



Mansfield 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

55 Wilson Ave, Retan 204

CITY

Mansfield

STATE

Pennsylvania

ZIP

16933

SALUTATION

Dr.

FIRST NAME

Sherry

LAST NAME

Griggs

PHONE

(570) 662-4576

EMAIL

sgriggs@commonwealthu.edu

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
13.1202	Elementary Education	UG	
13.1	Special Education	UG	
13.1337	Teacher Education - Earth Science	UG	
13.1305	Teacher Education - English/Language Arts	UG	
13.1311	Teacher Education - Mathematics	UG	
13.1312	Teacher Education - Music	UG	
13.1318	Teacher Education - Social Studies	UG	

Total number of teacher preparation programs:

7

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

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

3

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

3

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

Statewide regulations governing teacher education in Pennsylvania require that admission and retention in teacher education programs be carefully monitored. Commonwealth University-Mansfield adheres to the Pennsylvania regulations known as Chapter 354 which require a tiered system for teacher education programs. Students may be admitted to the University as teacher education majors, but they must satisfy certain requirements to advance as teacher candidates and enter upper-division courses. As education majors, students are evaluated at three stages in their program. Students must complete all requirements associated with three "Gates" to be recommended for certification. Students must complete the first Gate before being permitted to take upper level content area courses. Gate One requirements include the following: complete a minimum of 48 credits; achieve a GPA of 3.0 or higher; complete six credits of college level mathematics; complete three credits of English composition; complete three credits of English literature; demonstrate evidence of readiness; submit a signature of recommendation from professional faculty; and submit all clearances including a negative TB Tine test, Act 24, Act 34, Act 114, Act 126, Act 151, and professional liability insurance. In order to student teach, Gate Two requirements must be fulfilled. These requirements include maintaining a 3.0 GPA, successfully completing requisite coursework, and submitting updated clearances. Although not required until a student seeks certification, it is recommended that all students successfully pass the second series of Pennsylvania assessments (PECT or Praxis) directly before student teaching. Gate Three permits teacher candidates who successfully meet all of the Gate and course requirements, complete student teaching, and pass the corresponding assessments to apply for certification through the Teacher Information Management System (TIMS) on the Pennsylvania Department of Education's website.

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 type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Background check	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

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

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

120

Programs with student teaching models (most traditional programs)

Number of clock hours required for student teaching

450

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)

4

[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

80

Number of students in supervised clinical experience during this academic year

139

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

On average, an education major completes 120 hours of pre-student teaching, mainly supervised clinical work. Mentoring/induction support, as defined by ETS, is not part of our teacher preparation program; rather, it is provided by the school districts where our program completers are hired. Districts in our state provide these services to new teachers for at least one full year, but these hours are not accessible to our program for calculation. We invite new graduates to attend professional development offerings on campus and implement surveys of recent graduates regularly, but their participation is voluntary. During the 2022-2023 academic year, four full-time equivalent faculty supervised student teachers as part of their teaching load, and two adjunct faculty supervised student teachers as well. The total number of full-time equivalent faculty supervising clinical experience during the 2022-2023 academic year (IHE staff) totaled four. There was one adjunct instructor who taught courses with embedded clinical experiences during this time period. Approximately 61 PK-12 staff and teachers worked with our students in pre-student teaching field experiences, with an additional 19 PK-12 staff supervising student teachers, which equaled a total number of 80 cooperating teachers/PK-12 faculty and staff supervising clinical experiences during this academic year. Based on enrollment in student teaching or in courses with field experiences in Fall 2022 and Spring 2023, approximately 139 students participated in one or more supervised clinical experiences.

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	225
Subset of Program Completers	44

Gender	Total Enrolled	Subset of Program Completers
Male	52	10
Female	173	34
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	3	0
Black or African American	2	1
Hispanic/Latino of any race	5	0
Native Hawaiian or Other Pacific Islander	0	0
White	204	41

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	8	2
No Race/Ethnicity Reported	3	0

Teachers Prepared

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

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

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

THIS PAGE INCLUDES:

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

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

- [Academic Major](#)

Teachers Prepared by Subject Area

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

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

What are CIP Codes?

No teachers prepared in academic year 2022-23

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

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

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	4

CIP Code	Subject Area	Number Prepared
13.1202	Teacher Education - Elementary Education	<input type="text"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	21
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	2
13.1306	Teacher Education - Foreign Language	<input type="text"/>
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	2
13.1312	Teacher Education - Music	13
13.1314	Teacher Education - Physical Education and Coaching	<input type="text"/>
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - Science Teacher Education/General Science	<input type="text"/>
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	2
13.1320	Teacher Education - Trade and Industrial	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	<input type="text"/>
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1328	Teacher Education - History	<input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>

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="4"/>
13.1202	Teacher Education - Elementary Education	<input type="text"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text" value="21"/>
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="2"/>
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	2
13.1312	Teacher Education - Music	13
13.1314	Teacher Education - Physical Education and Coaching	<input type="text"/>
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - General Science	<input type="text"/>
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	2
13.1320	Teacher Education - Trade and Industrial	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	<input type="text"/>
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1328	Teacher Education - History	<input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>
01	Agriculture	<input type="text"/>
03	Natural Resources and Conservation	<input type="text"/>
05	Area, Ethnic, Cultural, and Gender Studies	<input type="text"/>

CIP Code	Academic Major	Number Prepared
09	Communication or Journalism	<input type="text"/>
11	Computer and Information Sciences	<input type="text"/>
12	Personal and Culinary Services	<input type="text"/>
14	Engineering	<input type="text"/>
16	Foreign Languages, Literatures, and Linguistics	<input type="text"/>
19	Family and Consumer Sciences/Human Sciences	<input type="text"/>
21	Technology Education/Industrial Arts	<input type="text"/>
22	Legal Professions and Studies	<input type="text"/>
23	English Language/Literature	<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:

Early Childhood Education and Special Education programs at Commonwealth University-Mansfield emphasize practical, hands-on courses with child-centered approaches. Our Secondary Education programs allow students to select between and among exciting concentrations and 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. Commonwealth University-Mansfield has developed a core of special education coursework designed for all education programs. These courses examine the skill levels and needs of persons who are exceptional in emotional, social, physical, and intellectual development. Discussions include key historical foundations, major legislation, laws and policies, identification procedures, placement options, and current issues and trends in special

education. 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. Students also learn to adapt and plan instruction that is based on developmentally appropriate practices and to make effective uses of technology to aid teaching and learning. Students are prepared to provide instruction to limited English proficient learners through courses that focus on the basics of language and communication, cultural awareness and sensitivity, and assessment and support services for English language learners. Students in our programs have numerous requirements and opportunities for clinical work, and these experiences include purposeful study of the demographics of their placements. Our placements include both rural and urban settings.

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.

We will continue to recruit students in the Secondary Education Mathematics program. Currently, there are eleven (11) students enrolled in the program. We hope to increase that number in the future.

3. Did your program meet the goal?

- Yes
 No

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

Although we did not achieve this goal, it is important to note that the 2022-2023 AY marked the first year of the integration of three universities into Commonwealth University. Efforts to improve enrollments in this major will continue as programs are lifted out of moratorium and recruitment strategies are implemented. For example, the Mathematics Department recruits new majors by supporting the participation of faculty members in Admissions Open Houses, Accepted Students' Days, and Academic Majors 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 Mathematics Department will continue to support the participation of faculty members in Admissions Open Houses, Accepted Students' Days, and Academic Majors Fairs. The recruiting coordinator and department chair will contact middle level and high school mathematics teachers, school principals, and superintendents to increase program visibility throughout the Commonwealth. In addition, the program coordinator will create a video to showcase some of the exciting opportunities embedded in current mathematical research and to emphasize the important role that mathematics teachers play in driving mathematics achievements both locally and globally. We expect the video to be distributed 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 mathematics in 2023-24? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

During the 2023-2024 AY, the three campuses at Commonwealth University will maintain the number of Mathematics Education majors that were present for the total of the three individual campuses in the previous year. Through improved recruiting efforts, we feel we accomplished this goal through the integration of the three campuses which generated a larger geographic reach.

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 2024-2025 AY, 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.

We will continue to promote the Secondary Education Science program and strive to accept more students. We hope to increase enrollment in the program, despite overall enrollment challenges faced by the university. This goal was similar to the goals for other content areas during this first year of integration.

3. Did your program meet the goal?

- Yes
- No

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

The achievement of this goal was difficult to measure during this first year of integrating three universities into one entity. We acquiesce that the number of enrolled students in the Middle Level Education Science and Secondary Education Science programs across the three campuses are low, but we expect that future efforts to extend our reach will result in increased enrollment numbers. As with other departments, faculty in the Science Department are encouraged to attend Admissions Open Houses, Accepted Students' Days, and Academic Majors Fairs and to recruit potential majors. 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 Majors Fairs. Additionally, the recruitment coordinator and department chair will contact middle school and high school science teachers, school principals, and superintendents to increase program visibility throughout the Commonwealth. The program coordinator will create a video to showcase some of the amazing practices in current science research and to emphasize the crucial role that science teachers play in driving scientific achievements across the state, the country, and the world. We expect the video to 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 into 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 AY, the three campuses at Commonwealth University will maintain the number of Secondary Science Education majors that were included in the total of the three individual campuses in the previous year. Through improved recruiting efforts across a larger geographic area comprised of the three campuses, we feel we will accomplish 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.

We will continue to accept Special Education PK-12 students into the program and seek to increase the overall enrollment in the newly revised (standalone) program. Currently, there are nine students enrolled in the program.

3. Did your program meet the goal?

- Yes
 No

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

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

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

This question is not applicable.

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

Currently, students are completing program requirements through the Bloomsburg and Lock Haven campuses of Commonwealth University.

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 AY, the three campuses at Commonwealth University will maintain the number of Special Education majors that were present for the total of the three campuses in 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.

During the 2024-2025 academic year, students on the Mansfield campus will complete program requirements.

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 four-course add-on certificate was formerly housed at the Bloomsburg campus but is now available to teacher education majors on all three campuses of Commonwealth University. Students seeking certification as an ESL Program Specialist are required to complete four courses which focus on English usage and developing linguistic awareness, enhancing cultural awareness/sensitivity, developing knowledge of language and support services, building knowledge of instructional materials, and facilitating English proficiency and academic standards with children at diverse levels. The goal is to increase the number of completers of this endorsement by five (5) during the first year of integration.

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.

During the 2024-2025 academic year, the goal is to increase the number of completers of the ESL Program Specialist certification by five (5) students.

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. [\(§205\(a\)\(1\)\(B\)\)](#)

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

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

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

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2020-21	5			
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2021-22	2			
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2020-21	8			
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2020-21	6			
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: 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 (%)
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) All program completers, 2020-21	2			
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) All program completers, 2021-22	3			
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) All program completers, 2021-22	6			
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2021-22	3			
ETS5571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2022-23	2			
ETS5511 -FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) Other enrolled students	2			
ETS5511 -FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) All program completers, 2022-23	11	178	11	100
ETS5511 -FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) All program completers, 2021-22	12	169	11	92
ETS5511 -FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) All program completers, 2020-21	5			
ETS5165 -MATHEMATICS Educational Testing Service (ETS) All program completers, 2022-23	2			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	2			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	9			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	8			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	5			
ESP0001 -PAPA - MODULE 1 READING Evaluation Systems group of Pearson All program completers, 2021-22	2			
ESP0001 -PAPA - MODULE 1 READING Evaluation Systems group of Pearson All program completers, 2020-21	5			
ESP0002 -PAPA - MODULE 2 MATH Evaluation Systems group of Pearson All program completers, 2021-22	2			
ESP0002 -PAPA - MODULE 2 MATH Evaluation Systems group of Pearson All program completers, 2020-21	8			
ESP0003 -PAPA - MODULE 3 WRITING Evaluation Systems group of Pearson All program completers, 2021-22	2			
ESP0003 -PAPA - MODULE 3 WRITING Evaluation Systems group of Pearson All program completers, 2020-21	5			
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	16	201	11	69
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2021-22	13	216	10	77
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2020-21	22	226	19	86
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	16	215	13	81

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	13	214	11	85
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2020-21	22	210	17	77
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	16	203	9	56
ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson All program completers, 2021-22	13	214	9	69
ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson All program completers, 2020-21	22	217	18	82
ESP0011 -PECT SPEC ED PREK-8 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2021-22	4			
ESP0011 -PECT SPEC ED PREK-8 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2020-21	10	234	9	90
ESP0012 -PECT SPEC ED PREK-8 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2021-22	4			
ESP0012 -PECT SPEC ED PREK-8 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2020-21	10	235	10	100
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2022-23	3			
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2021-22	4			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	1			

Summary Pass Rates

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

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

THIS PAGE INCLUDES:

[>> Summary Pass Rates](#)

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

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

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2022-23	31	19	61
All program completers, 2021-22	27	18	67
All program completers, 2020-21	30	23	77

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 (MSCHE)

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

- Yes
- No

Use of Technology

THIS PAGE INCLUDES:

>> [Use of Technology](#)

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

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

Use of Technology

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

Does your program prepare teachers to:

- a. integrate technology effectively into curricula and instruction

 Yes

 No

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

 Yes

 No

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

 Yes

 No

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

 Yes

 No

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

Members of the College of Education and Human Studies (CEHS) are committed to their ongoing processes of technology integration, both as faculty integrate technology into their teaching and as they instruct students in ways to integrate it into the PK-12 curriculum. In all professional courses, instructors model and teach multiple ways to engage students and cultivate a range of representation and expression. Motivation, differentiation, accommodation, and student choice are cornerstones in the program. Students enrolled in our programs learn to adapt and plan instruction that is based on developmentally-appropriate practices and to make effective uses of technology to aid teaching and learning. A foundational course for students focuses on instructional design, computer productivity tools, multimedia, web-based tools, apps, and many other current educational technology topics. The methodologies and materials used in the course are updated each semester according to current trends, practices, and research in the field of educational technology. Another course introduces students to creating and using digital video as a technology tool to improve teaching and learning. Students explore video and audio recording techniques and storyboarding to produce and edit their own instructional videos using current video and audio software. Students enrolled in special education programs are required to take a technology course which focuses on individuals with disabilities. Students 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. The course includes the review of evidence-based practices, various technologies available, a review of the Universal Design for Learning (UDL) framework to improve teaching and learning and ways in which it supports technology integration, as well as the integration of augmentative technologies to support communication and learning in all settings. Students enrolled in the Music Education

program are required to take a course that explores current trends in technology for the music classroom. Special focus on educational software, online resources, smart boards, notation software, and application to the music classroom and ensemble rehearsal. In the CEHS, we use Desire2Learn (D2L) as our LMS platform for delivery and/or support of coursework. Faculty collect and store student learning outcome data in TracDat, which was programmed to run reports that can be further analyzed by program faculty. Periodically, program faculty review all forms of assessment data collected throughout the year to determine strengths, areas needing improvement, and programmatic goals. In the future, Commonwealth University will be exploring the adoption of other platforms to collect and store student learning outcome data across all three campuses. CEHS is committed to ensuring that candidates are well prepared to use technology as a tool in their curriculum, to plan and teach, and to differentiate instruction. To this end, candidates and cooperating teachers are electronically surveyed about the use of technology during their student teaching placements. Faculty and staff analyze the results from the surveys and use the feedback to render changes as they deem appropriate. The primary education building on the campus houses a technology lab, a computer lab, and an iPad cart. As warranted, applications and services are updated to reflect progress in technology and are aligned with course content and discipline-specific concepts. Professional staff continue to explore emerging trends in PK-12 classrooms such as digital responsibility, computational thinking, student-led learning, collaborative classrooms, innovating pedagogy, life skills and workforce preparation, and technologies with which candidates can experiment to enhance their teaching. In the future, every teacher preparation major will be required to take an educational technology course. In addition, a minor in educational technology will also be available to all education majors.

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 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. Courses require student to focus on the protection of basic human rights for all individuals and requires students to examine 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 and examines historical, current cultural, and ethical issues surrounding individuals with exceptionalities. Courses also address 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.

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*.

General education teachers 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 general education teachers examine needs of English Language Learners (ELL) and examine teaching and learning theories, approaches, research results, and public policies that pertain to ELL learners. The required course prepares students with the skills and knowledge necessary to work with culturally and linguistically diverse students and families. Strategies and methods for promoting cultural awareness and sensitivity within educational and community settings are highlighted and discussed.

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

Prior to declaring teacher candidacy, special education majors are required to complete the same special education and ELL coursework as required for general education students. Additional coursework addresses the needs of special education teacher candidates who have the responsibility for

instruction and literacy development for students with disabilities. 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. As they progress through the program, students are provided an overview of the field of early intervention (EI), including historical perspectives, philosophies of EI, influences of exceptionalities on the development of young children, individualized planning (Individualized Family Service Plan [IFSP]), early intervention models and multi-tiered intervention strategies and supports (MTSS), collaboration between service providers (e.g., OT, PT, SLP) and families. The content includes a focus on emerging literacy strategies within home and intervention environments. Students also complete coursework to help them develop an understanding of existing and emerging technologies being used by various professionals working with individuals with exceptionalities using computers, assistive devices, educational software and other technologies utilized as instructional tools, administrative tools, and environmental interfaces. 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 also are explored, and an overview of school-based interventions and transitions is discussed. Students apply their theoretical knowledge during required field-based experiences. 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. As students declare teacher candidacy, they complete coursework that prepares them 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 are emphasized. Requirements include literacy lesson development, implementation, and analysis. Candidates also examine resources and the process to identify effective literacy programs and practices for students with exceptionalities. Other courses provide 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 7-12 settings. 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. Students receive instruction in 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. 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*.

Students are required to develop an IEP in class for a case provided to them. IEP expectations are taught and reviewed consistently. This includes the integration of high leverage practices into IEP planning for students. Expectations and legal responsibilities for general education staff who work with students with disabilities are also taught and reviewed. This review continues in all classes required for students who plan to teach primarily in the general education setting. A mock IEP meeting is held in class so that students are familiar with the process. Students are encouraged to attend IEP meetings during field placements, when they are invited, so that they can witness this process in the school setting.

c. Effectively teach students who are limited English proficient.

All teacher candidates examine needs of English Language Learners (ELL) and examine teaching and learning theories, approaches, research results, and public policies that pertain to ELL learners. The required course prepares students with the skills and knowledge necessary to work with culturally and linguistically diverse students and families. Strategies and methods for promoting cultural awareness and sensitivity within educational

and community settings are highlighted and discussed.

Contextual Information

THIS PAGE INCLUDES:

>> [Contextual Information](#)

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

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

Contextual Information

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

The new integration of Bloomsburg, Lock Haven, and Mansfield Universities into the Commonwealth University of Pennsylvania has added multiple new layers of context into all of the work that we do. During the 2022-2023 academic year, reviews of curriculum, policies, and processes resulted in major changes. At Commonwealth University-Mansfield, the College of Education and Human Studies (CEHS) is responsible for all teacher certification programs. CEHS strives to prepare teachers who have the knowledge, skills, and dispositions to meet the demands of public education in the twenty-first century. In addition to student teaching experiences in schools in Pennsylvania and New York, students also have further learning opportunities at diverse sites in Arizona and Alaska, as well as in many other countries. Teacher education programs meet state admissions standards through a screening process for teacher education candidates to assure that only those individuals with the requisite dispositions and abilities for successful teaching are admitted to programs and advance for certification. CEHS strictly adheres to the Chapter 354 regulations that require a tiered system for teacher education programs. Students may be admitted to the University as majors within a variety of programs, but they must satisfy certain requirements to advance to upper-division coursework. Admissions requirements begin with initial acceptance into the programs. At that time, students are designated as "teacher education majors" as they complete their general education requirements. Students must achieve "teacher candidacy" status by meeting the state-implemented requirements in Chapter 354 to take upper-level education courses. One requirement is for teacher education majors to earn a minimum GPA. It must 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 graduated state requirements. Another requirement is for teacher education majors to meet basic skills requirements in reading, mathematics, and writing. However, in July 2022, PDE paused the requirement of the basic skills tests for admission to teacher education programs. Commonwealth University-Mansfield takes great care to ensure that all education students have acceptable clearances upon acceptance into the program. Without appropriate clearances, students are unable to successfully complete education courses and their eventual degree as they will be prohibited from registering for courses. Graduate students must meet the same clearance requirements as undergraduate students. The only exception to this policy is reserved for graduate students who are certified, practicing teachers or professionals who already have met the state clearance requirements necessary to work with children in their current position. For these students, an official verification letter from their superintendent, principal, or direct supervisor will be acceptable as long as it verifies that (1) the student is a current employee and (2) the student has met all the clearance requirements necessary to work with children in the individual's current position. Geographically, Commonwealth University-Mansfield is situated in a rural, somewhat economically disadvantaged, predominantly white area. We intentionally seek to place students in more urban settings for their field work and student teaching assignments whenever possible. Also, the Diversity & Inclusion Council provides leadership on best practices and strategies to build and sustain an inclusive campus community and to support our students with diversity, equity, and inclusion career resources to enhance their field experiences and student teaching placements.

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: