WI

Mount Mary University
Traditional Report AY 2024-25
Wisconsin

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

2900 Menomonee River Pkwy

CITY

Milwaukee

STATE

Wisconsin

ZIP

53222-4597

SALUTATION

Dr.

FIRST NAME

Debra

LAST NAME

Dosemagen

PHONE

(414) 930-3160 x3160

EMAIL

dosemagd@mtmary.edu

SECTION I: PROGRAM INFORMATION

List of Programs

THIS PAGE INCLUDES:

>> List of Programs

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

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

- Teacher Preparation Program

List of Programs

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

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	Both	
13.1202	Elementary Education	Both	
13.1203	Junior High/Intermediate/Middle School Education and Teaching	Both	
13.1302	Teacher Education - Art	Both	
13.1305	Teacher Education - English/Language Arts	Both	
13.1306	Teacher Education - Foreign Language	Both	
13.1316	Teacher Education - General Science	Both	
13.1311	Teacher Education - Mathematics	Both	
13.99	Teacher Education - Other	Both	
13.1318	Teacher Education - Social Studies	Both	

Total number of teacher preparation programs:

10

SECTION I: PROGRAM INFORMATION

Program Requirements

THIS PAGE INCLUDES:

- Undergraduate Requirements
- Postgraduate Requirements
- Supervised Clinical Experience

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

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

- Full-time equivalent faculty supervising clinical experience
- Adjunct faculty supervising clinical experience
- Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience
- Supervised clinical experience

Undergraduate Requirements

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

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

- (●) **Yes**
- ( ) **No**

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

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

Element	Admission	Completion
Essay or personal statement	○ Yes ● No	○ Yes ● No
Interview	○ Yes ● No	○ Yes ● No
Other Specify: Faculty evaluation of student dispositions	● Yes ○ No	● Yes ○ No

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

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.)

2.75

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

Postgraduate Requirements

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

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

- ● **Yes**
- ○ **No**

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

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

Element	Admission	Completion
Recommendation(s)	(•) Yes ( ) No	(•) Yes ( ) No
Essay or personal statement	( ) Yes (•) No	( ) Yes (•) No
Interview	( ) Yes (•) No	( ) Yes (•) No
Other Specify: Faculty evaluation of student dispositions	(•) Yes ( ) No	(•) Yes ( ) No

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

2.75

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

2.75

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

Post Baccalaureate candidates complete the same program requirements as undergraduate students.

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	720

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

All Programs	
Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) Optional tool for automatically calculating full-time equivalent faculty in the system	2.5
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	21
Number of students in supervised clinical experience during this academic year	20

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

Students participate in fieldwork (clinical) the first semester they are ADMITTED to the program. Students are placed in a variety of settings for fieldwork, including urban, suburban, private, and public schools. They experience various grade levels within their area of licensure. Student teachers are placed for one semester and are expected to participate all day, every day for a minimum of 15 weeks.

SECTION I: PROGRAM INFORMATION

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	23
Subset of Program Completers	6

Gender	Total Enrolled	Subset of Program Completers
Male	2	0
Female	21	6
No Gender Reported	0	0
Race/Ethnicity	**Total Enrolled**	**Subset of Program Completers**
American Indian or Alaska Native	1	0
Asian	1	0
Black or African American	2	0
Hispanic/Latino of any race	7	1
Native Hawaiian or Other Pacific Islander	0	0
White	12	5
Two or more races	0	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers
No Race/Ethnicity Reported	0	0

SECTION I: PROGRAM INFORMATION

Teachers Prepared

THIS PAGE INCLUDES:

- Teachers Prepared by Subject Area
- Teachers Prepared by Academic Major

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

Teachers Prepared by Subject Area

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

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

What are CIP Codes?

☐ **No teachers prepared in academic year 2024-25**

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

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

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	
13.1202	Teacher Education - Elementary Education	3

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	
13.1302	Teacher Education - Art	1
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	1
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	1
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	1
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	

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

Teachers Prepared by Academic Major

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

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

What are CIP Codes?

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

- (●) Yes
- ( ) No

☐ **No teachers prepared in academic year 2024-25**

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

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	
13.1202	Teacher Education - Elementary Education	3
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	1
13.1210	Teacher Education - Early Childhood Education	3
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	1
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	1
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	1
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify:	
01	Agriculture	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	
09	Communication or Journalism	

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

CIP Code	Academic Major	Number Prepared
99	Other Specify:	

SECTION I: PROGRAM INFORMATION

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 need for differentiation, accommodation, and modification are introduced in EDU 312 Teaching & Learning where the differences in children's multiple intelligences and developmental progress is first discussed. Specific strategies also are introduced. Content includes extensive discussion of state academic standards, RtI, and UDL based on information directly from the state's department of public instruction. Students discuss multiple types of disabilities and modify existing lesson plans to meet the needs of children with particular disabilities. Students also learn basic tier 1 interventions for children with limited English proficiency. In EDU 405 Exceptional Learners, students study characteristics of and strategies for students with disabilities in more depth including topics such as assistive technology, Individualized Educational Plans and co-teaching models of instruction and support. The need for differentiation is reinforced throughout the methods courses. EDU 456 Creating Relationships with Families emphasizes the unique role

caregivers play in a child's development and ways teachers may build substantive and supportive partnerships with families of all socio-economic levels. Lesson plans require that the pre-service teachers consider appropriate modification for their students and align with elements of UDL. Throughout the sequence of reading courses (emergent literacy, elementary, content area reading), the needs of students with limited English proficiency are considered in regard to literacy instruction and include a wide range of strategies from encoding to comprehension and front loading for content understanding . This is the case in other methods courses as well (mathematics, science/social studies) where strategies for academic language instruction are emphasized. Activities in EDU 245 Culturally Competent Teaching lay the foundation for students to educate multilingual children and children in urban areas and from low-income families. Students complete clinical experiences in a variety of school (public, charter, parochial, urban suburban, rural) settings.

SECTION II: ANNUAL GOALS

Annual Goals: Mathematics

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 mathematics in 2024-25?

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

- (●) **Yes**
- ( ) **No**

2. Describe your goal.

Our goal is to ENROLL at least 1 student per year to the mathematics education program for middle/secondary education.

3. Did your program meet the goal?

- ( ) **Yes**
- (●) **No**

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

The University has promoted STEM programs to area high schools as part of a university effort to highlight women in STEM fields.

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

Continued association with area high schools. Close communication with mathematics faculty to identify promising mathematics students to consider teaching as a career. We have initiated outreach to University STEM graduates who are high school teachers. We have partnered with local high schools to offer dual enrollment courses.

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

Review Current Year's Goal (2025-26)

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

- (●) Yes
- ( ) No

8. Describe your goal.

Our goal is to ENROLL at least 1 student per year to the mathematics education program for middle/secondary education.

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.

Our goal is to ENROLL at least 1 student per year to the mathematics education program for middle/secondary education.

SECTION II: ANNUAL GOALS

Annual Goals: Science

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 science in 2024-25?

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

- (●) **Yes**
- ( ) **No**

2. Describe your goal.

Our goal is to ENROLL at least 1 student in the science education program for middle/secondary education.

3. Did your program meet the goal?

- (●) **Yes**
- ( ) **No**

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

Collaborate with science department to promote teaching as a career.

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

Continued association with area high schools. Close communication with science faculty to identify promising science students to consider teaching as a career. We have initiated outreach to University STEM graduates who are high school teachers. We have partnered with local high schools to offer dual enrollment courses.

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.

Our goal is to ENROLL at least 1 student in the science education program for middle/secondary education.

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.

Our goal is to ENROLL at least 1 student in the science education program for middle/secondary education.

SECTION II: ANNUAL GOALS

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.

3. Did your program meet the goal?

- ( ) **Yes**
- ( ) **No**

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

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

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

Review Current Year's Goal (2025-26)

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

- (●) Yes
- ( ) No

8. Describe your goal.

The program was approved by the state agency in August 2025. Four (4) students either changed majors or added minors.

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.

Since the program is still new, our goal is conservative. We hope to enroll an additional 4 students.

SECTION II: ANNUAL GOALS

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.

Our goal was to ENROLL at least 2 students to the bilingual and/or ESL (approved January 2025) education programs.

3. Did your program meet the goal?

- (●) **Yes**
- ( ) **No**

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

Minors are introduced to students during their first advising session when they enroll in the university. Those students who are education majors and enroll in the Spanish course for Heritage Speakers, are encouraged to enroll. A new general education curriculum allows more room for minors to be completed during a traditional four year timeframe.

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

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

Review Current Year's Goal (2025-26)

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

- (●) Yes
- ( ) No

8. Describe your goal.

Our goal was to ENROLL at least 2 students to the bilingual and/or ESL (January 2025 state approval) education programs. We have 3 students enrolled.

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.

Our goal is to enroll an additional 3 students in either the Bilingual minor or the ESL Major or minor.

SECTION III: PROGRAM PASS RATES

Assessment Pass Rates

THIS PAGE INCLUDES:

>> Assessment Pass Rates

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

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

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

- Pass rate
- Scaled score
- Teacher credential assessment

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ESP0190 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
ESP0190 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2024-25	3			
ESP0190 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2023-24	5			
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2022-23	1			
ESP0190 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2022-23	2			

SECTION III: PROGRAM PASS RATES

Summary Pass Rates

THIS PAGE INCLUDES:

>> 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

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2024-25	3		
All program completers, 2023-24	5		
All program completers, 2022-23	3		
All program completers, combined 3 academic years	11	11	100

SECTION IV: LOW-PERFORMING

Low-Performing

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

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

THIS PAGE INCLUDES:

>> Low-Performing

Low-Performing

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

- (●) **Yes**
- ( ) **No**

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

- [x] **State**
- [ ] **CAEP**
- [ ] **AAQEP**
- [ ] **Other specify:**

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

- ( ) **Yes**
- (●) **No**

SECTION V: USE OF TECHNOLOGY

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.**

   Throughout the curriculum, students participate in experiences in which they use pupil achievement data to plan instruction. In some classes this is whole-class standardized data, from which students identify trends. In others (like the literacy and mathematics methods courses) it is qualitative individual data that is analyzed to plan next-steps in instruction. These experiences are reinforced in clinical experiences where students work directly with teachers and students. The structure of the department lesson plan aligns with the principles of UDL including multiple means of representation, action and expression, and engagement. These principles are emphasized in both general (Teaching & Learning) and specific (literacy, mathematics, science social studies) methods courses including a variety of apps used for instructional purposes. Resources from the Wisconsin Department of Public Instruction and the Center for Applied Special Technology (CAST) are used. A variety of forms of technology are introduced and used throughout the program including all education courses, clinical experiences. Technology includes online resources specific to subject areas (e.g. National Library of Virtual Manipulatives, various virtual museums, NASA for Educators, Google resources, etc.) and course instructors model the use of relevant technology, including AI in their instruction. The need for virtual learning greatly expanded resources in this area. Course instructors model a wide variety of apps suited to both in-person and virtual learning environments, and students selected, evaluated, and used apps in lesson plans and presentations. The resources of a STEM by Design grant offered the Education Department faculty including several adjuncts, students, and school partners to participate in a Digital Literacy Workshop and to submit a mini-grant request for digital resources to incorporate into department curriculum and instruction. The careful and intentional use of generative AI and K-12 based AI apps have been incorporated into coursework to develop skills in critiquing lesson and unit plans and in developing lesson activities.

SECTION VI: TEACHER TRAINING

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 need for differentiation, accommodation, and modification are introduced in EDU 312 Teaching & Learning where the differences in children's multiple intelligences and developmental progress is first discussed. Specific strategies also are introduced. Content includes extensive discussion of state academic standards, RtI, and UDL based on information directly from the state's department of public instruction. Students discuss multiple types of disabilities and modify existing lesson plans to meet the needs of children with particular disabilities. Students also learn basic tier 1 interventions for children with limited English proficiency. In EDU 405 Exceptional Learners, students study characteristics of and strategies for students with disabilities in more depth including topics such as assistive technology, Individualized Educational Plans and co-teaching models of instruction and support. The need for differentiation is reinforced throughout the methods courses. EDU 456 Creating Relationships with Families emphasizes the unique role caregivers play in a child's development and ways teachers may build substantive and supportive partnerships with families of all socio-economic levels. Lesson plans require that the pre-service teachers consider appropriate modification for their students and align with elements of UDL.

   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 EDU 405 Exceptional Learners, students participate in a simulated individualized education program team meeting with preparation appropriate to the role they have been assigned. During student teaching clinical experiences, students participate with the cooperating teacher on actual IEP teams for students assigned to their classroom.

   c. **Effectively teach students who are limited English proficient.**

   In EDU 312 Teaching & Learning, students are introduced to tier 1 interventions explicitly to support students who are limited English proficient. Resources from WIDA (https://wida.wisc.edu/) are incorporated into planning and instruction. Throughout the sequence of reading courses (emergent literacy, elementary, content area reading), the needs of students with limited English proficiency are considered in regard to literacy instruction and include a wide range of strategies from encoding to comprehension and front loading for content understanding . This is the case in other methods courses as well (mathematics, science/social studies) where strategies for academic language instruction are emphasized. EDU 245 Culturally Competent Teaching content includes discussion of multilingual students.

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**

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.*

c. Effectively teach students who are limited English proficient.

Contextual Information

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

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

THIS PAGE INCLUDES:

›› Contextual Information

Contextual Information

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

The Education Department is within the School of Graduate Health and Professional Programs – one of three Schools at Mount Mary University – and is the unit responsible for all teacher education programs. All teacher preparation programs at Mount Mary are approved by the Wisconsin Department of Public Instruction according to requirements outlined in state statues and administrative rules and submit an annual report to the state. Like all educator preparation programs in the state of Wisconsin, the Education Department at Mount Mary recently completed program approval materials to evidence compliance with recently revised administrative rules governing teacher preparation in the state. Some of the changes required include modifications to licensure ranges (e.g., from grades 1 to 8 to grades K-9) and subject specialties (from discrete licenses in biology, chemistry, physics, etc. to a general license in science). Additional proposals, such as those related to new state legislation governing the teaching of reading have also been approved. Mount Mary University (MMU) is an urban Catholic University for women at the undergraduate level, and women and men in the Post Baccalaureate and Post Masters Certificate Programs and at all graduate level degree programs. Within the teacher preparation programs, post baccalaureate candidates complete the same series of profession education courses and assessment requirements as the undergraduate students. Student recruitment for all programs is the primary responsibility of the Admissions Office under the direction of the Vice President for Enrollment Services. University funds for the purposes of recruitment are allocated to that office rather than to individual departments or programs. The Education Department works collaboratively with Admissions Office personnel to recruit students to the University and the Department. The need for virtual learning (spring 2020) greatly expanded institutional resources in the area of technology and digital applications. Course instructors in all disciplines model a wide variety of tools and apps suited to both in-person and virtual learning environments. Recent grand-funded programs promote the further development of digital literacy for both faculty and students.

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:

Debra M Dosemagen

TITLE:

Education Department Chair

Certification of review of submission

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

NAME OF REVIEWER:

Cheryl Bailey

TITLE:

Dean, School of Graduate Health and Professional Programs