



Kean University of New Jersey  
Traditional Report AY 2024-25  
New Jersey



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

185262

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

### ADDRESS

1000 Morris Avenue

### CITY

Union

### STATE

New Jersey

### ZIP

07083

### SALUTATION

Dr.

### FIRST NAME

Sancha

### LAST NAME

Gray

**PHONE**

(908) 737-3750

**EMAIL**

sgray@kean.edu

# 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	UG	
13.1202	Elementary Education	UG	
13.1302	Teacher Education - Art	Both	
13.1322	Teacher Education - Biology	Both	
13.1323	Teacher Education - Chemistry	Both	
13.1324	Teacher Education - Drama and Dance	UG	
13.1337	Teacher Education - Earth Science	UG	
13.1305	Teacher Education - English/Language Arts	UG	
13.1306	Teacher Education - Foreign Language	UG	
13.1311	Teacher Education - Mathematics	Both	
13.1312	Teacher Education - Music	UG	
13.1314	Teacher Education - Physical Education and Coaching	UG	
13.1318	Teacher Education - Social Studies	UG	

**Total number of teacher preparation programs:**

27

# Program Requirements

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

## THIS PAGE INCLUDES:

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

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

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

## Undergraduate Requirements

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

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

- Yes  
 No

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

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

Element	Admission	Completion
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: Disposition Assessment; Teacher Performance Assessment	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

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

3

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

3

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

Kean University has a long and rich history of preparing education professionals. Since 1955, the College of Education has continually held accreditation from the National Council for the Accreditation of Teacher Education (NCATE), now the Council for the Accreditation of Educator Preparation (CAEP). Candidates seeking initial teaching certification must be formally admitted to (declared in) a teacher education program. Criteria for declaration may slightly vary therefore prospective candidates are encouraged to contact the specific department for complete admission information. The minimal criteria for declaration in any undergraduate initial preparation program are: a minimum of 60 credits (AA/AS liberal arts equivalent); a 3.0 cumulative grade point average; satisfactory completion of a child psychology and/or adolescent psychology course, satisfactory completion of a supervised clinical experience with 50-hours of observation in at least two classroom settings (with one in a special education setting); and a valid New Jersey Substitute Credential. Declared students are regularly evaluated throughout the program. Candidates must maintain a 3.0 cumulative grade point average, exemplify professional dispositions of an aspiring educator, pass applicable tests or qualify for an allowable state exception, and demonstrate evidence of a proficient level of student-teaching.

## Postgraduate Requirements

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

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

- Yes  
 No

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

Element	Admission	Completion
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

Element	Admission	Completion
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: Disposition Assessment; Teacher Performance Assessment	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

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

3. 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:

For the purpose of this report, "post-graduate" includes post-baccalaureate and graduate-level programs that lead to initial teaching certification. These programs require a baccalaureate degree for admission. Candidates seeking initial teaching certification may choose from Fine Arts - Art Education (Master of Arts), Physical Education and Health (Bachelor of Science, second baccalaureate), Early Childhood Education (post-baccalaureate, alternate route), and Teacher of English as a Second Language (post-baccalaureate, alternate route). The University also offers a five-year BS/MA STEM Teacher Education degree in Biology, Chemistry, and Mathematics. Candidates seeking initial teaching certification must be formally admitted to (declared in) a teacher education program. Criteria for declaration may slightly vary therefore prospective candidates are encouraged to contact the specific department for complete admission information. The minimal criteria for declaration in any undergraduate initial preparation program are a minimum of 60 credits (AA/AS liberal arts equivalent); a 3.0 cumulative grade point average; satisfactory completion of a child psychology and/or adolescent psychology course, satisfactory completion of a supervised clinical experience with 50-hours of observation in at least two classroom settings (with one in a special education setting); and a valid New Jersey Substitute Credential. Declared students are regularly evaluated throughout the program. Candidates must maintain a 3.0 cumulative grade point average, exemplify professional dispositions of an aspiring educator, pass applicable tests or qualify for an allowable state exception, and demonstrate evidence of a proficient level of student-teaching.

## 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

175

Number of clock hours required for student teaching

450

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)

4

[Optional tool](#) for automatically calculating full-time equivalent faculty in the system

Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)

45

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

420

Number of students in supervised clinical experience during this academic year

358

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

The Office of Student Placement and Clinical Experiences is dedicated to providing aspiring educators with exceptional opportunities to gain practical, hands-on experience in real-world classroom settings. The office coordinates the placement of qualified candidates in to public school districts throughout northern, central, and southern New Jersey. Candidates are required to complete three clinical components: Clinical Experiences in Diverse and Inclusive Classrooms (sophomore field/observation), Clinical Practice I (pre-professional), and Clinical Practice II (full-time student teaching). Please note: P-3 and K-6 candidates entering in or after fall 2025 are required to complete an additional junior field clinical component and co-requisite lesson planning course. Admission to clinical practice is by application only and requires a petition from the assigned faculty advisor.

# 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	1233
Subset of Program Completers	258

Gender	Total Enrolled	Subset of Program Completers
Male	295	70
Female	938	188
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	3	0
Asian	20	8
Black or African American	120	12
Hispanic/Latino of any race	493	65
Native Hawaiian or Other Pacific Islander	1	0
White	518	141
Two or more races	26	7

**Race/Ethnicity**

**Total Enrolled**

**Subset of Program Completers**

**No Race/Ethnicity Reported**

52

25

# Teachers Prepared

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

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

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

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

- [Academic Major](#)

## THIS PAGE INCLUDES:

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

## Teachers Prepared by Subject Area

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

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

### What are CIP Codes?

No teachers prepared in academic year 2024-25

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

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

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	<input type="text" value="138"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="93"/>

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	39
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	6
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	25
13.1306	Teacher Education - Foreign Language	3
13.1307	Teacher Education - Health	46
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
13.1312	Teacher Education - Music	2
13.1314	Teacher Education - Physical Education and Coaching	46
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	10
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	21
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	6
13.1323	Teacher Education - Chemistry	3
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	21
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	1
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify: Bilingual/Bicultural Education	9

## 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	93
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	39
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	6
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	25
13.1306	Teacher Education - Foreign Language	3
13.1307	Teacher Education - Health	

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	13
13.1312	Teacher Education - Music	2
13.1314	Teacher Education - Physical Education and Coaching	46
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - General Science	<input type="text"/>
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	<input type="text"/>
13.1320	Teacher Education - Trade and Industrial	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	6
13.1323	Teacher Education - Chemistry	3
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1328	Teacher Education - History	21
13.1329	Teacher Education - Physics	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>
13.1337	Teacher Education - Earth Science	1
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>
01	Agriculture	<input type="text"/>
03	Natural Resources and Conservation	<input type="text"/>
05	Area, Ethnic, Cultural, and Gender Studies	<input type="text"/>
09	Communication or Journalism	<input type="text"/>

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

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

# Program Assurances

THIS PAGE INCLUDES:

>> [Program Assurances](#)

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

## Program Assurances

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

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

- Yes  
 No

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

- Yes  
 No

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

- Yes  
 No  
 Program does not prepare special education teachers

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

- Yes  
 No

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

- Yes  
 No

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

- Yes  
 No

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

- Yes  
 No

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

Kean University, New Jersey's first Urban Research University, creates a world-class, innovative and inclusive society through equity and excellence in teaching, learning, global research, and impactful public engagement. The mission of the College of Education is to prepare professionals who are committed to equity, excellence, and evolution, and have the knowledge, skills, and dispositions to succeed in diverse settings. Programs blend theory with real-world experience, ensuring that aspiring educators are prepared to teach, lead, and innovate. Program-based student learning outcomes are effectively mapped to the mission, vision, and core values of the institution, and are aligned to InTASC, NJPST, and professional standards such as SHAPE, CEC, and NAEYC. Kean offers 40 program options that lead to initial certification, many of which carry dual certification. Special Education is embedded in the Early Childhood Education and Elementary Education programs and qualify graduates for licensure in the subject matter and as a

Teacher of Students with Disabilities (TSD) endorsement. The TSD endorsement is also available in secondary education programs in Biology, Earth Science, English, History, History Honors, and Mathematical Sciences. Elementary Education candidates may add the Middle School with Subject Matter Specialization Endorsement in English Language Arts, Science, Social Studies, Mathematics, or Spanish which prepares them to teach in grades 5-8. They may also pursue a Bilingual/Bicultural education endorsement which prepares them to work with Limited English Proficient (LEP) students, English Language Learners (ELL), and Multi-Language Learners (MLL). As part of clinical experience and practice, candidates gain hands-on skills in a variety of classroom settings, in public school districts throughout the State of New Jersey. Student-teachers are supported by clinical educators (supervisors and cooperating teachers) who hold extensive experience in education. The College collaborates with a network of local schools to ensure that candidates are placed in environments where they can thrive, learn, and grow as future teachers. From student teaching placements to interactive workshop sessions, Kean is committed to supporting aspiring educator's in their journey from classroom learning to professional teaching. All educator preparation programs are accredited by the Council for the Accreditation of Educator Preparation (CAEP) and are approved by the New Jersey Department of Education.

# 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.

## THIS PAGE INCLUDES:

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

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.

The University aims to continually identify and actively support students as they progress through their respective program. The continuous goal for all teacher preparation programs is to maintain and improve persistence (retention) and completion (graduation) rates for all candidates. Mathematical Sciences Education and Mathematical Sciences Education/TSD are traditional liberal arts programs that prepare students for the position of Teacher of Mathematics. The 2024-2025 goal was to maintain or increase the second- and third-semester retention rates, at or above 50% for first-time, full-time students.

### 3. Did your program meet the goal?

- Yes  
 No

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

For first-time, full-time degree-seeking candidates in the Mathematical Sciences Education programs: • The Spring 2025 (second semester) retention rate for the Fall 2024 FT/FT cohort was 100%. • The Fall 2025 (third semester) retention rate for the Fall 2024 FT/FT cohort was 66.7%. The University continues to strengthen its systems for monitoring and supporting candidate progression through consistent academic advising and adherence to university policies on academic integrity and student conduct. Faculty complement individualized advising with data-informed practices, using comprehensive tools. Navigate 360®, the Student Success Dashboards, and the new Course Explorer Dashboard aid in efforts to monitor student progress, manage communications, and provide timely interventions from admission through program completion.

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.

The University aims to continually identify and actively support students as they progress through their respective program. The continuous goal for all teacher preparation programs is to maintain and improve persistence (retention) and completion (graduation) rates for all candidates. Mathematical Sciences Education and Mathematical Sciences Education/TSD are traditional liberal arts programs that prepare students for the position of Teacher of Mathematics. The 2025-2026 goal is to maintain or increase the second- and third-semester retention rates, at or above 50% for first-time, full-time students.

## 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.

The University aims to continually identify and actively support students as they progress through their respective program. The continuous goal for all teacher preparation programs is to maintain and improve persistence (retention) and completion (graduation) rates for all candidates. Mathematical Sciences Education and Mathematical Sciences Education/TSD are traditional liberal arts programs that prepare students for the position of Teacher of Mathematics. The 2025-2026 goal shall be to maintain or increase the second- and third-semester retention rates, at or above 50% for first-time, full-time students.

# 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.

## THIS PAGE INCLUDES:

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

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.

The University aims to continually identify and actively support students as they progress through their respective program. The continuous goal for all teacher preparation programs is to maintain and improve persistence (retention) and completion (graduation) rates for all candidates. The Science Education programs are traditional liberal arts degrees that prepare students for the position of Teacher of Biological Science, Teacher of Chemistry, Teacher of Earth Science or Teacher of General Science. The 2024-2025 goal was to maintain or increase the second- and third-semester retention rates, at or above 50% for first-time, full-time students.

### 3. Did your program meet the goal?

- Yes  
 No

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

For first-time, full-time degree-seeking candidates in the Biology Education, Chemistry Education, and Earth Science Education programs (combined):

- The Spring 2025 (second semester) retention rate for the Fall 2024 FT/FT cohort was 100%.
- The Fall 2025 (third semester) retention rate for the Fall 2024 FT/FT cohort was 50%.

The University continues to strengthen its systems for monitoring and supporting candidate progression through consistent academic advising and adherence to university policies on academic integrity and student conduct. Faculty complement individualized advising with data-informed practices, using comprehensive tools. Navigate 360®, the Student Success Dashboards, and the new Course Explorer Dashboard aid in efforts to monitor student progress, manage communications, and provide timely interventions from admission through program completion.

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.

The University aims to continually identify and actively support students as they progress through their respective program. The continuous goal for all teacher preparation programs is to maintain and improve persistence (retention) and completion (graduation) rates for all candidates. The Science Education programs are traditional liberal arts degrees that prepare students for the position of Teacher of Biological Science, Teacher of Chemistry, Teacher of Earth Science or Teacher of General Science. The 2025-2026 goal is to maintain or increase the second- and third-semester retention rates, at or above 50% for first-time, full-time students.

## 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.

The University aims to continually identify and actively support students as they progress through their respective program. The continuous goal for all teacher preparation programs is to maintain and improve persistence (retention) and completion (graduation) rates for all candidates. The Science Education programs are traditional liberal arts degrees that prepare students for the position of Teacher of Biological Science, Teacher of Chemistry, Teacher of Earth Science or Teacher of General Science. The 2025-2026 goal shall be to maintain or increase the second- and third-semester retention rates, at or above 50% for first-time, full-time students.

# 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.

## THIS PAGE INCLUDES:

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

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.

The University aims to continually identify and actively support students as they progress through their respective program. The continuous goal for all teacher preparation programs is to maintain and improve persistence (retention) and completion (graduation) rates for all candidates. The Teacher of Students with Disabilities (TSD) endorsement is embedded in the Early Childhood Education and Elementary Education programs. Nearly all secondary education programs have the option to earn this endorsement alongside their subject area. Candidates complete 21 credits in special education topics which will authorize them to teach students classified with disabilities to one of the designated populations. The 2024-2025 goal was to maintain or increase the second- and third-semester retention rates, at or above 70%, for first-time, full-time students in an undergraduate TSD endorsement track.

### 3. Did your program meet the goal?

- Yes  
 No

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

For first-time, full-time degree-seeking candidates in Early Childhood Education, P-3, Elementary Education K-6 and K-8, and the Secondary Education programs combined with the TSD endorsement (combined):

- The Spring 2025 (second semester) retention rate for the Fall 2024 FT/FT cohort was 96.5%.
- The Fall 2025 (third semester) retention rate for the Fall 2024 FT/FT cohort was 70.2%.

The University continues to strengthen its systems for monitoring and supporting candidate progression through consistent academic advising and adherence to university policies on academic integrity and student conduct. Faculty complement individualized advising with data-informed practices, using comprehensive tools. Navigate 360®, the Student Success Dashboards, and the new Course Explorer Dashboard aid in efforts to monitor student progress, manage communications, and provide timely

interventions from admission through program completion.

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 University aims to continually identify and actively support students as they progress through their respective program. The continued goal for all teacher preparation programs is to maintain and improve persistence and graduation rates. The Teacher of Students with Disabilities endorsement is embedded in the Early Childhood Education, Elementary Education programs, and several Secondary Education programs. The 2025-2026 goal is to maintain or increase the second- and third-semester retention rates, at or above 50% for first-time, full-time students.

## 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.

The University aims to continually identify and actively support students as they progress through their respective program. The continued goal for all teacher preparation programs are to maintain and improve persistence and graduation rates. The Teacher of Students with Disabilities endorsement is embedded in the Early Childhood Education, Elementary Education programs, and nearly all Secondary Education programs. The continued goal shall be to maintain or increase the second- and third-semester retention rates, at or above 50%, for first-time, full-time students.

# 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.

The College of Education's Department of Bilingual, TESOL and World Languages offers several programs for students seeking certification to teach in K-12 schools. Bilingual educators promote learning opportunities for students from diverse cultural backgrounds; they mentor, instruct, and ease the transition for English-language learners by creating a safe academic environment. The University aims to continually identify and actively support students as they progress through their respective program. The 2024-2025 goal was to maintain or increase (5%) the overall enrollment in the Elementary Bilingual Education K-6 and K-8, Spanish, and Spanish Education programs through greater outreach, recruitment, and retention efforts.

3. Did your program meet the goal?

- Yes  
 No

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

Program enrollment remained relatively steady from Fall 2021 to Fall 2025 with a +1% shift in total enrollment. Spanish education had the largest increase in enrollment, up by 62.5% compared to the prior year due to successful recruitment and retention efforts. The University continues to strengthen its systems for monitoring and supporting candidate progression through consistent academic advising and adherence to university policies on academic integrity and student conduct. Faculty complement individualized advising with data-informed practices, using comprehensive tools. Navigate 360®, the Student Success Dashboards, and the new Course Explorer Dashboard aid in efforts to monitor student progress, manage communications, and provide timely interventions from admission through program completion.

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.

The College of Education's Department of Bilingual, TESOL and World Languages offers several programs for students seeking certification to teach in K-12 schools. Bilingual educators promote learning opportunities for students from diverse cultural backgrounds; they mentor, instruct, and ease the transition for English-language learners by creating a safe academic environment. The University aims to continually identify and actively support students as they progress through their respective program. The 2025-2026 goal is to maintain or increase (5%) the overall enrollment in the Elementary Bilingual Education K-6 and K-8, Spanish, and Spanish Education programs through greater outreach, recruitment, and retention efforts.

## 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 College of Education's Department of Bilingual, TESOL and World Languages offers several programs for students seeking certification to teach in K-12 schools. Bilingual educators promote learning opportunities for students from diverse cultural backgrounds; they mentor, instruct, and ease the transition for English-language learners by creating a safe academic environment. The University aims to continually identify and actively support students as they progress through their respective program. The 2026-2027 goal shall be to maintain or increase (5%) the overall enrollment in the Elementary Bilingual Education K-6 and K-8, Spanish, and Spanish Education programs through greater outreach, recruitment, and retention efforts.

## 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 (%)
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	5			
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2024-25	5			
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2023-24	11	160	7	64
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	11	161	7	64
ETS5236 -BIOLOGY Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5236 -BIOLOGY Educational Testing Service (ETS) Other enrolled students	4			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5236 -BIOLOGY Educational Testing Service (ETS) All program completers, 2024-25	5			
ETS5236 -BIOLOGY Educational Testing Service (ETS) All program completers, 2023-24	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2024-25	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2023-24	3			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	7			
ETS5246 -CHEMISTRY Educational Testing Service (ETS) All program completers, 2024-25	3			
ETS5246 -CHEMISTRY Educational Testing Service (ETS) All program completers, 2023-24	2			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2023-24	2			
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All enrolled students who have completed all noncl	13	166	12	92
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) Other enrolled students	13	159	8	62
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2024-25	39	167	36	92
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2023-24	25	166	23	92
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2022-23	37	166	34	92
ETS5572 -EARTH AND SPACE SCIENCES Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5572 -EARTH AND SPACE SCIENCES Educational Testing Service (ETS) All program completers, 2024-25	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2022-23	1			
TPA0014 -EDTPA: EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2022-23	14	45	14	100
TPA0110 -EDTPA: ELEM ED LITERACY WITH MATHEMATICS TASK 4 Evaluation Systems group of Pearson All program completers, 2022-23	40	50	35	88
TPA0021 -EDTPA: K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2022-23	1			
TPA0018 -EDTPA: MIDDLE CHILDHOOD ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2022-23	2			
TPA0019 -EDTPA: MIDDLE CHILDHOOD HISTORY-SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2022-23	2			
TPA0016 -EDTPA: MIDDLE CHILDHOOD MATHEMATICS Evaluation Systems group of Pearson All program completers, 2022-23	1			
TPA0011 -EDTPA: PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2022-23	16	41	15	94
TPA0003 -EDTPA: SECONDARY ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2022-23	3			
TPA0004 -EDTPA: SECONDARY HISTORY-SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2022-23	4			
TPA0005 -EDTPA: SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2022-23	2			
TPA0006 -EDTPA: SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2022-23	2			
TPA0015 -EDTPA: VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2022-23	6			
TPA0020 -EDTPA: WORLD LANGUAGES Evaluation Systems group of Pearson All program completers, 2022-23	3			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	33	164	27	82

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) Other enrolled students	25	174	22	88
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2024-25	94	167	72	77
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2023-24	92	171	81	88
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2022-23	99	169	86	87
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All enrolled students who have completed all noncl	33	163	23	70
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) Other enrolled students	23	166	17	74
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2024-25	94	165	76	81
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2023-24	92	164	76	83
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2022-23	99	165	80	81
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All enrolled students who have completed all noncl	33	164	23	70
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) Other enrolled students	22	169	18	82
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2024-25	94	163	63	67
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2023-24	92	164	67	73
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2022-23	99	165	74	75
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All enrolled students who have completed all noncl	33	160	23	70

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	25	169	18	72
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2024-25	94	160	65	69
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2023-24	92	161	60	65
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2022-23	99	161	74	75
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All enrolled students who have completed all noncl	8			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) Other enrolled students	3			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2024-25	25	174	19	76
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2023-24	15	172	11	73
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2022-23	17	171	13	76
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2023-24	4			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	8			
ETS5436 -GENERAL SCIENCE Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5436 -GENERAL SCIENCE Educational Testing Service (ETS) Other enrolled students	4			
ETS5436 -GENERAL SCIENCE Educational Testing Service (ETS) All program completers, 2024-25	10	148	7	70
ETS5436 -GENERAL SCIENCE Educational Testing Service (ETS) All program completers, 2023-24	4			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) All enrolled students who have completed all noncl	15	168	13	87
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) Other enrolled students	32	164	24	75
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) All program completers, 2024-25	49	164	34	69
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) All program completers, 2023-24	45	163	31	69
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) All program completers, 2022-23	46	164	35	76
ETS5165 -MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	5			
ETS5165 -MATHEMATICS Educational Testing Service (ETS) Other enrolled students	8			
ETS5165 -MATHEMATICS Educational Testing Service (ETS) All program completers, 2024-25	12	158	5	42
ETS5165 -MATHEMATICS Educational Testing Service (ETS) All program completers, 2023-24	17	169	13	76
ETS5165 -MATHEMATICS Educational Testing Service (ETS) All program completers, 2022-23	12	165	9	75
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2024-25	1			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	4			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2024-25	2			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2023-24	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	4			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	5			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2024-25	21	162	15	71
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2023-24	19	157	10	53
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	24	168	18	75
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) Other enrolled students	3			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2024-25	3			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2023-24	4			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2022-23	3			
ETS5641 -THEATRE Educational Testing Service (ETS) All program completers, 2023-24	2			
ETS5641 -THEATRE Educational Testing Service (ETS) All program completers, 2022-23	1			

## Summary Pass Rates

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

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

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

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

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

## Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2024-25	261	164	63
All program completers, 2023-24	239	151	63
All program completers, 2022-23	269	184	68

# Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

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

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

## Low-Performing

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

- Yes
- No

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

- State
- CAEP
- AAQEP
- Other specify:

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

- Yes
- No

# Use of Technology

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.

Program-based student learning outcomes are aligned to the College's mission as well as New Jersey Professional Standards for Teachers (NJPST), Council for the Accreditation of Educator Preparation (CAEP) standards, and other professional standards in the field of education, such as the International Society for Technology in Education (ISTE). For example, CAEP 'R1.3 Instructional Practice' directs the College to ensure that candidates' model and apply national or state approved technology standards to engage and improve learning for all students. Through required coursework, candidates demonstrate knowledge, skills, and dispositions for integration and developmentally appropriate use of technology in the classroom and home. Technology and digital learning concepts are embedded throughout content specific pedagogical coursework. Using technology to effectively collect, manage, and analyze data to improve teaching and learning is covered in 'EDUC 3000: Curriculum, Evaluation, and the Learner.' Candidates design two assessments, consistent with HIB laws and regulations, that incorporate the use of technology. Each assessments must be culturally relevant/responsive, differentiated for diversity of learners, and apply the tenets of Universal Design for Learning. Candidates in a TSD track also complete 'ID 3051/SPED 3053: Technology for Teaching Diverse Learners in Inclusive Classrooms' which provides educational best practices for teaching and assessing students using educational and assistive technologies across curricula and classroom settings for all students, including those with disabilities including Autism. Candidates in non-TSD tracks, complete 'EMSE 3122: Technology in Education' which is a broad-based course on the use of computers in the classroom and includes an examination of the history of computers and the internet in subject matter areas. Similarly, K-12 programs in Physical Education and Health, Art Education, and Music Education complete clinical experience and professional education coursework that model and integrate technology using a variety of modalities into lesson planning to promote effective learning for all learners. Additionally, as part of

clinical practice candidates have the opportunity to improve their competency in technological applications that support the school environment including Google Classroom and other similar platforms in the district. These platforms are used to supplement instruction and support learners. Criteria 5.3 and 5.4 in the Clinical Competency Inventory assessment tool focuses specifically on technology integration for the effectiveness of student learning outcomes.

# 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 Teacher of Students with Disabilities (TSD) endorsement is embedded in the Early Childhood Education, Elementary Education, and secondary education programs in Biology, Earth Science, English, History and Mathematical Sciences. These dual-certification programs share a common core of special education coursework; including 'SPED 2200: The Multicultural Learner,' which prepares preservice teachers to be critical pedagogists when teaching children with disabilities; and 'ID-3163/SPED 3166: Classroom Management' which explores positive management practices for the inclusive classroom and specialized settings to include those serving students with Autism. Non-TSD tracks complete a minimum of six credits of classroom instruction and clinical experience in special education, focused on teaching in urban and suburban schools and to diverse and inclusive classrooms, and well as the historical, legal, etiology, and needs of individuals with disabilities. Similarly, K-12 programs in Physical Education and Health, Art Education, and Music Education complete clinical experience and professional education coursework that incorporates special education including Autism Spectrum Disorder (ASD) and comprehensive evidence-based instructional practices to address the educational strengths and needs of students with autism.

#### 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*.

At the discretion of the district, student-teachers may be asked to observe the process of developing an Individualized Education Plan (IEP) during the final component of clinical field experience. An IEP creates an opportunity for teachers, parents, school administrators, related services personnel, and students (where appropriate) to work together to improve educational results for children with disabilities. This practice is emphasized in 'ID-3162/SPED 3166: Families are Collaborators' course which considers the relationships among families, teachers, schools, and other community institutions, as well as legal history and the significance of parent and community involvement in education.

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

All candidates develop cultural sensitivity as they learn from others with diverse backgrounds and learning styles. Through coursework tailored to their certification, candidates learn about various developmentally, linguistically, and culturally appropriate forms of assessment, study the dynamic relationship between language, literacy, and literature in multilingual/multicultural contexts, and examine cultural, cognitive, and communicative processes that impact learning within second language learning contexts. Candidates in the bilingual/bicultural endorsement complete 15 credits of required coursework specific to multilingual/multicultural learners, which includes Foundations to Bilingual Education; History and Culture of Multilingual Learners; Basic Theory and Practice of Teaching English Learners; Technology in The Multimodal, Multicultural, Multilingual Classroom; and Teaching Techniques for Bilingual/Bicultural Classrooms.

### 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**

The Teacher of Students with Disabilities (TSD) endorsement is embedded in the undergraduate Early Childhood Education, Elementary Education, and Secondary Education programs in Biology, Earth Science, English, History and Mathematical Sciences. This endorsement requires candidates to complete 21 credit hours of formal instruction in the following topics, as per state administrative code: i. Philosophical, historical, and legal foundations of special education; ii. Characteristics of students with disabilities; iii. Standardized and functional assessment; iv. Strategies for the development of literacy; v. Curriculum planning, learning environments, modifications, and materials for students with disabilities; vi. Inclusive education practices, positive behavioral supports, communication, and collaborative partnerships; vii. Assistive technology; viii. Transition planning, program development, and agencies available for students with disabilities; and; ix. Autism spectrum disorders.

**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*.**

At the discretion of the district, student-teachers may be asked to observe the process of developing an Individualized Education Plan (IEP) during the final component of clinical field experience. An IEP creates an opportunity for teachers, parents, school administrators, related services personnel, and students (where appropriate) to work together to improve educational results for children with disabilities. This practice is emphasized in 'ID 3162: Families are Collaborators' which considers the relationships among families, teachers, schools, and other community institutions, as well as legal history and the significance of parent and community involvement in education.

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

Candidates are required to complete a Sophomore Field Experience course in a multicultural setting which introduces future educators to the organizational structures, professional behaviors, ethics, and service delivery models in inclusive classrooms. Additionally, candidates complete 'SPED 2200: The Multicultural Learner in Diverse Settings' which prepares preservice teachers to be critical pedagogists, culturally relevant/sustaining, anti-racist, abolitionist, and/or social-justice-oriented educators when teaching children with disabilities.

## Contextual Information

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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.

Kean University has a long and rich history of preparing education professionals. Since its inception, the University has been a forerunner in teacher education in New Jersey. Today, Kean graduates are making a real difference in the lives of young people throughout the United States and abroad. As a stated goal in the institution's strategic plan, the University endeavors to position itself as an academic focal point of ongoing and transformational post-secondary educational opportunities, that prepare students to meet the current and future challenges of our world. This goal includes increasing the number of programs with the highest and most comprehensive certification of excellence to prepare a future vital workforce. The College of Education's mission is to prepare professionals who are committed to equity, excellence and evolution, and have the knowledge, skills and dispositions to succeed in diverse settings. The College holds Initial Preparation and Advanced Preparation accreditation standing with the Council for the Accreditation of Educator Preparation (CAEP).

## 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

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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:

Dr. Sancha K. Gray

TITLE:

Acting Dean, College of Education

## 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:

Dr. Sharon Watts-Conville

TITLE:

Assistant Dean, College of Education