

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

160630

☐ THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

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CITY

New Orleans

STATE

Louisiana

ZIP

70126

SALUTATION

Dr.

FIRST NAME

Tonya

LAST NAME

Rose

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SECTION I: PROGRAM INFORMATION

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	PG	
13.1202	Elementary Education	PG	
13.1	Special Education	PG	
13.1302	Teacher Education - Art	PG	
13.1322	Teacher Education - Biology	PG	
13.1305	Teacher Education - English/Language Arts	PG	
13.1307	Teacher Education - Health	PG	
13.1311	Teacher Education - Mathematics	PG	
13.1314	Teacher Education - Physical Education and Coaching	PG	
13.1318	Teacher Education - Social Studies	PG	

Total number of teacher preparation programs:

9

SECTION I: PROGRAM INFORMATION

Program Requirements

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

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

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

THIS PAGE INCLUDES:

>> [Undergraduate Requirements](#)  
>> [Postgraduate Requirements](#)  
>> [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 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
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

Element	Admission	Completion
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: <div></div>	<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:

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 checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Background check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input 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 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 checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

Element	Admission	Completion
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 type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <div>Bachelor's Degree or Higher</div>	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

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

2.2

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

2.2

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

PL prior to residency start date

Supervised Clinical Experience

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

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

Are there programs with student teaching models?

☐ Yes

☒ No

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

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	<div></div>
Number of clock hours required for student teaching	<div></div>

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" value="80"/>
Years required of teaching as the teacher of record in a classroom	<input type="text" value="1"/>

All Programs	
Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)	<input type="text" value="1"/>
<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="0"/>
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	<input type="text" value="0"/>
Number of students in supervised clinical experience during this academic year	<input type="text" value="7"/>

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

The following pertains to an option of "one-year residencies" that are offered for alternative candidates under the direct supervision of certified teachers. One semester of student teaching is no longer an option in Louisiana. The Louisiana Board of Elementary Education's Bulletin 996: Standards for Approval of Teacher Preparation and/or Educational Leader Preparation Programs states that Alternative programs may offer an option of one-year residencies in a public or approved non-public school classroom in the certification area with a teacher of record who holds a valid level 1, 2, 3, type A, or type B teaching certificate in the area for which the candidate is pursuing certification. Alternative programs may also offer this as an option. For certification in B-K, PK-3, 1-5, or 1-5 integrated to merged, candidates must spend a minimum of 80 percent of the residency school site's instructional time each week engaged in residency activities. For certification in K-12, 4-8, 6-12, 4-8 integrated to merged or 6-12 integrated to merged, candidates must spend a minimum of 60 percent of the residency school site's instructional time each week in the first semester and 80 percent of the residency school site's instructional time each week in the second semester engaged in residency activities. Teacher preparation providers may seek approval to offer an innovative residency model that does not meet the minimum instructional time requirements but meets a specific workforce need and includes high-quality clinical experiences throughout the program and intensive clinical experiences throughout the residency year.

SECTION I: PROGRAM INFORMATION

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](#)

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

Enrollment and Program Completers

2023-24 Total	
Total Number of Individuals Enrolled	<input type="text" value="7"/>
Subset of Program Completers	<input type="text" value="7"/>

Gender	Total Enrolled	Subset of Program Completers
Male	<input type="text" value="2"/>	<input type="text" value="2"/>
Female	<input type="text" value="5"/>	<input type="text" value="5"/>
No Gender Reported	<input type="text" value="0"/>	<input type="text" value="0"/>

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	<input type="text" value="0"/>	<input type="text" value="0"/>
Asian	<input type="text" value="0"/>	<input type="text" value="0"/>
Black or African American	<input type="text" value="5"/>	<input type="text" value="5"/>
Hispanic/Latino of any race	<input type="text" value="1"/>	<input type="text" value="1"/>
Native Hawaiian or Other Pacific Islander	<input type="text" value="0"/>	<input type="text" value="0"/>
White	<input type="text" value="1"/>	<input type="text" value="1"/>
Two or more races	<input type="text" value="0"/>	<input type="text" value="0"/>

Race/Ethnicity	Total Enrolled	Subset of Program Completers
No Race/Ethnicity Reported	<input type="text" value="0"/>	<input type="text" value="0"/>

SECTION I: PROGRAM INFORMATION

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 2023-24.

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

What are CIP Codes?

☐ No teachers prepared in academic year 2023-24

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

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

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	<input type="text" value="1"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="2"/>

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text" value="2"/>
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	<input type="text"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	<input type="text" value="1"/>
13.1306	Teacher Education - Foreign Language	<input type="text"/>
13.1307	Teacher Education - Health	<input type="text" value="2"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	<input type="text"/>
13.1312	Teacher Education - Music	<input type="text"/>
13.1314	Teacher Education - Physical Education and Coaching	<input type="text" value="2"/>
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	<input type="text"/>
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"/>

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"/>	<input type="text"/>

### Teachers Prepared by Academic Major

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

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

#### What are CIP Codes?

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

- ☒ Yes  
☐ No

☐ No teachers prepared in academic year 2023-24

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

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	<input type="text" value="1"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="1"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<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	<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	<input type="text"/>
13.1312	Teacher Education - Music	<input type="text"/>
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	<input type="text"/>
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	Other Specify: <div></div>	<div></div>

SECTION I: PROGRAM INFORMATION

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\(b\)\)](#)

THIS PAGE INCLUDES:

>> [Program Assurances](#)

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:

Students in our teacher preparation program are required to enroll in courses [Diverse Learners (focuses on working with students with disabilities, students from low-income families, students from different ethnic backgrounds, and limited-English proficiency students) and Multicultural Education (focuses on working with students from diverse cultural and religious backgrounds)] which specifically address these concerns. Additionally, they are required to complete part of their early field experiences in these settings so that they may have the advantage of experience in the differing environments, as many of our prospective teachers will be placed in urban schools. During Internship, they are further required to demonstrate their ability to work with students from different backgrounds or with disabilities, and are rated on such during their observations. Finally, members of the school community (principals) are frequently invited in as guest lectures to speak with the prospective teachers to enhance the theory and supplement



the practice they receive in the university classroom. Additionally, incoming candidates that do not have at least one semester of observed and evaluated teaching experience must enroll in an 80-hour workshop that addresses classroom management, classroom environment, lesson design, and lesson delivery.

SECTION II: ANNUAL GOALS

Annual Goals: Mathematics

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

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

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

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

- Quantifiable Goals

THIS PAGE INCLUDES:

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

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

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

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

- ☐ Yes
- ☒ No

2. Describe your goal.

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 (2024-25)

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

☐ Yes

☒ No

8. Describe your goal.

### Set Next Year’s Goal (2025-26)

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

☒ Yes

☐ No

10. Describe your goal.

SUNO’s College of Education and Human Development Mathematics Goal: Increase the number of teacher candidates preparing to teach high school mathematics by 1.

#### SECTION II: ANNUAL GOALS

### Annual Goals: Science

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

**(\$205(a)(1) (A)(i), \$205(a)(1)(A)(ii), \$206(a))**

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

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

- Quantifiable Goals

#### THIS PAGE INCLUDES:

>> [Report Progress on Last Year’s Goal \(2023-24\)](#)

>> [Review Current Year’s Goal \(2024-25\)](#)

>> [Set Next Year’s Goal \(2025-26\)](#)

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

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

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

☐ Yes

☒ No

2. Describe your goal.

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 (2024-25)

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

☒ Yes

☐ No

8. Describe your goal.

SUNO’s College of Education and Human Development Science Goal: Increase the number of teacher candidates preparing to teach high school science by 2.

## Set Next Year’s Goal (2025-26)

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

☒ Yes

☐ No

10. Describe your goal.

SUNO’s College of Education and Human Development Science Goal: Increase the number of teacher candidates preparing to teach high school science by 2.

### SECTION II: ANNUAL GOALS

## Annual Goals: Special Education

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

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

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

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

- Quantifiable Goals

### THIS PAGE INCLUDES:

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

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

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

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

☒ Yes

☐ No

2. Describe your goal.

SUNO’s College of Education and Human Development Special Education Goal: Increase the number of teacher candidates preparing to teach Special Education at the Elementary and Secondary Levels by 1.

3. Did your program meet the goal?

☒ Yes

☐ No

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

Curriculum Focus on Inclusion and Diverse Needs: Ensured the teacher preparation curriculum included a strong emphasis on strategies for inclusive teaching and working with students with a variety of special needs. Collaborative Learning Experiences: Organized collaborative courses that brought together prospective teachers of general education and special education to foster teamwork and understanding of integrated teaching strategies.

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:

We plan to search for grant funds to offer scholarships for students pursuing special education certifications in the future, as well as make an attempt to partner with other teacher preparation programs to create joint efforts in recruiting students who have an interest in working with diverse learners, emphasizing the need for Special Education teachers at the elementary and secondary levels.

Review Current Year’s Goal (2024-25)

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

☒

Yes

☐

No

8. Describe your goal.

SUNO's College of Education and Human Development Special Education Goal: Increase the number of teacher candidates preparing to teach Special Education at the Elementary and Secondary Levels by 2.

Set Next Year’s Goal (2025-26)

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

☒

Yes

☐

No

10. Describe your goal.

SUNO's College of Education and Human Development Special Education Goal: Increase the number of teacher candidates preparing to teach Special Education at the Elementary and Secondary Levels by 2.

SECTION II: ANNUAL GOALS

Annual Goals: Instruction of Limited English Proficient Students

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

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

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

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

- Quantifiable Goals

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

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

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

☐

Yes

☒

No

2. Describe your goal.

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:

THIS PAGE INCLUDES:

>> [Report Progress on Last Year’s Goal \(2023-24\)](#)

>> [Review Current Year’s Goal \(2024-25\)](#)

>> [Set Next Year’s Goal \(2025-26\)](#)

Review Current Year’s Goal (2024-25)

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

☐ Yes  
☒ No

8. Describe your goal.

Set Next Year’s Goal (2025-26)

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

☒ Yes  
☐ No

10. Describe your goal.

SUNO’s College of Education and Human Development Limited English Proficient Students Goal: Increase the number of teacher candidates preparing to teach Limited English Students at the Elementary and Secondary Levels by 1.

SECTION III: PROGRAM PASS RATES

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 (%)
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2021-22	3			
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2021-22	3			
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2021-22	3			
ETS5018 -ELEM ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2023-24	4			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2022-23	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2023-24	4			
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2023-24	4			
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2023-24	4			
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2023-24	1			
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) Other enrolled students	1			
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) All program completers, 2023-24	2			
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) All program completers, 2021-22	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	1			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2023-24	2			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2023-24	2			
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2023-24	3			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2021-22	2			
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			

Summary Pass Rates

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

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

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

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

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2023-24	7		
All program completers, 2022-23	1		
All program completers, 2021-22	3		
All program completers, combined 3 academic years	11	10	91

Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program. **(\$205(a)(1)(D), \$205(a)(1)(E))**

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

THIS PAGE INCLUDES:

>> [Low-Performing](#)

Low-Performing

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

- ☒ Yes
- ☐ No

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

- ☒ State
- ☒ CAEP
- ☐ AAQEP
- ☐ Other specify:

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.

The College of Education and Human Development ensures that its teacher candidates are immersed in instructional strategies that make them efficient and effective practitioners. The classes, assessments, and tasks introduce candidates to the use of technology, content, and practice. Examples of those classes and tasks that integrate technology into curricula and use technology to collect and manage data are below. EDUC 330 Assessment, Measurement and Evaluation This course introduces assessment and evaluation theories, assessment to inform instruction and best practices for assessment in a student-centered classroom. This course incorporates technology applications appropriate for use in assessment and evaluation. Example Task: Provide a narrative description that Explains how the assessments specifically address each of the goals/objectives and why the format of each of the assessments is appropriate for the learning objectives and for the students you have assessed; • Explains why you have chosen each of these assessments to attain your stated learning objectives, • Provides assessment instructions that all students understand, • Explains the minimal level of acceptable student performance (i.e., the point at which the student successfully meets the learning objective) in measurable terms, • Explains special adaptations for special needs students (e.g. cognitive, language, developmental, and content). EDUC 315 Diverse Learners Historical trends and current issues related to providing appropriate and equitable experiences for diverse learners. The best pedagogical practices, as well as the specific needs and abilities of children, are addressed. Example Task: Teacher candidates will create, implement, and reflect on a lesson that focuses on multiple means of representation, action, and engagement following a UDL lesson template. EDUC 312 Technology and Media in Education This course explores the appropriate uses of technology and technology applications for teaching and learning in PK-12 settings. Participants will gain practical experience in curriculum planning that uses technology to enhance and extend learning. Students will evaluate hardware and software. State

academic standards and national technology standards will be used to make decisions about curriculum content and to plan technology-based activities. Participants will use databases and spreadsheets to support inquiry learning. Writing and presentation software will be used for communication; and multimedia and web-tools will be used to design engaging learning environments. Example Task: Build a professional teacher online identity—Guide students in crafting an implementation plan for building their online teacher identity. Acknowledge that one's interests may shift over time. Still, the focus for this activity is to begin crafting the teacher identity that each preservice or in-service teacher resonates with at this point and identify what technologies might be needed to build the online professional identity. Alternatively, students can be assigned to examine a teacher with a strong online teacher identity, such as Kathy Schrock, Kayla Delzer, or Vicki Davis. EDUC 512 Methods of Using Assistive and Adaptive Technology in Instructional Practices This course provides an overview of the selection, organization, and integration of technology-based instruction materials, computer software, and computer hardware systems into instructional settings. Teacher Candidates explore strategies for providing access and opportunity for success with the academic and social aspects of schooling and learn to progress, monitor, and adjust appropriate supports to maximize student benefit. Example Task: Design or Modify a lesson and use the Technology Integration Practices (TIP) Guide to ensure that the lesson supports student's engagement in the content, connects and encourages collaboration, introduces learners to new skills, and is equitable.



## 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.

THIS PAGE INCLUDES:

>> [Teacher Training](#)

## Teacher Training

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

a. Teach students with disabilities effectively

Students in our teacher preparation program are required to enroll in courses [Diverse Learners (focuses on working with students with disabilities, students from low-income families, students from different ethnic backgrounds, and limited-English proficiency students) and Multicultural Education (focuses on working with students from diverse cultural and religious backgrounds)] which specifically address these concerns. Additionally, they must complete part of their early field experiences in these settings to have the advantage of experience in the differing environments, as many of our prospective teachers will be placed in urban schools. During Internship, they are further required to demonstrate their ability to work with students from different backgrounds or with disabilities, and are rated on such during their observations. Finally, members of the school community (principals) are frequently invited in as guest lecturers to speak with the prospective teachers to enhance the theory and supplement the practice they receive in the university classroom.

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*.

Through coursework, field experiences, required inclusive lesson planning, observation and disposition ratings by university supervisors, mentor teachers, and principals, SUNO candidates are prepared to participate as a member of individualized education program teams. The majority of our candidates serve at urban schools with high concentration of children with identified special needs, so these skills are vitally important and students are exposed to the laws, strategies and research intentionally in course work and regularly in clinical educational settings.

c. Effectively teach students who are limited English proficient.

Students are taught to effectively teach students who are limited English proficient through the same courses described for students with disabilities: (Diverse Learners (focuses on working with students with disabilities, students from low-income families, students from different ethnic backgrounds, and limited-English proficiency students) and Multicultural Education (focuses on working with students from diverse cultural and religious backgrounds), field experiences, inclusive lesson planning, and mentoring. In addition, technology has provided an additional tool for communicating and translating English language to Spanish and other foreign languages. Schools are also making efforts to accommodate students and families who are limited English proficient, and SUNO students are encouraged to avail themselves of these resources, if needed.

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

Candidates in The College of Education and Human Development's Special Education Program must take at least eighteen hours of focusing on teaching learners with general or Mild/Moderate disabilities. These courses prepare the candidates to create and implement lesson plans, assess

students' learning, integrate assistive and adaptive technology, differentiate instruction etc. Courses and tasks are described below. ELED 666 Methods and Materials for Elementary Content for General and Mild/Moderate Learners This course researches and analyzes the instructional needs of exceptional children and the application of instructional strategies and curricular modifications in the elementary education classroom. EDSN 640 Methods/Materials in Secondary Content Areas for General and Mild/Moderate Learners This course researches and analyzes the instructional needs of exceptional children and the application of instructional strategies and curricular modifications in the secondary content education classroom. EDUC 630 Assessment and Evaluation for General and Mild/Moderate Learners This course introduces educators to the collection and use of comprehensive assessment and evaluation data to ensure the success of students with and without disabilities. Teacher Candidates will analyze frameworks for assessment and evaluation to underscore the sequence, procedures, and decisions involved in a comprehensive process. It will focus on the use of assessments to inform instruction and best practices for assessment in student-centered classrooms. EDSP 501 Vocational and Transitional Planning This course provides a background in career development and transition education for persons with disabilities. Emphasis is placed on IDEA requirements for transition services, career development, and the transition processes; transition services assessment, secondary special education curricular implications, career development and transition service needs; collaborative services in schools and communities to promote quality transition services; and current issues and trends in transition education and services.

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 College of Education and Human Development's Special Education Program candidates must take one course focusing on IEP team collaboration. This course requires them to participate in or observe several IEP meetings. Candidates must also be involved in the development and analysis of IEPs. The Course and tasks are described below. EDUC 515 Foundations and Collaborative Instructional Practices for General and Mild/Moderate Learners In this course, education professionals examine historical, legal, and philosophical foundations that inform teaching and learning for students with exceptionalities. This course addresses legal trends and issues related to the Individuals with Disabilities. Education Act (IDEA), including the identification process that schools must follow: child study, assessment, eligibility, IEP development, and placement. Educators will analyze the legal requirements as defined in IDEA, specifically the requirements for Free and Appropriate Education (FAPE), the Least Restrictive Environment (LRE), and the development of Individualized Education Plans (IEPs). Course participants will analyze historical aspects, beliefs, evidence-based practices, challenges, and applications to their teaching practice.

c. Effectively teach students who are limited English proficient.

The College of Education and Human Development's Special Education Program candidates must take at least six hours focusing on instruction for general and mild/moderate learners. The courses and tasks are described below. ELED 666 Methods and Materials for Elementary Content for General and Mild/Moderate Learners This course researches and analyzes the instructional needs of exceptional children and the application of instructional strategies and curricular modifications in the elementary education classroom. EDSN 640 Methods/Materials in Secondary Content Areas for General and Mild/Moderate Learners This course researches and analyzes the instructional needs of exceptional children and the application of instructional strategies and curricular modifications in the secondary content education classroom. Example Task: Design or Modify a lesson plan that differentiates instruction for ESL learners.

## Contextual Information

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

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

THIS PAGE INCLUDES:

>> [Contextual Information](#)

## Contextual Information

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

Before enrolling in the alternative certification or the Master of Arts in Teaching General and Mild/Moderate programs, intended candidates must pass Praxis Content (for their certification area) and they cannot complete the program without passing PLT (for their grade level). Additionally, the intended candidate must present three letters of recommendation, complete a background check, provide a resume, a philosophy regarding education in general, and his/her role in pursuing a teaching certification, and go through an interview process. During the interview, the faculty assesses the dispositions of the intended candidate. The alternative certification and master's program can be completed in less than two years. The Alternative certification program is a traditional face-to-face, and the Master of Arts in Teaching General and Mild/Moderate program is 100% online. 100% of our Residency Candidates are Teachers of Record at their residency sites and are evaluated using the LEAR Aspiring Teacher Rubrics (beginning Fall 2024).

## Supporting Files

<a href="#">LAER Rubric</a>	
<a href="#">Residency Portfolio Requirements</a>	

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: