



Concordia University
Traditional Report AY 2022-23
Illinois



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

Schwartz

PHONE

(708) 209-3203

EMAIL

John.Schwartz@cuchicago.edu

List of Programs

THIS PAGE INCLUDES:

>> [List of Programs](#)

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

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

- [Teacher Preparation Program](#)

List of Programs

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

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	UG	
13.1202	Elementary Education	Both	
13.1203	Junior High/Intermediate/Middle School Education and Teaching	Both	
13.1	Special Education	UG	
13.1302	Teacher Education - Art	Both	
13.1322	Teacher Education - Biology	Both	
13.1305	Teacher Education - English/Language Arts	Both	
13.1306	Teacher Education - Foreign Language	UG	
13.1328	Teacher Education - History	Both	
13.1311	Teacher Education - Mathematics	Both	
13.1312	Teacher Education - Music	Both	
13.1314	Teacher Education - Physical Education and Coaching	Both	

Total number of teacher preparation programs:

12

Program Requirements

THIS PAGE INCLUDES:

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

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

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

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

Undergraduate Requirements

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

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

- Yes
 No

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

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

Element	Admission	Completion
Essay or personal statement	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: Exit: edTPA	<input type="radio"/> Yes <input checked="" 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.)

2.75

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.)

2.75

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

Element	Admission	Completion
Recommendation(s)	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Essay or personal statement	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: Exit: edTPA	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

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

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

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

Supervised Clinical Experience

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

Provide the following information about supervised clinical experience in 2022-23. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models?

- Yes
 No

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

Programs with student teaching models (most traditional programs)

Number of clock hours of supervised clinical experience required prior to student teaching

Number of clock hours required for student teaching

Are there programs in which candidates are the teacher of record?

- Yes
 No

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

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)

Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom

100

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

1

All Programs

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

8

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

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

13

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

80

Number of students in supervised clinical experience during this academic year

103

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

All our teacher education programs require both non clinical and clinical hours, which are supervised by both full-time faculty and mentors in the field. We use a combination of full-time faculty and part-time adjuncts to supervise student teacher interns.

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	256
Subset of Program Completers	50

Gender	Total Enrolled	Subset of Program Completers
Male	93	16
Female	163	34
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	1	1
Asian	2	0
Black or African American	21	2
Hispanic/Latino of any race	70	13
Native Hawaiian or Other Pacific Islander	0	0
White	155	34

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	6	0
No Race/Ethnicity Reported	1	0

Teachers Prepared

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

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

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

THIS PAGE INCLUDES:

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

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

- [Academic Major](#)

Teachers Prepared by Subject Area

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

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

What are CIP Codes?

No teachers prepared in academic year 2022-23

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

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

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	3

CIP Code	Subject Area	Number Prepared
13.1202	Teacher Education - Elementary Education	21
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	4
13.1210	Teacher Education - Early Childhood Education	3
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	2
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	3
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	1
13.1312	Teacher Education - Music	5
13.1314	Teacher Education - Physical Education and Coaching	6
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	
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	2
13.1329	Teacher Education - Physics	

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

Teachers Prepared by Academic Major

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

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

[What are CIP Codes?](#)

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

- Yes
 No

No teachers prepared in academic year 2022-23

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

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	<input type="text" value="3"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="21"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text" value="4"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text" value="3"/>
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	<input type="text" value="2"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	<input type="text" value="3"/>
13.1306	Teacher Education - Foreign Language	<input type="text"/>

CIP Code	Academic Major	Number Prepared
13.1307	Teacher Education - Health	<input type="text"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	1
13.1312	Teacher Education - Music	5
13.1314	Teacher Education - Physical Education and Coaching	6
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	2
13.1329	Teacher Education - Physics	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>
01	Agriculture	<input type="text"/>
03	Natural Resources and Conservation	<input type="text"/>
05	Area, Ethnic, Cultural, and Gender Studies	<input type="text"/>

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

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

Program Assurances

THIS PAGE INCLUDES:

>> [Program Assurances](#)

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

Program Assurances

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

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

- Yes
 No

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

- Yes
 No

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

- Yes
 No
 Program does not prepare special education teachers

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

- Yes
 No

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

- Yes
 No

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

- Yes
 No

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

- Yes
 No

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

There are required courses that address these areas both in field work opportunities and course topics. All students are required to take a general education core, specialty subject area, and major. Coursework in exceptionalities and teaching in diverse classrooms is required of all students.

Annual Goals: Mathematics

THIS PAGE INCLUDES:

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

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

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

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

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

- [Quantifiable Goals](#)

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

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

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

- Yes
 No

2. Describe your goal.

Future goal is to enroll 6 new students in the secondary and middle grades math programs combined.

3. Did your program meet the goal?

- Yes
 No

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

Math education enrollment education remained the same: N= 11. Math education/middle grades growth was achieved: N= 13.

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

- Yes
 No

8. Describe your goal.

The previously stated goal of enrolling 6 new students in the secondary and middle grades math programs combined was met (secondary ed math: 11 to 14; math education/middle grades: 7 to 13). The Illinois Articulation Initiative Program approved 6 course syllabi (MAT-1812, 2000, 2100, 2500, 2600, 3100) in the 2022-23 academic year, which makes the college more transfer friendly. The goal for 2023-24 is to enroll 8-10 new students in the combined math programs. Increase the use of math-specific technologies such as Desmos to improve candidates' use of multiple representations in teaching.

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.

The goal for 2024-25 is to again enroll 8-10 new students in the combined math programs. Make increased use of non-permanent vertical surfaces in the teaching of math content courses so that our candidates will be familiar with this method of teaching. Establish a field experience partnership with Timothy Christian, a pre-12th grade Biblically-rooted, nondenominational school in the greater Chicago area.

Annual Goals: Science

THIS PAGE INCLUDES:

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

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

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

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

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

- [Quantifiable Goals](#)

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

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

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

- Yes
 No

2. Describe your goal.

Increase enrollment by 8 students.

3. Did your program meet the goal?

- Yes
 No

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

Seven new students were enrolled.

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

- Yes
 No

8. Describe your goal.

Science is a shortage area, especially for career changers who have a science degree and want to obtain a teaching degree. Our goal is to encourage this group of students to apply. Given that our enrollment between 2022 and 2023 grew from 18 to 23 students, a realistic plan to enroll 3-5 new 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.

Given that teaching science remains in a shortage area, our goal is to enroll 10 new students. The college lost a full-time science professor mid-semester. The division is actively searching for a replacement.

Annual Goals: Special Education

THIS PAGE INCLUDES:

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

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

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

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

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

- [Quantifiable Goals](#)

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

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

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

- Yes
 No

2. Describe your goal.

To increase opportunities for our UG students to assess students and use data to inform instruction.

3. Did your program meet the goal?

- Yes
 No

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

The faculty within the Special Education program started the process of students assessing students in the 2023-2024 AY. Progress and completion of the goal will be reported next year in the 2024 Title II Report.

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

- Yes
 No

8. Describe your goal.

Adding an Early Childhood Special Education Approval from ISBE for our undergraduate students. 10 students enrolled in 2022 and 9 in 2023, which points to the need of developing better recruitment strategies.

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.

Visit several courses for freshman education majors and recruit special education endorsement students. Work with Golden Apple to have CUC be part of their Accelerated Program to recruit more undergrads and graduate-level students for initial license in special education. Build more collaborative partnerships to diversify experiences in special education classrooms. Start developing a 5-year special education undergraduate program where students would obtain a master's degree in special ed in 5 years.

Annual Goals: Instruction of Limited English Proficient Students

THIS PAGE INCLUDES:

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

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

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

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

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

- [Quantifiable Goals](#)

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

1. Did your program prepare teachers in 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.

The preparation of educators to work with students who are culturally and linguistically diverse is interwoven through out the entire program of study, thus we are preparing all of our students are to work effectively with this population of students. Additionally, we offer an endorsement in ESL for interested students and the endorsement coursework is required in our early childhood program of study. Our goal for 2022-23 is to enroll 30 new students across our programs.

3. Did your program meet the goal?

- Yes
 No

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

The university is involved with HACU (Hispanic Association of Colleges and Universities), including attendance and presentations at their annual conference. We did not meet the enrollment goal and are analyzing possible causes and remedies. (1) The Early Childhood Education Students need to be reminded often about this option by the advising office; (2) A linguistics course EDUC 2700 is regularly taught and it may count as a general elective in programs and students are not seeking the endorsement.

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.

The preparation of educators to work with students who are culturally and linguistically diverse is interwoven throughout the entire program of study, providing all of our students with multiple opportunities to deepen their understanding of the particular needs and characteristics of emergent bilinguals. Activities (classroom and field-based) are focused on promoting the development of and fostering the knowledge, skills, and attitudes necessary to work effectively with this population of students. CoE offers endorsements in ESL and Bilingual Education for interested students and the ESL endorsement coursework is required in our early childhood program of study. To address this critical shortage of educators, elementary, middle, and secondary pre-service teachers are now able to enroll in courses that are cross-listed with their graduate counterparts to facilitate their endorsement goals. 2023-24 goals: 1) undergraduate ESL courses are in need of a comprehensive review for updates relating to course objectives, new/emerging discipline-specific focus, such as Content-Based Instruction and updated readings; 2) Since CoE is a Hispanic-Serving Institution, establishing a partnership with an organization such as the League of United Latin American Citizens would be beneficial.

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.

CUC seeks to establish an academic partnership with Academic Partnership (AP), based in the Texas A&M International University, which is a member of The Texas A&M University System. AP is an online facilitator that helps regional universities expand access to quality, affordable, and workforce-relevant education. AP focuses primarily on helping universities serve adult learners, which is closely aligned with CUC's mission.

Assessment Pass Rates

THIS PAGE INCLUDES:

[>> Assessment Pass Rates](#)

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

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

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

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

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
206 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
206 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2022-23	3			
206 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	5			
206 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	4			
TP014.1 -EARLY CHILDHOOD.1 Evaluation Systems group of Pearson All program completers, 2021-22	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TP014.2 -EARLY CHILDHOOD.2 Evaluation Systems group of Pearson All program completers, 2022-23	3			
TP014.2 -EARLY CHILDHOOD.2 Evaluation Systems group of Pearson All program completers, 2021-22	6			
197 -ELEM. EDUC. SUBTEST 1: LANGUAGE AND LITERACY Evaluation Systems group of Pearson All program completers, 2022-23	2			
197 -ELEM. EDUC. SUBTEST 1: LANGUAGE AND LITERACY Evaluation Systems group of Pearson All program completers, 2021-22	11	261	11	100
197 -ELEM. EDUC. SUBTEST 1: LANGUAGE AND LITERACY Evaluation Systems group of Pearson All program completers, 2020-21	1			
198 -ELEM. EDUC. SUBTEST 2: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2022-23	2			
198 -ELEM. EDUC. SUBTEST 2: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2021-22	11	251	11	100
198 -ELEM. EDUC. SUBTEST 2: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2020-21	1			
199 -ELEM. EDUC. SUBTEST 3: SCIENCE/SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2022-23	2			
199 -ELEM. EDUC. SUBTEST 3: SCIENCE/SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2021-22	11	260	11	100
199 -ELEM. EDUC. SUBTEST 3: SCIENCE/SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2020-21	1			
200 -ELEM. EDUC. SUBTEST 4: FINE ARTSPHYS.DEV.&HEALTH Evaluation Systems group of Pearson All program completers, 2022-23	2			
200 -ELEM. EDUC. SUBTEST 4: FINE ARTSPHYS.DEV.&HEALTH Evaluation Systems group of Pearson All program completers, 2021-22	11	269	11	100
200 -ELEM. EDUC. SUBTEST 4: FINE ARTSPHYS.DEV.&HEALTH Evaluation Systems group of Pearson All program completers, 2020-21	1			
305 -ELEMENTARY EDUCATION (GRADES 1-6) Evaluation Systems group of Pearson All enrolled students who have completed all noncl	6			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
305 -ELEMENTARY EDUCATION (GRADES 1-6) Evaluation Systems group of Pearson Other enrolled students	6			
305 -ELEMENTARY EDUCATION (GRADES 1-6) Evaluation Systems group of Pearson All program completers, 2022-23	18	258	17	94
305 -ELEMENTARY EDUCATION (GRADES 1-6) Evaluation Systems group of Pearson All program completers, 2021-22	16	260	16	100
305 -ELEMENTARY EDUCATION (GRADES 1-6) Evaluation Systems group of Pearson All program completers, 2020-21	2			
TP001 -ELEMENTARY LITERACY Evaluation Systems group of Pearson All program completers, 2021-22	7			
TP001.1 -ELEMENTARY LITERACY.1 Evaluation Systems group of Pearson All program completers, 2021-22	2			
TP001.2 -ELEMENTARY LITERACY.2 Evaluation Systems group of Pearson All program completers, 2022-23	13	46	13	100
TP001.2 -ELEMENTARY LITERACY.2 Evaluation Systems group of Pearson All program completers, 2021-22	16	44	16	100
TP002 -ELEMENTARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2021-22	1			
TP002.2 -ELEMENTARY MATHEMATICS.2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
TP002.2 -ELEMENTARY MATHEMATICS.2 Evaluation Systems group of Pearson All program completers, 2022-23	7			
TP002.2 -ELEMENTARY MATHEMATICS.2 Evaluation Systems group of Pearson All program completers, 2021-22	9			
207 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
207 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	2			
207 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2022-23	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
207 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2021-22	2			
207 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2020-21	1			
TP117.1 -FAMILY AND CONSUMER SCIENCES.1 Evaluation Systems group of Pearson All program completers, 2021-22	1			
260 -FOREIGN LANGUAGE: SPANISH Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
TP021.2 -K-12 PERFORMING ARTS.2 Evaluation Systems group of Pearson All program completers, 2022-23	5			
TP021.2 -K-12 PERFORMING ARTS.2 Evaluation Systems group of Pearson All program completers, 2021-22	5			
TP011.2 -K-12 PHYSICAL EDUCATION.2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
TP011.2 -K-12 PHYSICAL EDUCATION.2 Evaluation Systems group of Pearson All program completers, 2022-23	4			
TP011.2 -K-12 PHYSICAL EDUCATION.2 Evaluation Systems group of Pearson All program completers, 2021-22	5			
290 -LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
155 -LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson All program completers, 2022-23	2			
290 -LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson All program completers, 2022-23	1			
155 -LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson All program completers, 2021-22	36	274	36	100
155 -LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson All program completers, 2020-21	1			
208 -MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
208 -MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	2			
208 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2022-23	1			
208 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2021-22	3			
208 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2020-21	3			
TP018.2 -MIDDLE CHILDHOOD ENGLISH-LANGUAGE ARTS.2 Evaluation Systems group of Pearson All program completers, 2021-22	2			
TP016.2 -MIDDLE CHILDHOOD MATHEMATICS.2 Evaluation Systems group of Pearson All program completers, 2022-23	4			
TP016.2 -MIDDLE CHILDHOOD MATHEMATICS.2 Evaluation Systems group of Pearson All program completers, 2021-22	2			
TP017.2 -MIDDLE CHILDHOOD SCIENCE.2 Evaluation Systems group of Pearson All program completers, 2021-22	1			
201 -MIDDLE GRADES LANGUAGE ARTS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
201 -MIDDLE GRADES LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2022-23	2			
201 -MIDDLE GRADES LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2021-22	3			
202 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
202 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson All program completers, 2022-23	4			
202 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson All program completers, 2021-22	5			
202 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson All program completers, 2020-21	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
203 -MIDDLE GRADES SCIENCE Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
203 -MIDDLE GRADES SCIENCE Evaluation Systems group of Pearson All program completers, 2022-23	2			
203 -MIDDLE GRADES SCIENCE Evaluation Systems group of Pearson All program completers, 2021-22	2			
204 -MIDDLE GRADES SOCIAL SCIENCES Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
204 -MIDDLE GRADES SOCIAL SCIENCES Evaluation Systems group of Pearson Other enrolled students	1			
204 -MIDDLE GRADES SOCIAL SCIENCES Evaluation Systems group of Pearson All program completers, 2020-21	1			
212 -MUSIC Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5			
212 -MUSIC Evaluation Systems group of Pearson All program completers, 2022-23	5			
212 -MUSIC Evaluation Systems group of Pearson All program completers, 2021-22	5			
144 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
213 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	13	250	11	85
213 -PHYSICAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	5			
213 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2022-23	4			
213 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	3			
144 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
144 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	2			
239 -SCIENCE: BIOLOGY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
TP003.2 -SECONDARY ENGLISH-LANGUAGE ARTS.2 Evaluation Systems group of Pearson All program completers, 2022-23	3			
TP003.2 -SECONDARY ENGLISH-LANGUAGE ARTS.2 Evaluation Systems group of Pearson All program completers, 2021-22	3			
TP004.2 -SECONDARY HISTORY/SOCIAL STUDIES.2 Evaluation Systems group of Pearson All program completers, 2022-23	1			
TP004.2 -SECONDARY HISTORY/SOCIAL STUDIES.2 Evaluation Systems group of Pearson All program completers, 2021-22	11	44	11	100
TP005 -SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2021-22	1			
TP005.2 -SECONDARY MATHEMATICS.2 Evaluation Systems group of Pearson All program completers, 2022-23	1			
TP005.2 -SECONDARY MATHEMATICS.2 Evaluation Systems group of Pearson All program completers, 2021-22	3			
TP006.2 -SECONDARY SCIENCE.2 Evaluation Systems group of Pearson All program completers, 2021-22	1			
246 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
246 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson Other enrolled students	1			
246 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All program completers, 2022-23	1			
114 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All program completers, 2021-22	1			
246 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All program completers, 2021-22	10	260	10	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
246 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All program completers, 2020-21	2			
163 -SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson All program completers, 2022-23	2			
163 -SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson All program completers, 2021-22	2			
163 -SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson All program completers, 2020-21	1			
TP012.2 -SPECIAL EDUCATION.2 Evaluation Systems group of Pearson All program completers, 2022-23	3			
TP012.2 -SPECIAL EDUCATION.2 Evaluation Systems group of Pearson All program completers, 2021-22	1			
145 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2022-23	2			
214 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2021-22	1			
TP015.2 -VISUAL ARTS.2 Evaluation Systems group of Pearson All program completers, 2022-23	2			
TP015.2 -VISUAL ARTS.2 Evaluation Systems group of Pearson All program completers, 2021-22	1			

Summary Pass Rates

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

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

THIS PAGE INCLUDES:

[>> Summary Pass Rates](#)

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

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

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2022-23	46	44	96
All program completers, 2021-22	105	102	97
All program completers, 2020-21	16	16	100

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.

Every student is required to take and pass a Media and Technology for Classroom Teachers course early in the program. Many of the programs clinical and methods courses provide students with many experiences in modeling and applying technology in their clinical and methods courses prior to the student teaching internship. When developing lesson plans, student must indicate their use of technology in the instructional process. In addition, the classroom management and assessment courses for each program prepare students to use technology to collect, manage and analyze data to support learning and improve student outcomes. Student teacher's ability to model and apply technology standards as they design, implement, and assess learning experiences is evaluated multiple times during the student teaching internship. Both the University Supervisors and Cooperating Teachers complete the assessments. Cooperating Teachers and University Supervisors are required to evaluate teacher candidates on how they make informed decisions to improve the use of technology in instruction. University Supervisors discuss with Cooperating Teachers and the teacher candidates how the planning and implementation of technology in their lessons have progressed. Teacher candidates are required to discuss and reflect on how they use technology in their lesson planning to facilitate student engagement and foster a deeper understanding of content and their appropriate integration of technology into teaching and learning. This feedback provides both information on how the teacher candidate can improve on integrating technology in instruction and what experiences need to be afforded the teacher candidate to foster improvement. The Positive Impact Presentation is the final assessment of the student teaching internship. This assessment requires students to demonstrate the use of technology in assessing student progress. With the recent purchase of a variety of updated technology equipment, such as what is used in our partner schools, teacher candidates will have more opportunities to practice planning and implementing lessons that integrate technology under the supervision of CUC faculty. During the Covid-19

pandemic, digital technology played a significant role in enabling teacher candidates to observe and deliver instruction using synchronous and asynchronous teaching tools during their clinical and student teaching internships. CUC will continue to build upon these newly acquired skills to further increase and improve candidates' use of technology in their lessons.

Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

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

Teacher Training

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

a. Teach students with disabilities effectively

All undergraduate education majors must take and pass EDUC 2090 Characteristics during their freshman or sophomore year. This course introduces students to the identification of physical, psychological, behavioral/social, and academic characteristics and needs of exceptional learners including students with learning disabilities and those with gifts and talents. In this course teacher candidates learn the basics of developing lessons that meet the diverse needs of students, which include students with IEPs or 504 plans. They also learn of the importance of accommodations and/or modifications that are appropriate for specific student learning profiles. All students enrolled in EDUC 2090 are required to complete 12 hours of field experience. During the course, candidates are required to complete a review of a student's special education record, observations of a MTSS or problem solving team meeting, observations of an IEP meeting, observation of a special educator working with students with IEP's in a special education instructional or resource classroom, observations of a general education teacher working with students with IEPs in a general education classroom, and assisting students under the direction of the cooperating teachers by reviewing or practicing skills that have been previously taught. Field experience placements are in classrooms with exceptional learners in schools with diverse settings in the Chicago-land area. Additionally all education majors are required to take and pass EDUC 2050 Teaching in Diverse Classrooms. Though the focus of this class is on students who are English Language Learners, professors also include discussion on including students with disabilities and other diverse needs. Throughout their clinical and methods courses students continue to build on these early skills by planning, developing and implementing lesson plans that include considerations for exceptional learners. Both secondary and elementary MAT students are required to take and pass EDUC 6290 Characteristics and Instruction of Exceptional Learners. This course also requires students to complete field experience in special education and inclusion classrooms and demonstrate their ability to develop a unit plan that meets the needs of students with various disabilities.

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

While enrolled in EDUC 2090 or EDUC 6290 all education majors learn about their roles and responsibilities as members of the IEP team and participate in a mock IEP meeting. Teacher candidates also participate in IEP meetings during the student teaching internship.

c. Effectively teach students who are limited English proficient.

All undergraduate education majors must take and pass EDUC 2050 Teaching in Diverse Classrooms. This course is usually taken during the junior or sophomore year. The focus of this course is on developing dispositions and lessons to meet the needs of students who are English Language Learners. All students enrolled in this course are required to complete 8 hours of field experience at our partner school, whose demographic includes a high percentage of students who are English Language Learners. During this field experience each teacher candidate is involved with the Response to Intervention (RtI) at the school. Specifically, each candidate meets with a student or a small group of students for 10 consecutive weeks. This experience allows the candidate to see student growth as a result of their interventions. Students are introduced to the Concordia University Chicago lesson plan template that includes a section that requires students to plan and implement differentiated instruction to meet the needs of diverse students. Candidates are required to develop and write two lesson plans specific to the students in the classroom. This lesson plan template is used throughout all education programs and coursework. Additionally, coursework leading to the ESL endorsement is built into the Early Childhood program of study, thus preparing students in this major to teach students who are English Language Learners. The ability of the secondary MAT candidates to plan lessons to meet the needs of diverse learners is assessed in EDSC 6570. In this course, all candidates must plan a lesson, teach the lesson, and complete a mini edTPA. Elementary MAT students are required to take 2 courses at the foundational level that address diversity and working with students who are English Language Learners. Candidates must pass the courses with a B or better in order to be admitted to the College of Education. Unit/lesson objectives must utilize support for the diverse learning needs of students. Assessments (formal and informal) must

demonstrate differentiation to support the diverse learning needs of students. Teacher Education candidates also complete their field experiences in diverse schools. The Illinois State Certification Board requires that all Teacher Education students complete 100 hours in pre-professional clinical experiences prior to the Student Teaching Internship. The purpose of these clinical hours is to expose students to a variety of situations with respect to students (age groups, ability levels, and ethnic backgrounds), teaching (classroom styles and organization) and types of schools.

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

Concordia University Chicago special education majors usually take and pass the two foundation education courses mentioned above. Special Education Teacher candidates complete their professional coursework in blocks. Each of the blocks have a particular focus and grade level span. For instance, in Block I teacher candidates do their clinical experiences at the elementary level working with special education teachers who teach students with high incidence disabilities. In Block II, teacher candidates work with special education teachers at either the middle or high school levels that work with students with low incidence disabilities. In block III, the focus is collaboration and inclusion and teacher candidates work with cooperating teachers who are co-teaching, providing services within the general education classroom, and are working collaboratively with other related service staff at any of the grade levels. This allows students to have varied experiences working with students of various ages with differing needs. Teacher candidates complete 120 hours of clinical experience in the following courses: Block I EDSP 4751: Characteristics of Students with Special Needs: High Incidence EDSP 4752: Instructional Strategies and Curricular Adaptations for Students with Special Needs: High Incidence EDSP 4753: Identification and Education of Young Children with Special Needs EDSP 4754: Assessment of Individuals with Disabilities Block II EDSP 4761: Characteristics of Students with Special Needs: Low incidence EDSP 4762: Instructional Strategies and Curricular Adaptations for Students with Special Needs: Low Incidence EDSP 4763: Adaptive and Assistive Technology for Individuals with Disabilities Block III: EDSP 4771: Educational Collaboration EDSP 4772: Including Individuals with Disabilities in School and Community EDSP 4773: Classroom Behavior Support and Management Student Teaching: EDSP 4990: Special Education Student Teaching Internship. The student teaching experience is sixteen weeks long. The candidate is placed with a cooperating teacher with at least three years of teaching experience who is a certified special education teacher licensed by the state of Illinois. Candidates gradually assume full responsibility for their mentor teachers' teaching schedule and are expected to complete at least ten weeks of full time teaching.

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*.

While enrolled in EDUC 2090 all education majors learn about their roles as teachers in the IEP team and participate in a mock IEP meeting. All special education majors are able to participate in actual IEP meetings during their clinical and methods courses when appropriate. The student teaching internship provides multiple opportunity for special education majors to participate as an IEP team member.

c. Effectively teach students who are limited English proficient.

All special education majors must take and pass EDUC 2050 Teaching in Diverse Classrooms. This course is usually taken during the junior or sophomore year. The focus of this course is on developing dispositions and lessons to meet the needs of students who are English Language Learners. All students enrolled in this course are required to complete 10 hours of field experience at our partner school, whose demographic includes a high percentage of students who are English Language Learners. During this field experience each teacher candidate is involved with the Response to Intervention (RtI) at the school. Specifically, each candidate meets with a student or a small group of students for 10 consecutive weeks. This experience allows the candidate to see student growth as a result of their interventions. Students are introduced to the Concordia University Chicago lesson plan template that includes a section that requires students to plan and implement differentiated instruction to meet the needs of diverse students. Candidates are required to develop and write two lesson plans specific to the students in the classroom. This lesson plan template is used throughout all education coursework and programs.

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.

Our teacher preparation programs all have four components: general education; specific subject areas content; professional education; and field/clinical experiences in various diverse classroom settings. Our College assessment system utilizes an online system that facilitates timely data collection and a College-wide central repository of data for program prospectuses, syllabi, and improvement and analysis of candidates' strengths and weaknesses. Currently a yearly report of summary data for the education unit is collected and shared with the College faculty and staff. This report gives summary data by program and department for analysis and revision of programs and courses.

Supporting Files

No files have been provided.

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

Report Card Certification

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

Certification of submission

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual.*

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

John Schwartz

TITLE:

Director of Assessment

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:

Maja Miskovic

TITLE:

Dean, College of Education