



Marymount University
Traditional Report AY 2023-24
Virginia



REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

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

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

IPEDS ID

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

CITY

STATE

ZIP

SALUTATION

FIRST NAME

LAST NAME

Marotta

PHONE

(703) 284-1632

EMAIL

jmarotta@marymount.edu

List of Programs

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

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

- [Teacher Preparation Program](#)

THIS PAGE INCLUDES:

>> [List of Programs](#)

List of Programs

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

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1202	Elementary Education	Both	
13.1	Special Education	Both	
13.1302	Teacher Education - Art	UG	
13.1322	Teacher Education - Biology	Both	
13.1323	Teacher Education - Chemistry	PG	
13.1337	Teacher Education - Earth Science	PG	
13.1305	Teacher Education - English/Language Arts	Both	
13.1328	Teacher Education - History	Both	
13.1311	Teacher Education - Mathematics	Both	
13.1329	Teacher Education - Physics	PG	

Total number of teacher preparation programs:

10

Program Requirements

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

THIS PAGE INCLUDES:

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

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

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

Undergraduate Requirements

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

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

- Yes
 No

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

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

Element	Admission	Completion
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: Entry Requirement: Resume / Exit Requirements:Teacher Work Sample, E-Portf...	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

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

2.5

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

2.5

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

Postgraduate Requirements

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

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

- Yes
 No

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

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

Element	Admission	Completion
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: Entry Requirement: Resume / Exit Requirements: Teacher Work Sample and eP...	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

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

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:

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

80

Number of clock hours required for student teaching

300

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

80

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

3

All Programs

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

3

[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)

3

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

14

Number of students in supervised clinical experience during this academic year

11

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

Enrollment and Program Completers

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year.

(§205(a)(1)(C)(ii))

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

- [Enrolled Student](#)
- [Program Completer](#)

Enrollment and Program Completers

2023-24 Total	
Total Number of Individuals Enrolled	21
Subset of Program Completers	10

Gender	Total Enrolled	Subset of Program Completers
Male	4	0
Female	17	10
No Gender Reported	0	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	19	9
Two or more races	1	0

Race/Ethnicity

Total Enrolled

Subset of Program Completers

No Race/Ethnicity Reported

1

1

Teachers Prepared

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

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

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

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

- [Academic Major](#)

THIS PAGE INCLUDES:

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

Teachers Prepared by Subject Area

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

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

What are CIP Codes?

No teachers prepared in academic year 2023-24

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

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

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	<input type="text" value="2"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="4"/>

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	0
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	3
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	<input type="text" value="0"/>
13.14	Teacher Education - English as a Second Language	<input type="text" value="0"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text" value="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	<input type="text" value="2"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="4"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text"/>
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	<input type="text"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	<input type="text" value="1"/>
13.1306	Teacher Education - Foreign Language	<input type="text"/>
13.1307	Teacher Education - Health	<input type="text"/>

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

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	<input type="text"/>
12	Personal and Culinary Services	<input type="text"/>
14	Engineering	<input type="text"/>
16	Foreign Languages, Literatures, and Linguistics	<input type="text"/>
19	Family and Consumer Sciences/Human Sciences	<input type="text"/>
21	Technology Education/Industrial Arts	<input type="text"/>
22	Legal Professions and Studies	<input type="text"/>
23	English Language/Literature	2
24	Liberal Arts/Humanities	<input type="text"/>
25	Library Science	<input type="text"/>
26	Biological and Biomedical Sciences	1
27	Mathematics and Statistics	<input type="text"/>
30	Multi/Interdisciplinary Studies	<input type="text"/>
38	Philosophy and Religious Studies	<input type="text"/>
40	Physical Sciences	<input type="text"/>
41	Science Technologies/Technicians	<input type="text"/>
42	Psychology	<input type="text"/>
44	Public Administration and Social Service Professions	<input type="text"/>
45	Social Sciences	<input type="text"/>
46	Construction	<input type="text"/>
47	Mechanic and Repair Technologies	<input type="text"/>
50	Visual and Performing Arts	<input type="text"/>
51	Health Professions and Related Clinical Sciences	<input type="text"/>
52	Business/Management/Marketing	<input type="text"/>
54	History	<input type="text"/>

CIP Code	Academic Major	Number Prepared
99	Other Specify: <input data-bbox="289 121 1263 163" type="text"/>	<input data-bbox="1295 90 1572 132" type="text"/>

Program Assurances

THIS PAGE INCLUDES:

>> [Program Assurances](#)

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

Program Assurances

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

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

- Yes
 No

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

- Yes
 No

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

- Yes
 No
 Program does not prepare special education teachers

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

- Yes
 No

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

- Yes
 No

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

- Yes
 No

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

- Yes
 No

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

Our coursework is aligned to meet the needs of the P-12 classrooms. Teacher candidates are placed in a variety of diverse field experiences including student teaching in urban, suburban, Title I, and high needs schools.

Annual Goals: Mathematics

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

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

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

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

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

To continue to add one more additional secondary math teacher candidate

3. Did your program meet the goal?

- Yes
 No

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

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

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

Review Current Year's Goal (2024-25)

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

- Yes
 No

8. Describe your goal.

To continue to add one more additional secondary math teacher candidate

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.

To continue to add one more additional secondary math teacher candidate

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.

To continue to add one more additional secondary science teacher candidate to the program

3. Did your program meet the goal?

- Yes
 No

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

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

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

Review Current Year's Goal (2024-25)

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

- Yes
 No

8. Describe your goal.

To continue to add one more additional secondary science teacher candidate to the program

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.

To continue to add one more additional secondary science teacher candidate to the program

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.

To continue to add two more additional teacher candidates in special education

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 special education in 2024-25? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

To continue to add two more additional teacher candidates in 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.

To continue to add two more additional teacher candidates in special education

Annual Goals: Instruction of Limited English Proficient Students

THIS PAGE INCLUDES:

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

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

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

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

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

- [Quantifiable Goals](#)

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

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

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

- Yes
 No

2. Describe your goal.

3. Did your program meet the goal?

- Yes
 No

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

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

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

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 (%)
5235 -BIOLOGY: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2023-24	1			
5235 -BIOLOGY: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2022-23	1			
5235 -BIOLOGY: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2021-22	2			
5003 -ELEMENTARY EDUCATION: MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
5003 -ELEMENTARY EDUCATION: MATHEMATICS Educational Testing Service (ETS) All program completers, 2023-24	4			
5003 -ELEMENTARY EDUCATION: MATHEMATICS Educational Testing Service (ETS) All program completers, 2022-23	10	188	10	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
5003 -ELEMENTARY EDUCATION: MATHEMATICS Educational Testing Service (ETS) All program completers, 2021-22	8			
5005 -ELEMENTARY EDUCATION: SCIENCE Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
5005 -ELEMENTARY EDUCATION: SCIENCE Educational Testing Service (ETS) All program completers, 2023-24	4			
5005 -ELEMENTARY EDUCATION: SCIENCE Educational Testing Service (ETS) All program completers, 2022-23	10	180	10	100
5005 -ELEMENTARY EDUCATION: SCIENCE Educational Testing Service (ETS) All program completers, 2021-22	8			
5004 -ELEMENTARY EDUCATION: SOCIAL STUDIES Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
5004 -ELEMENTARY EDUCATION: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2023-24	4			
5004 -ELEMENTARY EDUCATION: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2022-23	10	181	10	100
5004 -ELEMENTARY EDUCATION: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2021-22	8			
5002 -ELEMENTARY EDUCATION:READING / LANG. ARTS Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
5002 -ELEMENTARY EDUCATION:READING / LANG. ARTS Educational Testing Service (ETS) All program completers, 2023-24	4			
5002 -ELEMENTARY EDUCATION:READING / LANG. ARTS Educational Testing Service (ETS) All program completers, 2022-23	10	180	10	100
5002 -ELEMENTARY EDUCATION:READING / LANG. ARTS Educational Testing Service (ETS) All program completers, 2021-22	8			
5038 -ENGLISH LANGUAGE: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
5038 -ENGLISH LANGUAGE: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2023-24	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
5038 -ENGLISH LANGUAGE: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	2			
5038 -ENGLISH LANGUAGE: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	1			
5165 -MATHEMATICS Educational Testing Service (ETS) Other enrolled students	1			
5165 -MATHEMATICS Educational Testing Service (ETS) All program completers, 2022-23	2			
5266 -PHYSICS Educational Testing Service (ETS) Other enrolled students	1			
5306 -READING FOR VA EDUCATORS ELEMENTARY & SPECIAL ED Educational Testing Service (ETS) All program completers, 2023-24	1			
5306 -READING FOR VA EDUCATORS ELEMENTARY & SPECIAL ED Educational Testing Service (ETS) All program completers, 2022-23	12	180	12	100
5306 -READING FOR VA EDUCATORS ELEMENTARY & SPECIAL ED Educational Testing Service (ETS) All program completers, 2021-22	16	178	16	100
5081 -SOCIAL STUDIES: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2022-23	1			
5081 -SOCIAL STUDIES: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2021-22	3			
5205 -TEACHING READING: ELEMENTARY Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			
5205 -TEACHING READING: ELEMENTARY Educational Testing Service (ETS) Other enrolled students	1			
5205 -TEACHING READING: ELEMENTARY Educational Testing Service (ETS) All program completers, 2023-24	5			
099 -VCLA Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
099 -VCLA Evaluation Systems group of Pearson Other enrolled students	13	517	13	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
099 -VCLA Evaluation Systems group of Pearson All program completers, 2023-24	10	498	10	100
099 -VCLA Evaluation Systems group of Pearson All program completers, 2022-23	18	517	18	100
099 -VCLA Evaluation Systems group of Pearson All program completers, 2021-22	22	509	22	100

Summary Pass Rates

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

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

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

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

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2023-24	10	10	100
All program completers, 2022-23	18	18	100
All program completers, 2021-22	22	22	100

Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

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

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

Low-Performing

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

- Yes
- No

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

- State
- CAEP
- AAQEP
- Other specify:

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

- Yes
- No

Use of Technology

THIS PAGE INCLUDES:

>> [Use of Technology](#)

On this page, review the questions regarding your program's use of technology, and update as needed.

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

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.

Marymount's teacher education program prepares students to integrate technology in two primary ways. For undergraduate graduate level initial licensure students, there is a required course ED 254/ED 554 – Educational Technology which provides an overview of effective teaching methods using digital technologies. In this course, candidates explore uses of digital imagery, the internet, digital concept mapping, podcasting, and digital storytelling in addition to other technologies as means of developing productive instructional interactions. Additionally, many individual courses in the undergraduate and graduate programs not only have activities and assignments that focus on integrating technology in specific content, but also model and then require in assignments the use of technology to collect, manage and analyze data through the use of technology. The Teacher Work Sample, required in student teaching, is one such assignment. The universal design for learning is included in beginning methods courses in all programs. ED 200 – Introduction to Teaching and Learning (required for all undergraduate candidates) and ED 500 – Foundations of Teaching (required for all graduate candidates) incorporate UDL as the foundation for lesson planning. Teacher candidates have access to numerous technological resources throughout their time in the program. Teacher candidates have access to computer labs, both MAC and PC, in various locations across campus, and the EPP professors have the ability to provide iPads for students in their classes. The university IT department supports our on-line courses and Quality Matters (the university committee who oversees approving on-line courses) provides professors with the required technology and pedagogical training needed to teach an on-line course. Candidates' application of technology begins before they are officially admitted to the Teacher Education Program. Candidates must upload all application materials and documents to Canvas, our online platform. After admission, the EPP provides multiple and varied opportunities to candidates to learn and apply how technology can enhance the learning experiences for their students throughout their program. Faculty

also model how to integrate technology as they embed a wide variety of technological strategies into their teaching processes and candidates are expected to learn and apply their knowledge of technological strategies and standards throughout their program. Depending upon the program, all students take a 3-credit technology course ED 254 (UG) or ED 554 (GRAD) or use assistive technology in the special education program. Students in either ED 254 or ED 554 are required to create technology integrated lesson plans that embed technology 50% of the instructional time, demonstrate knowledge of their content knowledge, explain how the technology supports the learning objectives, and adhere to web design and copyright principles. Examples of technology options chosen by students include the SMART board, Inspiration, Pear Deck, Flipgrid, Padlet, Kahoot, and Socrative. Grades on this project demonstrate candidates' strong proficiency in meeting the assignment's requirements. Candidates observe and assess technology application in the PK-12 classroom during their field experiences and student teaching. Furthermore, candidates are assessed on their Summative Evaluation during Student Teaching on Standard 3: Instructional Delivery, Indicator 3.6: Uses instructional technology and resources to enhance student learning during student teaching by their Mentor Teachers, University Supervisors, and on a Self-Assessment. In addition, during the candidates' student teaching semester, one of the observations conducted by the University Supervisors, includes specifically a focus on technology and how the candidates embed technology to enhance student learning. During their student teaching semester, candidates are required to complete the E-Portfolio via Google Sites by uploading evidence for each standard. For Standard 3: Instructional Delivery and Standard 5: Learning Environment, candidates are required to upload video segments of their implementing instructional strategies to YouTube and respond to prompts about their teaching and learning environment. This requires teacher candidates to be able to effectively plan, videotape, edit, and analyze their teaching for this E-Portfolio standard, which all indicate their own technological ability to eventually model the use of technology to their future students.

Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

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

Teacher Training

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

a. Teach students with disabilities effectively

Marymount's teacher education candidates are prepared to meet the needs of all learners through specific courses that focus on special education and exceptional learners and through all methods courses that are part of their program. Candidates must observe and participate in field experiences that incorporate accommodations for all special populations in each lesson plan and unit plan that is presented. The Teacher Work Sample which is a major assignment in student teaching, focuses not only on planning for instruction and implementing lessons to meet those needs, but also in analyzing assessment data of classroom subgroups to ensure that learning gains are considered for all populations and reflections and plans for improvement consider are disaggregated by various student populations including special education and limited English learners. Listed below is a sampling of graduate and undergraduate required courses that specifically focus on meeting needs of diverse learners: ED 509 Special Education & the Exceptional Learner This course is designed for students to become knowledgeable in the foundations of special education in relation to students with federally recognized disabilities labels. This includes historical perspectives, legal aspects, regulatory requirements, models, theories, philosophies, ethical issues, and trends that provide the basis for educational implications in school and home settings. The primary focus of the course also covers developmental characteristics of individuals with high-incidence disabilities, including but not limited to cognitive, linguistic, physical, psychomotor, social, medical, and emotional development. Field experience: 10 hours. Prerequisite: a human growth and development course that encompasses kindergarten-age students through adolescents. ED 555 Reading and Language Arts (PK-2) Introduces students to the teaching of reading by exploring the nature of the reading process and the major approaches and skills needed to enhance literacy learning in the classroom for all students. The course is one of two required in the graduate PK-6 teacher licensure professional preparation program. It focuses on the understanding of literacy development of young children, aged preschool through second grade. Using the Virginia Standards of Learning as the framework, students will examine language acquisition, teaching of reading and writing, and the use of assessment devices to evaluate learning and tailor instruction for diverse populations. Theoretical foundations of methodologies that research and practice have indicated to be successful are explored. Teaching strategies for special populations are demonstrated throughout the course. ED 355: Literacy Instruction for Diversity Learners: PK-2: Introduces pre-service teachers to the teaching of reading by exploring the nature of the reading process and the major approaches and skills needed to enhance literacy learning in the classroom for students in grades PK-2. Various strategies for teaching spelling, writing, vocabulary and comprehension are well as creative arts and technology to reinforce the development of early literacy skills for diverse classrooms are emphasized. Field experience: 20 hours. ED 309 Special Education: Foundations and Characteristics of the Exceptional Learner: Explore theories and issues related to teaching students with exceptionalities. A variety of disabilities that impact school performance will be surveyed and studied.

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*.

In addition to the classes identified above, Marymount added a Special Education course to the required courses to the PK-6 and Secondary Education tracks: ED 339/529 Collaboration and Consultation in Special Education Settings. This course is designed for students to become knowledgeable in collaboration and communication skills and models within special education settings, which includes families, community service agencies, and nondisabled peers. Assistive and instructional technology that is used to gain access into the general curriculum is also addressed.

c. Effectively teach students who are limited English proficient.

See section (a) above as training teachers to effectively teach students who are limited English proficient is embedded throughout their program of study.

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

Marymount's teacher education program for special education teachers provides a sequence of course work at both the undergraduate and graduate level to effectively prepare them to meet the needs of students with disabilities and to effectively teach students with limited English proficiency. Candidates are specifically trained to participation as a member of an IEP teach in ED 339/ED539 and in ED 329/529 (see course descriptions below). Working with limited English proficiency students is part of each course in assignments and field experiences. Important to Marymount's program is the abundance of diverse populations our students work with in field work, particularly as this applies to limited English proficiency students. Below are the course descriptions for both graduate and undergraduate special education candidates. Graduate: ED 509 Special Education: Foundations and Characteristics This course is designed for students to become knowledgeable in the foundations of special education in relation to students with federally recognized disabilities labels. This includes historical perspectives, legal aspects, regulatory requirements, models, theories, philosophies, ethical issues, and trends that provide the basis for educational implications in school and home settings. The primary focus of the course also covers developmental characteristics of individuals with high-incidence disabilities, including but not limited to cognitive, linguistic, physical, psychomotor, social, medical, and emotional development. Field experience: 10 hours. Prerequisite: a human growth and development course that encompasses kindergarten-age students through adolescents. ED 529 Collaboration and Consultation in Special Education Settings This course is designed for students to become knowledgeable in collaboration and communication skills and models within special education settings, which includes families, community service agencies, and nondisabled peers. Assistive and instructional technology that is used to gain access into the general curriculum is also addressed. ED 523 Diagnostic and Corrective Literacy Instruction. This course teaches students who are preparing to be special education teachers language acquisition and the causes of literacy and reading disabilities. Also addressed are prevention of reading failure and strategies for the collection and analysis of reading behavior. Students will learn the process of developing instructional reading programs for individualized correction. Identification, assessment, and intervention strategies relevant to reading and language development are stressed. Issues surrounding bilingual and multicultural children are explored using the Virginia Standards of Learning as the framework. ED 545 Transition and Family Issues for Individuals with Disabilities Designed to provide educators with a broad overview of the rationale for career and transition programming critical to the development of children and youth with disabilities. The course also presents the various program options that are currently available. The knowledge and understanding of the importance of counseling, working with families of students with disabilities, and the availability of community resources to assist both parents and children with disabilities will be discussed. ED 511 Psychoeducational Assessment and Instructional Programming Designed to help the teacher develop techniques of formal and informal assessment, data collection and interpretation, and individual educational planning for exceptional learners. Clinical practice in use of appraisal instruments is provided. Functional behavior assessment is included. ED 539 Instructional Implementation of the Individualized Education Program This course is designed for students to become knowledgeable about individualized education program (IEP) implementation in a K-12 setting. This includes demonstrating the use of assessment tools to make decisions about student progress within the general education curriculum; teaching remediate deficits in academic areas; understanding the scope and sequence of the SOLs; promoting high academic, social, and behavioral standards; and implementing and monitoring IEP-specified accommodations within the general education classroom. ED 301 - Foundations of Literacy Development This course is required for the undergraduate PK-6 teacher licensure professional preparation program. It is designed to provide an understanding of how children develop language and grow into literacy. The nature of reading, writing, and language acquisition are emphasized including phonemic awareness, an understanding of sound/symbol relationships, explicit phonics instruction, syllables, phonemes, morphemes, decoding skills, word attack skills, semantics, and knowledge of the cueing systems interact. Examination of second language learners and cultural diversity are included as students examine a variety of strategies are demonstrated throughout the course. ED 323 Literacy Instruction: Diagnosis and Corrective Strategies Focuses on the characteristics of reading disabilities, the identification/analysis of reading disabilities, and intervention strategies appropriate for students with reading disabilities. Additionally, the class will address the prevention of reading failure and strategies for the collection and analysis of reading behavior. ED 329 Collaborative Models for Special Education Designed for students to become knowledgeable in collaboration and communication skills and models within special education settings, which includes families, community agencies, and nondisabled peers. Assistive and instructional technology that is used to gain access into the general curriculum is also addressed. ED 339 Individualized Education Programs and Strategies for the General Curriculum Designed for students to become knowledgeable about individualized education program (IEP) implementation in a K-12 setting. This includes demonstrating the use of assessment tools to make decisions about student progress within the general education curriculum; teaching remediate deficits in academic areas; understanding the scope and sequence of the SOLs; promoting high academic, social, and behavior standards; and implementing and monitoring IEP-specified accommodations within the general education classroom. ED 345 Transition and Family Issues for Individuals with Disabilities: Designed to provide educators with a broad overview of the rationale for career and transition programming critical to the development of children and youth with disabilities and to present the various program options that are currently available. The knowledge and understanding of the importance of counseling and working with families of students with disabilities will be explored. The availability of community resources to assist both parents and children with disabilities will also be discussed. ED 461 Classroom Management: Design to help future special education teachers identify, record, evaluate, and intervene with special education students who are accessing the general curriculum of the school. The course teaches behavior management assessments, techniques, and interventions for special educators within schoolwide, classroom, and individual settings, including functional behavioral assessment. Developing classroom and individual behavior management plans will be emphasized. ED 309 Special Education: Foundations and Characteristics of the Exceptional Learner: Explores the theories and issues related to teaching students with exceptional educational needs. A variety of disabling conditions that impact school performance will be surveyed and discussed.

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*.

ED 339 Individualized Education Programs and Strategies for the General Curriculum Designed for students to become knowledgeable about individualized education program (IEP) implementation in a K-12 setting. This includes demonstrating the use of assessment tools to make decisions about student progress within the general education curriculum; teaching remediate deficits in academic areas; understanding the scope and sequence of the SOLs; promoting high academic, social, and behavior standards; and implementing and monitoring IEP-specified accommodations within the general education classroom. ED 345 Transition and Family Issues for Individuals with Disabilities: Designed to provide educators with a broad overview of the rationale for career and transition programming critical to the development of children and youth with disabilities and to present the various program options that are currently available. The knowledge and understanding of the importance of counseling and working with families of students with disabilities will be explored. The availability of community resources to assist both parents and children with disabilities will also be discussed.

c. Effectively teach students who are limited English proficient.

Marymount's teacher education program for special education teachers provides a sequence of course work at both the undergraduate and graduate level to effectively prepare them to meet the needs of students with disabilities and to effectively teach students with limited English proficiency. ED 301 - Foundations of Literacy Development This course is required for the undergraduate PK-6 teacher licensure professional preparation program. It is designed to provide an understanding of how children develop language and grow into literacy. The nature of reading, writing, and language acquisition are emphasized including phonemic awareness, an understanding of sound/symbol relationships, explicit phonics instruction, syllables, phonemes, morphemes, decoding skills, word attack skills, semantics, and knowledge of the cueing systems interact. Examination of second language learners and cultural diversity are included as students examine a variety of strategies are demonstrated throughout the course. Candidates are specifically trained to participation as a member of an IEP team in ED 339/ED539 and in ED 329/529 (see course descriptions below). Working with limited English proficiency students is part of each course in assignments and field experiences. Important to Marymount's program is the abundance of diverse populations our students work with in field work, particularly as this applies to limited English proficiency students. Below are the course descriptions for both graduate and undergraduate special education candidates. Graduate: ED 509 Special Education: Foundations and Characteristics This course is designed for students to become knowledgeable in the foundations of special education in relation to students with federally recognized disabilities labels. This includes historical perspectives, legal aspects, regulatory requirements, models, theories, philosophies, ethical issues, and trends that provide the basis for educational implications in school and home settings. The primary focus of the course also covers developmental characteristics of individuals with high-incidence disabilities, including but not limited to cognitive, linguistic, physical, psycho-motor, social, medical, and emotional development. Field experience: 10 hours. Prerequisite: a human growth and development course that encompasses kindergarten-age students through adolescents.

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.

Supporting Files

No files have been provided.

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

Report Card Certification

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

Certification of submission

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

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Jessica Marotta, EdD

TITLE:

Director of the School of Education at Marymount University

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:

Jennifer Thompson

TITLE:

Manager of the Education Clinical Experience Office