



Lock Haven University of Pennsylvania
Traditional 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

Commonwealth University-Lock Haven

608 Robinson Learning Center

CITY

Lock Haven

STATE

Pennsylvania

ZIP

17745

SALUTATION

Dr.

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List of Programs

THIS PAGE INCLUDES:

>> [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
13.121	Early Childhood Education	Both	
13.1203	Junior High/Intermediate/Middle School Education and Teaching	UG	
13.1	Special Education	UG	
13.1322	Teacher Education - Biology	Both	
13.1323	Teacher Education - Chemistry	Both	
13.1337	Teacher Education - Earth Science	UG	
13.1305	Teacher Education - English/Language Arts	Both	
13.1316	Teacher Education - General Science	Both	
13.1311	Teacher Education - Mathematics	UG	
13.1314	Teacher Education - Physical Education and Coaching	Both	
13.1329	Teacher Education - Physics	UG	
13.1318	Teacher Education - Social Studies	UG	

Total number of teacher preparation programs:

12

Program Requirements

THIS PAGE INCLUDES:

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

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

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

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

Undergraduate Requirements

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

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

- Yes
 No

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

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

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

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

3

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

3

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

We do not require that students pass subject area or content testing to exit the program; we only require that they attempt all content testing. Students must complete two college level English courses and two college level mathematics courses and earn a letter grade of C - or higher for admission into the teacher preparation programs. We do require a minimum GPA of 3.0 to enter student teaching. Although minimum scoring in ACT, SAT, and Basic Skills Tests are used for entry into the education program, we only require that a student meet one set of testing requirements, although they can use a composite of their scores in reading, mathematics, and writing for entry. Due to the passage of ACT 136 of 2020, the Basic Skills requirements for entry into an educator preparation program were waived for any student admitted on or before June 30, 2021. Students admitted under this provision were not required to take Basic Skills assessments.

Postgraduate Requirements

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

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

- Yes
 No

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

Element	Admission	Completion
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Fingerprint check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

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

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

3. 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:

All post-baccalaureate candidates complete an application for consideration into the program. The applications are reviewed, and individuals are provided with appropriate programs of study to complete in order to meet competencies for certification. The English and mathematics requirements must be met prior to program completion. Post-baccalaureate candidates meet the Basic Skills requirements through the attainment of their baccalaureate degree.

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

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

Years required of teaching as the teacher of record in a classroom

All Programs

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

8

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

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

2

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

124

Number of students in supervised clinical experience during this academic year

135

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 s/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

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

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

(§205(a)(1)(C)(ii))

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

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

Enrollment and Program Completers

2022-23 Total	
Total Number of Individuals Enrolled	193
Subset of Program Completers	68

Gender	Total Enrolled	Subset of Program Completers
Male	53	20
Female	140	48
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	0	0
Asian	2	2
Black or African American	2	0
Hispanic/Latino of any race	2	2
Native Hawaiian or Other Pacific Islander	0	0
White	186	64

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

Teachers Prepared

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

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

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

THIS PAGE INCLUDES:

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

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

- [Academic Major](#)

Teachers Prepared by Subject Area

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

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

What are CIP Codes?

No teachers prepared in academic year 2022-23

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

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

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	12

CIP Code	Subject Area	Number Prepared
13.1202	Teacher Education - Elementary Education	
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	4
13.1210	Teacher Education - Early Childhood Education	23
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	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	27
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	5
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	3
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	

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

Teachers Prepared by Academic Major

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

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

[What are CIP Codes?](#)

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

- Yes
 No

No teachers prepared in academic year 2022-23

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

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	<input type="text" value="12"/>
13.1202	Teacher Education - Elementary Education	<input type="text"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text" value="4"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text" value="23"/>
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	<input type="text"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	<input type="text" value="1"/>
13.1306	Teacher Education - Foreign Language	<input type="text"/>

CIP Code	Academic Major	Number Prepared
13.1307	Teacher Education - Health	<input type="text"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	<input type="text"/>
13.1312	Teacher Education - Music	<input type="text"/>
13.1314	Teacher Education - Physical Education and Coaching	27
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - General Science	<input type="text"/>
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	5
13.1320	Teacher Education - Trade and Industrial	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	3
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1328	Teacher Education - History	<input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>
01	Agriculture	<input type="text"/>
03	Natural Resources and Conservation	<input type="text"/>
05	Area, Ethnic, Cultural, and Gender Studies	<input type="text"/>

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

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

Program Assurances

THIS PAGE INCLUDES:

>> [Program Assurances](#)

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

Program Assurances

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

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

- Yes
 No

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

- Yes
 No

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

- Yes
 No
 Program does not prepare special education teachers

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

- Yes
 No

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

- Yes
 No

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

- Yes
 No

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

- Yes
 No

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

All teacher education majors without a dual certification in Special Education must complete 9-12 credit hours to meet competencies in Special Education and English Language Learners. The students with dual certification with Special Education meet related competencies within the degree programs.

Annual Goals: Mathematics

THIS PAGE INCLUDES:

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

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

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

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

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

- [Quantifiable Goals](#)

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

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

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

- Yes
 No

2. Describe your goal.

This goal is not applicable at this time. This will be one of our final cohorts as the Secondary Education Mathematics program is being placed into moratorium for the foreseeable future. This decision may change after the PASSHE Northeast Integration initiative.

3. Did your program meet the goal?

- Yes
 No

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

The goal was not applicable due to the pending moratorium.

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

The goal was not applicable due to the pending moratorium.

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.

At the beginning of the 2023-2024 academic year, the decision to place a moratorium on the Secondary Education Mathematics program was revised and the program remained active. Therefore, the three campuses at Commonwealth University revisited this goal and renewed their efforts to maintain the number of Secondary Education Mathematics 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 resulting from the integration of the three campuses, we feel we can accomplish this goal.

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.

During the 2024-225 academic year, the goal will be to enroll at least twelve (12) students in the Secondary Education Mathematics program and at least six (6) students in the Middle Level Education Mathematics program across the three campuses of Commonwealth University.

Annual Goals: Science

THIS PAGE INCLUDES:

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

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

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

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

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

- [Quantifiable Goals](#)

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

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

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

- Yes
 No

2. Describe your goal.

Our goal was to enroll ten (10) new Secondary Education Science students, to increase the number of new students specifically in the Physical Sciences, and to increase the number of post-baccalaureate students in the Secondary Education Science program.

3. Did your program meet the goal?

- Yes
 No

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

While we did not achieve the enrollment of the specific number of students in Secondary Education Science, it is important to report that we expect to realize increased enrollment numbers in the future through enhanced recruitment strategies across the three campuses of Commonwealth University. Similar to the efforts of other departments, the Science Department recruits new majors by encouraging the participation of faculty members in Admissions Open Houses, Accepted Students' Days, and Academic Major Fairs. Additionally, department faculty members have been active in student retention measures such as requiring students to report to academic advisors when they are at risk.

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

The Science Department will continue to support the participation of faculty members in Admissions Open Houses, Accepted Students' Days, and Academic Major Fairs. The recruiting coordinator and department chair will contact middle school and high school science teachers, school principals, and superintendents to increase program visibility through the Commonwealth. The program coordinator will create a video to showcase some of the fascinating issues of current science research and to emphasize the important role that science teachers play in scientific achievements in the state, the country, and the world. This video will be made available to school districts and intermediate units.

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

While COVID played a role in the ability of the university to reach goals in the recent past, the new challenge lies in developing goals and recruiting students in a newly integrated university.

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.

During the 2023-2024 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 resulting from the integration of the three campuses, we feel we have accomplished this goal.

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.

During the 2024-2025 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.

Annual Goals: Special Education

THIS PAGE INCLUDES:

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

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

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

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

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

- [Quantifiable Goals](#)

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

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

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

- Yes
 No

2. Describe your goal.

Even with the upcoming integration, we would like to maintain our goal of realizing increased student enrollment of special education majors. The goal for 2022-2023 would be to enroll 28 new special education students.

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 program did not meet the goal.

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

As integrated programs are clearly marketed, we expect to see enrollments increase on all campuses of Commonwealth University. For the Lock Haven campus, we realize that the goal presented was unreasonable based on enrollment patterns.

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 special education in 2023-24? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

During the 2023-2024 academic year, the three campuses at 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.

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.

As the beginning years following the integration continue, the Commonwealth University Special Education Program will maintain the number of students and promote both the dual and standalone special education majors.

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

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.

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 instruction of limited English proficient students in 2023-24? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

This state-approved certificate comprised of the successful completion of four courses was formerly housed at the Bloomsburg campus but is now available to teacher education majors on all three campuses. The ESL Program Specialist certification courses focus on English usage and developing linguistic awareness, enhancing cultural awareness/sensitivity, developing knowledge of language and support services, building development of instructional materials, and facilitating English proficiency and academic standards. The goal is to increase completers of this endorsement by five (5) during the 2023-2024 academic year.

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.

This state-approved certificate comprised of the successful completion of four courses is now available to teacher education majors on all three campuses of Commonwealth University. The goal is to increase completers of this endorsement by five (5) during the 2024-2025 academic year.

Assessment Pass Rates

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. [\(S205\(a\)\(1\)\(B\)\)](#)

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

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

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

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5236 -BIOLOGY Educational Testing Service (ETS) Other enrolled students	1			
ETS5236 -BIOLOGY Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	2			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2021-22	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2020-21	18	152	12	67
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2021-22	3			
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2020-21	21	168	18	86
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2021-22	7			
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2020-21	31	164	21	68
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) All program completers, 2021-22	19	160	18	95
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) All program completers, 2020-21	8			
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) All program completers, 2021-22	21	166	18	86
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) All program completers, 2020-21	6			
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) All program completers, 2021-22	40	163	27	68
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) All program completers, 2020-21	8			
ETS5571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) Other enrolled students	1			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2022-23	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2021-22	3			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2020-21	4			
ETS5511 -FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5511 -FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) All program completers, 2022-23	39	164	33	85
ETS5511 -FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) All program completers, 2021-22	20	162	18	90
ETS5511 -FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) All program completers, 2020-21	19	168	18	95
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) All program completers, 2022-23	28	166	25	89
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) All program completers, 2021-22	20	167	18	90
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) All program completers, 2020-21	19	166	17	89
ETS5165 -MATHEMATICS Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	2			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	5			
ETS5156 -PA 4-8 CORE SUBJ CONC ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2022-23	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5156 -PA 4-8 CORE SUBJ CONC ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5156 -PA 4-8 CORE SUBJ CONC ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5158 -PA 4-8 CORE SUBJ CONC MATHEMATICS Educational Testing Service (ETS) All program completers, 2021-22	2			
ETS5158 -PA 4-8 CORE SUBJ CONC MATHEMATICS Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5159 -PA 4-8 CORE SUBJ CONC SCIENCE Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5159 -PA 4-8 CORE SUBJ CONC SCIENCE Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5157 -PA 4-8 CORE SUBJ CONC SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2022-23	2			
ETS5157 -PA 4-8 CORE SUBJ CONC SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2021-22	2			
ETS5157 -PA 4-8 CORE SUBJ CONC SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2020-21	2			
ETS5154 -PA 4-8 CORE SUBTEST ENG LANG ARTS SOC STUDIES Educational Testing Service (ETS) All program completers, 2022-23	4			
ETS5154 -PA 4-8 CORE SUBTEST ENG LANG ARTS SOC STUDIES Educational Testing Service (ETS) All program completers, 2021-22	5			
ETS5154 -PA 4-8 CORE SUBTEST ENG LANG ARTS SOC STUDIES Educational Testing Service (ETS) All program completers, 2020-21	5			
ETS5155 -PA 4-8 CORE SUBTEST MATH AND SCIENCE Educational Testing Service (ETS) All program completers, 2022-23	4			
ETS5155 -PA 4-8 CORE SUBTEST MATH AND SCIENCE Educational Testing Service (ETS) All program completers, 2021-22	5			
ETS5155 -PA 4-8 CORE SUBTEST MATH AND SCIENCE Educational Testing Service (ETS) All program completers, 2020-21	5			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5153 -PA 4-8 CORE SUBTEST PEDAGOGY Educational Testing Service (ETS) All program completers, 2022-23	4			
ETS5153 -PA 4-8 CORE SUBTEST PEDAGOGY Educational Testing Service (ETS) All program completers, 2021-22	5			
ETS5153 -PA 4-8 CORE SUBTEST PEDAGOGY Educational Testing Service (ETS) All program completers, 2020-21	5			
ESP0001 -PAPA - MODULE 1 READING Evaluation Systems group of Pearson All program completers, 2020-21	3			
ESP0002 -PAPA - MODULE 2 MATH Evaluation Systems group of Pearson All program completers, 2020-21	5			
ESP0003 -PAPA - MODULE 3 WRITING Evaluation Systems group of Pearson All program completers, 2021-22	1			
ESP0003 -PAPA - MODULE 3 WRITING Evaluation Systems group of Pearson All program completers, 2020-21	6			
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	8			
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson Other enrolled students	1			
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2022-23	23	222	20	87
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2021-22	37	219	34	92
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2020-21	31	230	31	100
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	8			
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson Other enrolled students	1			
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2022-23	23	216	18	78

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2021-22	38	213	32	84
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2020-21	31	216	27	87
ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	8			
ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson Other enrolled students	1			
ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson All program completers, 2022-23	23	211	19	83
ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson All program completers, 2021-22	38	215	30	79
ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson All program completers, 2020-21	31	228	31	100
ESP0015 -PECT SPEC ED 7-12 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2021-22	2			
ESP0016 -PECT SPEC ED 7-12 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2021-22	2			
ESP0011 -PECT SPEC ED PREK-8 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2022-23	1			
ESP0011 -PECT SPEC ED PREK-8 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2021-22	18	220	14	78
ESP0011 -PECT SPEC ED PREK-8 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2020-21	12	242	12	100
ESP0012 -PECT SPEC ED PREK-8 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2022-23	1			
ESP0012 -PECT SPEC ED PREK-8 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2021-22	17	223	12	71
ESP0012 -PECT SPEC ED PREK-8 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2020-21	12	239	12	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2022-23	11	174	11	100
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	5			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	7			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	9			

Summary Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. [\(S205\(a\)\(1\)\(B\)\)](#)

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

THIS PAGE INCLUDES:

[>> Summary Pass Rates](#)

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

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

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2022-23	69	57	83
All program completers, 2021-22	77	51	66
All program completers, 2020-21	74	49	66

Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

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

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

Low-Performing

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

- Yes
- No

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

- State
- CAEP
- AAQEP
- Other specify:

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.

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 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. In the Early Childhood Education program, teacher candidates are preparing to pilot the use of 'Swivl Robots,' a newer form of technology that automatically tracks an educator wearing a Marker as they walk around the classroom. The Swivl Robot records up to five independent audio tracks that allow candidates to clearly hear what is happening around the classroom. This device makes live streaming classroom and other school events easy through technology platforms such as Zoom, Microsoft Teams, and Google Meet, to teach remotely. Using Reflectivity software, teacher candidates can disaggregate the data from their lessons, and cooperating teachers and University supervisors can enhance their ability to provide feedback from recorded and live observations. Essentially, this technology allows users to see inside the learning environment and provide more immediate support to teachers. The principles of Universal Design for Learning (UDL) are taught across courses in the teacher education curriculum. Evidence of the implementation of these principles can be seen in all of the lesson plan formats that teacher candidates are required to use. Teacher candidates understand that UDL guides the design of learning experiences to proactively meet the needs of all learners. Teacher candidates are taught that when

they use UDL, they assume that barriers to learning are in the design of the environment, not in the student. They also recognize that UDL leverages the power of digital technology to enhance the teaching and learning process. Teacher candidates are taught to recognize that In any lesson or task, they need to anticipate a range of variability among their students and to plan for this variability in all their lessons. Teacher candidates recognize the commonalities in Universal Design for Learning, regardless of the classroom, that include a focus on building expert learning for all students; all learners knowing the goal; intentional, flexible options for all students to use; student access to resources from the start of a lesson; and students building and internalizing their own learning. In a UDL environment, teacher candidates embrace the idea that students rarely do the same task in the same way at the same time, and they are taught to offer flexible instructional options that differ across developmental ages.

Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

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

Teacher Training

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

a. Teach students with disabilities effectively

All general education teachers candidates are required to take a minimum of three special education courses which include activities that focus on: Addressing the definitions, characteristics, and educational, social, and emotional needs of diverse learners; understanding the legal rights and responsibilities inherent in the field of special education; and addressing the assessment procedures for eligibility, program design, and performance monitoring. Coursework requires students to focus on the protection of basic human rights for all individuals. Coursework examines research-based systemic educational practices, such as tiered intervention supports and high-leverage practices. One course introduces laws and guidelines regarding identification of exceptionalities utilizing definitions, characteristics, and etiology within educational contexts through the lens of cultural relevancy and ethics including racial, ethnic, and social diversity. This course examines historical, current cultural, and ethical issues surrounding individuals with exceptionalities. Another course addresses the needs of teacher candidates who have the responsibility for instruction and literacy development for students with disabilities. The course content emphasizes a comprehensive overview of the skills, processes, and evidence-based practices for linking assessment and instruction in inclusive settings for students with disabilities. Still another course requires 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.

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*.

All teacher candidates are required to explain the components of the Individualized Education Plan (IEP) process, with emphasis on understanding measurable goals based on present levels, specially designed instruction, adaptations, accommodations, supplementary aids and services, and supports for school personnel. They also use evaluative data on an individual, class, and district level to implement instructional and/or programmatic revisions for quality improvement and take part in the IEP process in a school setting during student teaching.

c. Effectively teach students who are limited English proficient.

All teacher candidates examine needs of English Language Learners and examine teaching and learning theories, approaches, research results, and public policies that pertain to ELL learners. Required coursework introduces students to the components and sound system of the English language including phonology, syntax, morphology, semantics, and pragmatics. The course presents the methods, theories, and processes of first and second language acquisition as well as common language disorders. Additional coursework 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. Other courses provide students the knowledge and skills necessary to design and implement assessment and support services for ELLs and their families. In these classroom settings, students demonstrate their knowledge of ELLs and explain the methods of first and second language acquisition in the process and outcome of language learning through standards-based ESL and content instruction for students from kindergarten through grade 12.

2. Does your program prepare special education teachers?

If yes, provide a description of the activities that prepare *special education teachers* to:

a. Teach students with disabilities effectively

As Special Education teacher candidates, students learn to establish a positive inclusive learning environment, create modifications, and group students in a variety of ways. Special Education teacher candidates use assessment to plan instruction, differentiate instruction, implement positive behavior supports, learn to co-plan and co-teach, describe the identification process and characteristics of different disabilities, as well as to effectively plan for evidenced-based instructional practices and adaptation. The introductory course requires students to focus on the protection of basic human rights for all individuals. The course examines research-based systemic educational practices, such as tiered intervention supports and high-leverage practices. The course introduces laws and guidelines regarding identification of exceptionalities utilizing definitions, characteristics, and etiology within educational contexts through the lens of cultural relevancy and ethics including racial, ethnic, and social diversity. This course also examines historical, current cultural, and ethical issues surrounding individuals with exceptionalities. Required coursework addresses the needs of teacher candidates who have the responsibility for instruction and literacy development for students with disabilities. The course content emphasizes a comprehensive overview of the skills, processes, and evidence-based practices for linking assessment and instruction in inclusive settings for students with disabilities. Another course requires teacher candidates 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. Special education teacher candidates also take a course which provides them with culturally sensitive and relevant evidenced-based skills for developing inclusive classroom instruction for students with exceptionalities, by creating positive classroom learning environments and establishing effective collaboration in an ethical manner. Special education teacher candidates have two courses that support inclusive practices. One course guides teacher candidates through the recognition and implementation of effective instructional practices for students with high-incidence exceptionalities in grades PK-8. The companion course prepares teacher candidates to meet the diverse needs of students in secondary instructional settings across grades 7-12. In another course, special education teacher candidates explore principles of human behavior, multi-tiered systems of support, culturally relevant trauma-informed group management procedures, and design/implementation of positive behavior support plans. This course engages students through investigation of these practices within an embedded field experience. It examines the relationship among research, policy, and practice as it pertains to prevention and early intervention with classroom and school-wide behavior support. The course is designed using a team-based learning format to mirror collaborative expectations in the field. Related coursework prepares teacher candidates to identify, develop, and implement culturally relevant evidence-based literacy instruction for students with exceptionalities. Within an overview of structured literacy instruction, key components including explicit instruction, progress monitoring, and data analysis will be emphasized. Requirements include literacy lesson development, implementation, and analysis. Candidates will also examine resources and the process to identify effective literacy programs and practices for students with exceptionalities. Advanced coursework supports opportunities for students to receive instruction in a broad spectrum of PK-12 instructional methodologies across academic, functional, and social skills considering individualization and promoting independence for individuals with moderate to severe exceptionalities. The coursework also includes culturally relevant and trauma-informed practices to support learners with complex instructional needs. Course content includes models, theories, high-leverage practices, and evidence-based strategies. Course embedded field experiences focus on selection, planning, and implementing individualized assessments and data-driven instruction. Specialized coursework offers students a comprehensive understanding of Autism Spectrum Disorders (ASD). Students develop and demonstrate an in-depth understanding of defining characteristics of and diagnostic criteria for various ASD and other associated disorders. Students are introduced to definitions, etiologies, and behaviors of individuals diagnosed with ASD. The historical foundations, treatment, and service delivery models are explored. Students receive an overview of school-based interventions and transitions, and they complete required field-based experiences. The Special Education Practicum provides teacher candidates with opportunities to apply differentiated instruction, assessment, behavioral interventions, and culturally responsive techniques in school settings. This field experience includes the development of data-driven instruction and interventions with reflection on the impact of teaching practices. Teacher candidates contribute to the school or surrounding community through engagement in a service activity or project. Additional content includes professionalism, collaboration with other professionals and families, and classroom management. The capstone experience for special education teacher candidates is the Special Education Student Teaching experience which engages student teachers in a 15-16-week experience (one or two placements) where they systematically assume the role of a certified teacher within a Special Education PK-12 setting. Student teachers apply knowledge and skills acquired in professional preparation while supported by a departmental supervisor. Student teachers must demonstrate competence in planning and preparation, classroom environment, instructional delivery, professional conduct, assessment, and knowledge of diverse learners, as outlined in the PDE Student Teaching Competencies. An additional part of the capstone experience is the Student Teaching Professional Seminar which provides a means of instruction and discourse where student teachers share their classroom experience, engage in professional development to meet competencies and student objectives, and to reflect upon their own growth in meeting the PDE Professional Domains as they become professional educators. Students engage in discussions to apply differentiation, culturally relevant and trauma informed tiered support, assessments, data-driven instruction, and solutions to current issues in today's inclusive classrooms.

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*.

Special education teacher candidates use evaluative data on an individual, class and district level to implement instructional and/or programmatic revisions for quality improvement, plan for legally acceptable modifications and accommodations for assessment for students with disabilities, systematically monitor student performance to best identify areas of need, describe the identification process and characteristics of different disabilities, as well as effectively plan for evidenced-based instructional practices and adaptation, explain the components of the Individualized

Education Plan (IEP) process, with emphasis on understanding measurable goals based on present levels, specially designed instruction, adaptations, accommodations, supplementary aids and services, and supports for school personnel, be part of the IEP process in a school setting during student teaching.

c. Effectively teach students who are limited English proficient.

Special education teacher candidates address the definitions, characteristics, and educational, social, and emotional needs of diverse learners; know the legal rights and responsibilities of diverse learners; examine needs of English Language Learners and examine teaching and learning theories, approaches, research results, and public policies that pertain to ELL learners. Related coursework introduces students to the components and sound system of the English language including phonology, syntax, morphology, semantics, and pragmatics. The coursework presents the methods, theories, and processes of first and second language acquisition as well as common language disorders. Other coursework 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. One course provides students the knowledge and skills necessary to design and implement assessment and support services for ELLs and their families. While enrolled in another course, students demonstrate their knowledge of ELLs and explain the methods of first and second language acquisition in the process and outcome of language learning through standards-based ESL and content instruction for students from kindergarten through grade 12.

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 to form Commonwealth University of Pennsylvania has added multiple new layers of context into all of our daily interactions and activities. Using a cyclical approach, we continue to examine and revise curriculum, policies, and processes. Yet, it is appropriate to mention that professional staff and administration worked collaboratively to revise the content of every course in the College of Education and Human Studies to better align with CAEP Standards and to ensure consistency for all students across the three campuses. It also must be noted that in July 2022, the Pennsylvania Department of Education (PDE) instituted a "GPA Waiver" through which students can obtain certification with lower passing scores on licensure exams if they have earned a high GPA. This waiver will be in effect until July 2025. 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 graduated state requirement. All teacher education programs submit annual reports on student learning outcomes to the Associate Vice President of Institutional Effectiveness in May of each year based on the previous academic year's performance data. The learning outcomes are based on the SPA standards used for CAEP national accreditation. Because of this annual report process, our assessment system process shows evidence of sustainability and will make the next preparation for an accreditation visit by CAEP in 2024 easier and more efficient. Due to the passing of ACT 136 of 2020 the basic skills requirements in reading, mathematics, and writing for entry into an educator preparation program were waived for any student admitted on or before June 30, 2021. Students admitted under this provision were not required to take basic skills assessments.

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: