

PA

Commonwealth University
Traditional Report AY 2023-24
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

498562

☐ THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

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CITY

Bloomsburg

STATE

Pennsylvania

ZIP

17815

SALUTATION

Dr.

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List of Programs

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

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

- [Teacher Preparation Program](#)

THIS PAGE INCLUDES:

>> [List of Programs](#)

List of Programs

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

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	Both	
13.1203	Junior High/Intermediate/Middle School Education and Teaching	Both	
13.1	Special Education	Both	
13.1322	Teacher Education - Biology	Both	
13.1303	Teacher Education - Business	Both	
13.1323	Teacher Education - Chemistry	Both	
13.1337	Teacher Education - Earth Science	Both	
13.1305	Teacher Education - English/Language Arts	Both	
13.1306	Teacher Education - Foreign Language	Both	
13.1316	Teacher Education - General Science	Both	
13.1311	Teacher Education - Mathematics	Both	
13.1312	Teacher Education - Music	UG	
13.99	Teacher Education - Other	UG	
13.1314	Teacher Education - Physical Education and Coaching	Both	
13.1329	Teacher Education - Physics	Both	
13.1318	Teacher Education - Social Studies	Both	
13.1331	Teacher Education - Speech	Both	

Total number of teacher preparation programs:

17

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

THIS PAGE INCLUDES:

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

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

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

Undergraduate Requirements

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

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

- ☒ Yes
- ☐ No

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

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

Element	Admission	Completion
Essay or personal statement	☐ Yes ☒ No	☐ Yes ☒ No
Interview	☐ Yes ☒ No	☐ Yes ☒ No
Other Specify: 6 credits college level math and 6 credits college level English	☒ Yes ☐ No	☒ Yes ☐ No

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

2.8

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

2.8

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

Per the PA Dept. of Education and the Commonwealth of PA School Code, the teacher preparation programs admit students from "pre-teacher education candidacy" (PTEC) status to candidacy (CAND) in the BSED education majors when the student has attained the following requirements: successful completion of 48 credits to include 2 mathematics and 2 English courses, as well as attainment of the required GPA, early field experiences, and required reflections, faculty recommendations.

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

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

Most CU post-baccalaureate programs are considered graduate programs, with the exception of the Early Childhood post-bacc, and therefore students must meet graduate school admissions requirements. They must also meet these requirements for the ECE post-bacc.

Supervised Clinical Experience

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

Provide the following information about supervised clinical experience in 2023-24. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models?

☒ Yes

☐ No

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

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	120
Number of clock hours required for student teaching	450

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" and "years required for teaching as the teacher of record" are 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	0

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	25
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	7
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	480
Number of students in supervised clinical experience during this academic year	513

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

Prior to student teaching, teacher candidates participate in supervised field experiences. For most students, these placements occur during the semester prior to student teaching as part of their professional semester. Student teaching is a university-supervised instructional experience and is the culminating course in our teacher education program leading to certification. Examples of programs include Early Childhood Education (PreK-Grade 4), Middle Level Education (Grades 4-8), Secondary Education (Grades 7-12) in several content areas, Health and Physical Education (Grades K-12), and Special Education (Grades PreK-12). The primary objective of student teaching is to provide the opportunity for teacher candidates to demonstrate their acquisition and /or mastery of instructional competence. The student teaching experience has been carefully designed to be as realistic and as intensive as actual teaching. Student teaching is a full-time classroom experience in the student's area of licensure in which she/he is supervised regularly by both a supervisor from the student teacher's area of licensure and the classroom teacher(s) with whom the student is placed. Student teaching is a semester-long course in which student teachers have two placements, each seven and a half weeks in length. During the course of the two placements, student teachers are expected to assume all responsibilities and the full teaching load of the cooperating teacher. The pace at which the student teacher assumes these responsibilities rests upon the mutual agreement of the candidate, the cooperating teacher, and the university supervisor. The role of the student teacher, cooperating teacher, and university supervisor is to work as a team through constant communication to support, enhance, and prepare the student teacher to become a reflective educator.

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

2023-24 Total	
Total Number of Individuals Enrolled	838
Subset of Program Completers	293

Gender	Total Enrolled	Subset of Program Completers
Male	176	54
Female	662	242
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	1	0
Asian	6	2
Black or African American	14	5
Hispanic/Latino of any race	32	8
Native Hawaiian or Other Pacific Islander	0	0
White	747	267
Two or more races	16	4

Race/Ethnicity	Total Enrolled	Subset of Program Completers
No Race/Ethnicity Reported	22	7

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 2023-24.

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

What are CIP Codes?

☐ No teachers prepared in academic year 2023-24

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

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

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	72
13.1202	Teacher Education - Elementary Education	

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	18
13.1210	Teacher Education - Early Childhood Education	195
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	
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	21
13.1312	Teacher Education - Music	9
13.1314	Teacher Education - Physical Education and Coaching	16
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	4
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	13
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	8
13.1323	Teacher Education - Chemistry	3
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	1
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify: Early Childhood Ed PH4/DHH	5

Teachers Prepared by Academic Major

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

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

What are CIP Codes?

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

- ☒ Yes
- ☐ No

☐ No teachers prepared in academic year 2023-24

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

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	75
13.1202	Teacher Education - Elementary Education	
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	18
13.1210	Teacher Education - Early Childhood Education	199
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	3
13.1305	Teacher Education - English/Language Arts	18
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	11
13.1312	Teacher Education - Music	9
13.1314	Teacher Education - Physical Education and Coaching	17
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - General Science	1
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	11
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	8
13.1323	Teacher Education - Chemistry	4
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	1
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify: Early Childhood Ed PK4/DHH	5
01	Agriculture	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	
09	Communication or Journalism	

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	
12	Personal and Culinary Services	
14	Engineering	
16	Foreign Languages, Literatures, and Linguistics	2
19	Family and Consumer Sciences/Human Sciences	
21	Technology Education/Industrial Arts	
22	Legal Professions and Studies	
23	English Language/Literature	9
24	Liberal Arts/Humanities	
25	Library Science	
26	Biological and Biomedical Sciences	4
27	Mathematics and Statistics	4
30	Multi/Interdisciplinary Studies	
38	Philosophy and Religious Studies	
40	Physical Sciences	1
41	Science Technologies/Technicians	
42	Psychology	1
44	Public Administration and Social Service Professions	
45	Social Sciences	
46	Construction	
47	Mechanic and Repair Technologies	
50	Visual and Performing Arts	
51	Health Professions and Related Clinical Sciences	
52	Business/Management/Marketing	
54	History	6

CIP Code	Academic Major	Number Prepared
99	Other Specify: 	

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:

Early Childhood Education and Special Education programs at Commonwealth University emphasize practical, hands-on courses with child centered approaches. Our Secondary Education programs prepare candidates to apply grounded, innovative instructional and assessment techniques and develop detailed knowledge of their subject matter. Our programs feature field experiences throughout all four years of study in a wide variety of classroom settings before culminating in student teaching. Focus is on examination of current trends and issues, theoretical notions and research in the study of language acquisition, enculturation, acculturation, and cognitive development. The Special Education PK-12/Early Childhood Education PK-4 Program is designed to provide students with a foundation in child development and learning, extensive preparation in content subject matter and teaching methodology, and uses of observation and student assessment to guide instructional decision-making. Additional emphasis includes

establishing cooperative relationships with families and community resources and developing the important knowledge, skills, and dispositions that are required of professionals entering the field. Completion of the program prepares graduates to meet the learning needs of all students and to be successful in diverse modern classrooms. The McDowell Institute for Teacher Excellence in Positive Behavior Support, a unique grant-funded entity that focuses on Social Emotional Learning, has been housed in the College of Education at the Bloomsburg campus for over 10 years. The Institute is now a resource to all three campuses of Commonwealth University. The McDowell Institute is designed to equip educators with strategies, practices, and experiences to effectively support the academic, social, and emotional growth of all students. The Institute provides all teacher candidates with social-emotional training that is needed by today's educators, and is required by our state and local agencies. This training includes "Youth Mental Health First Aid Training" as well as modules on social emotional learning topics that are integrated in coursework throughout the curriculum. The modules include topics such as trauma, adverse childhood experiences, rapport as a protective factor, building resiliency, positive reinforcement, bully prevention, and general social-emotional learning. All teacher preparation candidates in 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. Students also have access to a Special Education minor, an Autism endorsement, a Social, Emotional, and Behavioral Wellness Endorsement, and an ESL add-on certificate to further build their teaching skills.

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](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year’s Goal \(2023-24\)](#)
- >> [Review Current Year’s Goal \(2024-25\)](#)
- >> [Set Next Year’s Goal \(2025-26\)](#)

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

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

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

- ☒ Yes
- ☐ No

2. Describe your goal.

The goal was to maintain the number of Secondary Education Math majors that were included in the total of the three individual campuses integrated into Commonwealth University.

3. Did your program meet the goal?

- ☒ Yes
- ☐ No

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

Recruiting efforts were expanded across a geographical area that is now larger with the integration of the campuses.

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

Lessons learned is to work together between content areas and teacher preparation programs to recruit and to use more innovative strategies such as Showcases.

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

Review Current Year’s Goal (2024-25)

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

☒ Yes

☐ No

8. Describe your goal.

During the 2024-25 academic year, the goal will be to enroll at least 12 students in the Secondary Education mathematics program and at least six (6) students in the Middle level Education Math program across our three campuses of Commonwealth University.

Set Next Year’s Goal (2025-26)

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

☒ Yes

☐ No

10. Describe your goal.

With the combination of Middle Level Math program to be reported along with Secondary Education math programs, we expect to enroll more reported math education majors. The goal is to include ALL majors and not just first-year enrolled students. The bar will be established for this year's goal as we monitor the 24-25 goal. We will strive to enroll 40 overall Math Education majors and maintain the number of first-year majors.

Annual Goals: Science

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

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

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

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year’s Goal \(2023-24\)](#)
- >> [Review Current Year’s Goal \(2024-25\)](#)
- >> [Set Next Year’s Goal \(2025-26\)](#)

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

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

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

- ☒ Yes
- ☐ No

2. Describe your goal.

During the 2023-24 academic year, the three campuses at Commonwealth University will maintain the number of Science Education majors that were included in the total of the three individual campuses during the previous year. Through improved recruiting efforts across a larger geographic area due to the integration, we feel we can accomplish this goal.

3. Did your program meet the goal?

- ☒ Yes
- ☐ No

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

Recruiting efforts were expanded across a geographical area that is now larger with the integration of the campuses.

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

Lessons learned is to work together between content areas and teacher preparation programs to recruit and to use more innovative strategies such as Showcases.

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

Integrating three separate universities into one university generates so many process challenges that impact recruiting efforts, particularly errors associated with the Student Information System for course registration.

Review Current Year’s Goal (2024-25)

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

☒ Yes

☐ No

8. Describe your goal.

During the 2024-25 academic year, the goal will be to enroll eight (8) Secondary Education Science majors in science concentrations and four (4) Middle level Education Science majors across the three campuses of Commonwealth University.

Set Next Year’s Goal (2025-26)

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

☒ Yes

☐ No

10. Describe your goal.

With the combination of Middle Level Science program to be reported along with Secondary Education Science programs, we expect to enroll more reported Science Education majors. The goal is to include ALL majors and not just first-year enrolled students. The bar will be established for this year's goal as we monitor the 24-25 goal. We will strive to enroll 30 overall Science Education majors and maintain the number of first-year majors.

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](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year’s Goal \(2023-24\)](#)
- >> [Review Current Year’s Goal \(2024-25\)](#)
- >> [Set Next Year’s Goal \(2025-26\)](#)

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

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

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

- ☒ Yes
- ☐ No

2. Describe your goal.

During the 2023-2024 AY, the three campuses of Commonwealth University will maintain the number of Special Education majors that were included in the total of the three individual campuses during the previous year.

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. It is important to report that the Special Education program which was originally offered at all three campuses is now offered only at the Bloomsburg and Lock Haven campuses.

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

The Special Education Program faculty will continue to promote the Special Education major through recruitment events such as Major Showcase Days at both campuses and open house events.

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

No additional comments.

Review Current Year’s Goal (2024-25)

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

☒ Yes

☐ No

8. Describe your goal.

As transition continues, the Commonwealth University Special Education program will maintain the number of students enrolled and will promote both the dual and stand-alone special education majors. We did though combine with ECE faculty members during open house presentations to share information on the dual Special Education (PK-12)/Early Childhood Education (PK=4) option to prospective students attending interested in the ECE major. The Special Education Program faculty will continue to promote the Special Education major to exploratory studies students through our special education courses that serve as general education electives.

Set Next Year’s Goal (2025-26)

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

☒ Yes

☐ No

10. Describe your goal.

The Commonwealth University Special Education program will maintain the number of students enrolled from the 2024-25 academic year.

Annual Goals: Instruction of Limited English Proficient Students

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

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

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

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year’s Goal \(2023-24\)](#)
- >> [Review Current Year’s Goal \(2024-25\)](#)
- >> [Set Next Year’s Goal \(2025-26\)](#)

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

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

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

- ☒ Yes
- ☐ No

2. Describe your goal.

The University has an English as a Second Language (ESL) add-on certificate that is available for all education students to take, but it requires successful completion of four additional courses. Beginning this year, the advisor for the certificate will be teaching the required ESL course so she can inform students about it. The goal is for five (5) to complete more than the one ESL course required of all students.

3. Did your program meet the goal?

- ☒ Yes
- ☐ No

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

Beginning this year, the advisor for the certificate will be teaching the required ESL course so she can inform students about the benefits of and the need of the ESL certificate.

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

An ESL minor was approved which allows students to have a minor on the transcript and resume and also allows the university to keep track of the

enrollment numbers associated with the certificate as more students add the minor.

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

Review Current Year's Goal (2024-25)

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

☒ Yes

☐ No

8. Describe your goal.

The University has an English as a Second Language (ESL) add-on certificate that is available for all education students to take, but it requires successful completion of four additional courses. Beginning this year, the advisor for the certificate will be teaching the required ESL course so she can inform students about it. The goal is for five (5) to complete more than the one ESL course required of all students.

Set Next Year's Goal (2025-26)

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

☒ Yes

☐ No

10. Describe your goal.

With the addition of the minor, the goal is to maintain the number of students in the certificate program and to encourage those students to also add the ESL minor.

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](#)

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5236 -BIOLOGY Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5236 -BIOLOGY Educational Testing Service (ETS) Other enrolled students	2			
ETS5236 -BIOLOGY Educational Testing Service (ETS) All program completers, 2023-24	6			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	19	170	16	84
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2023-24	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5246 -CHEMISTRY Educational Testing Service (ETS) All program completers, 2023-24	2			
ETS5087 -CITIZENSHIP ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5087 -CITIZENSHIP ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2023-24	6			
ETS5572 -EARTH AND SPACE SCIENCES Educational Testing Service (ETS) Other enrolled students	2			
ETS5272 -ED OF DEAF AND HARD OF HEARING Educational Testing Service (ETS) All program completers, 2023-24	4			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) Other enrolled students	4			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2023-24	16	172	14	88
ETS5511 -FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5511 -FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) Other enrolled students	21	172	19	90
ETS5511 -FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) All program completers, 2023-24	31	170	27	87
ETS5436 -GENERAL SCIENCE Educational Testing Service (ETS) All program completers, 2023-24	1			
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) All program completers, 2023-24	17	166	14	82
ETS5165 -MATHEMATICS Educational Testing Service (ETS) Other enrolled students	2			
ETS5165 -MATHEMATICS Educational Testing Service (ETS) All program completers, 2023-24	10	169	8	80

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2023-24	1			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2023-24	7			
ETS5156 -PA 4-8 CORE SUBJ CONC ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2023-24	3			
ETS5158 -PA 4-8 CORE SUBJ CONC MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5158 -PA 4-8 CORE SUBJ CONC MATHEMATICS Educational Testing Service (ETS) All program completers, 2023-24	7			
ETS5159 -PA 4-8 CORE SUBJ CONC SCIENCE Educational Testing Service (ETS) All program completers, 2023-24	1			
ETS5157 -PA 4-8 CORE SUBJ CONC SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	1			
ETS5157 -PA 4-8 CORE SUBJ CONC SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2023-24	2			
ETS5154 -PA 4-8 CORE SUBTEST ENG LANG ARTS SOC STUDIES Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5154 -PA 4-8 CORE SUBTEST ENG LANG ARTS SOC STUDIES Educational Testing Service (ETS) All program completers, 2023-24	12	151	8	67
ETS5155 -PA 4-8 CORE SUBTEST MATH AND SCIENCE Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5155 -PA 4-8 CORE SUBTEST MATH AND SCIENCE Educational Testing Service (ETS) All program completers, 2023-24	12	169	8	67
ETS5153 -PA 4-8 CORE SUBTEST PEDAGOGY Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5153 -PA 4-8 CORE SUBTEST PEDAGOGY Educational Testing Service (ETS) All program completers, 2023-24	13	169	10	77
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	18	207	12	67

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson Other enrolled students	5			
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2023-24	183	220	161	88
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	18	205	13	72
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson Other enrolled students	5			
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2023-24	182	215	147	81
ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	16	200	9	56
ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson Other enrolled students	5			
ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson All program completers, 2023-24	182	209	130	71
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) Other enrolled students	2			
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2023-24	12	177	12	100
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2023-24	1			
ETS5355 -SPECIAL EDUCATION: FOUNDATIONAL KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	8			
ETS5355 -SPECIAL EDUCATION: FOUNDATIONAL KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5355 -SPECIAL EDUCATION: FOUNDATIONAL KNOWLEDGE Educational Testing Service (ETS) All program completers, 2023-24	50	175	50	100

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](#)

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2023-24	271	193	71

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.

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:

Middle States Commission on Higher Education

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, and update as needed.

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

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 students in the traditional programs are required to take at least one educational technology course as part of their curriculum. Additionally, technology use is woven into coursework throughout the programs. During practicum experiences, candidate use of "digital tools and resources" is assessed through Ohio State University's Pre-CPAST assessment (Pre-Candidate Pre-Service Assessment of Student Teaching). Additionally, candidates are assessed on their use of "digital tools and resources" twice during student teaching (mid-term and final) using Ohio State University's CPAST assessment (Candidate Pre-Service Assessment of Student Teaching). Students are also assessed on technology use in unit plan and lesson plan assessments in student teaching. Universal Design for Learning (UDL) is introduced to all students in two of the required Special Education courses. An Education Technology minor is also available. All teacher candidates are required to integrate technology effectively into their 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. For example, teacher candidates complete lesson plans, unit plans, and projects that are prepared electronically and utilize Smart Boards, iPads, and assistive technology devices. Microsoft 365 Office is available to students which allows for collaborative work through technology. Teacher candidates are prepared to utilize Excel to enter data from pre- and post-assessments, to analyze results, and to alter instruction accordingly. Some instructors use Google Classroom as well. Teacher candidates have opportunities to complete work samples which require them to collect, analyze, and use data for students.

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 complete three special education courses. Each course is 3 credits, aligns with the required Pennsylvania Department of Education competencies, and is taught by University faculty from the Special Education program. Course 1: This course introduces all major areas of exceptionality (e.g., visual impairments, intellectual disabilities, hearing impairments, communication disorders, behavioral disorders, learning disabilities). It also provides an overview of the social, psychological, medical, historical, legal, economic, and professional dimensions associated with these exceptionalities. Course 2: This course offers a comprehensive overview of skills, processes, and research-based interventions for linking assessment and instruction in inclusive settings for students with disabilities. Core academic areas addressed include literacy, mathematics, and writing in PK–12 settings. Course 3: The final course in the sequence focuses on current research and techniques for facilitating meaningful interactions with individuals with disabilities. It emphasizes the development of evidence-based instructional strategies, creation of positive classroom environments, and cultivation of collaboration and communication skills. Throughout the sequence, teacher candidates are expected to design lessons incorporating differentiated instruction and accommodations to support inclusive practices. Additionally, field experiences in inclusive settings are embedded within the program. Within their general education methods courses, students are required to differentiate instruction across subject areas to meet the needs of PK–12 students with disabilities. Differentiated instruction and supportive strategies are taught in these methods courses and reinforced through practical application in field experiences.

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 required for general education teacher candidates are designed to build on one another through sequential learning, deepening candidates’ understanding and application of special education practices. Course 1: Candidates are introduced to the Individuals with Disabilities Education Act (IDEA), with a particular focus on Individualized Education Programs (IEPs) and the role of general educators as members of the IEP team. They review the components of an IEP and are taught the legal aspects of the IEP process, including their responsibilities as general education teachers. Course 2: In this course, candidates learn to determine instructional objectives based on the individual needs of students with disabilities. They analyze assessment data to make informed decisions and to set and meet student outcomes that are incorporated into the IEP. Course 3: The final course focuses on high-leverage practices and their application in academic content areas such as literacy, mathematics, and science. Through lesson planning assignments, candidates write curricular IEP objectives and design appropriate accommodations and adaptations to support those objectives. Together, these courses prepare general education teacher candidates to actively and effectively participate as members of IEP teams. This preparation is demonstrated through their practicum experiences and/or student teaching placements.

c. Effectively teach students who are limited English proficient.

General education teacher candidates are required to complete a 3-credit course specifically designed to address the instructional needs of students who are limited English proficient. This course meets the required competencies for teaching English Learners, as set by the Pennsylvania Department of Education. In addition to this course, candidates are also enrolled in two additional courses that support the needs of English Learners and their families and communities: Multicultural Education Home, School, and Community These courses collectively prepare teacher candidates to work effectively in diverse educational settings and to engage meaningfully with students and families from varied linguistic and cultural backgrounds.

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 with: The Pennsylvania Department of Education (PDE) Competencies The Council for Exceptional Children (CEC) Standards, through Special Education's Specialized Program Association (SPA) In addition, the program meets the four levels of field experience with students with disabilities mandated by PDE and supported by CEC. Coursework and field experiences emphasize instruction in both inclusive and special education classroom settings. To ensure that special education teacher candidates are prepared to effectively teach students with disabilities, they are continuously assessed on knowledge, skills, and competencies through: Course assignments (e.g., case studies, reflections, research reports, presentations) Exams Field experiences Candidates also complete a set of comprehensive program assessments in upper-level courses, practicum, and student teaching. These assessments, aligned to CEC standards, are valid and reliable and include: Assessment Report (case study) Mock Eligibility Meeting (role play/simulation) Behavior Intervention Plan (project) Individualized Education Program (IEP) (project) Special Education Lesson Plan (implementation and reflection) Special Education Unit Plan (implementation and reflection) Special Education Student Teacher Evaluation Candidates are also assessed on professional dispositions using: Ohio State's Pre-CPAST rubric (during practicum) CPAST rubric (during student teaching) To prepare for final student teaching evaluation, the PDE 430 Formal Classroom Observation form (rating rubric) is completed four times during the student teaching placement. These comprehensive, performance-based assessments (using scoring rubrics) verify that candidates have acquired the knowledge, skills, and competencies required by PDE and CEC. Faculty analyze the resulting data to help candidates, instructors, practicum and student teaching supervisors, and cooperating teachers monitor performance and progress—ensuring that all candidates are ready to enter 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 designed for teacher candidates are structured to build on knowledge acquired through sequential learning. Foundational Course: In their first course, special education teacher candidates are introduced to the Individuals with Disabilities Education Act (IDEA), with a specific focus on Individualized Education Programs (IEPs) and participation as members of the IEP team. They review the components of an IEP and their role as special educators in the development and implementation process. Legal aspects of the IEP are also taught. Ongoing Integration: Each subsequent course builds on IEP components, with candidates applying their knowledge through case studies and mock interviews. In both special and general education courses, candidates write and implement lesson plans that demonstrate differentiated instruction and accommodations for students with disabilities. Mock Eligibility Meeting: In one course, special education candidates participate in a Mock Eligibility Meeting, a simulation that serves as one of the program's comprehensive assessments. Candidates apply their acquired knowledge of disabilities, eligibility criteria, and IEP development by role-playing as various team members. Together, they evaluate a student's eligibility and contribute to the development of an appropriate IEP. Student Teaching: During the student teaching experience, candidates develop a full IEP for a student with disabilities in their classroom. With parent or guardian permission, they are also invited to observe or participate in actual IEP meetings. In addition, candidates collaborate with their cooperating teachers to develop and implement IEPs in both inclusive and specialized classroom settings. These experiences ensure that special education teacher candidates are well-prepared to serve as knowledgeable, collaborative, and effective members of IEP teams.

c. Effectively teach students who are limited English proficient.

Education teacher candidates are required to complete a 3-credit course specifically designed to address the instructional needs of students who are limited English proficient. This course meets the competencies required for instructing English Learners, as set by the Pennsylvania Department of Education. In addition to this course, candidates also complete two additional courses that further support their ability to work effectively with English Learners and their families: Multicultural Education Home, School, and Community Together, these courses provide candidates with the knowledge and skills necessary to engage with diverse learners and foster meaningful connections with families and communities from a wide range of cultural and linguistic backgrounds.

Contextual Information

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

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

THIS PAGE INCLUDES:

>> [Contextual Information](#)

Contextual Information

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

The recent integration of Bloomsburg, Lock Haven, and Mansfield Universities of Pennsylvania to form Commonwealth University of PA has added layers of context into all of the work that we do. We continue to examine curriculum, policies, and processes. All three campuses continue to seek new practices to develop highly effective new teachers, especially in this time of great teacher shortage in Pennsylvania and across the country. 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. Additionally, PDE recently waived the basic skills requirements in reading, mathematics, and writing in teacher preparation.

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:

Jennifer Gurski

TITLE:

Director Office of Teacher Preparation, Clinical Practice and Certification

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:

Ann Larson

TITLE:

Dean and Professor, College of Arts, Humanities, Education, and Social Sciences