

OH

Marietta College
Traditional Report AY 2023-24
Ohio

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

215 5th Street

CITY

Marietta

STATE

Ohio

ZIP

45750

SALUTATION

Mrs.

FIRST NAME

Elaine

LAST NAME

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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
13.1202	Elementary Education	UG	
13.1203	Junior High/Intermediate/Middle School Education and Teaching	UG	
13.1	Special Education	UG	
13.1322	Teacher Education - Biology	UG	
13.1323	Teacher Education - Chemistry	UG	
13.1337	Teacher Education - Earth Science	UG	
13.1305	Teacher Education - English/Language Arts	UG	
13.1328	Teacher Education - History	UG	
13.1311	Teacher Education - Mathematics	UG	
13.1312	Teacher Education - Music	UG	
13.1329	Teacher Education - Physics	UG	
13.1318	Teacher Education - Social Studies	UG	

Total number of teacher preparation programs:

12

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: Satisfactory performance on the EDA for admission and EDA, edTPA and Capsto...	☒ 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:

For admission to the program, the student must 1) Have satisfactory scores on Educator Disposition Assessment for all courses with a field component. 2) Completion of at least 40 semester hours 3) Completion of Comm 203 and Writing 102 with grades of C or above 4) Overall GPA of 3.0 5) Completion of all 100 and 200 level education courses with grades of C or better 6) Grade of "Satisfactory" in EDUC 131, 151, 171, 191 and in EDUC 231, 251, 271, 291 For program completion, interns must: 1) Pass the OAE tests for the specific content area(s) of their individual programs. 2) Have satisfactory scores on the Educator Disposition Assessment 3) Have a satisfactory score on the edTPA 4) Have a satisfactory score on the capstone presentation

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

Element	Admission	Completion
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
Essay or personal statement	☐ Yes ☐ No	☐ Yes ☐ No
Interview	☐ Yes ☐ No	☐ Yes ☐ No
Other Specify: Capstone Portfolio	☐ 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. 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 2023-24. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models?

- ☒ Yes
- ☐ No

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

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	290
Number of clock hours required for student teaching	560

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

6

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

All Programs

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

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

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

2

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

120

Number of students in supervised clinical experience during this academic year

130

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

In our dual licensure program, SEED - Special Education/Early Childhood, The students have clinical experiences in classrooms where the early childhood and special education teachers team teach. The same is true for students in the MCSED - Middle Childhood/Special Education Dual Licensure Program. Education students have an initial field experience when enrolled in EDUC 120 and a second experience when enrolled in EDUC 253. These courses are taken before a student is admitted to the program. The same is true also for Wellness Education students.

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

2023-24 Total	
Total Number of Individuals Enrolled	130
Subset of Program Completers	16

Gender	Total Enrolled	Subset of Program Completers
Male	29	0
Female	100	16
No Gender Reported	1	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Hispanic/Latino of any race	0	0
Native Hawaiian or Other Pacific Islander	0	0
White	0	0
Two or more races	0	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers
No Race/Ethnicity Reported	130	16

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

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

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

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

- Academic Major

THIS PAGE INCLUDES:

>> Teachers Prepared by Subject Area

>> Teachers Prepared by Academic Major

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2023-24.

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

What are CIP Codes?

☐

No teachers prepared in academic year 2023-24

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

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

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	14
13.1202	Teacher Education - Elementary Education	11

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	3
13.1210	Teacher Education - Early Childhood Education	0
13.1301	Teacher Education - Agriculture	0
13.1302	Teacher Education - Art	0
13.1303	Teacher Education - Business	0
13.1305	Teacher Education - English/Language Arts	1
13.1306	Teacher Education - Foreign Language	0
13.1307	Teacher Education - Health	0
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	0
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1311	Teacher Education - Mathematics	0
13.1312	Teacher Education - Music	0
13.1314	Teacher Education - Physical Education and Coaching	0
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - Science Teacher Education/General Science	0
13.1317	Teacher Education - Social Science	0
13.1318	Teacher Education - Social Studies	0
13.1320	Teacher Education - Trade and Industrial	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	1
13.1323	Teacher Education - Chemistry	0
13.1324	Teacher Education - Drama and Dance	0
13.1328	Teacher Education - History	0
13.1329	Teacher Education - Physics	0
13.1331	Teacher Education - Speech	0

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	0
13.14	Teacher Education - English as a Second Language	0
13.99	Education - Other Specify: 	0

Teachers Prepared by Academic Major

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

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

What are CIP Codes?

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

☒ Yes

☐ No

☐ No teachers prepared in academic year 2023-24

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

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	14
13.1202	Teacher Education - Elementary Education	11
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	3
13.1210	Teacher Education - Early Childhood Education	0
13.1301	Teacher Education - Agriculture	0
13.1302	Teacher Education - Art	0
13.1303	Teacher Education - Business	0
13.1305	Teacher Education - English/Language Arts	0
13.1306	Teacher Education - Foreign Language	0
13.1307	Teacher Education - Health	0

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	0
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1311	Teacher Education - Mathematics	0
13.1312	Teacher Education - Music	0
13.1314	Teacher Education - Physical Education and Coaching	0
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - General Science	0
13.1317	Teacher Education - Social Science	0
13.1318	Teacher Education - Social Studies	0
13.1320	Teacher Education - Trade and Industrial	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	0
13.1323	Teacher Education - Chemistry	0
13.1324	Teacher Education - Drama and Dance	0
13.1328	Teacher Education - History	0
13.1329	Teacher Education - Physics	0
13.1331	Teacher Education - Speech	0
13.1337	Teacher Education - Earth Science	0
13.14	Teacher Education - English as a Second Language	0
13.99	Education - Other Specify: 	0
01	Agriculture	0
03	Natural Resources and Conservation	0
05	Area, Ethnic, Cultural, and Gender Studies	0
09	Communication or Journalism	0

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	0
12	Personal and Culinary Services	0
14	Engineering	0
16	Foreign Languages, Literatures, and Linguistics	0
19	Family and Consumer Sciences/Human Sciences	0
21	Technology Education/Industrial Arts	0
22	Legal Professions and Studies	0
23	English Language/Literature	1
24	Liberal Arts/Humanities	0
25	Library Science	0
26	Biological and Biomedical Sciences	1
27	Mathematics and Statistics	0
30	Multi/Interdisciplinary Studies	0
38	Philosophy and Religious Studies	0
40	Physical Sciences	0
41	Science Technologies/Technicians	0
42	Psychology	0
44	Public Administration and Social Service Professions	0
45	Social Sciences	0
46	Construction	0
47	Mechanic and Repair Technologies	0
50	Visual and Performing Arts	0
51	Health Professions and Related Clinical Sciences	0
52	Business/Management/Marketing	0
54	History	0

CIP Code	Academic Major	Number Prepared
99	Other Specify: 0	0

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:

1) All candidates are required to take two courses focusing on diversity in classrooms and complete course-related field work. 2) All candidates are required to take reading courses that integrate information on teaching limited English proficient students. 3) All candidates are required to complete a field experience in classrooms with ELL’s and racially/socio-economically diverse students. 4) Since most of our partner schools have a high percentage of students on free and reduced lunch, our candidates have the opportunity to work with students from low-income families. 5) All candidates preparing to teach grades PK-5 or grades 4 - 9 complete a dual license program in mild to moderate intervention along with a core of content courses aligned to state K-12 standards. 6) All candidates in the following programs complete 12 hours in core reading courses; early childhood, middle childhood, special education, and the new integrated SEED and MCSSED dual licensure programs 7) Our curriculum includes a focus on social-

emotional learning, PBIS, and trauma-informed instruction. 8) In 2021, Changes were made to the content of Educ 490 to put more emphasis on co-teaching and high leverage practices. In 2022, we made additional changes to our curriculum to give more clinical experiences with intervention specialists and service providers within schools.

Annual Goals: Mathematics

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

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

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

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

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

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

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

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

- ☒ Yes
- ☐ No

2. Describe your goal.

Our goal for the academic year 2024 - 2025 is to have 10 teacher candidates in our program who are interested in teaching mathematics.

3. Did your program meet the goal?

- ☐ Yes
- ☒ No

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

Our STEM faculty member meets with prospective students and works hard to retain our teacher candidates within the STEM field.

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

We are working collaboratively with the math department to identify potential teacher candidates.

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

Review Current Year's Goal (2024-25)

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

- ☒ Yes
☐ No

8. Describe your goal.

Our goal is to have 10 teacher candidates in our program who are interested in teaching mathematics.

Set Next Year's Goal (2025-26)

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

- ☒ Yes
☐ No

10. Describe your goal.

Our goal is to increase the number of secondary math teacher candidates in our program, and maintain our middle childhood STEM candidates.

Annual Goals: Science

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

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

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

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

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

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

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

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

- ☒ Yes
- ☐ No

2. Describe your goal.

Our goal for the academic year 2023-2024 is to have 9 teacher candidates in our program who are interested in teaching science.

3. Did your program meet the goal?

- ☒ Yes
- ☐ No

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

Our STEM faculty member meets with prospective students and works hard to retain our teacher candidates within the STEM field.

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

We are working collaboratively with the science department to identify potential teacher candidates.

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

Review Current Year's Goal (2024-25)

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

- ☒ Yes
☐ No

8. Describe your goal.

Our goal is to have 9 teacher candidates in our program who are interested in teaching science.

Set Next Year's Goal (2025-26)

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

- ☒ Yes
☐ No

10. Describe your goal.

Our goal is to recruit and retain more STEM (middle childhood) and Science (AYA) candidates.

Annual Goals: Special Education

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

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

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

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

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

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

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

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

- ☒ Yes
- ☐ No

2. Describe your goal.

Our program has moved to be the first in state of Ohio to be entirely dual. Our teacher candidates can be dual elementary/special education, middle childhood/special education, secondary education/special education, and wellness education.

3. Did your program meet the goal?

- ☒ Yes
- ☐ No

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

The addition of wellness creates space for a K-12 Intervention license, which meets the needs of candidates who wish to hold a multi-level license.

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

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

Review Current Year’s Goal (2024-25)

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

☒ Yes

☐ No

8. Describe your goal.

Our goal is to have 50 teacher candidates in our program who were interested in teaching special education.

Set Next Year’s Goal (2025-26)

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

☒ Yes

☐ No

10. Describe your goal.

Our goal is to continue to have 50 teacher candidates in our program who were interested in teaching special education.

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

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

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

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

- ☐ Yes
- ☒ No

2. Describe your goal.

3. Did your program meet the goal?

- ☐ Yes
- ☐ No

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

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

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

Review Current Year’s Goal (2024-25)

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

- ☐ Yes
- ☒ No

8. Describe your goal.

Set Next Year’s Goal (2025-26)

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

- ☐ Yes
- ☒ No

10. Describe your goal.

Assessment Pass Rates

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

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

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

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

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
001 -APK: EARLY CHILDHOOD (PK–3) Evaluation Systems group of Pearson All program completers, 2021-22	2			
004 -APK: MULTI-AGE (PK–12) Evaluation Systems group of Pearson All program completers, 2023-24	1			
007 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2023-24	1			
TP014 -EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2023-24	6			
018 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2023-24	4			
018 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2022-23	7			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
018 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2021-22	10	240	10	100
019 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
019 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2023-24	4			
019 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2022-23	7			
019 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2021-22	10	239	10	100
TP001 -ELEMENTARY LITERACY Evaluation Systems group of Pearson All program completers, 2023-24	4			
TP001 -ELEMENTARY LITERACY Evaluation Systems group of Pearson All program completers, 2022-23	7			
TP001 -ELEMENTARY LITERACY Evaluation Systems group of Pearson All program completers, 2021-22	8			
020 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2021-22	1			
190 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	19	236	15	79
190 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2023-24	13	242	13	100
090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2022-23	7			
190 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2022-23	1			
090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2021-22	16	247	16	100
025 -INTEGRATED SOCIAL STUDIES 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 (%)
025 -INTEGRATED SOCIAL STUDIES Evaluation Systems group of Pearson Other enrolled students	1			
025 -INTEGRATED SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2023-24	1			
025 -INTEGRATED SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2022-23	1			
025 -INTEGRATED SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2021-22	2			
TP021 -K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2023-24	1			
TP021 -K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2022-23	7			
TP021 -K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2021-22	1			
027 -MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
027 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2022-23	2			
TP018 -MIDDLE CHILDHOOD ENGLISH-LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2023-24	2			
TP019 -MIDDLE CHILDHOOD HISTORY/SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2022-23	1			
TP019 -MIDDLE CHILDHOOD HISTORY/SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2021-22	2			
TP016 -MIDDLE CHILDHOOD MATHEMATICS Evaluation Systems group of Pearson All program completers, 2023-24	1			
TP016 -MIDDLE CHILDHOOD MATHEMATICS Evaluation Systems group of Pearson All program completers, 2021-22	1			
TP017 -MIDDLE CHILDHOOD SCIENCE 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 (%)
028 -MIDDLE GRADES ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
028 -MIDDLE GRADES ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2023-24	2			
028 -MIDDLE GRADES ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2022-23	1			
028 -MIDDLE GRADES ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2021-22	4			
030 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
030 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson All program completers, 2023-24	1			
030 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson All program completers, 2021-22	3			
029 -MIDDLE GRADES SCIENCE Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
029 -MIDDLE GRADES SCIENCE Evaluation Systems group of Pearson All program completers, 2023-24	1			
029 -MIDDLE GRADES SCIENCE Evaluation Systems group of Pearson All program completers, 2021-22	3			
031 -MIDDLE GRADES SOCIAL STUDIES Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
031 -MIDDLE GRADES SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2023-24	2			
031 -MIDDLE GRADES SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2022-23	1			
031 -MIDDLE GRADES SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2021-22	2			
032 -MUSIC Evaluation Systems group of Pearson Other enrolled students	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	
032 -MUSIC Evaluation Systems group of Pearson All program completers, 2023-24	2				
032 -MUSIC Evaluation Systems group of Pearson All program completers, 2022-23	7				
032 -MUSIC Evaluation Systems group of Pearson All program completers, 2021-22	1				
034 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1				
055 -PRIMARY EDUCATION (PK-5) Evaluation Systems group of Pearson All enrolled students who have completed all noncl	12	245	11	92	
055 -PRIMARY EDUCATION (PK-5) Evaluation Systems group of Pearson Other enrolled students	1				
055 -PRIMARY EDUCATION (PK-5) Evaluation Systems group of Pearson All program completers, 2023-24	6				
058 -PRIMARY SPECIAL EDUCATION (PK-5) Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1				
TP004 -SECONDARY HISTORY/SOCIAL STUDIES Evaluation Systems group of Pearson Other enrolled students	1				
TP004 -SECONDARY HISTORY/SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2023-24	1				
TP004 -SECONDARY HISTORY/SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2022-23	1				
TP004 -SECONDARY HISTORY/SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2021-22	2				
TP005 -SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2022-23	1				
TP006 -SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2023-24	1				
043 -SPECIAL EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2				

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
043 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2023-24	13	238	12	92
043 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2022-23	8			
043 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	14	234	14	100

Summary Pass Rates

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

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

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

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2023-24	17	15	88
All program completers, 2022-23	18	17	94
All program completers, 2021-22	20	20	100

Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program. ([§205\(a\)\(1\)\(D\)](#), [§205\(a\)\(1\)\(E\)](#))

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

THIS PAGE INCLUDES:

>> [Low-Performing](#)

Low-Performing

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

- ☒ Yes
- ☐ No

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

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

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

- ☐ Yes
- ☒ No

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.

1) All candidates are required to take a technology in education course. 2) Technology is integrated into all education courses. 3) All methods courses require projects showcasing candidate use of technology. 4) All candidates must show an acceptable level of technology proficiency on the internship evaluation rubric. 5) All candidates are required to complete the diverse learners course where course modules include universal design for learning and assistive technology. 6.) All candidates are required to take an assessment course. The assessment course focuses on the development and analysis of assessments and the use of data for improving teaching and learning. All candidates are required to complete an analysis of student growth project as part of the course work for this class.

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

We now offer 3 dual licensure programs. Students who are pursuing an education license in grades PreK - 5, grades 4 - 9, and K-12 (PE) now take coursework to prepare them for a special education teaching license as well. In addition to offering dual licensure programs, teacher candidates in all of our licensure programs are required to take Educ 253: Diverse Learners. This is an introductory course for special education. Within the delivery of course materials, teacher candidates discuss and apply to a variety of case studies strategies that can be implemented in working with all students. Along with this course, candidates are required to complete a 30-hour field component in a special education environment. The course is structured for lectures, discussions, videos, and activities to align with what candidates are experiencing in their field experiences. All candidates are required to complete a series of activities, including observing and reflecting on an IEP meeting, observing and reflecting on a co-teaching experience, working with students in a small group, and selecting and observing a student in an inclusionary setting and completing an anecdotal observation report. Teacher candidates also learn the components of an IEP and begin to write goals based on student need. In all of our methods courses, candidates are required to complete a series of detailed lesson plans. Within those plans, candidates must incorporate accommodations and modifications for students with and without identified disabilities. Teacher candidates must also detail differentiation strategies and a rationale for each of those strategies. In their lesson planning, candidates are also required to consider UDL principles and describe how they are implementing those principles in the classroom. During the student teaching semester, all interns in our two dual licensure programs work under the supervision of a regular classroom teacher and an intervention specialist.

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*.

As mentioned in the previous answer, we now offer three dual licensure programs that prepare candidates for a special education license in addition to their general education license for grades PreK-5, grades 4-9, and K-12. Teacher candidates in all of our licensure programs are required to take Educ 253: Diverse Learners. As part of the teacher candidates' clinical field experiences, the candidates must observe and participate in at least one IEP meeting. Candidates then reflect on what they observed in a detailed narrative, connecting what they are seeing with the content from the course. All teacher candidates are required to take general methods courses and content-specific methods courses. Within these methods courses, teacher candidates are required to plan, teach, and reflect on a variety of teaching experiences. In collaboration with their mentor teachers and intervention specialists, candidates are to determine the needs of individual learners, both with and without identified disabilities before planning their lessons and then apply learned methods to accommodate, modify, and differentiate their instruction to meet their individual student learning needs. The idea of teaching all students is interwoven in every course that is taught.

c. Effectively teach students who are limited English proficient.

Teacher candidates in all of our licensure programs are required to take Educ 202: Educational Psychology. Within this course, teacher candidates are introduced to teaching in a diverse classroom and what that means. Sections of this course including working with students from diverse cultural backgrounds, teaching students who are English Language Learners, language development, and ways to connect with diverse families. Candidates are also introduced to the Sheltered Instruction Observation Protocol (SIOP) and the model's components. Teacher candidates are required to take Educ 360 or Educ 363, Content Area Reading. Within these courses, the teacher candidates' knowledge of working with students who are limited English proficient is developed with assignments that require candidates to choose appropriate materials for students who are English Language Learners and provide a clear and detailed rationale for their choices. All teacher candidates take Educ 452: Culture and Language in the Classroom, This course requires a field component where candidates are fully immersed in significantly diverse classrooms in an urban area.

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

Teacher candidates in all of our programs are required to take Educ 253: Diverse Learners. Diverse Learners is an introductory course to special education. Teaching students with disabilities begins with understanding the learner and all of the disability categories listed and defined by IDEA. Within the delivery of course materials, using a variety of case studies student candidates discuss and apply strategies that can be implemented in working with all students. Along with this course, candidates are required to complete a 30-hour clinical field component in a special education environment. The course is structured for lectures, discussions, videos, and activities to align with what the candidates are experiencing in their clinical field placement. Candidates are required to complete a series of activities, including observing, participating in, and reflecting on an IEP meeting; observing and reflecting on co-teaching experiences; working with students in a small group, and selecting and observing a student in an inclusionary setting and completing an anecdotal observation report. Students also learn the components of an IEP and begin to write goals based on student need. All teacher candidates in our special education program take Educ 254: Transitional Planning Seminar. This course provides detailed requirements in transitional planning for students entering school, elementary students transitioning to middle school, middle school students transitioning to high school, as well as students turning 14 (as required in Ohio) in their post-secondary transition planning. Candidates have a clinical field component that requires 20 of work in a setting that involves some type of transition planning. One such program is the Pioneer Pipeline program. Candidates are required to observe and participate in a transitional planning IEP meeting, research and report on a variety of age-appropriate transition assessments, write goals for students in the areas of post-secondary training and education, competitive integrated employment, and independent living. All teacher candidates in a special education program take Educ 359: Assistive Technology. This course is designed to develop candidate knowledge in assistive technology available to students in the categories of special education under IDEA. Candidates work in areas of AT evaluation, AT for young children. AT for students with high-incidence disabilities, AT for students with autism, and AT for transitioning to the adult world. Candidates also learn how to create AT devices out of ordinary, household items. During the semester prior to student teaching, teacher candidates participate in a variety of modules, specific to special education, that include assessment, co-teaching, UDL, and the IEP. During the student teaching semester, all interns in our two dual licensure programs work under the supervision of a regular classroom teacher and an intervention specialist.

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*.

As previously mentioned, teacher candidates participate in IEP teams in a variety of courses. Diverse Learners and Transition Planning require the candidate to observe, participate in, and reflect on IEP meetings. During student teaching, the teacher candidates are required to collaborate and work alongside their mentor teachers and intervention specialists to develop the IEP and participate in applicable parts of the IEP team meeting.

c. Effectively teach students who are limited English proficient.

As discussed in a previous answer, teacher candidates are introduced to working with students who are ELL in Educational Psychology and this introduction is developed during courses in the reading core. Candidates are able to put those skills into place during their clinical field experience for Educ 452: Culture and Language in the classroom. Students are placed in a setting with ELL students and have an opportunity to discuss and observe services for ELLs at their assigned schools. Students also take 4 Literacy courses that explore explicit instruction to English Language Learners.

Contextual Information

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

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

THIS PAGE INCLUDES:

>> [Contextual Information](#)

Contextual Information

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

The institution is participating in the Ohio Department of Higher Education metrics reporting system. An annual performance report includes the following information: Licensure Test Passage Rates in aggregate and by program; edTPA scores in aggregate and by program; Value-added Scores of Program Graduates; Survey Results from Graduates; Survey Results from Employers of Graduates; Mean and Range of Performance on Admission to Program Requirements.

Supporting Files

Marietta College MRS 2023-2024 Report	
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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:

Amanda Rider

TITLE:

Department Chair

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:

Sarah Jacobs

TITLE:

Assistant Professor of Education