title **II** higher education act

2024 TITLE II REPORTS
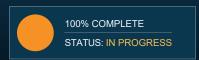National Teacher Preparation Data

PA | **Bloomsburg University of Pennsylvania**
Alternative, IHE-based Report AY 2022-23
Pennsylvania

100% COMPLETE
STATUS: IN PROGRESS

Institution Information

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

- Academic year
- IPEDS ID

IPEDS ID

498562

☐ **THIS INSTITUTION HAS NO IPEDS ID**

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

400 East Second Street

CITY

Bloomsburg

STATE

Pennsylvania ▼

ZIP

17815-1301

SALUTATION

Dr. ▼

FIRST NAME

Sherry

LAST NAME

Griggs

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(570) 662-4576

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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

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
13.1322	Teacher Education - Biology	PG	
13.1303	Teacher Education - Business	PG	
13.1323	Teacher Education - Chemistry	PG	
13.1337	Teacher Education - Earth Science	PG	
13.1305	Teacher Education - English/Language Arts	PG	
13.1306	Teacher Education - Foreign Language	PG	
13.1316	Teacher Education - General Science	PG	
13.1311	Teacher Education - Mathematics	PG	
13.1329	Teacher Education - Physics	PG	
13.1318	Teacher Education - Social Studies	PG	

Total number of teacher preparation programs:

10

Program Requirements

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

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

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

Undergraduate Requirements

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

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

○ Yes

● No

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

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

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

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

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.)

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

Postgraduate Requirements

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

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

- ● Yes
- ○ No

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

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

Element	Admission		Completion	
Recommendation(s)	● Yes	○ No	○ Yes	● No
Essay or personal statement	○ Yes	● No	○ Yes	● No
Interview	● Yes	○ No	○ Yes	● No
Other Specify: Resume	● 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:

> Candidates must be employed by a public school district and have an "emergency certification" to enter the alternate program.

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	
Number of clock hours required for student teaching	

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

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

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

● Yes
○ No

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

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

Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	0
<u>Years</u> **required of teaching as the teacher of record in a classroom**	1

All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) <u>Optional tool</u> for automatically calculating full-time equivalent faculty in the system	2
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	0
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	0
Number of students in supervised clinical experience during this academic year	14

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

Students are working full-time in the classroom while they are matriculating through this program. They are employed as teachers, so they do not participate in traditional practicum experiences, or with traditional cooperating teachers.

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	14
Subset of Program Completers	9

Gender	Total Enrolled	Subset of Program Completers
Male	11	8
Female	3	1
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	1	1
Hispanic/Latino of any race	1	1
Native Hawaiian or Other Pacific Islander	0	0
White	11	7

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	0	0
No Race/Ethnicity Reported	1	0

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

Teachers Prepared

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

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

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

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**	

CIP Code	Subject Area	Number Prepared
13.1202	Teacher Education - Elementary Education	
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	7
13.1305	Teacher Education - English/Language Arts	1
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	
13.1312	Teacher Education - Music	
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	1
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	
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 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	
13.1202	Teacher Education - Elementary Education	
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	7
13.1305	Teacher Education - English/Language Arts	1
13.1306	Teacher Education - Foreign Language	

CIP Code	Academic Major	Number Prepared
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	
13.1312	Teacher Education - Music	
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	
13.1318	Teacher Education - Social Studies	
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	
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	

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

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

Program Assurances

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

Program Assurances

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

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

- ● Yes
- ○ No

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

- ● Yes
- ○ No

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

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

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

- ● Yes
- ○ No

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

- ● Yes
- ○ No

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

- ● Yes
- ○ No

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

- ● Yes
- ○ No

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

All initial teacher preparation candidates in the state of Pennsylvania are required to take nine credits of special education coursework to enable them to effectively teach students with disabilities in inclusive settings. Additionally, all teacher preparation candidates must take at least one course focused on teaching English Language Learners. This program responds to state and local district needs in that it was developed for individuals who have been hired with an emergency certification by a local school district. Emergency certifications are typically provided by districts in high-shortage areas of instruction.

Annual Goals: Mathematics

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

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

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

- Quantifiable Goals

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

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

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

- ● Yes
- ○ No

2. Describe your goal.

The CEHS will certify two teachers in Secondary Education Mathematics at the postgraduate level. There is a shortage of mathematics teachers, so we will promote enrollment in this content area. In addition, there is a current major revision in the structure of the university. Bloomsburg, Lock Haven, and Mansfield Universities are integrating to become one entity recognized as Commonwealth University. With the development of new curriculums, we are expecting a positive impact as we can now serve a larger audience.

3. Did your program meet the goal?

- ● Yes
- ○ No

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

Indeed, the CEHS graduated two candidates in Secondary Education Mathematics at the postgraduate level. During the first academic year of the integrated university, we promoted the Middle Level Education Mathematics program and the Secondary Education Mathematics program through strategic marketing efforts and enhanced advising, with the expectation of an increase in the number of students enrolled in the programs at the postgraduate level.

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

We acknowledge that enrollment in these postgraduate level programs is low across the three campuses. We expect to increase our efforts to recruit additional students who might be interested in participating in these postgraduate programs.

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

There are no additional comments.

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 recruit three (3) Middle Level Education Mathematics or Secondary Education Mathematics interns for this program.

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.

The goal is to recruit three (3) Middle Level Education Mathematics or Secondary Education Mathematics interns for this program.

Annual Goals: Science

<table>
<tr><td>THIS PAGE INCLUDES:</td></tr>
<tr><td>

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

›› Review Current Year's Goal (2023-24)

›› Set Next Year's Goal (2024-25)

</td></tr>
</table>

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

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

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

- Quantifiable Goals

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

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

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

- ● Yes
- ○ No

2. Describe your goal.

The sciences are a difficult area for recruitment when considering opportunities in business and industry and commensurate salaries and wages. Those looking for second careers are the most desirable audience, and our goal will be to enroll five (5) students in these postgraduate programs. In addition, there is a current major revision in the structure of the university. Bloomsburg, Lock Haven, and Mansfield Universities are integrating to become one entity recognized as Commonwealth University. With the development of new curriculums, we are expecting a positive impact as we can now serve a larger audience.

3. Did your program meet the goal?

- ○ Yes
- ● No

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

The CEHS graduated only one (1) candidate in Secondary Education Biology at the postgraduate level. During the first academic year of the integrated university, we promoted the Middle Level Education Science program and the Secondary Education Science program through strategic marketing efforts and enhanced advising, with the expectation of an increase in the number of students enrolled in the programs at the postgraduate level.

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

We acknowledge that enrollment in these postgraduate level programs is low across the three campuses. We expect to increase our efforts to recruit additional students who might be interested in participating in these postgraduate programs.

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

There are no additional comments.

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.

With enhanced efforts across our three campuses, our goal is to recruit five (5) Secondary Education Science interns during the 2023-2024 academic year.

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.

Our goal for the 2024-2025 academic year stands firm at recruiting five (5) Middle Level Education Science or Secondary Education Science interns for this program.

Annual Goals: Special Education

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

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

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

- Quantifiable Goals

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

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

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

○ Yes
● No

2. Describe your goal.

3. Did your program meet the goal?

○ Yes
○ No

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

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

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

Review Current Year's Goal (2023-24)

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

- ○ Yes
- ● No

8. Describe your goal.

Set Next Year's Goal (2024-25)

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

- ● Yes
- ○ No

10. Describe your goal.

Our goal is to have the intern program approved during the 2024-2025 academic year. Currently, all required documents have been completed, and the approval process through the state is progressing as expected.

Annual Goals: Instruction of Limited English Proficient Students

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

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

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

- Quantifiable Goals

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

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

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

- ● Yes
- ○ No

2. Describe your goal.

This area is an add-on certificate in Pennsylvania. There is some potential for two or three students to add the English as a Second Language certificate to their current certification area.

3. Did your program meet the goal?

- ○ Yes
- ● No

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

This question is not applicable since the goal was not achieved.

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

One graduate student completed the required courses in the Educator Preparation Program as a Program Specialist in English as a Second Language (ESL) PK-12 during the 2022-2023 academic year.

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

There are no additional comments.

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 University has an ESL add-on certificate that is available for all education students to take, but it requires the successful completion of four additional courses. Students in the alternate program are already working and frequently finishing their programs as quickly as they can. Beginning this year, the advisor for the add-on certificate will be teaching the required ESL course, so she can ensure that all students are aware of the need for, and benefits of, the ESL certificate. The goal is to have three (3) students complete more than the one ESL course required for all students.

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 University has an ESL add-on certificate that is available for all education students to take, but it requires the successful completion of four additional courses. Students in the alternate program are already working and frequently finishing their programs as quickly as they can. Continuing from the previous year, the advisor for the add-on certificate will be teaching the required ESL course, so she can ensure that all students are aware of the need for, and benefits of, the ESL certificate. The goal is to have three (3) students complete more than the one ESL course required for all students.

Assessment Pass Rates

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

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

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

- Pass rate
- Scaled score
- Teacher credential assessment

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	1			
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	1			

Summary Pass Rates

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

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

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

- Pass rate
- Scaled score
- Teacher credential assessment

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2022-23	1		
All program completers, 2021-22	1		
All program completers, combined 3 academic years	2		

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:

  Middle States Commission on Higher Education

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

- ○ Yes
- ● No

Use of Technology

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

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

Use of Technology

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

   Does your program prepare teachers to:

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

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   Program candidates are required to take an educational technology course as part of their curriculum. Additionally, technology use is woven into coursework throughout the program. Candidates are assessed on their use of "digital tools and resources" twice during their internship using Ohio State University's CPAST assessment (Candidate Pre-Service Assessment of Student Teaching). One course provides opportunities for students to develop an understanding of existing and emerging technologies being used by various professionals working with individuals with exceptionalities. Students use computers, assistive devices, educational software and other technologies utilized as instructional tools, administrative tools, and environmental interfaces. Universal Design for Learning (UDL) is introduced to candidates in a course which supports the development of skills and competencies related to culturally relevant educational assessments and instructional planning in compliance with the PA Moral Code of Ethics for Educators (MCEE). The course emphasizes the use of formal and informal assessments to identify the needs of individuals with exceptionalities and maximize instructional effectiveness. Teacher candidates gain experience in administering assessment instruments, writing evaluation reports, developing individualized educational programs, and collaborating with professionals and families throughout the evaluation process. Another course supports this framework by providing candidates with culturally sensitive and relevant evidenced-based skills for developing inclusive classroom instruction for students with exceptionalities, by creating positive classroom learning environments, and by establishing effective collaboration in an ethical manner.

Teacher Training

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

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

Teacher Training

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

    a. **Teach students with disabilities effectively**

    All general education teacher candidates are required to take three special education courses, unless they have previously taken other appropriate special education courses. Each course is three credits, meets required Pennsylvania Department of Education competencies, and is taught by special education faculty at the University. One course provides students with an overview of exceptionalities and acquaints students with historical foundations, research, service models, theories, legislation and philosophies that form the basis of special education practice. Educational rights, characteristics, assessment procedures, and evidence-based instructional practices are reviewed. The second course provides teacher candidates with a comprehensive overview of the skills, processes, and research-based interventions for linking assessment and instruction in inclusive settings for students with disabilities. The academic core areas addressed in this course include literacy, mathematics, and writing in PK-12 settings. The final course of the sequence reviews current research and the latest techniques for facilitating meaningful interactions with individuals with disabilities. This course deals with the development of evidenced-based skills in effective instructional strategies for students with exceptionalities, creating positive classroom learning environments, and teacher-candidate development of effective collaboration and communication skills. Within these courses, teacher education candidates plan lessons using differentiated instruction and accommodations for effective inclusive practices. Within their general education methods courses, students are required to differentiate in each subject area in order to accommodate PK-12 students with disabilities. Differentiated instruction and supportive strategies are taught in general education methods courses.

    b. **Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act.***

    The three special education courses taught to general education teacher candidates build on knowledge acquired through sequential learning. In the introductory course, general education teacher candidates are introduced to IDEA and, specifically, IEPs and IEP team membership participation. They review the components of an IEP and their role as general educators in the process. Teacher education candidates are taught the legal aspects of the IEP. In the second course, candidates determine objectives based on the needs of students with disabilities. Candidates analyze assessment data to make informed decisions and to set and meet student outcomes that ultimately will be part of a student's IEP. In the final course of the sequence, teacher candidates learn effective high-leverage practices and apply these to specific content areas (e.g., literacy, mathematics, science). Through their lesson planning assignments, general education teacher candidates write curricular IEP objectives in academic content areas and provide appropriate accommodations and adaptations to meet the objectives for students with disabilities.

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

    General education teacher candidates are required to take a three-credit course that is specifically designed to meet the needs of students who are limited English proficient. The course meets the required competencies for instructing English Language Learners (ELLs) set by the Pennsylvania Department of Education. The course prepares students with the skills and knowledge necessary to work with culturally and linguistically diverse students and families. Strategies and methods for promoting cultural awareness and sensitivity within educational and community settings are highlighted and discussed. Students also make accommodations as part of their assignments during their internship.

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**

All twelve (12) special education courses required in the Department of Exceptionality Programs, Special Education Program of Study are aligned to the Pennsylvania Department of Education (PDE) Competencies and the Council for Exceptional Children (CEC) Standards (Special Education's Specialized Program Association [SPA]). In addition, the Special Education Program meets the four levels of field experience with students with disabilities mandated by PDE and supported by CEC. The intensive coursework and field experiences with students with disabilities focus on instruction in both inclusive and special education classrooms. In order to ensure that special education teacher candidates can effectively teach students with disabilities, they are assessed continuously on knowledge, skills, and competencies through course assignments (e.g., case studies, reflections, research reports, and presentations), exams, and field experiences. In addition, candidates are evaluated through comprehensive program assessments which are conducted in upper-level courses, practicum, and student teaching. The comprehensive Special Education Program assessments are rigorously applied using the CEC standards. They are valid and reliable instruments. They include an Assessment Report (case study), Mock Eligibility Meeting (role play/simulation), Behavior Intervention Plan (project), Individual Education Program (project), Special Education Lesson Plan (implementation/reflection), Special Education Unit Plan (implementation/reflection), and Special Education Student Teacher Evaluation. In addition, candidates are evaluated on their professional dispositions using the Ohio State University's Pre-CPAST (in practicum) and CPAST (in student teaching) scoring rubrics. To prepare candidates for their final student teaching evaluation, the PDE 430, a Formal Classroom Observation form (rating rubric), is completed four times during the student teaching placement. All of these comprehensive program assessments have been created and implemented to verify that candidates have acquired the required special education knowledge, skills, and competencies mandated by PDE and CEC. Candidates demonstrate their ability to apply effective instruction with students with disabilities through these performance-based measures (i.e., scoring rubrics). The data from the scored assessment rubrics are analyzed by faculty and help candidates, instructors, practicum and student teacher supervisors, and cooperating teachers monitor student performance and progress prior to their entry in the field as effective PDE certified special education teachers.

b. **Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act.***

The special education courses instructed for teacher candidates build on knowledge acquired through sequential learning. In their first course, special education teacher candidates are introduced to the Individuals with Disabilities Education Act (IDEA) and, specifically, Individualized Education Programs (IEPs) and IEP team membership participation. They review the components of an IEP and their role as special educators in the process. Special education teacher candidates are taught the legal aspects of the IEP. Each special education course builds on various components of the IEP and special education candidates apply their knowledge through case studies and mock interviews. In a number of special and general education courses, they write and implement lessons where they differentiate instruction for students with disabilities and provide appropriate accommodations as needed. These courses prepare special educators to be active participants as a member of the IEP team. In one course, special education candidates participate in a Mock Eligibility Meeting. This simulation of an eligibility meeting for students with disabilities is implemented as one of the comprehensive program assessments. Candidates use their knowledge, skills, and competencies acquired through their learning about students with disabilities, IEPs, and eligibility requirements to role-play as various team members in making decisions regarding a student's eligibility and the development of individualized education programs. During student teaching, special education student teachers develop an Individual Education Program for a student with disabilities within their class. In addition, special education candidates during practicum and student teaching are invited to participate in IEP meetings with permission from the parents/guardians of students with disabilities. As well, they collaborate with their cooperating teachers in developing and implementing IEPs in both inclusive and specialized classrooms.

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

Special education teacher candidates are required to take a three-credit course that is specifically designed to meet the needs of students who are limited English proficient. The course meets the required competencies for instructing English Language Learners (ELLs) set by the Pennsylvania Department of Education. The course prepares students with the skills and knowledge necessary to work with culturally and linguistically diverse students and families. Strategies and methods for promoting cultural awareness and sensitivity within educational and community settings are highlighted and discussed. Students also make accommodations as part of their assignments during their internship.

Contextual Information

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

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

Contextual Information

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

The alternate program falls under the Pennsylvania Department of Education "intern certificate" category. To attain certification in this way, candidates must pass the appropriate content area test, teach in the content area, and be enrolled in an approved intern certificate program. Candidates must complete the Pennsylvania professional core competencies including nine hours of special education and three hours of Instruction for English Language Learners (ELLs) to convert the intern certificate to an Instructional I certification. The intern program is at the post-baccalaureate level. The recent integration of Bloomsburg, Lock Haven, and Mansfield Universities into the Commonwealth University of Pennsylvania added multiple new layers of context to several layers of this program. The curriculum has been updated, and recruitment has begun in the geographic areas of each campus. It must also be noted that The Pennsylvania Department of Education (PDE) has instituted a "GPA Waiver" through which students can obtain certification with lower passing scores on licensure exams if they have earned a high GPA. Because this "state waiver" is not recognized by Title II reporting on our Institutional Pass Rate, the institution's pass rates appear lower since students do not retake tests to attain a higher score if they have met the graduation state requirements.

Supporting Files

No files have been provided.

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

Report Card Certification

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

Certification of submission

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

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

[   ]

TITLE:

[   ]

Certification of review of submission

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

NAME OF REVIEWER:

[   ]

TITLE:

[   ]