IN

Valparaiso University
Traditional Report AY 2014-15
Indiana

0% COMPLETE
STATUS: IN PROGRESS

Institution Information

ADDRESS

1800 Chapel Drive

Meier Hall, room 114

CITY

Valparaiso

STATE

Indiana

ZIP

46383

SALUTATION

Dr.

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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?
(https://www2.ed.gov/programs/tqpartnership/awards.html)

- Yes

- [x] No

If yes, provide the following:

AWARD YEAR

GRANTEE NAME

PROJECT NAME

GRANT NUMBER

LIST PARTNER DISTRICTS/LEAS (ONE PER LINE)

LIST OTHER PARTNERS (ONE PER LINE)

PROJECT TYPE

- [ ] Residency
- [ ] Pre-baccalaureate
- [ ] Both Residency and Pre-baccalaureate

SECTION I: PROGRAM INFORMATION

List of Programs

THIS PAGE INCLUDES:

>> Program Information

On this page, review the list of teacher preparation programs offered by your institution of higher education (IHE) or organization. If you submitted an IPRC last year, this list of programs is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to enter the programs in the appropriate reports. For the traditional report, list all traditional programs within the IHE. For the alternative report, list all alternative programs within the IHE. You may edit, delete, and insert new rows as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page. The system will automatically total the number of programs for you.

Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at https://www2.ed.gov/programs/tqpartnership/awards.html.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Elementary Education	No	
Secondary Education	No	
Special Education	No	
Total number of teacher preparation programs: 3		

SECTION I: PROGRAM INFORMATION

Program Requirements

THIS PAGE INCLUDES:

- Admissions
- Undergraduate Requirements
- Postgraduate Requirements
- Supervised Clinical Experience

On this page, review and enter information about the program requirements for admission into the program, program completion, and supervised clinical experience. If you submitted an IPRC last year, much of this page is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to specify the requirements in the appropriate reports. For the traditional report, provide the requirements for traditional programs within the IHE. For the alternative report, provide the requirements for the alternative programs within the IHE.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

Admissions

1. Indicate when students are formally admitted into your initial teacher certification program:

Sophomore year

If Other, please specify:

2. Does your initial teacher certification program conditionally admit students?

- ○ Yes
- ● No

3. Provide a link to your website where additional information about admissions requirements can be found:

http://www.valpo.edu/registrar/catalogs.php

4. Please provide any additional information about or exceptions to the admissions information provided above:

Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

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 rest of the page blank (or clear responses already entered) then click save at the bottom of the page.

Element	Required for Entry	Required for Exit
Transcript	○ Yes ● No	● Yes ○ No

Element	Required for Entry	Required for Exit
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
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.)

2.5

3. What was the median GPA of individuals accepted into the program in academic year 2014-15?

3.58

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

2.5

5. What was the median GPA of individuals completing the program in academic year 2014-15?

3.638

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

Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

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

○ Yes

- [ ] Yes
- [x] 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 rest of the page blank (or clear responses already entered) then click save at the bottom of the page.

Element	Required for Entry	Required for Exit
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
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 was the median GPA of individuals accepted into the program in academic year 2014-15?

4. 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.)

5. What was the median GPA of individuals completing the program in academic year 2014-15?

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

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2014-15. (§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))

Additional guidance on reporting supervised clinical experience and nonclinical coursework.

Average number of clock hours of supervised clinical experience required prior to student teaching	160
Average number of clock hours required for student teaching	480
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	12
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	2
Number of students in supervised clinical experience during this academic year	181

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

SECTION I: PROGRAM INFORMATION

Enrollment

THIS PAGE INCLUDES:

>> Enrollment

On this page, enter the number of candidates for an initial teaching credential who are enrolled in the initial teacher preparation programs within your institution of higher education (IHE) or organization. **Do not** report on the total number of students enrolled in the entire IHE. **Do not** include individuals who currently hold a teaching credential and are seeking additional licenses or endorsements, or individuals preparing for school-based careers other than classroom teachers (e.g., administrators, guidance counselors).

The Department recognizes that in many cases, candidates voluntarily report their race/ethnicity and gender data, and that in some cases, candidates may choose not to report this information. Please report on the race/ethnicity data you have available, though the data may not be complete. It is not expected that the sum of the enrolled students reported by race/ethnicity or by gender will necessarily equal the total number of students enrolled.

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

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

Enrollment

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

Additional guidance on reporting race and ethnicity data.

Total number of students enrolled in 2014-15	107
Unduplicated number of males enrolled in 2014-15	20
Unduplicated number of females enrolled in 2014-15	87

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled. (§205(a)(1)(C)(ii)(H))

2014-15	Number Enrolled
Ethnicity	
Hispanic/Latino of any race	6
Race	

2014-15	Number Enrolled
American Indian or Alaska Native	0
Asian	0
Black or African American	2
Native Hawaiian or Other Pacific Islander	0
White	94
Two or more races	5

SECTION I: PROGRAM INFORMATION

Teachers Prepared

THIS PAGE INCLUDES:

>> Teachers Prepared by Subject Area

>> Teachers Prepared by Academic Major

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

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

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

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2014-15. 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))

Additional guidance on reporting teachers prepared by subject area.

What are CIP Codes?

☐ **No teachers prepared in academic year 2014-15**

CIP Code	Subject Area	Number Prepared
13.01	Education - General	
13.10	Teacher Education - Special Education	5
13.1210	Teacher Education - Early Childhood Education	
13.1202	Teacher Education - Elementary Education	17
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1205	Teacher Education - Secondary Education	
13.1206	Teacher Education - Multiple Levels	

CIP Code	Subject Area	Number Prepared
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	5
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	4
13.1314	Teacher Education - Physical Education and Coaching	5
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	1
13.1319	Teacher Education - Technical Education	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	1
13.1324	Teacher Education - Drama and Dance	
13.1325	Teacher Education - French	
13.1326	Teacher Education - German	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1330	Teacher Education - Spanish	

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	
13.1332	Teacher Education - Geography	
13.1333	Teacher Education - Latin	
13.1335	Teacher Education - Psychology	3
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	
13.99	Education - Other Specify:	

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2014-15. 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.

Additional guidance on reporting teachers prepared by academic major.

What are CIP Codes?

☐ **No teachers prepared in academic year 2014-15**

CIP Code	Academic Major	Number Prepared
13.01	Education - General	
13.10	Teacher Education - Special Education	
13.1210	Teacher Education - Early Childhood Education	
13.1202	Teacher Education - Elementary Education	17
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1205	Teacher Education - Secondary Education	
13.1301	Teacher Education - Agriculture	

CIP Code	Academic Major	Number Prepared
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	4
13.1314	Teacher Education - Physical Education and Coaching	5
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	
13.1319	Teacher Education - Technical Education	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1325	Teacher Education - French	
13.1326	Teacher Education - German	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1330	Teacher Education - Spanish	
13.1331	Teacher Education - Speech	

CIP Code	Academic Major	Number Prepared
13.1332	Teacher Education - Geography	
13.1333	Teacher Education - Latin	
13.1335	Teacher Education - Psychology	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	
13.03	Education - Curriculum and Instruction	
13.09	Education - Social and Philosophical Foundations of Education	
24	Liberal Arts/Humanities	
42	Psychology	3
45.01	Social Sciences	
45.02	Anthropology	
45.06	Economics	
45.07	Geography and Cartography	
45.10	Political Science and Government	
45.11	Sociology	
50	Visual and Performing Arts	
54	History	1
16	Foreign Languages	
19	Family and Consumer Sciences/Human Sciences	
23	English Language/Literature	5
38	Philosophy and Religious Studies	
01	Agriculture	
09	Communication or Journalism	
14	Engineering	

CIP Code	Academic Major	Number Prepared
26	Biology	
27	Mathematics and Statistics	
40.01	Physical Sciences	
40.02	Astronomy and Astrophysics	
40.04	Atmospheric Sciences and Meteorology	
40.05	Chemistry	1
40.06	Geological and Earth Sciences/Geosciences	
40.08	Physics	
52	Business/Business Administration/Accounting	
11	Computer and Information Sciences	
99	Other Specify:	

SECTION I: PROGRAM INFORMATION

Program Completers

THIS PAGE INCLUDES:

>> Program Completers

On this page, enter the total number of individuals who completed the program in AY 2014-15 and the two prior academic years. If you submitted an IPRC last year, the number of program completers for the two prior academic years are pre-loaded from your prior year's report.

A program completer is a person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as a criterion for determining who is a program completer.

An individual cannot be classified as both enrolled and as a program completer at the same time. An enrolled individual is not a program completer. Once an individual has met all the requirements of a state-approved teacher preparation program and becomes a program completer, the individual is no longer classified as enrolled.

After entering the program completers, save the page using the floating save box at the bottom of the page.

Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years.

2014-15	35
2013-14	46
2012-13	44

SECTION II: ANNUAL GOALS

Annual Goals

On this page, review the annual goals in each subject area listed below. If you submitted an IPRC last year, the goals you entered last year are pre-loaded from your prior year's report. Please respond to the questions to report on progress towards the goals, and set new goals for the next academic year.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

- Annual Goals - Mathematics
- Annual Goals - Science
- Annual Goals - Special Education
- Annual Goals - Instruction of Limited English Proficient Students
- Assurances

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 to state credential 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)(ii), §206(a))

Information about teacher shortage areas can be found at https://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2014-15

1. Did your program prepare teachers in mathematics in 2014-15?

- (●) Yes
- ( ) No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in mathematics in 2014-15?

5

3. Did your program meet the goal for prospective teachers set in mathematics in 2014-15?

- (●) Yes
- ( ) No
- ( ) Not applicable

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

A scholarship program for undergraduates pursing teacher education majors in the STEM disciplines. Because of this program (referred to as the MSEED program) our math education majors have experienced steady growth.

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

The success of the MSEED program (noted above) affirms this initiative. In light of this, we are also pursing a Noyce grant for STEM education, so as to add to and strengthen the MSEED program.

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

Academic year 2015-16

7. Is your program preparing teachers in mathematics in 2015-16?

- (●) Yes
- ( ) No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in mathematics in 2015-16?

8

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

We have just hired a new science Faculty member for the 2015-2016 school year.

Academic year 2016-17

10. Will your program prepare teachers in mathematics in 2016-17?

- (●) Yes
- ( ) No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in mathematics in 2016-17?

5

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

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 to state credential 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)(ii), §206(a))

Information about teacher shortage areas can be found at https://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2014-15

1. Did your program prepare teachers in science in 2014-15?

- (●) Yes
- ( ) No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in science in 2014-15?

5

3. Did your program meet the goal for prospective teachers set in science in 2014-15?

- ○ Yes
- ◉ No
- ○ Not applicable

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

A scholarship program for undergraduates pursing teacher education majors in the STEM disciplines. Because of this program (referred to as the MSEED program) our science education majors have experienced steady growth.

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

The success of the MSEED program (noted above) affirms this initiative. In light of this, we are also pursing a Noyce grant for STEM education, so as to add to and strengthen the MSEED program.

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

The Department hired a tenure-track faculty member in Science Education, who is proving to be tremendous asset.

Academic year 2015-16

7. Is your program preparing teachers in science in 2015-16?

- ◉ Yes
- ○ No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in science in 2015-16?

8

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

Academic year 2016-17

10. Will your program prepare teachers in science in 2016-17?

- ◉ Yes
- ○ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in science in 2016-17?

8

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

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 to state credential 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)(ii), §206(a))

Information about teacher shortage areas can be found at https://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2014-15

1. Did your program prepare teachers in special education in 2014-15?

- (●) Yes
- ( ) No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in special education in 2014-15?

3

3. Did your program meet the goal for prospective teachers set in special education in 2014-15?

- (●) Yes
- ( ) No
- ( ) Not applicable

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

We modified our plan of study so as to strengthen the clinical field word. We have also reduced the number of required courses (on par with benchmark institutions), so students have more space in the schedule to pursue licensure in special education.

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:

Academic year 2015-16

7. Is your program preparing teachers in special education in 2015-16?

- (●) Yes
- ( ) No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in special education in 2015-16?

5

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

Academic year 2016-17

10. Will your program prepare teachers in special education in 2016-17?

- (●) Yes
- ( ) No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in special education in 2016-17?

5

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

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 to state credential 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)(ii), §206(a))

Information about teacher shortage areas can be found at https://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2014-15

1. Did your program prepare teachers in instruction of limited English proficient students in 2014-15?

- ( ) Yes
- (●) No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2014-15?

3. Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2014-15?

- ( ) Yes
- ( ) No
- (●) Not applicable

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:

Academic year 2015-16

7. Is your program preparing teachers in instruction of limited English proficient students in 2015-16?

- ○ Yes
- ◉ No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2015-16?

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

Academic year 2016-17

10. Will your program prepare teachers in instruction of limited English proficient students in 2016-17?

- ○ Yes
- ◉ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2016-17?

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

Assurances

Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

1. 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.

- [x] Yes
- [ ] No

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

- [x] Yes
- [ ] No

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

We continue to strengthen collaboration with with our school partners, through our PEP - Professional Educators Partnership - to offer professional development conferences based on their needs.

SECTION III: PROGRAM PASS RATES

Assessment Pass Rates

THIS PAGE INCLUDES:

>> Assessment Pass Rates

On this page, review the assessment pass rates. 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 Westat's Title II Support Center and your testing company representative.

After reviewing, save the page using the floating save box at the bottom of the page.

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
0133.1 -ART CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2013-14	1			
5235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	2			
0011.1 -ELEM ED CURR INSTRUC ASSESSMENT.1 Educational Testing Service (ETS) All program completers, 2012-13	4			
5033 -ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) All program completers, 2014-15	3			
5033 -ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) All program completers, 2013-14	19	177	17	89
5033 -ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) All program completers, 2012-13	13	179	13	100
5032 -ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) All program completers, 2014-15	3			
5032 -ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) All program completers, 2013-14	19	182	18	95
5032 -ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) All program completers, 2012-13	13	182	13	100
5035 -ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) All program completers, 2014-15	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
5035 -ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) All program completers, 2013-14	19	173	19	100
5035 -ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) All program completers, 2012-13	13	170	12	92
5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) All program completers, 2014-15	3			
5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) All program completers, 2013-14	19	168	19	100
5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) All program completers, 2012-13	13	172	12	92
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	16	242	14	88
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	16	245	16	100
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	14	231	13	93
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	1			
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	14	242	14	100
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	1			
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2014-15	14	234	14	100
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2013-14	1			
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2014-15	14	229	13	93
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2013-14	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
5041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	1			
5041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	2			
5041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	4			
0041.1 -ENG LANG LIT COMP CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2012-13	1			
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2014-15	4			
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2014-15	5			
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2013-14	7			
064 -EXCEPTIONAL NEEDS—MILD INTERVENTION: READING INST Evaluation Systems group of Pearson All program completers, 2014-15	1			
064 -EXCEPTIONAL NEEDS—MILD INTERVENTION: READING INST Evaluation Systems group of Pearson All program completers, 2013-14	1			
026 -FINE ARTS—GENERAL MUSIC Evaluation Systems group of Pearson Other enrolled students	2			
026 -FINE ARTS—GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2014-15	4			
026 -FINE ARTS—GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2013-14	1			
027 -FINE ARTS—INSTRUMENTAL MUSIC Evaluation Systems group of Pearson Other enrolled students	2			
027 -FINE ARTS—INSTRUMENTAL MUSIC Evaluation Systems group of Pearson All program completers, 2014-15	4			
028 -FINE ARTS—VOCAL MUSIC Evaluation Systems group of Pearson Other enrolled students	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
028 -FINE ARTS—VOCAL MUSIC Evaluation Systems group of Pearson All program completers, 2014-15	4			
5183 -GERMAN WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2012-13	1			
5550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2013-14	1			
5550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2012-13	1			
0550.1 -HEALTH EDUCATION.1 Educational Testing Service (ETS) All program completers, 2012-13	1			
5061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	2			
0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	4			
0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2013-14	1			
0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2012-13	1			
0439.1 -MIDDLE SCHOOL SCIENCE.1 Educational Testing Service (ETS) All program completers, 2013-14	1			
5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2012-13	1			
5113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	4			
0113.1 -MUSIC CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2013-14	1			
0113.1 -MUSIC CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2012-13	6			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
007 -P–12 EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	9			
007 -P–12 EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	5			
5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	5			
5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	2			
5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	2			
0091.1 -PHYSICAL ED CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2012-13	2			
0265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2012-13	1			
0390 -PSYCHOLOGY Educational Testing Service (ETS) All program completers, 2014-15	1			
0390 -PSYCHOLOGY Educational Testing Service (ETS) All program completers, 2013-14	1			
0300 -READING SPECIALIST Educational Testing Service (ETS) All program completers, 2012-13	4			
043 -SCIENCE—CHEMISTRY Evaluation Systems group of Pearson All program completers, 2014-15	1			
045 -SCIENCE—LIFE SCIENCE Evaluation Systems group of Pearson All program completers, 2013-14	1			
0543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2012-13	2			
5543 -SE CK AND MILD TO MODERATE APPL (CD) Educational Testing Service (ETS) All program completers, 2013-14	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
5543 -SE CK AND MILD TO MODERATE APPL (CD) Educational Testing Service (ETS) All program completers, 2012-13	5			
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	10	249	10	100
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	15	247	15	100
5081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2014-15	1			
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2013-14	1			
052 -SOCIAL STUDIES—PSYCHOLOGY Evaluation Systems group of Pearson All program completers, 2014-15	2			
5195 -SPANISH WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2012-13	3			
5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2013-14	5			
5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2012-13	2			
059 -WORLD LANGUAGES—SPANISH Evaluation Systems group of Pearson All program completers, 2013-14	1			

SECTION III: PROGRAM PASS RATES

Summary Pass Rates

THIS PAGE INCLUDES:

>> Summary Pass Rates

On this page, review the summary pass rates. 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 Westat's Title II Support Center and your testing company representative.

After reviewing, save the page using the floating save box at the bottom of the page.

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2014-15	35	33	94
All program completers, 2013-14	47	41	87
All program completers, 2012-13	42	41	98

SECTION IV: LOW-PERFORMING

Low-Performing

THIS PAGE INCLUDES:

>> Low-Performing

On this page, review the questions regarding your program's approval/accreditation and whether your program has been designated as low performing by the state. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

Low-Performing

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

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

- (●) Yes
- ( ) No

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

- [x] State
- [x] NCATE
- [ ] TEAC
- [ ] CAEP
- [ ] Other specify:

CAEP

2. Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

- ( ) Yes
- (●) No

SECTION V: USE OF TECHNOLOGY

Use of Technology

THIS PAGE INCLUDES:

>> Use of Technology

On this page, review the questions regarding your program's use of technology. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

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.**

   Our program integrates technology throughout the curriculum, starting in the first course students take, up through the student teaching semester. Several key assessments require technology integration. In addition, technology is used for collecting, managing, and analyzing learning through the Teaching Event which is the capstone project conducted during the student teaching experience. Candidates must collect data on their students' learning, organize it into tables by criteria, and analyze it for insights into student learning, which then results in their articulation of how they adjusted their instruction to help increase student achievement. Students in the special education minor also take a one-credit course entitled Assistive Technology which prepares them to use universal design for learning.

SECTION VI: TEACHER TRAINING

Teacher Training

THIS PAGE INCLUDES:

>> Teacher Training

On this page, review the questions about how your program trains general education teachers and special education teachers. For the purposes of these questions, general education teachers means those who are not specifically prepared as special education teachers. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

Teacher Training

Provide the following information about 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)(G))

1. **Does your program prepare general education teachers to:**

   a. **teach students with disabilities effectively**

   - (●) Yes
   - ( ) No

   b. **participate as a member of individualized education program teams**

   - (●) Yes
   - ( ) No

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

   - (●) Yes
   - ( ) No

2. **Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.**

   The special education course required of all general education teachers addresses issues regarding disabilities, cultural/linguistic diversity, at-risk children, and high ability learners. The course surveys historical perspectives, categories, assessment, teaching strategies, and characteristics of disabilities. The purpose of the course is to introduce basic principles and concepts for understanding special education and students with special needs in the general education classroom. The history of special education, related legislation, special education/general education collaboration, education and related services, teaching approaches, and attitudes toward exceptional populations are examined. The characteristics of each type of child, including all categories of disabilities as well as those with other differences, are described and applied in situations through discussions and practice activities. A field component allows students to observe these characteristics in individuals in special education settings. Special education documentation, including the IEP and a Section 504 Plan, is studied in the course and students practice writing IEP goals and objectives to increase understanding of the IEP. Tools and techniques for use of adaptations and modifications to assist all students in meeting the demands of the general education setting are described and practiced in a variety of contexts and through presentations of guest speakers with disabilities. The use of response to intervention (RTI) and universal design for learning (UDL) to support the needs of all students in the classroom are thoroughly discussed through a general education perspective. The course also examines research-based techniques for assisting students with little or no English language proficiency. Also, our new English language methods course surveys current theory and practice in planning, implementing and monitoring instruction of linguistically and culturally diverse students in a variety of English language teaching contexts. It focuses on methodologies and techniques for teaching English as a new language, as well as evaluation of materials for various levels and instructional goals. This course includes a 20-hour field experience.

3. **Does your program prepare special education teachers to:**

   a. **teach students with disabilities effectively**

   - (●) Yes
   - ( ) No
   - ( ) Program does not prepare special education teachers

   b. **participate as a member of individualized education program teams**

   - (●) Yes
   - ( ) No
   - ( ) Program does not prepare special education teachers

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

   - (●) Yes
   - ( ) No
   - ( ) Program does not prepare special education teachers

4. **Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.**

   All people completing the special education program in the Department of education at Valparaiso University complete the following course work in Special Education: SPED 347/547: Characteristics of Individuals with Mild Disabilities SPED 440/540: Learning Exceptionalities SPED 441/541: Assistive Technology SPED 444/644: Assessment in Special Education SPED 445/645: Teaching Individuals with Mild Disabilities (gr. K – 12) SPED 449 : Supervised Teaching in General and Special Education SPED 450/550: Models of Collaboration and Consultation in Special Education SPED 451/551: Applied Behavior Analysis SPED 466/566: Teaching reading to Students with Disabilities Three of these courses (SPED 347/547, SPED 445/645, SPED 466/566) include practicum hours in schools during which special education teacher candidates teach students with mild disabilities using research-based effective teaching strategies they learned in the in-class component of each course. Teacher candidates in the special education program at Valparaiso University learn how to write individualized education programs in SPED 445/645. They are then required to participate as a member of an IEP team during their student teaching experience in special education. Special Education teacher candidates also participate in IEP team simulations in SPED 450/550. One of the topics in SPED 466/566 (Teaching of Reading to Students with Disabilities addresses how to teach the five major areas of reading (phonemic awareness, alphabetic principle, reading fluency, vocabulary, comprehension) to students who are English language learners. Teacher candidates now complete part of the SPED 466 practicum with students who are labeled English Learners.

SECTION VII: CONTEXTUAL INFORMATION

Contextual Information

On this page, review the contextual information about your program. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

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.

Valparaiso University's Department of Education is nationally accredited--now under the auspices of the Council for the Accreditation of Educator Preparation. Each of our approved programs is tied to both national and state standards, which are measured through our Taskstream assessment system. Teacher candidates must successfully matriculate through three key checkpoints. They are assessed both academically and dispositionally.

Supporting Files

Basic Skills-Alternative Admissions Numbers	

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.

Enrollment Confirmation

Total Title II enrollment from Section I: Program Information, Enrollment is **107**.

Number of program completers from Section I: Program Information, Program Completers is **35**.

For a total enrollment of **142**.

☐ **I certify the total enrollment shown above is correct.**

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:

Kevin Gary

TITLE:

Chair

Certification of review of submission

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

NAME OF REVIEWER:

Kevin Gary

TITLE:

Chair

Certification Checklist

Please resolve the following items:

Section	Item
Section I: Program Information, Program Requirements	Page must be saved as "Completed".
Section I: Program Information, Enrollment	Page must be saved as "Completed".
Section I: Program Information, Teachers Prepared	Page must be saved as "Completed".
Section I: Program Information, Program Completers	Page must be saved as "Completed".
Section II: Annual Goals, Annual Goals	Page must be saved as "Completed".
Section III: Program Pass Rates, Assessment Pass Rates	Page must be saved as "Completed".
Section III: Program Pass Rates, Summary Pass Rates	Page must be saved as "Completed".

Section	Item
Section IV: Low-Performing	Other approving/accrediting organization - other specify is not required.
Section IV: Low-Performing, Low-Performing	Page must be saved as "Completed".
Section V: Use of Technology, Use of Technology	Page must be saved as "Completed".
Section VI: Teacher Training, Teacher Training	Page must be saved as "Completed".
Section VII: Contextual Information, Contextual Information	Page must be saved as "Completed".

Comparison with Last Year

Item	Last Year	This Year	Change
Total Enrollment	63	107	69.84%
Male Enrollment	13	20	53.85%
Female Enrollment	50	87	74.00%
Hispanic/Latino Enrollment	4	6	50.00%
American Indian or Alaska Native Enrollment	0	0	
Asian Enrollment	0	0	
Black or African American Enrollment	1	2	100.00%
Native Hawaiian or Other Pacific Islander Enrollment	0	0	
White Enrollment	50	94	88.00%
Two or more races Enrollment	2	5	150.00%
Average number of clock hours required prior to student teaching	160	160	0.00%
Average number of clock hours required for student teaching	480	480	0.00%
Average number of clock hours required for mentoring	0	0	
Number of full-time equivalent faculty in supervised clinical experience during this academic year	13	12	-7.69%
Number of adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	1	2	100.00%
Number of students in supervised clinical experience during this academic year	87	181	108.05%
Total completers for current academic year	46	35	-23.91%
Total completers for prior academic year	44	46	4.55%
Total completers for second prior academic year	51	44	-13.73%