

PA

Misericordia University
Traditional Report AY 2024-25
Pennsylvania

0% COMPLETE
STATUS: IN PROGRESS

Institution Information

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

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

IPEDS ID

☐ THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

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McAuley Hall, Rm 203

CITY

Dallas

STATE

Pennsylvania

ZIP

18612

SALUTATION

Dr.

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List of Programs

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

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

- [Teacher Preparation Program](#)

THIS PAGE INCLUDES:

>> [List of Programs](#)

List of Programs

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

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	Both	
13.1203	Junior High/Intermediate/Middle School Education and Teaching	Both	
13.1	Special Education	Both	
13.1322	Teacher Education - Biology	Both	
13.1323	Teacher Education - Chemistry	Both	
13.1321	Teacher Education - Computer Science	UG	
13.1305	Teacher Education - English/Language Arts	Both	
13.1316	Teacher Education - General Science	Both	
13.1328	Teacher Education - History	Both	
13.1311	Teacher Education - Mathematics	Both	

Total number of teacher preparation programs:

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

THIS PAGE INCLUDES:

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

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

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

Undergraduate Requirements

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

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

- ☒ Yes
- ☐ No

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

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

Element	Admission	Completion
Essay or personal statement	☒ Yes ☐ No	☒ Yes ☐ No
Interview	☐ Yes ☒ No	☐ Yes ☒ No
Other Specify: 	☐ Yes ☐ No	☐ Yes ☐ No

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

3

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

3

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

Interviews for entry/exit are recommended but not required. Misericordia University transitioned to SAT/ACT optional in light of COVID-related limitations. PA Department of Education has waived the Basic Skills Test requirements until June 2025.

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	☒ Yes ☐ No	☒ Yes ☐ No
Fingerprint check	☒ Yes ☐ No	☒ Yes ☐ No
Background check	☒ Yes ☐ No	☒ Yes ☐ No
Minimum number of courses/credits/semester hours completed	☐ Yes ☒ No	☒ Yes ☐ No
Minimum GPA	☒ Yes ☐ No	☒ Yes ☐ No
Minimum GPA in content area coursework	☒ Yes ☐ No	☒ Yes ☐ No
Minimum GPA in professional education coursework	☒ Yes ☐ No	☒ Yes ☐ No
Minimum ACT score	☐ Yes ☒ No	☐ Yes ☒ No
Minimum SAT score	☐ Yes ☒ No	☐ Yes ☒ No
Minimum basic skills test score	☐ Yes ☒ No	☐ Yes ☒ No

Element	Admission	Completion
Subject area/academic content test or other subject matter verification	☐ Yes ☒ No	☒ Yes ☐ No
Recommendation(s)	☒ Yes ☐ No	☒ Yes ☐ No
Essay or personal statement	☒ Yes ☐ No	☒ Yes ☐ No
Interview	☐ Yes ☒ No	☐ Yes ☒ No
Other Specify: 	☐ Yes ☐ No	☐ Yes ☐ No

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

3

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

3

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

Interviews for entry/exit are recommended but not required.

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 2024-25. ([§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	200
Number of clock hours required for student teaching	500

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	
<u>Years</u> required of teaching as the teacher of record in a classroom	

All Programs	
Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) 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)	
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	
Number of students in supervised clinical experience during this academic year	

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

Students complete a clinical experience in every semester they are enrolled in the program. Freshman participate in Field 1 (10 hours) & 2 (20 hours) and then participate in Sophomore Field 1 & 2 (25 hours each) in their sophomore year. Practicum I, II, and III during junior year and fall semester senior year with each practicum requiring a minimum of fifty (50) hours in a classroom, for a total of at least 200 hours of pre-student teaching clinical hours for AY 2022-23. Practicum I, II and III are supervised practicums, each attached to specific courses, where students must complete a series of course-related projects, have two formal observations completed by university supervisors, and log at least 50 hours for each practicum experience. Misericordia University's Student Teaching Program remains a semester-long formal experience which takes place during a student's last semester before graduation. Student teachers complete two (2) seven-week placements in area public and private schools during this culminating experience. Students are expected to take full-time teaching responsibilities in the classroom for the last 5 weeks of each placement. These experiences are developmental and course-related and take place in area school district classrooms under the direction of cooperating teachers and university field supervisors. By the time students graduate they will have completed more than 750 hours of observation/teaching through field, practicum, and the student teaching experience. To comply with the PDE 430 requirement of formal evaluation and performance-based assessment of all students, Misericordia University's Teacher Education Department (TED) faculty, as well as part-time trained professionals, serve as supervisors for students engaged in practicum and student teaching experiences. In order to successfully complete field, practicums, and student teaching, students are required to possess and keep current professional liability insurance and the following clearances: Act 24 (Pennsylvania Arrest/Conviction Report and Certification Form), Act 34 (Pennsylvania Child Abuse History Clearance), Act 151 (Pennsylvania State Police Criminal Record Check) and Act 114 (Federal Criminal History Record). Students must also present annual proof of a negative Mantoux/TB test.

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))

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

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

2024-25 Total	
Total Number of Individuals Enrolled	
Subset of Program Completers	

Gender	Total Enrolled	Subset of Program Completers
Male		
Female		
No Gender Reported		
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native		
Asian		
Black or African American		
Hispanic/Latino of any race		
Native Hawaiian or Other Pacific Islander		
White		
Two or more races		

Race/Ethnicity	Total Enrolled	Subset of Program Completers
No Race/Ethnicity Reported		

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 2024-25.

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 2024-25

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	
13.1202	Teacher Education - Elementary Education	

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	
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	
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify: 	

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2024-25. 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 2024-25

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	
13.1202	Teacher Education - Elementary Education	
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	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	
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify: 	
01	Agriculture	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	
09	Communication or Journalism	

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

CIP Code	Academic Major	Number Prepared
99	Other Specify: 	

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:

The Misericordia University Teacher Education Department (TED) provides students with opportunities to complete field experiences, practicum experiences, and student teaching in rural, urban and suburban settings, thereby providing them with the opportunity to work with diverse populations. Misericordia University prepares teachers to work with all students without regard to factors related to gender, race, creed, economic status, sexual orientation, physical attributes, or ability. That diversity includes children with disabilities, children from low-income families, and children who are not proficient in English. Within the classroom, both PreK-grade 4 and Special Education majors complete coursework that addresses the needs of Special Education students. These courses include information about the characteristics of special populations, differentiated instruction, and methods and strategies as they apply to students in Life Skills and Learning Support classrooms. Middle level and secondary education majors complete 9 credits of

Special Education courses, which includes assessment and inclusive practices. Additionally, Secondary Education and Middle Level majors complete extensive coursework in their content areas of Biology, Chemistry, English, History / Citizenship or Mathematics. Middle Level majors also complete course work in the areas of Math, Science, English, and History / Social Studies. Graduates of Misericordia University's TED use research to explain the cognitive processes and complexities of learning and use this knowledge to plan and implement teaching/learning activities that support the intellectual, social/emotional, career, and personal development of students. Students plan lessons based on the PA Academic Standards and Common Core Standards. Effective teaching is evaluated using standards derived from the Danielson Framework.

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 \(2024-25\)](#)
- >> [Review Current Year’s Goal \(2025-26\)](#)
- >> [Set Next Year’s Goal \(2026-27\)](#)

Report Progress on Last Year’s Goal (2024-25)

1. Did your program prepare teachers in mathematics in 2024-25?

If no, leave remaining questions for 2024-25 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

Our goal is to retain students currently enrolled in Secondary Education- Math and to increase enrollment by four.

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 (2025-26)

7. Is your program preparing teachers in mathematics in 2025-26? If no, leave the next question blank.

- ☒ Yes
- ☐ No

8. Describe your goal.

Our goal is to retain students currently enrolled in Secondary Education- Math or Middle Level Math and to increase enrollment by four.

Set Next Year’s Goal (2026-27)

9. Will your program prepare teachers in mathematics in 2026-27? If no, leave the next question blank.

- ☐ Yes
- ☐ No

10. Describe your goal.

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.

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year’s Goal \(2024-25\)](#)
- >> [Review Current Year’s Goal \(2025-26\)](#)
- >> [Set Next Year’s Goal \(2026-27\)](#)

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 (2024-25)

1. Did your program prepare teachers in science in 2024-25?

If no, leave remaining questions for 2024-25 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

To retain those already enrolled in our science programs and increase enrollment by four. We also aim to enroll students in both new programs (General Science and Computer Science).

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 (2025-26)

7. Is your program preparing teachers in science in 2025-26? If no, leave the next question blank.

- ☒ Yes
☐ No

8. Describe your goal.

To retain those already enrolled in our science programs and increase enrollment by four. We also aim to enroll students in both new programs (General Science and Computer Science) through a coordinated marketing and recruitment plan.

Set Next Year's Goal (2026-27)

9. Will your program prepare teachers in science in 2026-27? If no, leave the next question blank.

- ☐ Yes
☐ No

10. Describe your goal.

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 \(2024-25\)](#)
- >> [Review Current Year’s Goal \(2025-26\)](#)
- >> [Set Next Year’s Goal \(2026-27\)](#)

Report Progress on Last Year’s Goal (2024-25)

1. Did your program prepare teachers in special education in 2024-25?

If no, leave remaining questions for 2024-25 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

To retain currently enrolled students, enroll equal or higher numbers of special education majors. Collaborate with the Luzerne Intermediate Unit-19 and regional LEAs to create a Special Education Apprenticeship program to allow those currently working in PA LEAs to pursue a teaching degree and become eligible for certification in Special Education (PK-12).

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 (2025-26)

7. Is your program preparing teachers in special education in 2025-26? If no, leave the next question blank.

- ☒ Yes
- ☐ No

8. Describe your goal.

To retain currently enrolled students, enroll equal or higher numbers of special education majors. Launch the newly approved Special Education Apprenticeship program to allow those currently working in PA LEAs to pursue a teaching degree and become eligible for certification in Special Education (PK-12).

Set Next Year’s Goal (2026-27)

9. Will your program prepare teachers in special education in 2026-27? If no, leave the next question blank.

- ☐ Yes
- ☐ No

10. Describe your goal.

Annual Goals: Instruction of Limited English Proficient Students

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

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

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

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year’s Goal \(2024-25\)](#)
- >> [Review Current Year’s Goal \(2025-26\)](#)
- >> [Set Next Year’s Goal \(2026-27\)](#)

Report Progress on Last Year’s Goal (2024-25)

1. Did your program prepare teachers in instruction of limited English proficient students in 2024-25?

If no, leave remaining questions for 2024-25 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 (2025-26)

7. Is your program preparing teachers in instruction of limited English proficient students in 2025-26? If no, leave the next question blank.

- ☐ Yes
- ☒ No

8. Describe your goal.

Set Next Year’s Goal (2026-27)

9. Will your program prepare teachers in instruction of limited English proficient students in 2026-27? If no, leave the next question blank.

- ☐ Yes
- ☐ No

10. Describe your goal.

Assessment Pass Rates

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

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

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

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

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

Assessment Pass Rates

No assessment pass rates have been reported.

****Please note that pass rates will be provided to Trewon by the state or the testing company or companies (or entities). You do not need to upload or submit any files for this section.**

You will be notified via email once pass rates have been uploaded. Please be sure to review the pass rates for accuracy once they are uploaded. Trewon expects to receive and upload pass rate files for most programs by mid-April.**

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

No summary pass rates have been reported.

****Please note that pass rates will be provided to Trewon by the state or the testing company or companies (or entities). You do not need to upload or submit any files for this section.**

You will be notified via email once pass rates have been uploaded. Please be sure to review the pass rates for accuracy once they are uploaded. Trewon expects to receive and upload pass rate files for most programs by mid-April.**

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:

Middle States and PA Department of Education (PDE)

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

- ☐ Yes
- ☒ No

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.

Misericordia University acknowledges that to successfully connect to today's learners, teachers need to use advanced technology to implement modern curricula by using 21st century skills in a 21st century context. In our curriculum we have a free-standing technology course that every student takes and all of our methods courses use technology. All TED faculty utilize the University's Learning Management System for all face-to-face and online courses. Our Special Education Program features a focus on assistive technology. Additionally, all education students are required to demonstrate mastery of collecting and analyzing data with Google sheets; and using the analysis to make data informed decisions to improve teaching and learning. Graduates of Misericordia University's Teacher Education Program will effectively analyze data, evaluate situations, and make decisions benefiting students in planning, implementing, and assessing direct instruction within a mastery learning paradigm. Their implementation of varied advanced teaching procedures, independently and cooperatively, will provide multiple pathways to learning, demanding them to explore and understand challenging concepts, topics, and issues. The use of Multi-tiered Systems of Support (MTSS) is emphasized throughout the curriculum. Students are encouraged to bring and use personal devices to access course content and assessments on the Learning Management System in all Teacher Education Courses. The department contracts with Mursion to be able to provide performance assessments through the use of virtual reality simulations. It was found to be an effective and engaging instructional strategy and the use of the technology by TED students has increased in recent years. All program completers complete exit surveys and evaluate program effectiveness in all areas of teacher preparation, including technology integration. Outcomes indicate that students feel they are effectively prepared to use various educational technologies to plan for, analyze, facilitate, and improve teaching and learning.

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 early childhood, middle level, and secondary education majors in our programs are required to complete the University's general education requirement (i.e., the "Core"), a set of introductory-level, foundational teacher education requirements, specialized courses for their specific certification area, and a minimum of twelve credits in special education. The special education courses that are required to be successfully completed by all regular education majors at MU include: SPE 111 Special Education and Exceptional Learners, 3 credits- This course prepares education majors to understand the nature and purpose of special education; its historical, legal, and structural bases; and how it attempts to understand and meet the needs of students with various disabilities. SPE 211 Educational Assessment, 3 credits- This course familiarizes future teachers with the uses of assessment in educational settings. Basic concepts of measurement; the types and uses of assessments, both formal and informal, in the education process will be described; and legal and ethical considerations in assessment will be explored. This course will prepare students to further develop and refine their skills in assessment in subsequent coursework and practicum. SPE 411 Inclusive Practices, 3 credits- This course prepares special education majors to support students with disabilities included in regular education programs and collaborate with their teachers to facilitate students’ success. TED 131 Cultural Awareness, 1 credit- This course focuses on preparing future teachers to understand the challenges presented by English Language Learners (ELLs) enrolled in their classrooms. This course has a service learning component. TED 191 Freshman Field, 0 credit- This Stage One field experience is designed to help pre-service teachers interact with diverse learners. Students must complete a minimum of twenty (20) hours tutoring at an after school program working with diverse learners and must complete a series of projects. This field is taken concurrently with TED 131 Cultural Awareness and will be integrated in the course. TED 412 English Language Learners, 2 credits- This course focuses on preparing future teachers to address the challenges presented by English Language Learners (ELLs) enrolled in their classrooms through identification of research-based methods and materials. In addition, they must complete a developmental series of field experiences that begin during the freshman year and culminate with a full semester of student teaching. By the time they graduate, students will have completed over seven hundred hours of observation and practicum in community classrooms. All students must demonstrate their involvement in the profession, and all students are expected to participate in activities and organizations related to the profession of teaching. Additionally, the TED is situated within the College of Health Sciences and Education. As a result, our students are able to engage in inter-professional education (IPE) activities with students majoring in Speech-language Pathology, Physical Therapy, Occupational Therapy, Social Work, and Nursing. These IPE activities afford them the opportunity to collaborate in an authentic way and learn with and from those they will eventually be working with in the field of education with.

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

All students take course work designed to prepare them to effectively participate as a member of a multi-disciplinary IEP team member. Specifically, the successful completion of: SPE 111 Special Education and Exceptional Learners, 3 credits- This course prepares education majors to understand the nature and purpose of special education; its historical, legal, and structural bases; and how it attempts to understand and meet the needs of students with various disabilities. SPE 211 Educational Assessment, 3 credits- This course familiarizes future teachers with the uses of assessment in educational settings. Basic concepts of measurement; the types and uses of assessments, both formal and informal, in the education process will be described; and legal and ethical considerations in assessment will be explored. This course will prepare students to further develop and refine their skills in assessment in subsequent coursework and practicum. SPE 411 Inclusive Practices, 3 credits- This course prepares special education majors to support students with disabilities included in regular education programs and collaborate with their teachers to facilitate students’ success. In addition, having a required field component each semester provides them with frequent opportunity to participate in IEP meetings and conversations about IEPs with their mentoring classroom teacher.

c. Effectively teach students who are limited English proficient.

All students take course work designed to prepare them to effectively participate as a member of a multi-disciplinary IEP team member. Specifically, the successful completion of: TED 131 Cultural Awareness, 1 credit- This course focuses on preparing future teachers to understand the challenges presented by English Language Learners (ELLs) enrolled in their classrooms. This course has a service learning component. TED 191 Freshman Field, 0 credit- This Stage One field experience is designed to help pre-service teachers interact with diverse learners. Students must complete a minimum of twenty (20) hours tutoring at an after school program working with diverse learners and must complete a series of projects. This field is taken concurrently with TED 131 Cultural Awareness and will be integrated in the course. TED 412 English Language Learners, 2 credits- This course focuses on preparing future teachers to address the challenges presented by English Language Learners (ELLs) enrolled in their classrooms through identification of research-based methods and materials. In addition, having a required field component each semester provides them with frequent opportunity to facilitate learning with English Learners under the supervision of their mentoring classroom teacher.

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

All special education majors in our programs are required to complete the University's general education requirement (i.e., the "Core"), a set of introductory-level, foundational teacher education requirements, and specialized courses for their specific certification, special education. In addition, all of our special education majors also receive certification in early childhood education upon program completion. The special education courses that are required to be successfully completed by all special education majors that prepare them to effectively teach students with disabilities includes: ECE 110 Introduction to Early Childhood Education, 3 credits This course is designed to introduce candidates to the historical perspectives, foundations of Early Childhood Education (ECE), including the necessity for and scope of ECE. It will focus on Regulations in ECE as well as developmentally appropriate practices (DAP), and Early Intervention (EI), The National Association for the Education of Young Children (NAEYC) and their code of ethics. ECE 250 Curriculum and Instruction in ECE, 3 credits This course prepares candidates to identify the curriculum and environment demands of early childhood educators. Students will identify strategies, including technology and differentiated instruction to accommodate all children, focusing on children from diverse cultures and children with special needs. Curriculum models will be discussed as well as lesson planning. The importance of family involvement will also be discussed. ECE 380 Reading Methods I, 3 credits This course is designed to prepare students (ECED, ELED, and SPED) to understand the expectations of a developmental reading curriculum and to use methods and materials to teach groups of students to develop reading skills. This course examines the goals, purposes and principles of reading instruction; the expectations of an emergent literacy curriculum; and phonological awareness instruction. ECE 381 Reading Methods II, 3 credits This course prepares student to adapt and enhance methods and materials to teach reading skills to allow groups and/or individuals multiple pathways to learning. This course examines Word Recognition using structural, contextual, phonetic and dictionary analysis; prior knowledge; and assessment techniques using the oral reading miscue analysis associated with literacy instruction. ECE 382 Math Methods I, 3 credits This course is designed to introduce candidates to the Pre-K to grade 2 math curriculum and to use the methods and materials commonly used to teach children including diverse learners to develop math competencies. Students will be introduced to state and professional organization standards. Prerequisites: Completion of freshman and sophomore courses Note: Students enrolled in this course must co-register for the designated field component TED 396 ECE 383 Math Methods II, 3 credits This course is designed to introduce candidates to the third and fourth grade math curriculum and to use the methods and materials commonly used to teach children including diverse learners to develop math competencies. ECE 384 Social Studies Methods, 2 credits This course prepares students to provide instruction for elementary students in social studies. The primary focus is to familiarize students with state and professional standards, best practices, curriculum, methods, materials, and assessment measures used to implement effective teaching and learning. During this course, students prepare to use a series of specialized methods and materials designed to teach students with atypical learning styles, including those with disabilities. ECE 385 Science Methods, 2 credits This course prepares students to provide instruction for elementary students in science. The primary focus is to familiarize students with state and professional standards, research-based practices, curriculum, methods, materials, and assessment measures used to implement effective teaching and learning. During this course students prepare to use a series of specialized methods and materials designed to teach students with atypical learning styles, including those with disabilities, and students who are not proficient in the English language. ECE 386 Language Arts Methods, 3 credits This course prepares students to provide instruction for Pre-K through grade four students in the language arts. The primary focus is to familiarize students with state and professional standards, research-based practices, curriculum, methods, materials, and assessment measures used to implement effective teaching and learning. During this course students prepare to use a series of specialized methods and materials designed to teach students with atypical learning styles, including those with disabilities, and students who are not proficient in the English language. ECE 387 Integrating the Arts, 3 credits This course will develop a student's critical and aesthetic understanding of the creative arts and their benefits in the early childhood classroom. Students will explore how to integrate the music, art, movement, and puppetry into all aspects of the curriculum to enhance and increase learning. ECE 460 Collaborating with Families, 3 credits This course will provide candidates with a comprehensive view of the diverse family structures, beliefs, traditions, customs and values that impact the development of children with and without disabilities. Attention will be given to the impact of factors such as language, socio-economic issues and child rearing practices on the relationship between the home and school. In addition, candidates will focus on strategies that foster mutually respectful partnerships with family members, as well as strategies to keep families informed as well as involved in decisions. Community resources will also be highlighted. SPE 111 Special Education and Exceptional Learners, 3 credits This course prepares education majors to understand the nature and purpose of special education; its historical, legal, and structural bases; and how it attempts to understand and meet the needs of students with various

disabilities. SPE 211 Education Assessment, 3 credits This course familiarizes future teachers with the uses of assessment in educational settings. Basic concepts of measurement; the types and uses of assessments, both formal and informal, in the education process will be described; and legal and ethical considerations in assessment will be explored. This course will prepare students to further develop and refine their skills in assessment in subsequent coursework and practicum. SPE 311 Transition, 3 credits This course prepares special education majors to develop and implement transition plans needed by students with disabilities as they prepare to experience post-secondary opportunities, including post-secondary training and education, and community living skills. SPE 361 Intensive Reading, Writing, and Math Instruction, 3 credits This course prepares special education majors to use specially designed instruction and assistive technology to help students with learning problems (i.e., primarily students with Learning Disabilities enrolled in Learning Support Programs), most of whom are included in regular education, to develop oral language, reading, writing, and math skills. SPE 362 Methods High Incidence, 3 credits This course prepares education majors to teach students with learning problems (i.e., primarily students with Learning Disabilities), including those that are inclusion-based. SPE 363 Methods Low Incidence, 3 credits This upper level course focuses on the characteristics of students with low incidence disabilities across the life span and prepares students to educate and support these students in a variety of settings. SPE 364 Methods PDD, 3 credits This course will familiarize students with the characteristics of students with autism spectrum disorders and help students develop skills necessary to implement educational and behavioral intervention with these students. Research findings and strategies to support students in a variety of settings, including inclusive classrooms, will be discussed. SPE 365 Methods and Management/Emotional Support, 3 credits This course prepares special education majors to teach in middle and secondary-level therapeutic emotional support programs, including those that implement inclusion. SPE 411 Inclusive Practices, 3 credits This course prepares special education majors to support students with disabilities included in regular education programs and collaborate with their teachers to facilitate students' success. TED 100 Education Seminar, 0 credit The purpose of this seminar is to prepare students to successfully complete the TED program. The course explores the people, procedures, and policies of the TED program, the state requirements of TED students, the curriculum and course sequences of the TED program, and the TED field experience program. TED 121 Educational Technology, 3 credits This course introduces students to educational technology. The course seeks to expose students to a variety of different technologies, including assistive technology, used in education. Students will develop competence in using technology, and explore different ways in which technology can be used effectively in teaching/learning situations. TED 131 Cultural Awareness, 1 credit This course focuses on preparing future teachers to understand the challenges presented by English Language Learners (ELLs) enrolled in their classrooms. This course has a service learning component. TED 190 Education Seminar Field, 0 credit After completing TED 100 Education Seminar, students participate in this on-campus seminar (last two-thirds of the semester). It introduces students (all majors) to the purposes and expectations of the TED's field experience requirements. Faculty and guest presenters, including district administrators and classroom teachers, help students prepare to effectively participate in required field experiences. Students must "shadow" a teacher for an entire day. TED 191 Freshman Field, 0 credit This Stage One field experience is designed to help pre-service teachers interact with diverse learners. Students must complete a minimum of twenty (20) hours tutoring at an after school program working with diverse learners and must complete a series of projects. This field is taken concurrently with TED 131 Cultural Awareness and will be integrated in the course. TED 232 Educational Psychology, 3 credits (Previously offered as TED 231: Learning) This course introduces students to current learning that explains how learning occurs, both typically and atypically, from birth through adolescence. This course prepares students to use learning theories to explain and critique teaching and formal testing methods used with students at various stages of development. TED 242 Child Development, 3 credits This course introduces students to the sequence of child development and to key factors that interact to govern how children grow and develop across domains. The processes and stages of growth and development through childhood are explored, with an emphasis on using the core concepts and research findings to create supportive, developmentally appropriate environments (including educational environments) that enhance growth and well-being. TED 271 Classroom Management, 2 credits This course introduces all education majors to evidence-based practices relative to managing classrooms and student behaviors. Education majors explore the challenges they will face as teachers as they create safe classrooms conducive to learning, help students regulate their own behavior, and establish fair and consistent classroom practices. This course also addresses the needs of students with disabilities as research-based routines and techniques are examined to help teachers manage student behaviors across various levels and settings. This course is followed by a 1-credit course which focuses on early childhood, middle level or secondary grade bands. TED 292 Sophomore Field I, 0 credit This Stage Two field experience is designed to help pre-service teachers observe, interact and collaborate with early education practitioners. In addition pre-service teachers will create hands-on activities as well as lesson plans and materials needed using developmentally appropriate practices. Students must complete a minimum of twenty-five (25) hours observing veteran classroom teachers and must complete a series of projects. TED 293 Sophomore Field II, 0 credit This Stage Two field experience is designed to help pre-service teachers understand the daily responsibilities of classroom teachers relative to managing classrooms, motivating students, and creating environments conducive to learning. Students must complete a minimum of twenty-five (25) hours observing veteran classroom teachers and must complete a series of projects. This field is taken concurrently with TED 271 Classroom Management and will be integrated in the course. TED 396 Practicum I, 0 credit This Stage Three field experience is designed to help pre-service teachers with the implementation of lessons, assessments, and materials. Students must complete a minimum of fifty (50) hours of observation and small or whole group instruction in the classroom setting and must complete a series of projects. This field is taken concurrently with an upper level education course (dependent on major) and will be integrated in the course. This is a supervised practicum. TED 397 Practicum II, 0 credit This Stage Three field experience is designed to help pre-service candidates understand how they should plan, teach, and assess students. Students must complete a minimum of fifty (50) hours observing veteran classroom teachers and must complete a series of projects. This field is taken concurrently with SPE 362 for ECE/SPE majors, with TED 357 for Middle Level majors and TED 369 for Secondary Education majors and will be integrated into each course. This is a supervised practicum. TED 412 English Language Learners, 2 credits This course focuses on preparing future teachers to address the challenges presented by English Language Learners (ELLs) enrolled in their classrooms through identification of research-based methods and materials. TED 495 Practicum III, 0 credit This Stage Three field experience is designed to help candidates understand how they should plan, teach, and assess in learning support programs. Students must complete a minimum of fifty (50) hours in a setting where appropriate special education services are delivered observing veteran classroom teachers and must complete a series of projects. This field is taken concurrently with either SPE 363 for ECE/SPE majors or SPE 411 for Middle Level and Secondary Education majors and will be integrated in the courses. This is a supervised practicum. TED 498 Student Teaching, 9 credits The culminating activity of the university's TED places students (all majors) in classroom situations where they complete their development as teachers by demonstrating their abilities to fully function as classroom teachers. TED students spend the first half of the student-teaching semester in one setting and the second half in another. In each placement, student teachers work under the guidance and supervision of master teachers and university supervisors. All special education majors must complete a developmental series of field experiences that begin during the freshman year

and culminate with a full semester of student teaching. By the time they graduate, students will have completed over seven hundred hours of observation and practicum in community classrooms. And, all students must demonstrate their involvement in the profession, all students are expected to participate in activities and organizations related to the profession of teaching. Additionally, the TED is situated within the College of Health Sciences and Education. As a result our students are able to engage in inter-professional education (IPE) activities with students majoring in Speech-language Pathology, Physical Therapy, Occupational Therapy, Social Work, and Nursing. These IPE activities afford them to opportunity to collaborate in an authentic way and learn with and from those they will eventually be working with in the field of education with.

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

All students take course work designed to prepare them to effectively participate as a member of a multi-disciplinary IEP team member. Specifically, the successful completion of: SPE 111 Special Education and Exceptional Learners, 3 credits This course prepares education majors to understand the nature and purpose of special education; its historical, legal, and structural bases; and how it attempts to understand and meet the needs of students with various disabilities. SPE 211 Educational Assessment, 3 credits This course familiarizes future teachers with the uses of assessment in educational settings. Basic concepts of measurement; the types and uses of assessments, both formal and informal, in the education process will be described; and legal and ethical considerations in assessment will be explored. This course will prepare students to further develop and refine their skills in assessment in subsequent coursework and practicum. SPE 311 Transition, 3 credits This course prepares special education majors to develop and implement transition plans needed by students with disabilities as they prepare to experience post-secondary opportunities, including post-secondary training and education, and community living skills. SPE 361 Intensive Reading, Writing, and Math Instruction, 3 credits This course prepares special education majors to use specially designed instruction and assistive technology to help students with learning problems (i.e., primarily students with Learning Disabilities enrolled in Learning Support Programs), most of whom are included in regular education, to develop oral language, reading, writing, and math skills. SPE 362 Methods High Incidence, 3 credits This course prepares education majors to teach students with learning problems (i.e., primarily students with Learning Disabilities), including those that are inclusion-based. SPE 363 Methods Low Incidence, 3 credits This upper level course focuses on the characteristics of students with low incidence disabilities across the life span and prepares students to educate and support these students in a variety of settings. SPE 364 Methods PDD, 3 credits This course will familiarize students with the characteristics of students with autism spectrum disorders and help students develop skills necessary to implement educational and behavioral intervention with these students. Research findings and strategies to support students in a variety of settings, including inclusive classrooms, will be discussed. SPE 365 Methods and Management/Emotional Support, 3 credits This course prepares special education majors to teach in middle and secondary-level therapeutic emotional support programs, including those that implement inclusion. SPE 411 Inclusive Practices, 3 credits This course prepares special education majors to support students with disabilities included in regular education programs and collaborate with their teachers to facilitate students' success. In addition, having a required field component each semester provides them with frequent opportunity to participate in IEP meetings and conversations about IEPs with their mentoring classroom teacher. Sometimes students are not given access to IEP meetings in regional schools. In order to afford all students to opportunity to engage in IEP meeting and collaborate as a member of a multi-disciplinary team, the department created an original mixed reality scenario that requires special education majors to facilitate a virtual IEP meeting. The must develop two annual goals and specially designed instruction to meet a fictitious student's specific academic, social, behavioral, or emotional needs and gain buy-in from the other team members.

c. Effectively teach students who are limited English proficient.

All students take course work designed to prepare them to effectively participate as a member of a multi-disciplinary IEP team member. Specifically, the successful completion of: TED 131 Cultural Awareness, 1 credit- This course focuses on preparing future teachers to understand the challenges presented by English Language Learners (ELLs) enrolled in their classrooms. This course has a service learning component. TED 191 Freshman Field, 0 credit- This Stage One field experience is designed to help pre-service teachers interact with diverse learners. Students must complete a minimum of twenty (20) hours tutoring at an after school program working with diverse learners and must complete a series of projects. This field is taken concurrently with TED 131 Cultural Awareness and will be integrated in the course. TED 412 English Language Learners, 2 credits- This course focuses on preparing future teachers to address the challenges presented by English Language Learners (ELLs) enrolled in their classrooms through identification of research-based methods and materials. In addition, having a required field component each semester provides them with frequent opportunity to facilitate learning with English Learners under the supervision of their mentoring classroom teacher.

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.

There are several issues that affect the reporting and interpretation of Misericordia University’s certification test pass rates. The Pennsylvania Department of Education (PDE) requires students to pass certification tests in order to obtain a Pennsylvania Teaching License. The type of test and company providing it vary by major. PDE has initiated a sliding scale for passing scores based on students’ GPA. Therefore the actual first time pass rates for Misericordia students is higher than those reported to USDE. The use of GPA sliding scale allows some students with high GPAs to “pass” without achieving a passing score on the test itself. This translates into many candidates statewide and at Misericordia University being able to be certified without ever achieving the stated “pass” score. According to the PDE website, the GPA Qualifying Score Scale is applied only to applicants for PA certification and only at the time of application; scaled scores are based on the candidate's final GPA. The candidate for certification must be finished with his or her program of studies and must have a final GPA in order for this scale to have any consideration. The 3.0-3.009 GPA qualifying score must be attained or exceeded for add-on and internal applications. The qualifying score for a GPA range is based on the Standard Error of Measurement (SEM) on that test, which may change as data is received. The PDE will make such changes to this document yearly, if data on new tests are available. SEM information for other tests may be updated at 5-year intervals. GPA's are illustrated up to three decimal places; no rounding is permitted. The tables below indicate the Pennsylvania Department of Education GPA-Qualifying Test Score for the PECT PreK-4 and Special Education PreK-8 tests. The qualifying score that is aligned with a particular GPA range is based on the standard deviation of the particular test, which may change as more data is received. The PDE's goal is to update standard deviation information for new tests after one year. The use of the GPA sliding scales influences the representation of passing scores for Misericordia University. These students who do not achieve a passing score on the test but pass due to GPA are counted as not passing in the data set released to the state and to the federal government, causing PA to file an explanation for Title 2 reporting purpose. Additionally, these students do not need to retake their test, since they will be PA certified. As a result, the failure rate may be artificially elevated. In addition to the GPA sliding scale, the small sample size affects the Certification pass rates at Misericordia University. A small number of students take secondary an middle level tests at Misericordia University each semester. Statistically, one extremely low score (e.g., outlier) more strongly influences the average in a small sample. Therefore, the average Misericordia University pass rates is affected more strongly by an extremely low score than larger institutions and state averages. As a result, pass rates for students in several middle level and secondary level programs were not reported and included in the pass rate analysis.

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
