



Concordia University
Traditional Report AY 2024-25
Illinois



REPORT COMPLETE
STATUS: **CERTIFIED**

Institution Information

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

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

IPEDS ID

144351

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

7400 Augusta Street

CITY

River Forest

STATE

Illinois

ZIP

60305

SALUTATION

FIRST NAME

Diana

LAST NAME

DeMarco

PHONE

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List of Programs

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

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

- [Teacher Preparation Program](#)

THIS PAGE INCLUDES:

>> [List of Programs](#)

List of Programs

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

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

Total number of teacher preparation programs:

12

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

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

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

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:

Postgraduate Requirements

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

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

- Yes
 No

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

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

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

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

3

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 2024-25. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models?

- Yes
 No

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

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	100
Number of clock hours required for student teaching	640

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

- Yes
 No

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

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

Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	100
Years required of teaching as the teacher of record in a classroom	1

All Programs	
Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) Optional tool for automatically calculating full-time equivalent faculty in the system	11
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	21
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	136
Number of students in supervised clinical experience during this academic year	274

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

All our teacher education programs require both nonclinical and clinical hours, which are supervised by both full-time faculty and mentors in the field. CUC complies with ISBE guidelines, which require supervisors of clinical experience to have at least 5 years of teaching and/or administrative experience in PK-12 schools, a master's degree, and valid PK-12 licenses or certificates. Support and training are provided for university supervisors every semester. University supervisors attend professional development sessions organized and led by the Office of Field Experience, where support resources, documents, and instructions are shared. They are also available online on the OFE's LibGuide webpage. The cooperating teacher's involvement is critical to the success of the candidate's experience. The cooperating teacher performs a comprehensive evaluation of all student teaching intern activities. The services provided by the cooperating teacher may range from general expectations to highly specific, unique opportunities for the student teacher. The cooperating teacher introduces the candidates to the students as a "teacher" and assists the candidate in the transition from being a teacher-candidate to a professional educator. When selecting cooperating teachers, CoE follows guidelines outlined in Illinois Administrative Code 25 that require the teacher to be licensed and qualified to teach in the grade level and content area in which the student teacher is placed.

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

2024-25 Total	
Total Number of Individuals Enrolled	301
Subset of Program Completers	60

Gender	Total Enrolled	Subset of Program Completers
Male	122	18
Female	179	42
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	0	0
Asian	4	2
Black or African American	41	8
Hispanic/Latino of any race	85	16
Native Hawaiian or Other Pacific Islander	0	0
White	160	33
Two or more races	6	0

Race/Ethnicity

Total Enrolled

Subset of Program Completers

No Race/Ethnicity Reported

5

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 2024-25.

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

What are CIP Codes?

No teachers prepared in academic year 2024-25

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

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (<https://nces.ed.gov/ipeds/cipcode/Default.aspx?v=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="22"/>

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	1
13.1210	Teacher Education - Early Childhood Education	3
13.1301	Teacher Education - Agriculture	0
13.1302	Teacher Education - Art	2
13.1303	Teacher Education - Business	0
13.1305	Teacher Education - English/Language Arts	5
13.1306	Teacher Education - Foreign Language	2
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	2
13.1312	Teacher Education - Music	1
13.1314	Teacher Education - Physical Education and Coaching	12
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - Science Teacher Education/General Science	1
13.1317	Teacher Education - Social Science	7
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

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: <input type="text"/>	0

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2024-25. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

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

[What are CIP Codes?](#)

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

- Yes
 No

No teachers prepared in academic year 2024-25

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

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	2
13.1202	Teacher Education - Elementary Education	22
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	1
13.1210	Teacher Education - Early Childhood Education	3
13.1301	Teacher Education - Agriculture	0
13.1302	Teacher Education - Art	2
13.1303	Teacher Education - Business	0
13.1305	Teacher Education - English/Language Arts	5
13.1306	Teacher Education - Foreign Language	2
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	2
13.1312	Teacher Education - Music	1
13.1314	Teacher Education - Physical Education and Coaching	12
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - General Science	1
13.1317	Teacher Education - Social Science	7
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: <input data-bbox="289 1640 1256 1690" type="text"/>	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	0
24	Liberal Arts/Humanities	0
25	Library Science	0
26	Biological and Biomedical Sciences	0
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: <input data-bbox="289 121 1263 163" type="text"/>	<input data-bbox="1295 90 1572 132" type="text" value="0"/>

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:

The Illinois State Board of Education (ISBE) requires that all teacher candidates complete a minimum of 100 hours of pre-professional clinical experience before their Student Teaching Internship. The purpose of the clinical hours is to expose students to a variety of situations with respect to student demographics (age, ability levels, and ethnic backgrounds), teaching (classroom styles and organization), and types of schools they are placed in. CUC teacher candidates complete their field experiences in a wide variety of diverse schools. Candidates may not have more than 40 clock hours in the same location as defined by ISBE. At least 20 of these field experience hours must be completed in schools with diverse settings. The most successful strategy was a complete revision of the Student Teaching Internship course. One comprehensive document replaced several syllabi and placed all the relevant information and policies in one place, easily accessible to students.

Annual Goals: Mathematics

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

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

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

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

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

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

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

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

- Yes
 No

2. Describe your goal.

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

3. Did your program meet the goal?

- Yes
 No

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

We added NPVSs to a third math classroom and continue to utilize the strategy in most 1000-2000 level math courses on a regular basis, as well as in the Elementary and Secondary Math Methods courses. All field experience for Elementary Math Methods was done at Timothy Christian in Fall 2025. We plan to use them again in Fall 2026.

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

To continue increasing enrollment, we plan to form a partnership with the local Morton high schools, where we have several graduates teaching. We also

plan to increase our recruitment efforts at the Math/Sci Bowl and ICTM Math Contest held on campus, which brings bright, high-achieving students to campus.

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

Review Current Year's Goal (2025-26)

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

- Yes
 No

8. Describe your goal.

We are going to refine our in-house recruitment/advising efforts targeting first-year students in the general education math courses. But we will also explore recruitment through the admissions office and local high schools. The partnership with Timothy Christian is promising and we will work again this year to make that happen. For the Secondary and Middle Grades methods course, we will be having the students get their placements during the summer so they can begin their field experience immediately at the start of the term.

Set Next Year's Goal (2026-27)

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

- Yes
 No

10. Describe your goal.

1. Increase the number of declared math and math education majors by building early connections with prospective students and clearly communicating the value and pathways of a CUC math degree. We hope to achieve this by encouraging classroom visits for admitted students and increasing recruitment efforts at the Math/Sci Bowl and ICTM Math Contest, both high school competitions held on campus. 2. Increase the number of Math and Math Ed majors currently enrolled at CUC by identifying strong students in MAT 1010, MAT 1805, and MAT 1411 in the Fall semester, encouraging them to either switch to a BS or add a Math endorsement. 3. Improve retention of current math and math education majors by fostering a strong sense of belonging and timely academic support, particularly in the first two years. We hope to achieve this by using early-course checkpoints in gateway classes (e.g., Pre-Calc, Calc I, Proof) to identify and support at-risk students through targeted interventions.

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

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

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

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

- Yes
 No

2. Describe your goal.

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

3. Did your program meet the goal?

- Yes
 No

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

N/A

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

Three new students were enrolled in the Middle Grade Science Education and Secondary Education Biology at the MAT level. No new students enrolled in these programs at the UG level. A search for an education faculty member dedicated to middle grades and secondary education with a focus on science was opened in the spring of 2026. Finalists for the position are interviewing on campus in May of 2026, with the plan to hire a new faculty member to begin in August of 2026. In addition to teaching and ongoing curriculum development, the new faculty member will serve as the faculty

advisor for students in middle and secondary science programs. He or she will assist in the recruitment of students and advise current students in other education programs to consider adding additional endorsements in science to their degrees.

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

Review Current Year's Goal (2025-26)

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

- Yes
 No

8. Describe your goal.

Given that teaching science remains in a shortage area, our goal is to enroll 10 new students. The college has not yet been able to replace a full-time science education faculty member. The division is actively searching for highly qualified adjunct faculty to serve in this capacity.

Set Next Year's Goal (2026-27)

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

- Yes
 No

10. Describe your goal.

Given that teaching science remains in a shortage area, our goal is to enroll 10 new students as majors in Middle Grade Science Education and Secondary Education Biology, and have 5 students from other education majors seek subsequent endorsements in Middle Grade Science Education or Secondary Education Biology.

Annual Goals: Special Education

THIS PAGE INCLUDES:

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

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 (2024-25)

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

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

- Yes
 No

2. Describe your goal.

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

3. Did your program meet the goal?

- Yes
 No

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

After market analysis, the focus changed from a 5-year program to developing an accelerated master's initial licensure program. We designed a new MAT-Special Education Program in an accelerated format to meet the teacher shortage demand in the field. Our program was approved by ISBE. We held meetings with the Illinois Golden Apple Accelerators Program Coordinator and submitted our application. State budget cuts prevented the Golden Apple Accelerators Program from being able to accept new university partner applicants

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

We believe we were responsive to stakeholder feedback to develop the MAT-SPED and in pursuing a partnership with the Golden Apple Accelerators program. We moved forward with the MAT-Sped program without the financial support/profile from the Golden Apple Accelerators program. May 2026 has the first MAT-SPED completer, and 15 current candidates in the program.

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

Review Current Year's Goal (2025-26)

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

- Yes
 No

8. Describe your goal.

Re-open up the conversation about the Accelerators Program with the Golden Apple Foundation in the fall. ---Continuing building collaborative partnerships, in special education classrooms/schools, to diversify experiences. ---Determine if Special Education Endorsement students can get endorsed with 3 courses instead of 5; as that will recruit more students. ---Continue working with faculty to promote special education as an endorsement. ---Continue to look at how to partner with special education cooperatives, and private day therapeutic schools that would support their paraprofessionals to start coursework to become a special education teacher. ---Continue to ensure that current CUC students speak to families about the special education program at Visit and New Student Admitted Days.

Set Next Year's Goal (2026-27)

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

- Yes
 No

10. Describe your goal.

CUC has a new Chief Academic Officer, who tasked us to develop a reduced credit hour (90-96) undergraduate program in Special Education.

Annual Goals: Instruction of Limited English Proficient Students

THIS PAGE INCLUDES:

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

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 (2024-25)

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

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

- Yes
 No

2. Describe your goal.

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

3. Did your program meet the goal?

- Yes
 No

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

N/A

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

We met our goal of deciding to pursue additional partnerships. After department and program discussions, we determined that it was not feasible to continue pursuing such a partnership. We shifted to focusing on existing partnerships with our recruiting partner, and continued involvement in statewide

initiatives (such as the equity reviews for assessment). We have been able to focus on the ESL endorsement teacher shortage in IL and work on recruitment and retention of educators seeking their ESL endorsement. As well as serving on statewide professional initiatives, to inform refining and expanding course updates. Each ESL course has been updated and the information communicated during Orientation for students, and Program Training and Coaching for FT and PT instructors.

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

Review Current Year's Goal (2025-26)

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

- Yes
 No

8. Describe your goal.

Expand Bilingual Educator Pathways. Develop a dual-enrollment pipeline between CUC and CoE and local community colleges to recruit and prepare future educators from underrepresented communities. Secure grant funding to subsidize tuition for students pursuing ESL/bilingual endorsements. Enhance Field-Based Competency. Integrate immersive practicum experiences in culturally diverse schools, paired with mentorship from certified ESL/bilingual educators. To this end, formalize partnerships with 3-4 high-need school districts to ensure long-term placement opportunities. Strengthen HSI Community Engagement. Launch a quarterly, semesterly, or annual parent-educator workshop series (e.g., "Language and Culture Bridges"), focusing on asset-based strategies for emergent bilinguals. Leverage Technology for Accessibility. Develop a revised hybrid/online ESL endorsement track with asynchronous modules or new certificate program focusing on multilingual learners and trauma-informed pedagogy, translanguaging practices, SPED, equitable assessment, or technology. Partner with divisional program leaders and instructional designers to ensure good course design and ADA compliance.

Set Next Year's Goal (2026-27)

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

- Yes
 No

10. Describe your goal.

Given that the Illinois Professional Teaching Standards (IPTs) were replaced by the Illinois Professional Educator Standards (IPES) and the CAEP mini visit in October 2026, the program has 3 goals: 1) Prepare educators to support English Learners through linguistically responsive instruction aligned with ELP Standards: 1–5 (social and academic language across content areas), IPES: IN1–IN3, IN7, LE3, LE4, and TESOL Standards 1, 2. This goal reflects Illinois expectations for instruction that integrates language development with content learning and culturally responsive practice. 2) Develop candidates' understanding of language acquisition and literacy development aligned with ELP Standards: 1–5 (language domains and proficiency levels), IPES: IN1, IN2, A1, and TESOL Standard 1, 3. Candidates use research and theory to design instruction appropriate for English Learners' developmental and linguistic needs, consistent with IPES requirements for theory-driven practice and assessment literacy. 3) Prepare candidates to assess and monitor EL language development aligned with ELP Standards: All standards; proficiency level progression, IPES: A1–A3, IN, and TESOL Standard. This goal aligns with Illinois' expectations that teachers use data-informed instructional assessments aligned to state language proficiency standards.

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 (%)
206 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
206 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson Other enrolled students	3			
206 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2024-25	3			
206 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2023-24	4			
206 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2022-23	3			
TP014.2 -EARLY CHILDHOOD.2 Evaluation Systems group of Pearson All program completers, 2024-25	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TP014.2 -EARLY CHILDHOOD.2 Evaluation Systems group of Pearson All program completers, 2023-24	4			
TP014.2 -EARLY CHILDHOOD.2 Evaluation Systems group of Pearson All program completers, 2022-23	3			
197 -ELEM. EDUC. SUBTEST 1: LANGUAGE AND LITERACY Evaluation Systems group of Pearson All program completers, 2022-23	2			
198 -ELEM. EDUC. SUBTEST 2: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2022-23	2			
199 -ELEM. EDUC. SUBTEST 3: SCIENCE/SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2022-23	2			
200 -ELEM. EDUC. SUBTEST 4: FINE ARTSPHYS.DEV.&HEALTH Evaluation Systems group of Pearson All program completers, 2022-23	2			
305 -ELEMENTARY EDUCATION (GRADES 1-6) Evaluation Systems group of Pearson All enrolled students who have completed all noncl	8			
305 -ELEMENTARY EDUCATION (GRADES 1-6) Evaluation Systems group of Pearson Other enrolled students	12	243	8	67
305 -ELEMENTARY EDUCATION (GRADES 1-6) Evaluation Systems group of Pearson All program completers, 2024-25	21	256	21	100
305 -ELEMENTARY EDUCATION (GRADES 1-6) Evaluation Systems group of Pearson All program completers, 2023-24	17	258	16	94
305 -ELEMENTARY EDUCATION (GRADES 1-6) Evaluation Systems group of Pearson All program completers, 2022-23	18	258	18	100
TP001.2 -ELEMENTARY LITERACY.2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
TP001.2 -ELEMENTARY LITERACY.2 Evaluation Systems group of Pearson All program completers, 2024-25	19	46	19	100
TP001.2 -ELEMENTARY LITERACY.2 Evaluation Systems group of Pearson All program completers, 2023-24	14	46	14	100
TP001.2 -ELEMENTARY LITERACY.2 Evaluation Systems group of Pearson All program completers, 2022-23	13	46	13	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TP002.2 -ELEMENTARY MATHEMATICS.2 Evaluation Systems group of Pearson All program completers, 2024-25	2			
TP002.2 -ELEMENTARY MATHEMATICS.2 Evaluation Systems group of Pearson All program completers, 2023-24	3			
TP002.2 -ELEMENTARY MATHEMATICS.2 Evaluation Systems group of Pearson All program completers, 2022-23	7			
207 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
111 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	1			
207 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	5			
207 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2024-25	3			
207 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2023-24	4			
207 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2022-23	3			
TP021.2 -K-12 PERFORMING ARTS.2 Evaluation Systems group of Pearson All program completers, 2024-25	1			
TP021.2 -K-12 PERFORMING ARTS.2 Evaluation Systems group of Pearson All program completers, 2023-24	5			
TP021.2 -K-12 PERFORMING ARTS.2 Evaluation Systems group of Pearson All program completers, 2022-23	5			
TP011.2 -K-12 PHYSICAL EDUCATION.2 Evaluation Systems group of Pearson All program completers, 2024-25	12	41	10	83
TP011.2 -K-12 PHYSICAL EDUCATION.2 Evaluation Systems group of Pearson All program completers, 2023-24	17	40	13	76
TP011.2 -K-12 PHYSICAL EDUCATION.2 Evaluation Systems group of Pearson All program completers, 2022-23	4			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
290 -LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
290 -LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson Other enrolled students	1			
290 -LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson All program completers, 2024-25	2			
290 -LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson All program completers, 2023-24	2			
155 -LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson All program completers, 2022-23	2			
290 -LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson All program completers, 2022-23	1			
208 -MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
208 -MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	3			
208 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2024-25	1			
208 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2023-24	4			
208 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2022-23	1			
TP018.2 -MIDDLE CHILDHOOD ENGLISH-LANGUAGE ARTS.2 Evaluation Systems group of Pearson All program completers, 2024-25	1			
TP018.2 -MIDDLE CHILDHOOD ENGLISH-LANGUAGE ARTS.2 Evaluation Systems group of Pearson All program completers, 2023-24	3			
TP019.2 -MIDDLE CHILDHOOD HISTORY/SOCIAL STUDIES.2 Evaluation Systems group of Pearson All program completers, 2024-25	1			
TP019.2 -MIDDLE CHILDHOOD HISTORY/SOCIAL STUDIES.2 Evaluation Systems group of Pearson All program completers, 2023-24	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TP016.2 -MIDDLE CHILDHOOD MATHEMATICS.2 Evaluation Systems group of Pearson All program completers, 2024-25	2			
TP016.2 -MIDDLE CHILDHOOD MATHEMATICS.2 Evaluation Systems group of Pearson All program completers, 2023-24	2			
TP016.2 -MIDDLE CHILDHOOD MATHEMATICS.2 Evaluation Systems group of Pearson All program completers, 2022-23	4			
TP017.2 -MIDDLE CHILDHOOD SCIENCE.2 Evaluation Systems group of Pearson All program completers, 2024-25	1			
TP017.2 -MIDDLE CHILDHOOD SCIENCE.2 Evaluation Systems group of Pearson All program completers, 2023-24	2			
201 -MIDDLE GRADES LANGUAGE ARTS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
201 -MIDDLE GRADES LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	2			
201 -MIDDLE GRADES LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2024-25	1			
201 -MIDDLE GRADES LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2023-24	5			
201 -MIDDLE GRADES LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2022-23	2			
202 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
202 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	1			
202 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson All program completers, 2024-25	2			
202 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson All program completers, 2023-24	3			
202 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson All program completers, 2022-23	4			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
203 -MIDDLE GRADES SCIENCE Evaluation Systems group of Pearson All program completers, 2024-25	1			
203 -MIDDLE GRADES SCIENCE Evaluation Systems group of Pearson All program completers, 2023-24	2			
203 -MIDDLE GRADES SCIENCE Evaluation Systems group of Pearson All program completers, 2022-23	2			
204 -MIDDLE GRADES SOCIAL SCIENCES Evaluation Systems group of Pearson Other enrolled students	2			
204 -MIDDLE GRADES SOCIAL SCIENCES Evaluation Systems group of Pearson All program completers, 2024-25	2			
204 -MIDDLE GRADES SOCIAL SCIENCES Evaluation Systems group of Pearson All program completers, 2023-24	4			
212 -MUSIC Evaluation Systems group of Pearson All program completers, 2024-25	1			
212 -MUSIC Evaluation Systems group of Pearson All program completers, 2023-24	5			
212 -MUSIC Evaluation Systems group of Pearson All program completers, 2022-23	5			
213 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	8			
213 -PHYSICAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	10	249	8	80
213 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2024-25	12	259	12	100
144 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2023-24	1			
213 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2023-24	16	252	16	100
213 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2022-23	4			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
239 -SCIENCE: BIOLOGY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
239 -SCIENCE: BIOLOGY Evaluation Systems group of Pearson Other enrolled students	1			
239 -SCIENCE: BIOLOGY Evaluation Systems group of Pearson All program completers, 2023-24	1			
TP003.2 -SECONDARY ENGLISH-LANGUAGE ARTS.2 Evaluation Systems group of Pearson Other enrolled students	1			
TP003.2 -SECONDARY ENGLISH-LANGUAGE ARTS.2 Evaluation Systems group of Pearson All program completers, 2024-25	3			
TP003.2 -SECONDARY ENGLISH-LANGUAGE ARTS.2 Evaluation Systems group of Pearson All program completers, 2023-24	4			
TP003.2 -SECONDARY ENGLISH-LANGUAGE ARTS.2 Evaluation Systems group of Pearson All program completers, 2022-23	3			
TP004.2 -SECONDARY HISTORY/SOCIAL STUDIES.2 Evaluation Systems group of Pearson Other enrolled students	1			
TP004.2 -SECONDARY HISTORY/SOCIAL STUDIES.2 Evaluation Systems group of Pearson All program completers, 2024-25	6			
TP004.2 -SECONDARY HISTORY/SOCIAL STUDIES.2 Evaluation Systems group of Pearson All program completers, 2023-24	1			
TP004.2 -SECONDARY HISTORY/SOCIAL STUDIES.2 Evaluation Systems group of Pearson All program completers, 2022-23	1			
TP005.2 -SECONDARY MATHEMATICS.2 Evaluation Systems group of Pearson Other enrolled students	1			
TP005.2 -SECONDARY MATHEMATICS.2 Evaluation Systems group of Pearson All program completers, 2024-25	1			
TP005.2 -SECONDARY MATHEMATICS.2 Evaluation Systems group of Pearson All program completers, 2023-24	4			
TP005.2 -SECONDARY MATHEMATICS.2 Evaluation Systems group of Pearson All program completers, 2022-23	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TP006.2 -SECONDARY SCIENCE.2 Evaluation Systems group of Pearson All program completers, 2023-24	1			
246 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
246 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson Other enrolled students	5			
315 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson Other enrolled students	5			
246 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All program completers, 2024-25	6			
246 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All program completers, 2023-24	1			
246 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All program completers, 2022-23	1			
163 -SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson All program completers, 2022-23	2			
TP012.2 -SPECIAL EDUCATION.2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
TP012.2 -SPECIAL EDUCATION.2 Evaluation Systems group of Pearson All program completers, 2024-25	2			
TP012.2 -SPECIAL EDUCATION.2 Evaluation Systems group of Pearson All program completers, 2023-24	2			
TP012.2 -SPECIAL EDUCATION.2 Evaluation Systems group of Pearson All program completers, 2022-23	3			
214 -VISUAL ARTS Evaluation Systems group of Pearson Other enrolled students	2			
214 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2024-25	2			
214 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2023-24	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
145 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2022-23	2			
TP015.2 -VISUAL ARTS.2 Evaluation Systems group of Pearson All program completers, 2024-25	2			
TP015.2 -VISUAL ARTS.2 Evaluation Systems group of Pearson All program completers, 2023-24	1			
TP015.2 -VISUAL ARTS.2 Evaluation Systems group of Pearson All program completers, 2022-23	2			
TP020.2 -WORLD LANGUAGE.2 Evaluation Systems group of Pearson All program completers, 2024-25	2			
TP020.2 -WORLD LANGUAGE.2 Evaluation Systems group of Pearson All program completers, 2023-24	2			
260 -WORLD LANGUAGE: SPANISH Evaluation Systems group of Pearson Other enrolled students	1			
260 -WORLD LANGUAGE: SPANISH Evaluation Systems group of Pearson All program completers, 2024-25	2			
260 -WORLD LANGUAGE: SPANISH Evaluation Systems group of Pearson All program completers, 2023-24	2			

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, 2024-25	58	56	97
All program completers, 2023-24	68	63	93
All program completers, 2022-23	46	44	96

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.

All teacher candidates are required to successfully complete a Media and Technology for Classroom Teachers course early in the program; this course was updated in 2025 to reflect current instructional technologies and practices. Across clinical, methods, classroom management, and assessment courses, candidates engage in multiple opportunities to model and apply technology to support teaching, learning, and data-driven decision-making. When developing lesson plans, candidates are required to identify and justify their use of technology in the instructional process. Throughout coursework, candidates develop proficiency with a range of technology tools essential for instructional practice, communication, and assessment. These include Microsoft 365 applications (Word, Excel, PowerPoint, and Outlook), JotForm for completing the ISBE-required School Safety Module, and student engagement platforms such as Kahoot!, Quizlet, and Gimkit. Candidates also access state licensure exam preparation resources, including study guides and practice tests, through the CUC Library's Mometrix subscription. Assessment and methods courses explicitly teach and provide practice in using technology to collect, manage, display, and analyze qualitative and quantitative data to support student learning. Candidates work with a variety of data collection and analysis tools and techniques, including frequency and event recording, rate, duration, interval and latency recording, time sampling, permanent product analysis, ABC analysis, and scatterplots. These skills are reinforced during clinical experiences and evaluated multiple times during the student teaching internship as candidates design, implement, and assess technology-enhanced learning experiences aligned with technology standards. In response to emerging technologies, the University's Instructional Development and Technology Office surveyed students regarding their use of artificial intelligence tools. Based on these findings, the University developed an AI policy that provides guidance for both students and faculty. Rather than prohibiting AI use, the policy emphasizes ethical, responsible, and instructional uses of AI to support learning and professional

practice. Students must be able to navigate the following technology tools throughout their coursework: Microsoft 365 tools – Excel, Word, PPT; Outlook email system Using JotForm to complete School Safety Module (ISBE required) Student engagement tools: Kahoot!, Quizlet, and Gimkit Student use of State Licensure Exam Prep Support Materials (study guide and practice test) via CUC Library (Mometrix subscription) In assessment and methods courses we teach and practice the use of technology for data management, display, and analysis of qualitative and quantitative data such as Frequency/Event & Rate Recording, Duration Recording, Interval Recording, Latency Recording, Time Sampling Recording, Permanent Product, ABC Analysis, Scatterplot.

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

The educator preparation program ensures that all general education candidates are systematically prepared to meet the needs of students with disabilities through required coursework and structured clinical experiences. All undergraduate education majors are required to successfully complete EDUC 2090: Characteristics of Exceptional Learners during their freshman or sophomore year. This foundational course introduces candidates to the identification and understanding of the physical, psychological, behavioral/social, and academic characteristics and needs of exceptional learners, including students with learning disabilities and students who are gifted and talented. Within EDU C 2090, candidates develop foundational knowledge and skills related to planning and delivering instruction that addresses diverse learning needs. Emphasis is placed on understanding and applying appropriate accommodations and modifications for students with Individualized Education Programs (IEPs) and Section 504 plans. Candidates also gain an understanding of legal and procedural aspects of special education and inclusive practices. As a required component of the course, candidates complete 12 hours of supervised field experience in diverse educational settings serving exceptional learners in the Chicagoland area. Field experiences include, but are not limited to: • Review of a student's special education record, • Observation of a Multi-Tiered System of Supports (MTSS) or problem-solving team meeting, • Observation of an IEP meeting, • Observation of a special education teacher providing instruction in special education or resource settings, • Observation of a general education teacher implementing instruction for students with IEPs in inclusive classrooms, and • Assisting students under the supervision of cooperating teachers by practicing or reinforcing previously taught skills. In addition, all undergraduate education majors are required to successfully complete EDUC 2050: Teaching in Diverse Classrooms. While the primary focus of this course is instructional strategies for English Language Learners, coursework also addresses inclusive practices for students with disabilities and other diverse learning needs. Throughout subsequent methods and clinical courses, candidates continue to build upon these competencies by planning, developing, and implementing lessons that intentionally include accommodations, modifications, and instructional strategies aligned with the needs of exceptional learners. At the graduate level, both elementary and secondary Master of Arts in Teaching (MAT) candidates are required to complete EDUC 6290: Characteristics and Instruction of Exceptional Learners. This course includes supervised field experiences in special education and inclusive classroom settings and requires candidates to demonstrate proficiency in designing unit plans that effectively address the needs of students with a range of disabilities.

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

Students enrolled in EDUC 2090 Characteristics of Exceptional Learners or EDUC 6290: Characteristics and Instruction of Exceptional Learners, education major students learn the roles and responsibilities of the IEP team and its members. Students are required to participate in a mock IEP meeting. This exercise is repeated in the student teaching internship.

c. Effectively teach students who are limited English proficient.

The educator preparation program prepares general education candidates to effectively teach students who are English Language Learners (ELLs) through required coursework and supervised field experiences. All undergraduate education majors must successfully complete EDUC 2050: Teaching in Diverse Classrooms, typically during the sophomore or junior year. This course focuses on developing instructional practices and dispositions that address the linguistic and academic needs of ELLs. As part of EDUC 2050, candidates complete eight hours of field experience at a partner school with a high percentage of ELL students. During this experience, candidates participate in the school's Response to Intervention (RtI) framework by working with an individual student or small group over a ten-week period, allowing candidates to observe and document student growth resulting from targeted interventions. Candidates are introduced to the Concordia University Chicago lesson plan template, which requires explicit planning for differentiated instruction to support diverse learners, including ELLs. Candidates develop and implement two lesson plans aligned to the

needs of students in their assigned classrooms. This lesson plan template is used consistently across education programs. Preparation to teach ELLs is further supported through program-specific coursework. ESL endorsement coursework is embedded within the Early Childhood Education program. Secondary MAT candidates demonstrate their ability to plan and teach lessons for diverse learners in EDSC 6570, including completion of a mini edTPA. Elementary MAT candidates complete two foundational courses focused on diversity and instruction for ELLs and must earn a grade of B or higher for admission to the College of Education. All teacher education candidates complete field experiences in diverse school settings. In compliance with Illinois State Certification Board requirements, candidates complete 100 hours of pre-professional clinical experience prior to student teaching, providing exposure to diverse student populations, instructional settings, and school environments.

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

Special education teacher candidates at Concordia University Chicago complete a structured program of coursework and clinical experiences designed to prepare them for service across grade levels and disability categories. Candidates typically complete two foundational education courses prior to entering the special education professional sequence. Professional coursework is organized into three instructional blocks, each with a distinct instructional focus and grade-level span. In Block I, candidates complete elementary-level clinical experiences working with special education teachers who serve students with high-incidence disabilities. In Block II, candidates complete clinical experiences at the middle or high school level with special education teachers serving students with low-incidence disabilities. Block III emphasizes collaboration and inclusive practices, with candidates working alongside cooperating teachers engaged in co-teaching, inclusive service delivery, and collaboration with related service personnel across grade levels. This sequencing provides candidates with experiences serving students of varying ages and needs in multiple instructional settings. Candidates complete a minimum of 120 hours of clinical experience embedded within the following required coursework:

- Block I: EDSP 4751: Characteristics of Students with Special Needs: High Incidence EDSP 4752: Instructional Strategies and Curricular Adaptations for High Incidence Disabilities EDSP 4753: Identification and Education of Young Children with Special Needs EDSP 4754: Assessment of Individuals with Disabilities
- Block II: EDSP 4761: Characteristics of Students with Special Needs: Low Incidence EDSP 4762: Instructional Strategies and Curricular Adaptations for Low Incidence Disabilities EDSP 4763: Adaptive and Assistive Technology for Individuals with Disabilities
- Block III: EDSP 4771: Educational Collaboration EDSP 4772: Including Individuals with Disabilities in School and Community EDSP 4773: Classroom Behavior Support and Management

The program culminates in EDSP 4990: Special Education Student Teaching Internship, a sixteen-week full-time teaching experience. Candidates are placed with Illinois-licensed special education cooperating teachers who have a minimum of three years of teaching experience. During the internship, candidates gradually assume full instructional responsibility and complete at least ten weeks of full-time teaching.

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

All special education majors are required to participate in actual IEP meetings during their clinical and methods courses when appropriate. The student teaching internship provides multiple opportunities for special education majors to participate as an IEP team member.

c. Effectively teach students who are limited English proficient.

All special education teacher candidates are required to successfully complete EDUC 2050: Teaching in Diverse Classrooms, typically during the sophomore or junior year. This course focuses on developing the knowledge, skills, and dispositions necessary to plan and implement instruction that meets the linguistic and academic needs of students who are English Language Learners (ELLs). As part of this course, candidates complete 10 hours of field experience at a partner school with a high percentage of ELL students. During the field experience, candidates participate in the school's Response to Intervention (RtI) framework by working with an individual student or small group of students over a ten-week period. This sustained instructional experience allows candidates to observe and assess student growth resulting from targeted interventions. Candidates are introduced to the Concordia University Chicago lesson plan template, which requires explicit planning for differentiated instruction to support diverse learners, including students who are limited in English proficiency. Candidates are required to develop and implement two lesson plans aligned to the specific instructional and linguistic needs of students in their assigned classrooms. This lesson plan template is used consistently across all education programs and coursework to reinforce inclusive and differentiated instructional practices.

Contextual Information

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

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

THIS PAGE INCLUDES:

>> [Contextual Information](#)

Contextual Information

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

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

Supporting Files

No files have been provided.

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

Report Card Certification

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

Certification of submission

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

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Diana DeMarco

TITLE:

Associate VP for Institutional Planning and Effectiveness

Certification of review of submission

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

NAME OF REVIEWER:

Maja Miskovic

TITLE:

Dean, College of Education