



Duquesne University  
Traditional Report AY 2022-23  
Pennsylvania



REPORT COMPLETE  
STATUS: CERTIFIED

## Institution Information

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

- [Academic year](#)
- [IPEDS ID](#)

IPEDS ID

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

CITY

STATE

ZIP

SALUTATION

FIRST NAME

LAST NAME

Boston

**PHONE**

(412) 396-6019

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bostonm@duq.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
13.121	Early Childhood Education	Both	
13.1203	Junior High/Intermediate/Middle School Education and Teaching	UG	
13.1	Special Education	PG	
13.1322	Teacher Education - Biology	PG	
13.1323	Teacher Education - Chemistry	PG	
13.1305	Teacher Education - English/Language Arts	Both	
13.1311	Teacher Education - Mathematics	Both	
13.1312	Teacher Education - Music	UG	
13.1329	Teacher Education - Physics	Both	
13.1318	Teacher Education - Social Studies	Both	

**Total number of teacher preparation programs:**

15

# Program Requirements

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

## THIS PAGE INCLUDES:

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

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

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

## Undergraduate Requirements

**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 type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input type="radio"/> Yes <input checked="" 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 checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input checked="" 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 checked="" type="radio"/> Yes <input 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 checked="" type="radio"/> Yes <input 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 checked="" type="radio"/> Yes <input type="radio"/> No
Other Specify: 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

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:

The GPA for individuals accepted into the program reflects their undergraduate GPA at the conclusion of their sophomore year after they have completed the "Sophomore Gateway" requirements. Candidates are not formally accepted into their program of study until they complete all of the prerequisite sophomore gateway requirements. One such requirements is maintaining an overall average GPA of 3.0 or higher at the conclusion of their sophomore year and prior to entering higher-level coursework in the professional phase of their program. In the 2019-20 AY, admission and enrollment into Duquesne's teacher preparation programs was made "test optional" for the SAT and ACT tests. Prior to this academic year, minimum scores were required on the SAT/ACT in order to be directly admitted to the program. This was in response to the unusual challenges and circumstances brought about by the Covid-19 pandemic. Duquesne plans to continue this ACT and SAT "test optional" policy into the 2022-23 AY.

## 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 type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input type="radio"/> Yes <input checked="" 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 checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input 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 checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input 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

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:

To be admitted into the graduate program, applicants are required to have an undergraduate GPA of 3.0 overall and in the content for secondary education programs.

## 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	<input type="text" value="190"/>
Number of clock hours required for student teaching	<input type="text" value="525"/>

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	<input type="text"/>
Years required of teaching as the teacher of record in a classroom	<input type="text"/>

All Programs	
Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)	<input type="text" value="9"/>
<a href="#">Optional tool</a> for automatically calculating full-time equivalent faculty in the system	
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	<input type="text" value="10"/>
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	<input type="text" value="385"/>
Number of students in supervised clinical experience during this academic year	<input type="text" value="469"/>

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

Although undergraduate students enrolled in our programs complete field experiences during their first and second years before they are formally admitted into their initial teacher certification program (which begins at the completion of their "Sophomore Gateway" requirements and in the first semester of their third/Junior year, these early field experiences are not reported. After consultation with Jamal Wakeem, it was determined that we should only report on field experiences that occurred after students had been formally accepted into their initial teacher certification program, which typically occurs during their junior year. All pre-student teaching field experiences are articulated with a specific course in each certification program. The instructor for the course is responsible for creating the field assignments, monitoring the candidates progress and evaluating the final project. Mentor teachers in the school site provide feedback regarding the candidates' performance in the field. For Cooperating Teachers for student teaching, the minimum requirements for selection is that the Cooperating Teacher have a certification in the content area being sought by the teacher candidate, at least three years of teaching experience; one of which in the district where the teacher candidate is assigned and completion of a program of preparation on observation and evaluation skills developed by the School of Education. The university-based supervisor of student teachers must have a certification in the content areas offered by the University, at least five years teaching experience and complete a training on supervising and evaluating the School of Education teacher candidates. NOTE: Numbers of classroom teachers for level 3 field students in fall 2020 and spring 2021 is lower than usual due to restrictions on placing teaching candidates in K-12 schools caused by the global pandemic. Many teaching candidates participated in alternative field experienced 9as permitted by PDE), such as online tutoring and teaching, online observations, video-based observations and teaching simulations.

# 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	372
Subset of Program Completers	95

Gender	Total Enrolled	Subset of Program Completers
Male	85	13
Female	287	82
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	4	0
Asian	19	3
Black or African American	18	2
Hispanic/Latino of any race	0	0
Native Hawaiian or Other Pacific Islander	0	0
White	320	89



Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	0	0
No Race/Ethnicity Reported	11	1

## Teachers Prepared

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

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

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

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

- [Academic Major](#)

### THIS PAGE INCLUDES:

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

## Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 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	<input type="text" value="6"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="43"/>

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	6
13.1210	Teacher Education - Early Childhood Education	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	10
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	4
13.1312	Teacher Education - Music	16
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	7
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	

CIP Code	Subject Area	Number Prepared
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" value="Non Certification"/>	3 <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	6 <input type="text"/>
13.1202	Teacher Education - Elementary Education	43 <input type="text"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	6 <input type="text"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text"/>
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	10 <input type="text"/>
13.1306	Teacher Education - Foreign Language	<input type="text"/>
13.1307	Teacher Education - Health	<input type="text"/>

CIP Code	Academic Major	Number Prepared
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	4
13.1312	Teacher Education - Music	16
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	7
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"/>
09	Communication or Journalism	<input type="text"/>

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

CIP Code	Academic Major	Number Prepared
99	<b>Other Specify:</b> <input data-bbox="285 121 1260 163" type="text" value="Non Certification"/>	<input data-bbox="1292 90 1572 132" type="text" value="3"/>

# 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:**

Teacher candidates in the Leading Teacher Program (Undergraduate and Graduate) use PA Academic Standards and Assessment Anchors and the new PA Common Core Standards as well as professional standards in the content areas, and student assessments to inform the design of instruction through lesson planning and revisions in each of the content methods courses and field experiences integrated with the methods courses, as well as student teaching. Furthermore, in foundations courses, special education courses, and methods courses candidates examine standardized assessments used locally, as well as nationally, and learn to interpret the results of these assessments and their implications for student learning and assessing teacher effectiveness. During student teaching, candidates participate in the process of preparing and administering the PSSA tests as an example of how standardized tests are used in the classroom and by a district. General Education teachers are required to take nine credits of special



education and three credits of ESL courses, and must demonstrate competence in differentiating instruction for students with diverse learning needs. Additionally, candidates complete field experiences and student teaching in diverse settings including high needs schools.

# Annual Goals: Mathematics

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

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

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

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

- [Quantifiable Goals](#)

## THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2022-23\)](#)
- >> [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 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 aim to enroll 10 new mathematics students.

### 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:

• Hired an Enrollment and Engagement Director • Increased our marketing efforts through digital marketing campaigns • Increased our social media engagement • Updated The School of Education's Website • Increased our recruitment strategies • Increased faculty recruitment efforts including faculty contact to prospective students – handwritten letters, calls, and texts • Increased our peer-to-peer recruitment efforts by creating a SOE Peer Mentorship Program • Increased our alumni contacts and outreach • Collaborated with the Enrollment Department to create customized and personalized items of interest to students- i.e., exciting department news, current student successes, relevant articles or websites • Provided prospective students opportunities to visit campus • Attended internal and external recruitment events • Provided a 50% Tuition Scholarship for any SOE Student. Pursuing a National Science Foundation Noyce Grant to provide scholarships to STEM teacher education candidates

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

## 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.

7 Students

## 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.

7 Students

# Annual Goals: Science

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

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

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

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

- [Quantifiable Goals](#)

## THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2022-23\)](#)
- >> [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 science in 2022-23?

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

- Yes  
 No

### 2. Describe your goal.

The goal will be to enroll 6 new science education students.

### 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:

• Hired an Enrollment and Engagement Director • Increased our marketing efforts through digital marketing campaigns • Increased our social media engagement • Updated The School of Education's Website • Increased our recruitment strategies • Increased faculty recruitment efforts including faculty contact to prospective students – handwritten letters, calls, and texts • Increased our peer-to-peer recruitment efforts by creating a SOE Peer Mentorship Program • Increased our alumni contacts and outreach • Collaborated with the Enrollment Department to create customized and personalized items of interest to students- i.e., exciting department news, current student successes, relevant articles or websites • Provided prospective students opportunities to visit campus • Attended internal and external recruitment events • Provided a 50% Tuition Scholarship for any SOE Student. Pursuing a National Science Foundation Noyce Grant to provide scholarships to STEM teacher education candidates

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

## 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.

The goal will be to enroll 7 new science education students

## 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.

The goal will be to enroll 7 new science education students

## Annual Goals: Special Education

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

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

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

### THIS PAGE INCLUDES:

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

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.

The target is to enroll 8 new Special Education program candidates.

### 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:

• Hired an Enrollment and Engagement Director • Increased our marketing efforts through digital marketing campaigns • Increased our social media engagement • Updated The School of Education's Website • Increased our recruitment strategies • Increased faculty recruitment efforts including faculty contact to prospective students – handwritten letters, calls, and texts • Increased our peer-to-peer recruitment efforts by creating a SOE Peer Mentorship Program • Increased our alumni contacts and outreach • Collaborated with the Enrollment Department to create customized and personalized items of interest to students- i.e., exciting department news, current student successes, relevant articles or websites • Provided prospective students opportunities to visit campus • Attended internal and external recruitment events • Provided a 50% Tuition Scholarship for any SOE Student. Pursuing a National Science Foundation Noyce Grant to provide scholarships to STEM teacher education candidates

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

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

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

- Yes  
 No

8. Describe your goal.

The target is to enroll 8 new Special Education program candidates.

## 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.

The target is to enroll 8 new Special Education program candidates.

# 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.

## 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.

## 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](#)

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

## Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	2			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	6			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	3			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	2			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2021-22	4			

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	11	150	9	82
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	8			
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2021-22	5			
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2020-21	15	168	14	93
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) All program completers, 2021-22	14	169	13	93
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	10	170	8	80
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) All program completers, 2020-21	2			
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) All program completers, 2021-22	15	163	9	60
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) All program completers, 2020-21	3			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) Other enrolled students	16	180	15	94
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2021-22	16	182	15	94
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2020-21	12	179	10	83
ETS5511 -FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) Other enrolled students	54	173	52	96

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5511 -FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) All program completers, 2021-22	19	179	19	100
ETS5511 -FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) All program completers, 2020-21	19	181	19	100
ETS5165 -MATHEMATICS Educational Testing Service (ETS) Other enrolled students	3			
ETS5165 -MATHEMATICS Educational Testing Service (ETS) All program completers, 2021-22	2			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	6			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	7			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	22	171	22	100
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	19	175	18	95
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	18	173	18	100
ACT1001 -OPI ARABIC American Council on the Teaching of Foreign Langua Other enrolled students	1			
ETS5156 -PA 4-8 CORE SUBJ CONC ENG LANG ARTS Educational Testing Service (ETS) Other enrolled students	4			
ETS5156 -PA 4-8 CORE SUBJ CONC ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2021-22	10	164	8	80
ETS5156 -PA 4-8 CORE SUBJ CONC ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2020-21	4			
ETS5158 -PA 4-8 CORE SUBJ CONC MATHEMATICS Educational Testing Service (ETS) All program completers, 2021-22	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5157 -PA 4-8 CORE SUBJ CONC SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	1			
ETS5157 -PA 4-8 CORE SUBJ CONC SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 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) Other enrolled students	6			
ETS5154 -PA 4-8 CORE SUBTEST ENG LANG ARTS SOC STUDIES Educational Testing Service (ETS) All program completers, 2021-22	14	162	12	86
ETS5154 -PA 4-8 CORE SUBTEST ENG LANG ARTS SOC STUDIES Educational Testing Service (ETS) All program completers, 2020-21	7			
ETS5155 -PA 4-8 CORE SUBTEST MATH AND SCIENCE Educational Testing Service (ETS) Other enrolled students	6			
ETS5155 -PA 4-8 CORE SUBTEST MATH AND SCIENCE Educational Testing Service (ETS) All program completers, 2021-22	13	175	9	69
ETS5155 -PA 4-8 CORE SUBTEST MATH AND SCIENCE Educational Testing Service (ETS) All program completers, 2020-21	7			
ETS5153 -PA 4-8 CORE SUBTEST PEDAGOGY Educational Testing Service (ETS) Other enrolled students	6			
ETS5153 -PA 4-8 CORE SUBTEST PEDAGOGY Educational Testing Service (ETS) All program completers, 2021-22	14	169	12	86
ETS5153 -PA 4-8 CORE SUBTEST PEDAGOGY Educational Testing Service (ETS) All program completers, 2020-21	7			
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	5			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ESP0003 -PAPA - MODULE 3 WRITING Evaluation Systems group of Pearson All program completers, 2020-21	6			
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson Other enrolled students	49	213	39	80
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2021-22	71	231	68	96
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2020-21	64	228	58	91
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson Other enrolled students	48	212	38	79
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2021-22	71	227	66	93
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2020-21	64	219	53	83
ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson Other enrolled students	48	203	33	69
ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson All program completers, 2021-22	71	222	59	83
ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson All program completers, 2020-21	64	218	52	81
ETS5265 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	2			
ETS5265 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5302 -READING SPECIALIST Educational Testing Service (ETS) Other enrolled students	6			
ETS5302 -READING SPECIALIST Educational Testing Service (ETS) All program completers, 2020-21	2			
ETS5301 -READING SPECIALIST II Educational Testing Service (ETS) All program completers, 2020-21	4			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	11	160	9	82
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	20	162	12	60
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	7			
ETS5331 -SPEECH LANGUAGE PATHOLOGY Educational Testing Service (ETS) Other enrolled students	92	183	92	100

## Summary Pass Rates

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

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

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

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

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

## Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2021-22	158	124	78
All program completers, 2020-21	133	101	76



# 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:

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.

Integrate technology into curricula & instruction: Instructional Technology I prepares education majors to master the various forms of information literacy necessary for lifelong learning; literacy common to all disciplines, to all learning environments, and to all levels of education This involves skill development in accessing electronic information in web sites & libraries, using charts & graphs to communicate information, evaluating information using the "Relevance/credibility model", and using a variety of medium for research. Instructional Technology II ensures that the prospective teacher is qualified to conduct technology-based, instructional lessons on both Macintosh and Windows desktop and laptop systems since all platforms are commonly found in classrooms. The course focuses on the following knowledge and skills: • Create professional documents appropriate for instructional classroom materials and undergraduate reports using the advanced features of the Microsoft Word processing software. • Create professional classroom presentations appropriate for instructional classroom materials and undergraduate projects using the advanced features of the Microsoft Power Point graphics presentation software. • Create professional Web pages appropriate for online instructional lessons and personal home pages representing the profession of Education using the basic design and development capabilities of current tools. • Create presentation-quality statistical materials using the basic features of the Microsoft Excel spreadsheet presentation software. • Become familiar with online learning and distance education environments. • Increase your personal knowledge of instructional principles, learning theories, research, and assessment related to the use of instructional technology resources in the curriculum. • Design simple multimedia and hypermedia-based learning materials appropriate for classroom instruction. • Become familiar with a variety of selected instructional technologies found in today's classrooms. The above-listed knowledge and skills in instructional technology are developed and evaluated through a comprehensive semester-long project that includes the following elements: Identify a

topic, at a particular grade level and describe how would you teach it and how would you teach it using technology tools. Locate 10 pictures that you could use in your teaching documents based on your topic. Create the harvest chart. Create a Concept Map of the topic and create 2 more circles of sub-concepts out from the center topic using Inspiration or Kidspiration. Create a PowerPoint document that uses good design points based on the principles of Universal Design. Create a quiz for your topic containing between 5 questions for early learners, to 10 for elementary, to 15 questions for middle school, to 20 questions for high school students. It should contain, text fill-in, and drop-down styles. Using Google Sites or Wix, create a web site that provides a student with required and additional material about the topic. Develop a glog to collect all artifacts you created in LTET 101 and 102 in the three sections of Glog as Showcase, Working and Collecting. Search for articles from Proquest and ERIC databases and write a paper that describes each article and then how you would use the one concept in your future classroom. Use technology to collect data to improve teaching & learning: In the comprehensive IT project, education majors are required to create an excel spreadsheet that uses intermediate features, such as Conditional Formatting that includes 20 names, 5 homeworks, 2 quizzes and 2 tests. Formulas for row and columns should be evident and must include: sum, average, min and max with an overall column and then a percentage of the total. Students dynamically assign final grades using vlookup function. Use technology to manage data to improve teaching & learning: In the comprehensive IT project, education majors create a mock quiz for the topic containing between 5 questions for early learners, to 10 for elementary, to 15 questions for middle school, to 20 questions for high school students. It should contain, text fill-in, and drop-down styles, minimally As described in collecting data to improve teaching and learning, education majors use EXCEL to collect, organize and analyze student performance data and use vlookup function to dynamically assign final grades.

# 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

Since 2011, undergraduate and post-baccalaureate initial certification programs including the PreK-4th, Middle Level 4-8th, and Secondary Education Programs were revised to include nine credits (270 hours) of Special Education and three credits (90 hours) of English Language Learners in response to the Pennsylvania Department of Education Chapter 49 certification requirements. PDE later removed the credit-hour requirement and now requires all programs to demonstrate that they have incorporated the Chapter 49 competencies for Special Education and English Language Learners into all initial certification programs. As part of the curriculum development process, all competencies outlined within the Chapter 49 requirements have been incorporated into six credits of Special Education and three credits of English Language Learners curriculum.

#### 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 candidates in these undergraduate and post-baccalaureate initial certification programs including the PreK-4th, Middle Level 4-8th, and Secondary Education Programs receive instruction from the Special Education faculty and complete an IEP-based project to adapt instruction to include the Specially Designed Instruction from the IEP. They also complete course activities to simulate the IEP team process.

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

All candidates in undergraduate and post-baccalaureate initial certification programs including the PreK-4th, Middle Level 4-8th, and Secondary Education Programs receive instruction from the ESL Program faculty and complete an instructional modification project and then simulate a teaching episode related to English Language Learners. This is accomplished within the three credits (90 hours) of English Language Learners curriculum and incorporates all competencies outline in the Pennsylvania Department of Education Chapter 49 certification requirements.

### 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

Our program prepares Special Education teachers at the advanced level of certification. As part of their curriculum, teacher candidates in the Duquesne University School of Education's Special Education Program are required to complete ongoing course work and multiple levels of field work (including a formal practicum) that focuses on meeting the needs of students with disabilities (including culturally/linguistically exceptional learners) in a variety of settings. Special Education teacher candidates complete Individual Education Programs, Individual Family Service Plans, Behavior Support Plans, and Individual Transition Plans at a variety of levels for various learners.

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

The projects range from an introduction to the IEP process, to collaborating with key stakeholders on building effective programs, to IEP conference simulations, collecting assessment data and implementing interventions for the IEP team, and to working in the field as part of an actual IEP team if permitted during practicum by families. All experiences are facilitated and monitored by professionals in the classroom or at the field sites.

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

The special education program teaches candidates to be responsive to cultural differences in students and families when addressing academic, behavior, and transition needs. Representative activities include case study activities that represent a range of differences including language differences that require students to develop an IEP, IFSP, and/or assessment plan (GSPE 650, GSPE 654), a transition battery that requires candidates to make adaptations based on low literacy levels or students who are limited English proficient (GSPE 655), a multicultural experience activity that requires candidates to participate in role-playing activities (GSPE 653), and integration of video clips portraying a range of students with special needs including limited English proficiency (all classes).

## Contextual Information

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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.**

Additional Accreditation: The Duquesne University Educator Preparation Programs (EPP) received official approval and National Recognition from the Council for Accreditation of Educator Preparation (CAEP) in November 2020. Prior to this, the Duquesne EPPs received national recognition from the NCATE Unit Assessment Board for continuing national accreditation in October 2012. Duquesne University continues to be approved through the regional Middle States Accreditation organization and our educator certification programs are approved by the Pennsylvania Department of Education. Our PDE Major review was submitted in September 2016 and all programs have been approved. The School of Education is committed to maintaining our national accreditation and has successfully moved through the transition process from NCATE (which no longer exists) to CAEP. We view national accreditation as a means of benchmarking the quality of our teacher preparation programs through voluntary, external review based on national standards of excellence. The SOE Identity is clearly aligned with the CAEP mission and we will continue accomplish to gather evidence demonstrating that our graduates have a positive impact on the students that they teach. The formal notification of National Recognition from CAEP is attached with this IPRC submission for reference.

## 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

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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:

Samuel Duguid

TITLE:

Director of Assessment and Accreditation

## 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:

Samuel Duguid

TITLE:

Director of Assessment and Accreditation