems group of Pearson All program completers, 2017-18	4				
ESP0003 -PAPA - MODULE 3 WRITING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1				
ESP0003 -PAPA - MODULE 3 WRITING Evaluation Systems group of Pearson Other enrolled students	6				
ESP0003 -PAPA - MODULE 3 WRITING Evaluation Systems group of Pearson All program completers, 2019-20	5				
ESP0003 -PAPA - MODULE 3 WRITING Evaluation Systems group of Pearson All program completers, 2018-19	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, 2017-18	4			
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	4			
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2019-20	30	204	17	57
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2018-19	38	217	29	76
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2017-18	33	222	28	85
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson Other enrolled students	3			
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2019-20	30	217	25	83
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2018-19	37	217	29	78
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2017-18	32	216	26	81
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	2			
ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson All program completers, 2019-20	31	209	21	68
ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson All program completers, 2018-19	37	214	25	68

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, 2017-18	31	212	21	68
ESP0011 -PECT SPEC ED PREK-8 - MODULE 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
ESP0011 -PECT SPEC ED PREK-8 - MODULE 1 Evaluation Systems group of Pearson Other enrolled students	1			
ESP0011 -PECT SPEC ED PREK-8 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2019-20	31	230	18	58
ESP0011 -PECT SPEC ED PREK-8 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2018-19	33	236	28	85
ESP0011 -PECT SPEC ED PREK-8 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2017-18	32	236	25	78
ESP0012 -PECT SPEC ED PREK-8 - MODULE 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
ESP0012 -PECT SPEC ED PREK-8 - MODULE 2 Evaluation Systems group of Pearson Other enrolled students	1			
ESP0012 -PECT SPEC ED PREK-8 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2019-20	29	225	19	66
ESP0012 -PECT SPEC ED PREK-8 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2018-19	33	230	27	82
ESP0012 -PECT SPEC ED PREK-8 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2017-18	31	228	22	71
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	2			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	5			

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](#)

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2019-20	42	21	50
All program completers, 2018-19	42	27	64
All program completers, 2017-18	43	23	53

Low-Performing

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

THIS PAGE INCLUDES:

>> [Low-Performing](#)

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

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.

THIS PAGE INCLUDES:

>> [Use of Technology](#)

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 early elementary/special education students take a full course in assistive technology. Secondary education students 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. 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. The University learning management system (Blackboard) is utilized to provide computer aided and web-based preparation for certification testing. In the community tab on BB all intended education certification majors are enrolled in the “Professional Examinations for Educators” course. In addition, data is readily available to program faculty and administration; this data is used to make informed decisions about programs and about student progress within programs. During the spring 2020 semester, when classes were moved online because of the COVID-19 pandemic, instructors shifted to the online platform. They were committed to maintaining quality rigorous instruction. At that time, the University provided support in using the learning management system, Blackboard, and faculty engaged in workshops to strengthen their online pedagogy. With this support faculty engaged students in

meaningful learning experiences and modeled best practice in online pedagogy. This benefited students in their field placements and allowed students to develop strategies for using technology in their teaching moving forward.

Provide the following information about your teacher preparation program.
 [\(§205\(a\)\(1\)\(G\)\)](#)

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 engage in rigorous coursework and have continuous field experience in this area. These 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. 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.

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 Elementary/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 dual certification major 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 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 Elementary/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. 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 the dual certification program as well as 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 focus of the course 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. The similar course offered for post-baccalaureate students is ECE 531: Language Development and the English Language Learner.

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.

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 program, 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. To meet the state's requirements for certification, students must pass a number of state-mandated basic skills and content knowledge tests. 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 staffed by a full-time instructor. 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. Neumann Response to COVID-19 (Spring 2020): Field Experience (Spring 2020) – Some students at Neumann started weekly observations in January and had completed over half of the scheduled in-person field experience visits by the time schools shut down as a response to COVID-19. Others, however, had only completed their first visit (out of four) at the time of the shut-down. Neumann University had the infrastructure in place to make adaptations through a Field Experience Course that consists of a course shell on Blackboard that all education students are registered for during each semester. Face-to-face field experience were suspended at the end of the week March 13 when schools shut down, and our students were quickly directed to complete their remaining visits by watching virtual videos (lessons) that were loaded on to their Blackboard Course Shell (Field Experience). This approach was consistent with Pennsylvania Department of Education (PDE) guidelines. Whereas students would obtain signatures from host teachers at a face-to-face visit on their attendance logs, students were now directed to self-report their remaining “virtual visits” on their attendance logs by listing video title, grade, running time and other details. Students could select content based on their area of study with videos focusing on pre-school, special education, elementary, and secondary education. Out of the 82 students who were placed during the Spring of 2020, 12 completed 1 visit in person, and 3 virtually; 25 students completed 2 visits face-to-face and 5 visits virtually; 29 students completed 4 visits in person and 3 virtually; and 16 students completed 7 face-to-face visits and 4 virtual visits. Students were able to submit their attendance logs on time at the end of the semester – documenting both their completed face-to-face (in person) field experience visits and the virtual videos that they viewed to meet the Spring 2020 requirements for field experience as per PDE. Student Teaching (Spring 2020) – The capstone activity of Neumann University's teacher education program is student teaching in the final senior semester. Mid-March 2020, the culminating activity of student teaching was interrupted because of the COVID-19 pandemic. In early April 2020, the Pennsylvania Secretary of Education granted Act 13 of 2020 that authorized a waiver for the 12-week student teaching requirement in 22 Pa. Code §354.25 (f) for the 2019-2020 school year contingent on the following: • Completion of the PDE-430 summative evaluation with a satisfactory rating as per completion of teacher education program and student teaching requirements. • Neumann University maintaining a copy of the PDE-430 summative evaluation. • Given that Act 13 requirements were met, Neumann University certification applicants could be recommended in accordance with the TIMS certification application process. During the spring 2020 semester of student teaching, 16 undergraduate and 13 graduate student teachers completed 9 weeks (January 13 to March 13, 2020 - approximately 315 hours) of face-to-face student teaching and then all 29 student teachers contributed to the transition from face-to-face teaching to online/virtual instruction for 6 weeks (March 16 to April 24, 2020 - approximately 210 hours) with a total of 15 weeks and approximately 525 total hours of student teaching. The student teachers demonstrated tremendous flexibility and professionalism with this sudden transition and remained calm and dedicated to their students and the profession of education. All 29 student teachers successfully completed the spring 2020 semester of student teaching, as well as completed their respective teacher education programs.

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

TITLE:

Dean, School of Education & Human Services

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

TITLE:

Dean, School of Education & Human Services