



AAQEP Annual Report for 2024

Provider/Program Name:	Weber State University - Teacher Education
End Date of Current AAQEP Accreditation Term (or “n/a” if not yet accredited):	2027

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

This overview describes the mission and context of the educator preparation provider and the programs included in its AAQEP review.

Mission: Weber State University provides transformative educational experiences for students of all identities and backgrounds through meaningful personal connections with faculty and staff in and out of the classroom. The university promotes student achievement, equity and inclusion, and vibrant community relationships through multiple credentials and degree pathways, experiential learning, research, civic engagement, and stewardship.

Vision: Weber State University will be a leader in transforming lives by meeting all students where they are, challenging and guiding them to achieve their goals academically and in life.

Weber State University (WSU) is a comprehensive public institution serving the educational needs of people in Northern Utah as well as other areas in Utah, all 50 states, and 64 foreign countries. In Fall 2023 a total of 30,536 students were enrolled in over 225 degree programs including 20 graduate degree programs and the Doctor of Nursing Practice on two campuses and six outreach centers. Hispanic and Latino students represented 13% of the students in fall 2023, making strides toward WSU's goal of 15% to become an emerging Hispanic-Serving Institution. See more institutional data in the [WSU Annual Report](#).

Moyes College of Education

Mission: The Moyes College of Education prepares professionals for excellence in serving individuals and communities through meaningful relationships, inclusive culture, immersive learning opportunities, and creative advancement of knowledge.

Vision: We aspire to prepare transformative professionals who positively impact society.

The mission and vision statements came out of college strategic planning. Four strategic goals were identified. See Moyes College of Education [About Us](#).

1. *Justice & Equity Foundation* - We commit to policies and practices that provide a foundation of justice and equity for all students, faculty, and staff.
2. *Personal Connections & Academic Excellence Ecosystem* - We engage in intentional practices that promote personal connections for students, faculty, and staff and support an environment for academic excellence and collaboration.
3. *Community -University- Workforce Innovation Ecosystem* - We leverage the Moyes College of Education as a site for innovation, a regional resource, and a facilitator for a more just society.
4. *Recruitment, Retention, & Completion Outcome* - We strategically optimize recruitment opportunities and promote retention and completion initiatives.

Teacher Education

From the beginning of Weber State University over 125 years ago, teacher preparation has been a focus of the institution. Students today are prepared to pursue Utah educator licenses in Elementary Education, Special Education, Early Childhood Education, and Secondary Education through multiple degrees, certifications, and endorsement programs.

The Mission of the [Weber State University Educator Preparation Program](#) is to work within our communities to prepare caring, competent educators and to promote equitable, inclusive, and transformative education practices.

- *Community*: We recognize that effective educator preparation is a cooperative endeavor involving faculty and staff members within the Teacher Education Department, the Moyes College of Education, and Weber State University. Our

community also includes school districts, administrators, and teachers as well as professional organizations. Our success depends on effective and consistent collaboration between all groups.

- *Caring, Competent Educators*: Our central aim is to ensure that teacher candidates develop necessary skills and dispositions as outlined in the Utah Effective Teaching Standards. We also acknowledge that it is of indispensable importance that each teacher develops an enduring ethic of care—the propensity and ability to meet the educational needs of each student.
- *Equitable, Inclusive, and Transformative Education Practices*: We believe that processes and institutions of teaching and learning can and should become increasingly equitable, promoting the well being of all students, with special emphasis on underserved populations. To that end, we are committed, where necessary, to transforming the attitudes and beliefs of teacher candidates and to extending our research and professional outreach in shaping general educational practice and policy.

Public Posting URL

Part I of this report is posted at the following web address (accredited members filing this report must post at least Part I):

https://weber.edu/teachered/Teacher_Education_Assessments.html

2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2023-2024

Degree or Certificate granted by the institution or organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates enrolled in most recently completed academic year (12 months ending 05/24)	Number of Completers in most recently completed academic year (12 months ending 05/24)
<i>Programs that lead to initial teaching credentials</i>			
Early Childhood Education, BS	License	119	10

Elementary Education, BS, Post-bacc certificate	License	401	86
Secondary Education, BS, Post-bacc certificate	License	448	64
Special Education, BS, Post-bacc certificate	License	78	18
Total for programs that lead to initial credentials		1,046	178
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
Educational Leadership, MEd, Post-master's Certificate	License	32	10
ESL endorsement	Endorsement	24	8
Total for programs that lead to additional/advanced credentials		56	18
<i>Programs that lead to credentials for other school professionals or to no specific credential</i>			
		n/a	n/a
Total for additional programs		n/a	n/a
TOTAL enrollment and productivity for all programs		1,102	196
Unduplicated total of all program candidates and completers		1,078	188

Added or Discontinued Programs

Any programs within the AAQEP review that have been added or discontinued within the past year are listed below. (This list is required only from providers with accredited programs.)

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3. Program Performance Indicators

The program performance information in Table 2 applies to the academic year indicated in Table 1.

Table 2. Program Performance Indicators

<p>A. Total enrollment in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.</p>
<p>1,046 initial licenses; 32 advanced ed leadership licenses</p>
<p><i>**Note: To be more consistent with institutional data, we made changes to where we collect data from. In prior years, these data were collected from the academic departments and course enrollments. For this report and future annual reports, we will instead use institutional research data dashboards (i.e., 10-year enrollment and graduation trends) for higher quality and more consistent data reporting.</i></p>
<p>B. Total number of unique completers (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.</p>
<p>178 initial, 10 advanced ed leadership licenses = 188 unique completers</p>
<p>C. Number of recommendations for certificate, license, or endorsement included in Table 1.</p>
<p>178 licenses, 10 advanced ed leadership licenses, 8 endorsements = 196 unique recommendations</p>
<p>D. Cohort completion rates for candidates who completed the various programs within their respective program’s expected timeframe and in 1.5 times the expected timeframe.</p>
<p>We create cohorts once students in teacher preparation programs reach a 90-credit hour threshold toward a degree. From the 90-credit hour threshold we consider 3 years as within 1.5 times of the expected time to degree for our program, assuming that students have had a total of 6 years to complete a 4-year degree. For the 2020-2021 cohort, 60 out of 60 (100%) program completers completed within 3 years after being assigned to a cohort based on reaching the 90-credits completed threshold.</p> <p>Among those, 2 (3%) completed within 1 year, 43 (72%) completed within 2 years, and 15 (25%) completed within 3 years. Of those who began in the 2020/2021 cohort but have not completed one of the teacher preparation programs (n = 21), 3 (14%) graduated from the institution in another non-teacher preparation program, 3 (14%) have not graduated but are still actively enrolled our teacher preparation programs, and 14 (66%) are not enrolled and have not graduated.</p> <p>We have noted a major limitation of the way these data are collected as the above analysis does not currently include secondary education program students. We continue our conversations with institutional data team members to resolve this for next year.</p>

E. **Summary of state license examination results**, including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.

Initial License: During this reporting cycle (2023-2024) the state of Utah changed the licensure exam process. For Fall 2023, the PPAT licensure exam was required for all teacher preparation program candidates but in the Spring 2024 it was required, but non-consequential. 100% (n=178) of the completers took the PPAT license exam. 90% (n=161) of those students met or exceeded the recommended cutoff score of 36 by the state of Utah.

Those seeking an advanced license for school leadership must pass the Praxis exam (5412 Ed Leadership: Administration and Supervision). EL Praxis Exam (5412) mean score 169. National median is 168 and Utah cut score 146. Lowest score at WSU was 150.

F. Narrative explanation of **evidence available from program completers**, with a characterization of findings.

Initial License: Of the students who responded to the Utah Teacher Education Student Survey (UTESS) survey (n=141), we found some areas worthy of note. Based on the courses they took, at least 96% of the students marked themselves as effective or exceptional in their ability to create learning experiences based on learner's individual developmental needs, plan instruction according to the Utah Core Standards, and to integrating content to purposefully engage learners. We also made progress on one area of focus from last year's annual report. Last year only 67% of students marked themselves as effective or exceptional in providing instruction that uses language acquisition strategies to meet the needs of English Language Learners. This year 75% of students marked themselves as effective or exceptional, an increase of 8%. We also saw marked growth in overall satisfaction from students about our programs, as 84% percent of completers were somewhat or extremely satisfied with the teacher preparation program, up from 68% for last year's UTESS survey.

In April of 2024, five alumni (three from secondary education, two from elementary, two from special education) were invited to a focus group on Zoom where they provided feedback on their experience in Teacher Education programs. Students felt that communication with parents was crucial for student success and wished they had learned more on how to engage parents to take a more hands-on approach. PPAT examination was generally not liked and students found its requirement frustrating, but they did feel that it gave them tools on how to learn about their students' demographics. Everyone felt confident in their skills to help students take ownership of their learning as well as build a positive community for learning. They did wish they received more SPED education. In terms of assessment, students felt prepared to design and conduct the assessment, but had some learning curve post-graduation on priorities for assessment. Similarly they felt prepared to teach content, but also found TED to be accommodating to their prior degrees and backgrounds. One area where they felt they could have used more instruction was self-care and self-advocacy. Specifically, how to avoid burnout and navigate the educational system. One idea that came out of this discussion was a support group for first time teachers. Students also recommended that we have a more aggressive marketing campaign for our teacher preparation programs because they felt that not enough people knew about the teacher preparation program.

Similarly, in April of 2024, two alumni from the Educational Leadership program were also invited to a focus group on Zoom to provide feedback on their experience in this program. After completing the program, students felt that they were familiar with the current laws, finances, expectations for the job and they felt that they had the resources to find information they were not familiar with. They also felt that the program allowed them to ask a lot of questions and have a community where that was possible, while at the same time having very knowledgeable professors. Some areas where they felt they needed more help were ways on how to deescalate a situation.

G. Narrative explanation of **evidence available from employers of program completers**, with a characterization of findings.

We did not receive UTEES responses this year. We are investigating the reason(s). There is the possibility that the district emails blocked our request and the principals did not receive the UTEES.

The advisory board for the Educational Leadership program meets twice each year. At both meetings, the area superintendents expressed that completers serve in administrative roles and possess the knowledge, skills, and dispositions to fulfill their responsibilities successfully. The superintendents have also allowed us to visit with employees who are aspiring leaders and encourage those in attendance to join our program based on the performance of the completers.

H. Narrative explanation of how the program investigates **employment rates for program completers**, with a characterization of findings. This section may also indicate rates of completers' ongoing education, e.g., graduate study.

The CACTUS database held at the Utah State Board of Education provided the employment status of the completers. 171 (91%) of our 188 completers were employed inside the Utah public educational system before Aug 1, 2023. We do not have the resources to track employment records in private schools or schools outside of the state of Utah.

We had 12 candidates come into the MEd program from the PBCT program in the past year. We had four post-master's certificate Educational Leadership students with master's degrees previously earned in the Med and an additional two students transfer into the program from other master's programs on campus.

4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures of candidate/completer performance related to AAQEP Standards 1 and 2, including the program's expectations for successful performance and indicators of the degree to which those expectations are met.

Table 3. Expectations and Performance on Standard 1: Candidate and Completer Performance

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
GPA	Candidates must maintain a 3.0 GPA after admission.	The mean GPA of 3.76 for undergraduate students and mean GPA of 3.81 for graduate certificate in teaching students both exceed the required GPA of 3.0.

<p>Performance Assessment & Evaluation System (PAES)</p>	<p>The PAES is an Observation tool assessing the Utah Effective Teaching Standards (UETS) completed by university supervisors during student teaching. Ratings on PAES are the final summative evaluation in the student teaching semester and are rated on a 0-3 scale with 0 = not effective, 1 = beginning, 2 = developing, and 3 = preservice effective. The final two elements of PAES are Yes/No and scored as 0=No and 1=Yes.</p> <p>The State of Utah has approved a new set of UETS standards. The districts, schools, and universities have until 2025 to change to the new standards. The new PAES rubric is not yet provided by the state.</p> <p>Our goal is that based on the courses they took, 80% of the respondents self-rate as being able to effectively or exceptionally perform on the 25 UETS and InTASC standards and 80% of the completers report being somewhat or extremely satisfied with the teacher preparation program.</p>	<p>On average, 86.5% of the students were rated as 'demonstrated' or 'exceeds' on the 25 UETS and InTASC standards (Above the Benchmark) by their university supervisors. On 20/22 items, at least 80% of students were performing at or above the benchmark. On 2/22 items less than 80% of students demonstrated competency. These two have been identified for growth and will be addressed in future program and faculty meetings.</p> <p><i>Early Childhood:</i> The ECE and ELED Double Majors performed "excellent" on 9/22 items. With 39.74% of students being graded as either developing or pre-service efficient.</p> <p>Action Statement: <i>After examining each item in detail, we found that students' performance improved in planning and implementing strategies that inclusively engage all learners. Students performed well in professionally expected decision-making processes and as advocates. They demonstrated effectiveness in the knowledge of teaching standards.</i> <i>The areas for improvement seem to reflect less ability in assessing learning and providing feedback along with continuing to enhance skills for reflection and using resources and technology to support solving real-world problems and higher-level intellectual skills.</i></p>
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		<p><i>Elementary:</i></p> <p>Elementary education majors performed 'excellent' on 21/22 items. The one category that did not meet the 80% measure was the competency standard of designing or selecting assessments in a variety of formats to align with objects and engage learners in demonstrating knowledge and skills (standard 10). This competency received 77.8%.</p> <p>Action Statement:</p> <p><i>One of the new competencies in the STER is IC6: Allow students multiple opportunities and means for demonstration of competency. As the department works on redesigning course assignments to meet the new competency standards required by the state, the issue with the PAES standard that was not met should be addressed and this new competency should be incorporated into the course.</i></p> <p><i>Secondary:</i></p> <p>TED students performed "excellent" on 16/22 items. With 43.72% of students being graded as either developing or pre-service efficient. Secondary students perform excellently on six out of ten standards (Standards 1, 2, 3, 4, 7, and probably 10</p>
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		<p>[one item missing]). This is a huge improvement in comparison to last year where we had four items marked as excellent. All the other items are between 70-80%.</p> <p>Action Statement: <i>The majority of student teaching seminar assignments are reflections. This will help with Standard 9. However, PAES rubric is changing to a STER rubric (new rubric recommended by the state) which will prevent us from doing a comparison.</i></p> <ul style="list-style-type: none"> ● <i>The new expectation is for the supervisor to have a meeting with the mentor and the students to talk about things that are not observable.</i> ● <i>In Practicum, we would include new assignments where they reflect on some of the aspects and or schedule a conversation with their mentor teacher.</i> ● <i>Mentor teacher survey will also need to be redesigned to ref</i> ● <i>Final project reflections move to Practicum.</i> ● <i>Show artifacts of feedback.</i> ● <i>We need to be more proactive in the classroom.</i> <p><i>Special Education:</i></p>
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		<p>One post-baccalaureate student completed the PAES and received a score of 3/3 on all competencies.</p> <p>Action Statement: <i>No action items are necessary as no students will be taking the PAES moving forward.</i></p>																																
<p>Praxis Performance Assessment for Teachers (PPAT)</p>	<p>The PPAT consists of 4 tasks. Task 1 is graded by program faculty and not reported to PPAT. Task 2 (max=12), Task 3 (max=16), and Task 4 (max=32) are graded by PPAT, with a total of up to 60 points. The state determined a passing score of 36 for the total of PPAT Tasks 2, 3, and 4. It was the first time for the State of Utah to enforce a passing score of 36 in the academic year 2022-2023.</p>	<table border="1" data-bbox="1335 570 1906 1029"> <thead> <tr> <th>Program</th> <th>N</th> <th>Mean</th> <th>SD</th> </tr> </thead> <tbody> <tr> <td>Early Childhood Education</td> <td>2</td> <td>23</td> <td>0</td> </tr> <tr> <td>Elementary</td> <td>76</td> <td>39</td> <td>9.4</td> </tr> <tr> <td>Secondary</td> <td>76</td> <td>37</td> <td>10.5</td> </tr> <tr> <td>Special Education</td> <td>17</td> <td>44</td> <td>3.7</td> </tr> <tr> <td>N/A</td> <td>40</td> <td>38</td> <td>10.7</td> </tr> <tr> <td>GCT</td> <td>40</td> <td>41</td> <td>4.5</td> </tr> <tr> <td>All Teacher Education Programs</td> <td>251</td> <td>37</td> <td>6.47</td> </tr> </tbody> </table> <p>Overall: On average WSU Teacher Education students taking the PPAT did better than the passing score, with a mean score of 37 (SD=6.47). The exam is taken during student teaching.</p>	Program	N	Mean	SD	Early Childhood Education	2	23	0	Elementary	76	39	9.4	Secondary	76	37	10.5	Special Education	17	44	3.7	N/A	40	38	10.7	GCT	40	41	4.5	All Teacher Education Programs	251	37	6.47
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		<p>Early Childhood Education: Only 2 students self-identified as Early Childhood Education (ECE) with a low mean score of 23. The result is unexpected and may reflect changes in the ECE degree requirements, limiting the number of students doubling in Early Childhood and Elementary with students unsure what to list as their major. Also, students participating in the PPAT Spring 2024 were still completing the tasks after the state legislature changed this requirement and may not have participated with the same level of intention. It is impossible to interpret these results in any meaningful way.</p> <p>Action Statement: <i>No action items are necessary as the PPAT has been eliminated. We are in the process of moving to a new state-approved evaluation system, Student Teaching Evaluation Rubric (STER).</i></p> <p>Elementary: The overall mean score of 39 was well above the state required passing score of 36. It appears that the significant adjustments made by the program to prepare prospective educators for this exam are working. The result is encouraging as the PPAT is still a fairly new requirement of the program.</p> <p>Action Statement:</p>
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		<p><i>PPAT has been terminated and replaced with the Student Teaching Evaluation Rubric which goes into effect in the upcoming AY.</i></p> <p><i>Secondary:</i> This data is no longer consequential (final year of this requirement), but the secondary ed program is performing well on average (average score is 37 for 76 students). Passing score was 36.</p> <p>Action Statement: <i>To give a better action plan it would be useful to see this data broken down by program (ProCore vs GCT vs Snow).</i></p> <p><i>Special Education:</i> A review of the PPAT data indicates that 17 special education candidates took the PPAT. The special education candidates scored higher than the candidates in other programs, with a mean score of 44, with a standard deviation of 3.7, which is above the passing score of 36. Which is a huge improvement from last year's mean of 35. Further analysis of the data indicates the special education program is improving.</p> <p>Action Statement:</p>
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		<i>No action items are necessary as the PPAT has been eliminated. We are in the process of moving to a new state-approved evaluation system, Student Teaching Evaluation Rubric (STER).</i>
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Measures for Educational Leadership

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
Praxis for Educational Leadership	90% pass exam as per Utah cut score (146)	100% of candidates passed with a score above the cut score.
Internship Evaluation	90% of candidates to be rated at least a 4 on seven standards when considering both placements	93% met expectation

Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
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<p>Performance Assessment & Evaluation System (PAES)</p>	<p>The PAES is an Observation tool assessing the Utah Effective Teaching Standards (UETS). Ratings on PAES are the final summative evaluation in the student teaching semester and are rated on a 0-3 scale with 0 = not effective, 1 = beginning, 2 = developing, and 3 = preservice effective. The final two elements of PAES are Yes/No and scored as 0=No and 1=Yes.</p> <p>Our goal is that based on the courses they took, 80% of the respondents self-rate as being able to effectively or exceptionally perform on the 25 UETS and InTASC standards and 80% of the completers report being somewhat or extremely satisfied with the teacher preparation program.</p>	<p>On average, 86.5% of the students were rated as demonstrating or exceeding the expected level of competency on the 25 UETS and InTASC standards (Above the Benchmark) by their university supervisors. On 20/22 items, at least 80% of students were performing at or above the benchmark. On 2/22 items less than 80% of students demonstrated competency. These two have been identified for growth and will be addressed in future program and faculty meetings.</p>
<p>Praxis Performance Assessment for Teachers (PPAT)</p>	<p>The PPAT consists of 4 tasks. Task 1 is graded by program faculty and not reported to PPAT. Task 2 (max=12), Task 3 (max=16), and Task 4 (max=32) are graded by PPAT, with a total of up to 60 points. The state prescribed a passing score of 36 for the total of PPAT Tasks 2, 3, and 4. The State of Utah enforced the passing score of 36 in the academic year 2022-2023 Until May 2023, at which time PPAT was no longer required.</p>	<p>The descriptive analysis of the scores indicates that out of a total score of 60, all Teacher Education candidates have a mean of 38.3 (SD = 91.2). This suggests that WSU candidates are meeting the specific criteria outlined for the PPAT.</p>
<p>Utah Teacher Education Student Survey (UTESS)</p>	<p>Weber State's teacher candidates complete the UTESS survey during their student teaching semester. UTESS data provides us with information about how</p>	<p>141 of the completers self-rate as being able to effectively or exceptionally perform (Above Benchmark) on the 25 UETS and InTASC standards.</p>

	<p>our students rate their own teaching skills, practices, and professional growth, as aligned with Utah Effective Teaching Standards (UETS) and Interstate Teacher Assessment and Support Consortium (InTASC).</p> <p>Ratings on UTESS are the final summative evaluation in the student teaching semester and are rated on a 0-4 scale with 0 = not at all, 1 = minimally, 2 = minimally, 3 = effectively, and 4=exceptionally. The final two elements of UTESS are Yes/No and scored as 0=No and 1=Yes.</p> <p>Our goal is that based on the courses they took, 80% of the respondents self-rate as being able to effectively or exceptionally perform on the 25 UETS and InTASC standards and 80% of the completers report being somewhat or extremely satisfied with the teacher preparation program.</p>	<p>This year, 84% of the completers who filled out the survey reported being somewhat or extremely satisfied with the teacher preparation program. This is an increase from the previous year's 68%.</p>
<p>Utah Teacher Education Employer Survey (UTEES)</p>	<p>The UTEES asks principals to rate teachers from WSU, during their second year of teaching, on their ability to demonstrate teaching skills, practices, and professional growth, as aligned with UTESS. Ratings on UTEES are the final summative evaluation in the student teaching semester and are rated on a 0-4 scale with 0 = not at all, 1 = minimally, 2 = minimally, 3 = effectively, and 4=exceptionally. The first two elements of UTEES are Yes/No and scored as 0=No and 1=Yes.</p>	<p>We did not receive UTEES responses this year. We are investigating the reason(s).</p> <p>There is the possibility that the district emails blocked our request and the principals did not receive the UTEES.</p>

	<p>Our goal is that based on their interactions and observations of the second-year completers from Weber State University, 80% of the respondents rate their Weber State University completers as being able to effectively or exceptionally perform on the 25 UETS and InTASC standards and 80% of the respondents report being somewhat or extremely satisfied with the teacher preparation program</p>	
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5. Notes on Progress, Accomplishment, and Innovation

This section describes program accomplishments, efforts, and innovations (strengths and outcomes) to address challenges and priorities over the past year.

Last year, we reported that the department was in the process of developing an online pathway for both elementary and secondary teaching degrees. This pathway allows students to choose from traditional face-to-face and/or hybrid courses, or opt for fully online courses. Students have the flexibility to mix and match course modalities to suit their needs.

We are pleased to report that the online pathway for both elementary and secondary teaching degrees has been successfully implemented. As students can choose between face-to-face and online formats for courses, there is variation in the balance between these modalities across different courses and levels. However, course sizes for traditional and online offerings have been nearly equal overall.

Another exciting development is the impending launch of a Special Education/Elementary Education dual license program. The department is in the final stages of gaining approval for this new program, which is set to begin in Fall 2025.

Additionally, the Post-Baccalaureate Certificate in Teaching (PBCT) Special Education program is working toward making all of its courses fully online, further expanding access and flexibility for students.

