

PA

Bryn Athyn College
Traditional Report AY 2024-25
Pennsylvania

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

2945 College Drive

P.O. Box 717

CITY

Bryn Athyn

STATE

Pennsylvania

ZIP

19009

SALUTATION

Dr.

FIRST NAME

Sarah

LAST NAME

Wong

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	
13.1	Special Education	UG	

Total number of teacher preparation programs:

1

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

THIS PAGE INCLUDES:

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

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

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

Undergraduate Requirements

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

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

- ☒ Yes
- ☐ No

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

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

Element	Admission	Completion
Essay or personal statement	☐ Yes ☒ No	☐ Yes ☒ No
Interview	☐ Yes ☒ No	☐ Yes ☒ No
Other Specify: 2 math courses, 2 english/literature courses and 1 lab science course	☒ 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.)

2.8

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:

Bryn Athyn College's state-approved dual-certification undergraduate program was rolled out in 2016-2017. The requirement for a minimum 3.0 GPA at the completion of the program is for state certification purposes, not for graduation. Students need a 2.0 GPA to graduate with their bachelor's degree from Bryn Athyn College.

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

Element	Admission	Completion
Minimum basic skills test score	☐ Yes ☐ No	☐ Yes ☐ No
Subject area/academic content test or other subject matter verification	☐ Yes ☐ No	☐ Yes ☐ No
Recommendation(s)	☐ Yes ☐ No	☐ Yes ☐ No
Essay or personal statement	☐ Yes ☐ No	☐ Yes ☐ No
Interview	☐ Yes ☐ No	☐ Yes ☐ No
Other Specify: 	☐ Yes ☐ No	☐ Yes ☐ No

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

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

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

Supervised Clinical Experience

Note: The clinical experience requirements in this section are preloaded from the prior year's IPRC. Teacher preparation providers will enter the number of participants each year.

Provide the following information about supervised clinical experience in 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	546
Number of clock hours required for student teaching	560

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

- ☐ Yes
- ☒ No

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

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)	
Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	
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
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	0
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	7
Number of students in supervised clinical experience during this academic year	6

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

Our undergraduate teacher candidates go through 4 phases of pre-student teaching, during which they are exposed to and given opportunities for consistent hands-on learning experiences in the classroom. Moreover, in our undergraduate pre-student teaching placements, our candidates are mentored by experienced teachers, in various grade levels, working with students who present diverse learning needs, in both general education classrooms and specialized learning environments. Their clinical experiences culminate in their 14-week student teaching placement, in which they are in either 1 classroom (with access to cooperating teachers certified in the appropriate areas of certification) for the 14 weeks or, in rare cases, 2 classrooms (splitting 7-wk/7-wk between their special education and early childhood education placements). While our graduate program in special education is on hiatus, we did oversee one student teaching experience for a post-baccalaureate teacher candidate who needed to repeat her student teaching clinical requirement. She completed it successfully and is on her path to obtaining her initial PK-4 certification.

Enrollment and Program Completers

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

(§205(a)(1)(C)(ii))

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

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

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

Enrollment and Program Completers

2024-25 Total	
Total Number of Individuals Enrolled	10
Subset of Program Completers	1

Gender	Total Enrolled	Subset of Program Completers
Male	1	0
Female	9	1
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	0	0
Asian	1	1
Black or African American	0	0
Hispanic/Latino of any race	1	0
Native Hawaiian or Other Pacific Islander	0	0
White	8	0
Two or more races	0	0

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

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?y=55>).

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	1
13.1202	Teacher Education - Elementary Education	

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	1
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	
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	
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	
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	1
13.1202	Teacher Education - Elementary Education	
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	1
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
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	
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	
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: 	

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:

We have established and maintained relationships with the various schools in the urban and suburban districts surrounding our college. We collaborate with our local LEAs to place our teacher candidates in the surrounding public schools, charter schools, private schools, and other religiously affiliated schools. Many of our instructors in the program also have continued ties and collaborative relationships with local school districts and programs, as they were once employed there as teachers and administrators. In addition, all of our students take courses that address the areas discussed above including core academic subjects (e.g. Ed 323: Math and the Young Child or Ed 322: Social Studies and the Young Child), instruction for students with disabilities (8 courses in Special Education including SpEd 212: Supporting Children with Disabilities), instruction to address needs of ELL (e.g. Ed 219: Literacy for Young Learners II), and instruction to meet the needs of students from low-income families (e.g. SpEd 213/512: Family and Community

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.

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 mathematics in 2025-26? If no, leave the next question blank.

- ☐ Yes
- ☒ No

8. Describe your goal.

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.

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.

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- >> [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.

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 science in 2025-26? If no, leave the next question blank.

- ☐ Yes
- ☒ No

8. Describe your goal.

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.

Annual Goals: Special Education

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

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

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

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year’s Goal \(2024-25\)](#)
- >> [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 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.

In 2024-25, our goal was to strengthen the recruitment and retention of special education teacher candidates. Recognizing the challenges within the current teacher preparation landscape, we continued to implement the strategies described above to support this effort. Specifically, we aimed to modestly increase enrollment by adding three additional candidates to our special education program while maintaining high-quality program delivery and candidate support.

3. Did your program meet the goal?

- ☒ Yes
- ☐ No

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

In 2024–2025, we successfully recruited and retained four sophomores into the program, exceeding our goal (of three) despite ongoing challenges in teacher preparation. Key strategies included strengthening relationships with prospective and current students through personalized advising and mentoring, and highlighting the value of special education through coursework and field-based experiences. We also emphasized early, sustained field placements, enabling our candidates to build meaningful connections with diverse learners and envision themselves as special educators. Additionally, mission-aligned messaging reinforced the importance of their role as future, inclusive educators. Partnerships with local schools and community programs provided authentic, hands-on experiences that supported both recruitment and retention. Together, these efforts enabled us to exceed our goal while maintaining a strong focus on program quality and candidate development.

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

To improve performance in meeting our recruitment and retention goals, we continued to refine our use of relationship-based strategies. Strengthening collaboration with academic advisors and admissions staff proved effective in identifying and encouraging prospective candidates earlier in their college experience. We also found that personalized, one-on-one outreach with students was particularly impactful in helping them understand the value and opportunities within special education. A key lesson learned was the importance of early and meaningful exposure to the field. Increasing visibility of the program through introductory coursework, informal information sessions, and early field experiences helped students better envision themselves as special educators. Additionally, fostering a strong sense of belonging through faculty mentorship, cohort-building, and consistent advising contributed positively to candidate retention. We also learned that highlighting distinctive program features—such as small cohort sizes, individualized field placements, and strong school and community partnerships—was effective in both attracting and retaining candidates. We will continue to implement these strategies, as they have resulted in many of our admitted students persisting to program completion. At the same time, as the landscape of education and teacher preparation continues to evolve and present challenges, we will seek additional innovative approaches to recruitment and retention. These include strengthening existing partnerships with local schools and LEAs, and expanding outreach to high school students and paraeducators who demonstrate strong potential and interest in advancing their credentials.

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

Bryn Athyn College continues to be a very small, religiously affiliated liberal arts college, with a current enrollment of under 150. The impact of the college's overall enrollment downturn will undoubtedly continue to affect our teacher education program in the coming years.

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.

In 2025–2026, our goal for our dual-certification undergraduate program is to continue strengthening the recruitment of teacher candidates in special education. In light of a significant decline in overall college enrollment and the broader challenges within the current landscape of teacher preparation and higher education, we will set a modest and realistic goal of adding two additional sophomores to the program, while maintaining high-quality program delivery and candidate support. During this year, as we continue to take a hiatus from offering our graduate program in special education, we will continue to engage in examining its sustainability, as part of our long-term offering. In parallel, we will aim to strengthen the pipeline of future teacher candidates by exploring new and existing pathways for continued growth and stability in the years ahead.

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.

In 2026–2027, our goal is to continue strengthening the recruitment and retention of teacher candidates in special education within our dual-certification undergraduate program. Building on prior years and remaining mindful of ongoing challenges in teacher preparation and higher education, we aim to modestly increase enrollment by adding two additional candidates to the program, while maintaining high-quality program delivery and strong candidate

Annual Goals: Instruction of Limited English Proficient Students

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

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

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

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year’s Goal \(2024-25\)](#)
- >> [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 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.

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 instruction of limited English proficient students in 2025-26? If no, leave the next question blank.

- ☐ Yes
☒ No

8. Describe your goal.

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.

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 (%)
ETS5511 -FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) All program completers, 2023-24	1			
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2024-25	1			
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2023-24	7			
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2022-23	5			
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2024-25	1			
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2023-24	7			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2022-23	4			
ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson All program completers, 2024-25	1			
ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson All program completers, 2023-24	7			
ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson All program completers, 2022-23	4			
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2022-23	5			
ETS5355 -SPECIAL EDUCATION: FOUNDATIONAL KNOWLEDGE Educational Testing Service (ETS) All program completers, 2023-24	6			

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	1		
All program completers, 2023-24	9		
All program completers, 2022-23	5		
All program completers, combined 3 academic years	15	12	80

Low-Performing

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

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

THIS PAGE INCLUDES:

>> [Low-Performing](#)

Low-Performing

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

- ☒ Yes
- ☐ No

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

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

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

- ☐ Yes
- ☒ No

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

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

THIS PAGE INCLUDES:

>> [Use of Technology](#)

Use of Technology

1. Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. [\(\\$205\(a\)\(1\)\(F\)\)](#)

Does your program prepare teachers to:

a. integrate technology effectively into curricula and instruction

☒ Yes

☐ No

b. use technology effectively to collect data to improve teaching and learning

☒ Yes

☐ No

c. use technology effectively to manage data to improve teaching and learning

☒ Yes

☐ No

d. use technology effectively to analyze data to improve teaching and learning

☒ Yes

☐ No

2. Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

To enhance all aspects of learning, we integrate technology throughout our dual-certification teacher preparation program. The examples below illustrate how technology supports teaching and learning: a) Technology Integration in Instruction Faculty expect candidates to use tools such as PowerPoint, Canva, and Microsoft Teams to demonstrate their learning. Faculty also model Universal Design for Learning (UDL) by using platforms like Moodle and Teams to provide multiple means of representation, engagement, and expression, in addition to integrating technology in the classroom. Candidates gain hands-on experience integrating technology through coursework and field placements, including use of the PDE SAS portal for standards-based planning and tools such as SmartBoards, Promethean Boards, iPads, Chromebooks, and classroom applications. b) Data-Informed Practice Faculty model the use of technology to collect and analyze candidate data and provide feedback using digital gradebooks, spreadsheets, and learning platforms. Program-, course-, and institutional-level data are used to inform instructional improvement. Candidates are also introduced to tools such as PDE SAS Classroom Diagnostic Tools to practice using adaptive assessments to monitor student progress. c) Assessment and Progress Monitoring Candidates are introduced to digital assessment and progress monitoring tools (e.g., Aimsweb, Lexile, Excel, and digital assessment platforms) to develop skills in collecting, managing, and analyzing data to inform instruction. Emphasis is placed on flexibility and adaptability across school contexts. d) Emerging Technologies (AI Integration) Over the past few years, we have begun exploring the ethical integration of AI tools to support candidate learning and professional practice. Candidates are guided in using these tools responsibly to enhance their academic work and future readiness. As technology continues to evolve, we remain committed to refining our practices to effectively prepare teacher candidates for today's educational landscape.

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

In our undergraduate dual-certification program, candidates are prepared for certification in both Early Childhood Education (PreK–4) and Special Education (PreK–12). As such, all coursework is intentionally grounded in competencies from both certification areas, ensuring candidates are equipped to meet the needs of all learners, including students with disabilities, English learners, and those considered at risk. Across content and methods courses, candidates learn, practice, and reflect on a range of evidence-based instructional approaches designed to support diverse learners. These include direct and explicit instruction, multi-sensory strategies, and pedagogical frameworks aligned with Universal Design for Learning (UDL) and High-Leverage Practices (HLPs). Particular emphasis is placed on collaboration, assessment, social/emotional/behavioral supports, and data-based decision-making to inform instruction and intervention. Candidates engage in scaffolded clinical experiences, including pre-student teaching placements in specialized educational settings and a culminating full-time student teaching experience. These placements provide sustained, hands-on opportunities to apply instructional strategies, differentiate instruction, and work collaboratively with professionals to support students with diverse learning needs. Through the intentional integration of coursework, field experiences, and reflective practice, candidates develop the knowledge, skills, and professional dispositions necessary to effectively teach and support students with disabilities across a range of educational contexts.

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*.

Candidates are intentionally prepared to participate as active and effective members of Individualized Education Program (IEP) teams, as defined in IDEA Section 614(d)(1)(B). Throughout coursework, candidates engage in iterative learning experiences that build their understanding of the full continuum of special education processes that support students’ access to the general education curriculum and maximize learning outcomes. Our preparation program includes a strong foundation in Multi-Tiered Systems of Support (MTSS), the evaluation and identification process, and the development and implementation of IEPs. Candidates engage in structured, hands-on practice through role-playing a variety of IEP meetings and collaborative problem-solving scenarios, allowing them to develop skills in communication, collaboration, and family engagement. In addition, candidates complete multiple writing tasks aligned with IEP team responsibilities, including developing IEPs, Functional Behavioral Assessments (FBAs), and Behavior Intervention Plans (BIPs). Guest speakers with specialized expertise further deepen candidates’ understanding of multidisciplinary roles and perspectives within the IEP process. During their senior-year clinical experiences (FE SpEd and Student Teaching), candidates have authentic opportunities to observe and participate in IEP meetings within their placement settings. These experiences allow candidates to apply their knowledge in real-world contexts, strengthening their ability to contribute meaningfully as collaborative, informed members of IEP teams.

c. Effectively teach students who are limited English proficient.

In methods courses, especially, candidates develop the knowledge and skills needed to effectively support students who are English learners. Candidates learn and apply a range of evidence-based instructional and assessment strategies designed to promote language development and content access. Emphasis is placed on integrating English Language Development (ELD) standards into lesson planning and instruction, as well as implementing appropriate linguistic and assessment accommodations. Candidates are prepared to design inclusive, culturally responsive learning environments that support both language acquisition and academic achievement. Through coursework and applied practice, they learn to scaffold instruction, use multiple modalities, and differentiate supports to meet varying levels of English proficiency. Candidates also examine the complex linguistic, cultural, and academic factors that impact English learners and develop strategies to respond thoughtfully and effectively. These experiences prepare candidates to intentionally plan for, instruct, and assess English learners in ways that promote equitable access to the curriculum

and meaningful participation in the classroom.

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

In our undergraduate dual-certification program, candidates are prepared for certification in both Early Childhood Education (PreK–4) and Special Education (PreK–12). As such, all coursework is intentionally grounded in competencies from both certification areas, ensuring candidates are equipped to meet the needs of all learners, including students with disabilities, English learners, and those considered at risk. Across content and methods courses, candidates learn, apply, and reflect on a range of evidence-based instructional practices designed to support students with disabilities. These include direct and explicit instruction, multi-sensory approaches, and pedagogical frameworks aligned with Universal Design for Learning (UDL) and High-Leverage Practices (HLPs), particularly in the areas of collaboration, assessment, social/emotional/behavioral supports, and data-based decision-making. Candidates are also prepared to design differentiated instruction and targeted interventions that respond to individual learning profiles. This preparation is reinforced through scaffolded clinical experiences. Candidates participate in pre-student teaching placements in specialized educational settings, followed by a full-time student teaching experience, providing sustained, hands-on opportunities to implement instructional strategies, collaborate with multidisciplinary teams, and support diverse learners in authentic classroom contexts. Through the intentional integration of coursework, clinical practice, and reflective learning, candidates develop the knowledge, skills, and professional dispositions necessary to effectively teach and support students with disabilities across a range of educational settings.

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*.

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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 dual-certification undergraduate program was first approved by the Pennsylvania Department of Education (PDE) in September of the 2016–2017 academic year. Since that time, we expanded our offerings to include a PDE-approved post-baccalaureate program leading to an M.S. in Special Education, as well as a graduate certificate in Language-Based Learning Disabilities and Interventions. While these post-baccalaureate programs are currently on hiatus due to institutional budget considerations and enrollment trends, we remain actively engaged in recruiting and preparing pre-service teacher candidates at the undergraduate level. At the same time, we are thoughtfully examining next steps for our graduate offerings to ensure long-term sustainability and alignment with program goals. In recent years, significant declines in overall college enrollment have directly impacted our undergraduate program. Alongside broader institutional leadership transitions, the College is currently in a period of reflection and change. As a result, our program is also in a transitional phase, during which we are beginning to re-envision and strategically plan for rebuilding and strengthening our teacher preparation pipeline. This work includes examining recruitment pathways, strengthening partnerships with local schools and communities, and identifying sustainable approaches to support future growth. While these challenges are notable, they also present an opportunity to thoughtfully refine our program and position it for renewed stability and impact in preparing future educators.

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:

Sarah Jin Wong

TITLE:

Assistant Professor/Compliance Officer

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:

Angela Rose

TITLE:

Assistant Professor