



Valparaiso University

Alternative, IHE-based Report AY 2017-18

Indiana



REPORT COMPLETE

STATUS: CERTIFIED

Institution Information

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

- [Academic year](#)
- [IPEDS ID](#)

IPEDS ID

☐ THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

CITY

STATE

ZIP

SALUTATION

FIRST NAME

LAST NAME

Gary

PHONE

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List of Programs

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.

THIS PAGE INCLUDES:

>> [Program Information](#)

Program Information

List each teacher preparation program included in your alternative, ihe-based 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

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.

THIS PAGE INCLUDES:

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

Admissions

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

Other



If Other, please specify:

Application to University and Teacher Education Program

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:

No exceptions to admissions requirements for the alternative program.

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
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 2017-18?

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 2017-18?

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
☐ 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

3. What was the median GPA of individuals accepted into the program in academic year 2017-18?

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.)

3

5. What was the median GPA of individuals completing the program in academic year 2017-18?

4

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

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2017-18. [\(§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	167
Average number of clock hours required for student teaching	525
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	9
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	6

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

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.

THIS PAGE INCLUDES:

>> [Enrollment](#)

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 2017-18	6
Unduplicated number of males enrolled in 2017-18	3
Unduplicated number of females enrolled in 2017-18	3

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\(a\)\(1\)\(C\)\(ii\)\(H\)](#))

2017-18	Number Enrolled
Ethnicity	
Hispanic/Latino of any race	0
Race	

2017-18	Number Enrolled
American Indian or Alaska Native	0
Asian	0
Black or African American	0
Native Hawaiian or Other Pacific Islander	0
White	6
Two or more races	0

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

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

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

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 2017-18. 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 2017-18

CIP Code	Subject Area	Number Prepared
13.01	Education - General	
13.10	Teacher Education - Special Education	
13.1202	Teacher Education - Elementary Education	
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood 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	1
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	
13.1320	Teacher Education - Trade and Industrial	
13.1319	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	

CIP Code	Subject Area	Number Prepared
13.1330	Teacher Education - Spanish	
13.1331	Teacher Education - Speech	
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	
13.99	Education - Other Specify: 	

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2017-18. 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 2017-18

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

CIP Code	Academic Major	Number Prepared
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	
13.1319	Teacher Education - Technical Education	
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1325	Teacher Education - French	
13.1326	Teacher Education - German	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	

CIP Code	Academic Major	Number Prepared
13.1330	Teacher Education - Spanish	
13.1331	Teacher Education - Speech	
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	
13.99	Education - Other Specify: 	
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	
13.03	Education - Curriculum and Instruction	
01	Agriculture	
13.09	Education - Social and Philosophical Foundations of Education	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	
45.01	Social Sciences	
09	Communication or Journalism	
45.02	Anthropology	
11	Computer and Information Sciences	
12	Personal and Culinary Services	
45.06	Economics	
14	Engineering	
45.07	Geography and Cartography	
16	Foreign Languages, Literatures, and Linguistics	
45.10	Political Science and Government	

CIP Code	Academic Major	Number Prepared
45.11	Sociology	
19	Family and Consumer Sciences/Human Sciences	
21	Technology Education/Industrial Arts	
22	Legal Professions and Studies	
23	English Language/Literature	
24	Liberal Arts/Humanities	
25	Library Science	
26	Biological and Biomedical Sciences	
27	Mathematics and Statistics	
30	Multi/Interdisciplinary Studies	
38	Philosophy and Religious Studies	
40	Physical Sciences	
41	Science Technologies/Technicians	
40.01	Physical Sciences	
42	Psychology	
40.02	Astronomy and Astrophysics	
44	Public Administration and Social Service Professions	
40.04	Atmospheric Sciences and Meteorology	
45	Social Sciences	
46	Construction	
40.05	Chemistry	
47	Mechanic and Repair Technologies	
40.06	Geological and Earth Sciences/Geosciences	
50	Visual and Performing Arts	1
40.08	Physics	

CIP Code	Academic Major	Number Prepared
51	Health Professions and Related Clinical Sciences	
52	Business/Management/Marketing	
54	History	
99	Other Specify: 	

On this page, enter the total number of individuals who completed the program in AY 2017-18 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.

THIS PAGE INCLUDES:

>> [Program Completers](#)

Program Completers

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

2017-18	1
2016-17	9
2015-16	16

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/oep/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 2017-18

1. Did your program prepare teachers in mathematics in 2017-18?

- ☒ Yes
- ☐ No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in mathematics in 2017-18?

2

3. Did your program meet the goal for prospective teachers set in mathematics in 2017-18?

- ☐ 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:

The Valparaiso University Department of Education continues to take numerous actions and steps to increase student enrollment as a whole, as well as in specific program areas such as mathematics education. For over five years, we have hosted Discover the Art of Teaching, a day that brings regional high school students to our campus to promote careers in education. We also send a representative to the annual statewide teacher recruiting event in Indianapolis called Be a Teacher Day. Along with these direct recruiting activities, we have also increased our communication with Cadet Teaching Programs in regional high schools. Improvements have been made to our website and new teacher education promotional documents have been produced, including one that advertises financial aid programs that are targeted to future teachers. Many of our teacher education faculty are teaching CORE classes, which expose our freshman students to members of our department. An increase effort to collaborate with our admissions program to recruit and retain students in our programs has also begun. Our Professional Educators Partnership (PEP) hosts three annual conferences that provide professional development for our current teacher candidates and hundreds of regional educators. Aside from providing opportunities for educators to

gain access to current research and best practices, PEP helps promote our program and solidifies our reputation as a leader in teacher preparation. In addition to these general recruiting actions, we continue to offer undergraduate scholarships through our Math, Science, and Engineering Education (MSEED) program. The MSEED program has led to an increase of our STEM education majors, as it allows students to earn a BS degree in mathematics or science, while earning a teaching license. These graduates are well prepared to serve in careers in mathematics and science education.

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

Academic year 2018-19

7. Is your program preparing teachers in mathematics in 2018-19?

- ☒ Yes
- ☐ No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in mathematics in 2018-19?

2

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

Academic year 2019-20

10. Will your program prepare teachers in mathematics in 2019-20?

- ☒ Yes
- ☐ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in mathematics in 2019-20?

2

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/oep/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 2017-18

1. Did your program prepare teachers in science in 2017-18?

- ☒ Yes
☐ No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in science in 2017-18?

4

3. Did your program meet the goal for prospective teachers set in science in 2017-18?

- ☐ 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:

The Valparaiso University Department of Education continues to take numerous actions and steps to increase student enrollment as a whole as well as in specific program areas such as science education. For over five years, we have hosted Discover the Art of Teaching, a day that brings regional high school students to our campus to promote careers in education. We also send a representative to the annual statewide teacher recruiting event in Indianapolis called Be a Teacher Day. Along with these direct recruiting activities, we have also increased our communication with Cadet Teaching Programs in regional high schools. Improvements have been made to our website and new teacher education promotional documents have been produced, including one that advertises financial aid programs that are targeted to future teachers. Many of our teacher education faculty are teaching CORE classes, which expose our freshman students to members of our department. An increase effort to collaborate with our admissions program to recruit and retain students in our programs has also begun. Our Professional Educators Partnership (PEP) hosts three annual conferences that provide professional development for our current teacher candidates and hundreds of regional educators. Aside from providing opportunities for educators to gain access to current research and best practices, PEP helps promote our program and solidifies our reputation as a leader in teacher preparation. In addition to these general recruiting actions, we continue to offer undergraduate scholarships through our Math, Science, and Engineering Education (MSEED) program. The MSEED program has led to an increase of our STEM education majors, as it allows students to earn a BS degree in mathematics or science, while earning a teaching license. These graduates are well prepared to serve in careers in mathematics and science education. A new science education faculty member started in the current academic year. We are encouraged by her abilities to grow our science education program and promote STEM teacher preparation.

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

We received a grant from the Indiana Commission on Higher Education to renew funding for our 1 year intensive M.Ed. program in STEM. We are actively recruiting candidates for this program, which begins in the summer of 2018.

Academic year 2018-19

7. Is your program preparing teachers in science in 2018-19?

- ☒ Yes
☐ No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in science in 2018-19?

4

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

We received a grant from the Indiana Commission on Higher Education to renew funding for our 1 year intensive M.Ed. program in STEM. We are actively recruiting candidates for this program, which begins in the summer of 2018.

Academic year 2019-20

10. Will your program prepare teachers in science in 2019-20?

- ☒ Yes
☐ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in science in 2019-20?

2

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/oep/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 2017-18

1. Did your program prepare teachers in special education in 2017-18?

- ☒ Yes
☐ No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in special education in 2017-18?

1

3. Did your program meet the goal for prospective teachers set in special education in 2017-18?

- ☐ 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:

The Valparaiso University Department of Education continues to take numerous actions and steps to increase student enrollment as a whole as well as in specific program areas such as special education. For over five years, we have hosted Discover the Art of Teaching, a day that brings regional high school students to our campus to promote careers in education. We also send a representative to the annual statewide teacher recruiting event in Indianapolis called Be a Teacher Day. Along with these direct recruiting activities, we have also increased our communication with Cadet Teaching Programs in regional high schools. Improvements have been made to our website and new teacher education promotional documents have been produced, including one that advertises financial aid programs that are targeted to future teachers. Many of our teacher education faculty are teaching

CORE classes, which expose our freshman students to members of our department. An increase effort to collaborate with our admissions program to recruit and retain students in our programs has also begun. Our Professional Educators Partnership (PEP) hosts three annual conferences that provide professional development for our current teacher candidates and hundreds of regional educators. Aside from providing opportunities for educators to gain access to current research and best practices, PEP helps promote our program and solidifies our reputation as a leader in teacher preparation. In addition to these general recruiting actions, we will continue to offer a minor in special education. Our teacher candidates have chosen this minor as a complement to their elementary or secondary education programs. Through various methods, we internally promote this program to our current teacher candidates as an excellent addition to their primary degree. The special education program is also specifically publicized at our recruiting events.

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

Academic year 2018-19

7. Is your program preparing teachers in special education in 2018-19?

- ☒ Yes
☐ No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in special education in 2018-19?

1

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

Academic year 2019-20

10. Will your program prepare teachers in special education in 2019-20?

- ☒ Yes
☐ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in special education in 2019-20?

1

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/oep/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 2017-18

1. Did your program prepare teachers in instruction of limited English proficient students in 2017-18?

- ☒ 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 2017-18?

1

3. Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2017-18?

- ☐ 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:

The Valparaiso University Department of Education continues to take numerous actions and steps to increase student enrollment as a whole as well as in specific program areas such as special education. For over five years, we have hosted Discover the Art of Teaching, a day that brings regional high school students to our campus to promote careers in education. We also send a representative to the annual statewide teacher recruiting event in Indianapolis called Be a Teacher Day. Along with these direct recruiting activities, we have also increased our communication with Cadet Teaching Programs in regional high schools. Improvements have been made to our website and new teacher education promotional documents have been produced, including one that advertises financial aid programs that are targeted to future teachers. Many of our teacher education faculty are teaching CORE classes, which expose our freshman students to members of our department. An increase effort to collaborate with our admissions program to recruit and retain students in our programs has also begun. Our Professional Educators Partnership (PEP) hosts three annual conferences that provide professional development for our current teacher candidates and hundreds of regional educators. Aside from providing opportunities for educators to gain access to current research and best practices, PEP helps promote our program and solidifies our reputation as a leader in teacher preparation. In addition to these general recruiting actions, our TESOL program has undergone several changes. A leadership change in the program has led to curricular redesign along with efforts to reinvigorate and promote this option for our teacher candidates.

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

Academic year 2018-19

7. Is your program preparing teachers in instruction of limited English proficient students in 2018-19?

- ☒ 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 2018-19?

1

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

Academic year 2019-20

10. Will your program prepare teachers in instruction of limited English proficient students in 2019-20?

- ☒ 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 2019-20?

1

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.

- ☒ 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:

Our Professional Educators Partnership (PEP) hosts three annual conferences that provide professional development for our current teacher candidates and hundreds of regional educators. Aside from providing opportunities for educators to gain access to current research and best practices, PEP helps promote our program and solidifies our reputation as a leader in teacher preparation. Through PEP, we are able to regularly confer with our local school partners to identify teacher shortage areas and determine other professional needs of new and veteran teachers. Our annual graduate

completer survey results and overall licensure test scores deliver confidence that our completers are well prepared and are able to perform as competent practitioners in the field.

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 Westat's Title II Support Center and your testing company representative.

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

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 (%)
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	2			
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	1			
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2015-16	2			
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	1			
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2015-16	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson Other enrolled students	1			
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2015-16	2			
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson Other enrolled students	1			
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2015-16	2			
030 -FINE ARTS—VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2017-18	1			
035 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	2			
035 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	2			
007 -P–12 EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	1			
007 -P–12 EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	1			
043 -SCIENCE—CHEMISTRY Evaluation Systems group of Pearson All program completers, 2016-17	1			
043 -SCIENCE—CHEMISTRY Evaluation Systems group of Pearson All program completers, 2015-16	1			
044 -SCIENCE—EARTH/SPACE SCIENCE Evaluation Systems group of Pearson All program completers, 2016-17	1			
045 -SCIENCE—LIFE SCIENCE Evaluation Systems group of Pearson Other enrolled students	1			
045 -SCIENCE—LIFE SCIENCE Evaluation Systems group of Pearson All program completers, 2016-17	2			
045 -SCIENCE—LIFE SCIENCE Evaluation Systems group of Pearson All program completers, 2015-16	8			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
047 -SCIENCE—PHYSICS Evaluation Systems group of Pearson All program completers, 2016-17	2			
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	9			
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	13	259	13	100
5081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	1			
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson Other enrolled students	1			
054 -WORLD LANGUAGES—CHINESE (MANDARIN) Evaluation Systems group of Pearson All program completers, 2015-16	2			

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 Westat'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, 2017-18	1		
All program completers, 2016-17	9		
All program completers, 2015-16	16	16	100

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.

THIS PAGE INCLUDES:

>> [Low-Performing](#)

Low-Performing

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

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
- ☒ NCATE
- ☐ TEAC
- ☐ CAEP
- ☐ Other specify:

(CAEP visit in Fall 2020)

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

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.

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.

Our educator preparation program integrates technology throughout the entire curriculum. Alignment with the International Society for Technology in Education (ISTE) standards is evidenced in assessments and field work experiences throughout the program. Several of our key assessments require technology integration. We guide our teacher candidates to be thoughtful about how they use technology, asking the question John Dewey directs us to always consider when adopting new technology, "How might technology make the learning experience more educative or not?" In our required Designing Curriculum, Assessment, and Learning Plans (ED 357) course, students present on a range of technology, use SAMR and ISTE standards to evaluate pedagogic potential, and evaluate technology based on ability to scaffold acquisition, meaning, and transfer (UbD learning goals). Students include an e-learning day in their unit plan. Students upload their technology presentations onto a class padlet to use for reference during their unit design. 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. This semester this Teaching Event assessment was substituted with the edTPA assessment, which requires similar use of technology for collecting, managing, and analyzing student learning. Teacher candidates are prepared to use the principles of universal design for learning throughout special education course work, including a course that is required for all education majors.

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.

THIS PAGE INCLUDES:

>> [Teacher Training](#)

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 disability, particularly high incidence disabilities, such as learning disabilities, mild/moderate intellectual disabilities, emotional/behavioral disorders, other health impairments, such as ADHD, and autism spectrum disorders are addressed in this course through discussion, computer simulations, and other activities. A field component allows teacher candidates to observe these characteristics in diverse general education settings. General education teacher candidates learn what their roles are when they participate in individualized education program (IEP) teams and in the development of Section 504 accommodation plans. They also learn their roles in the various tiers of Response to Intervention (in Indiana, Response to Instruction)- RTI. General education teacher candidates learn that they have a major role in the first two levels of RTI models that predominantly occur within general education classrooms in terms of instructional methods, instructional and behavioral accommodations, and collection of progress monitoring data. Teacher candidates complete a detailed differentiation assignment in which they add assessment or instructional accommodations to ten previously written lesson plans for various students with learning or behavior problems, a high ability student, a student with a Section 504 plan, and a student with an IEP. They use case study assessment data to develop these plans. This course also addresses students with disabilities who are also English Language Learners. Teacher candidates complete various activities in which they discuss the need to differentiate between cultural/linguistic differences versus disabilities. All teacher candidates also take an English Language Learners methods course to address teaching K-12 students whose first language is not English. There are field work hours associated with this class. The final course taken by all general education teacher candidates is a course on

teaching students with reading disabilities including students identified as having dyslexia. This course addresses characteristics, assessment, academic and behavioral interventions for K-12 students with reading problems at all levels of the RTI process.

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 Individual Education Programs (IEPs) in SPED 445/645 through the use of extensive case study information and the IN-IEP state of Indiana online IEP program used by all special educators in the state. Teacher candidates 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. Special education teacher candidates also take the English Language Learner methods course and complete 10 hours of field work with students who are English Language Learners in that class.

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 (CAEP). Each of our approved programs is tied to both national and state standards, which are managed and measured through the Watermark/Taskstream assessment system. Teacher candidates must successfully matriculate through three key checkpoints and are assessed both academically and dispositionally.

Supporting Files

No files have been provided.

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

Report Card Certification

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

Certification of submission

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

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Douglas Wassilak

TITLE:

Director of Accreditation

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:

Lisa Pappas

TITLE:

Administrative Assistant