title II higher education act

2023 TITLE II REPORTS
National Teacher Preparation Data

OH

Baldwin Wallace University
Traditional Report AY 2021-22
Ohio

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

Baldwin Wallace University | Dept. of Education

275 Eastland Road

CITY

Berea

STATE

Ohio ▼

ZIP

44017

SALUTATION

Ms. ▼

FIRST NAME

Sarah

LAST NAME

Ackerman

PHONE

(440) 826-8172

EMAIL

sackerma@bw.edu

List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Postgraduate level (PG), or both. **(§205(a)(C))**

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

- Teacher Preparation Program

List of Programs

Note: This section is preloaded with the list of programs reported in the prior year's IPRC.

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	UG	
13.1203	Junior High/Intermediate/Middle School Education and Teaching	UG	
13.1	Special Education	Both	
13.1302	Teacher Education - Art	UG	
13.1322	Teacher Education - Biology	Both	
13.1323	Teacher Education - Chemistry	Both	
13.1305	Teacher Education - English/Language Arts	UG	
13.1306	Teacher Education - Foreign Language	UG	
13.1316	Teacher Education - General Science	UG	
13.1307	Teacher Education - Health	UG	
13.1311	Teacher Education - Mathematics	Both	
13.1312	Teacher Education - Music	UG	
13.1314	Teacher Education - Physical Education and Coaching	UG	
13.1329	Teacher Education - Physics	Both	
13.1318	Teacher Education - Social Studies	UG	

Total number of teacher preparation programs:

15

Program Requirements

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

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

- Full-time equivalent faculty supervising clinical experience
- Adjunct faculty supervising clinical experience
- Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience
- Supervised clinical experience

Undergraduate Requirements

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

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

- ● Yes
- ○ No

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

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

Element	Admission		Completion	
	Yes	No	Yes	No
Essay or personal statement	○	●	○	●
Interview	○	●	○	●
Other Specify:	○	●	○	●

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

2.8

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

2.8

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

For admission and successful completion of teacher education programs, teacher candidates must hold a cumulative GPA of 2.8 or higher in all BW courses, a GPA of 2.8 or higher in all EDU courses, and meet the GPA requirements for their teaching field(s). Teacher candidates must also have completed all prerequisite coursework in education with grades of C or better and received satisfactory scores on the dispositional assessment.

Postgraduate Requirements

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

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

● Yes
○ No

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

Element	Admission		Completion	
	Yes	No	Yes	No
Transcript	●	○	○	●
Fingerprint check	●	○	●	○
Background check	●	○	●	○
Minimum number of courses/credits/semester hours completed	○	●	●	○
Minimum GPA	●	○	●	○
Minimum GPA in content area coursework	●	○	●	○
Minimum GPA in professional education coursework	●	○	●	○
Minimum ACT score	○	●	○	●
Minimum SAT score	○	●	○	●

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

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

2.8

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

2.8

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

For admission and successful completion of graduate education programs (initial licensure programs), teacher candidates must hold a cumulative GPA of 2.8 or higher in all BW courses, a GPA of 2.8 or higher in all EDU courses, and meet the GPA requirements for their teaching field(s). Teacher candidates must also have completed all prerequisite coursework in education with grades of C or better and received satisfactory scores on the dispositional assessment.

Supervised Clinical Experience

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

Provide the following information about supervised clinical experience in 2021-22. (§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))

Are there programs with student teaching models?

● Yes
○ No

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

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	100
Number of clock hours required for student teaching	525

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

○ Yes

No

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

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)

Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	
Years required of teaching as the teacher of record in a classroom	

All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) Optional tool for automatically calculating full-time equivalent faculty in the system	5
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	6
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	64
Number of students in supervised clinical experience during this academic year	50

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

BW's Supervised Clinical Experiences include the unduplicated numbers of candidates, Cooperating Teachers, and Faculty Supervisors in the internship experience and Clinical Practice (student teaching). The internship experience is completed in the semester prior to student teaching and in many cases, candidates have a year-long placement in which they remain with the same Cooperating Teacher and University Supervisor during the academic year.

Enrollment and Program Completers

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year. **(§205(a)(1)(C)(ii))**

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

- Enrolled Student
- Program Completer

Enrollment and Program Completers

2021-22 Total	
Total Number of Individuals Enrolled	168
Subset of Program Completers	50

Gender	Total Enrolled	Subset of Program Completers
Male	45	14
Female	123	36
Non-Binary/Other	0	0
No Gender Reported	0	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	1	1
Asian	3	1
Black or African American	10	1
Hispanic/Latino of any race	7	1
Native Hawaiian or Other Pacific Islander	0	0
White	139	43

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	7	2
No Race/Ethnicity Reported	1	1

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	7	2
No Race/Ethnicity Reported	1	1

Teachers Prepared

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

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

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

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

- Academic Major

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2021-22.

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

What are CIP Codes?

☐ **No teachers prepared in academic year 2021-22**

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

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

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	7
13.1202	Teacher Education - Elementary Education	

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	7
13.1210	Teacher Education - Early Childhood Education	12
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	3
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	5
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	2
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	6
13.1312	Teacher Education - Music	12
13.1314	Teacher Education - Physical Education and Coaching	2
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	3
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	10
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	1
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	

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

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2021-22. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. **(§205(b)(1)(H))**

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

What are CIP Codes?

Does this teacher preparation provider grant degrees upon completion of its programs?

- ● Yes
- ○ No

☐ **No teachers prepared in academic year 2021-22**

If this provider does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or **clear responses already entered**).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	3
13.1202	Teacher Education - Elementary Education	
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	6
13.1210	Teacher Education - Early Childhood Education	12
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	3
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	2

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	
13.1312	Teacher Education - Music	12
13.1314	Teacher Education - Physical Education and Coaching	2
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify: Adolescent/Young Adult	8
01	Agriculture	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	
09	Communication or Journalism	

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	
12	Personal and Culinary Services	
14	Engineering	
16	Foreign Languages, Literatures, and Linguistics	
19	Family and Consumer Sciences/Human Sciences	
21	Technology Education/Industrial Arts	
22	Legal Professions and Studies	
23	English Language/Literature	
24	Liberal Arts/Humanities	
25	Library Science	
26	Biological and Biomedical Sciences	
27	Mathematics and Statistics	
30	Multi/Interdisciplinary Studies	
38	Philosophy and Religious Studies	
40	Physical Sciences	
41	Science Technologies/Technicians	
42	Psychology	
44	Public Administration and Social Service Professions	
45	Social Sciences	
46	Construction	
47	Mechanic and Repair Technologies	
50	Visual and Performing Arts	
51	Health Professions and Related Clinical Sciences	
52	Business/Management/Marketing	
54	History	1

CIP Code	Academic Major	Number Prepared
99	Other Specify: Economics	1

Program Assurances

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

Program Assurances

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

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

- ● Yes
- ○ No

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

- ● Yes
- ○ No

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

- ● Yes
- ○ No
- ○ **Program does not prepare special education teachers**

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

- ● Yes
- ○ No

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

- ● Yes
- ○ No

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

- ● Yes
- ○ No

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

- ● Yes
- ○ No

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

All teacher education candidates are trained in working with diverse learners, including students with exceptional needs, limited English proficiency, and students and families from diverse backgrounds. The BW Field Office tracks and monitors candidate field placements to ensure a variety of experiences including urban, suburban, rural, and experiences in private and public schools. BW has worked to provide field experience opportunities for candidates from freshman through senior year which grow and develop from observational placements to course-embedded experiences, to the clinical-based model. The institution is working to develop internships for all initial teacher education program areas, with the intension of the internship being completed prior to Clinical Practice (student teaching) to provide a year-long clinical experience for candidates.

Annual Goals: Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. **(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))**

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

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

- Quantifiable Goals

Report Progress on Last Year's Goal (2021-22)

1. Did your program prepare teachers in mathematics in 2021-22?

If no, leave remaining questions for 2021-22 blank (or clear responses already entered).

- ● Yes
- ○ No

2. Describe your goal.

Our projected goal is to welcome one new candidate into the MAEd in Mathematics Teaching program in May 2022.

3. Did your program meet the goal?

- ● Yes
- ○ No

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

The MAEd in Mathematics Teaching program was created for adult career changers and those who already hold a bachelor's degree in mathematics or a related field and are seeking an initial AYA Mathematics teaching license and their MAEd. The BW Department of Education was awarded funds from the Addressing Educator Shortages in Ohio grant from the Ohio Department of Higher Education (ODHE) for Summer 2022 through Fall 2024. This, combined with additional grants awarded to the institution to promote stem education, allows in-state candidates in the MAEd in Mathematics Teaching program to complete the one-year, online program at little to no cost.

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

The Addressing Educator Shortages in Ohio grant extends to MAEd in Mathematics Teaching admits in Summer 2023. BW has a partnership with

Meteor Learning to support with enrollment efforts for select programs, including the MAEd in Mathematics Teaching program. Particularly due to the grant scholarship funds, we are expecting higher enrollment numbers for AY 2023-24.

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

Our MAED in Mathematics Teaching program starts in May, so the program begins at what is typically reported as the end of the academic year.

Review Current Year's Goal (2022-23)

7. Is your program preparing teachers in mathematics in 2022-23? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

The BW Department of Education is partnering with Meteor Learning to market the online MAED in Mathematics or Science programs. Additionally, the EPP has secured a significant amount of scholarship funding for these programs through 2024 and is projecting a goal of admitting two new MAED in Mathematics Teacher candidates in May 2023.

Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in mathematics in 2023-24? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

Our projected goal is to welcome two new candidates into the MAEd in Mathematics Teaching program in May 2024.

Annual Goals: Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. **(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))**

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

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

- Quantifiable Goals

Report Progress on Last Year's Goal (2021-22)

1. Did your program prepare teachers in science in 2021-22?

If no, leave remaining questions for 2021-22 blank (or clear responses already entered).

- ● Yes
- ○ No

2. Describe your goal.

Our projected goal is to welcome four new candidates into the MAEd in Science Teaching program in May 2022.

3. Did your program meet the goal?

- ○ Yes
- ● No

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

BW successfully enrolled three new candidates in the MAEd in Science Teaching program in May 2022. The MAEd in Science Teaching program was created for adult career changers and those who are seeking an initial teaching license in AYA Science (life science, chemistry, or physics) and their MAEd. The BW Department of Education was awarded funds from the Addressing Educator Shortages in Ohio grant from the Ohio Department of Higher Education (ODHE) for Summer 2022 through Fall 2024. This, combined with additional grants awarded to the institution to promote stem education, allows in-state candidates in the MAEd in Science Teaching program to complete the one-year, online program at little to no cost.

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

The Addressing Educator Shortages in Ohio grant extends to MAEd in Science teaching admits in Summer 2023. BW has a partnership with Meteor

Learning to support enrollment efforts for select programs, including the MAEd in Science Teaching program. Particularly due to the grant scholarship funds, we are expecting higher enrollment numbers for AY 2023-24.

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

Our MAEd in Science Teaching program starts in May, so the program begins at what is typically reported as the end of the academic year.

Review Current Year's Goal (2022-23)

7. Is your program preparing teachers in science in 2022-23? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

The BW Department of Education is partnering with Meteor Learning to market the online MAED in Mathematics or Science programs. Additionally, the EPP has secured a significant amount of scholarship funding for these programs through 2024 and is projecting a goal of admitting five new MAED in Science Teacher candidates in May 2023.

Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in science in 2023-24? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

Our projected goal is to welcome five new candidates into the MAEd in Science Teaching program in May 2024.

Annual Goals: Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. **(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))**

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

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

- Quantifiable Goals

Report Progress on Last Year's Goal (2021-22)

1. Did your program prepare teachers in special education in 2021-22?

If no, leave remaining questions for 2021-22 blank (or clear responses already entered).

- ● Yes
- ○ No

2. Describe your goal.

The BW Department of Education received institutional approval to move forward with the new Primary (PK-5)/Primary Intervention Specialist (PK-5) Dual License Program and submitted the initial program review to the state in Fall 2021. Due to a delay in the state licensure review process, the program review is pending formal approval and cannot progress until received. The EPP did not set an enrollment goal for 2021-22 because it was uncertain if the existing special education program, Mild to Moderate Intervention Specialist (K-12), would be phased out if the new dual-license was approved. A decision was made in 2021-22 to continue the program and continue to monitor enrollment to determine sustainability of the program.

3. Did your program meet the goal?

- ● Yes
- ○ No

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

The new Dual-Primary (PK-5) license program was submitted in October 2021 and approved by the Ohio Department of Higher Education (ODHE) just prior to the start of AY 2022-23. This program, which is replacing our current Primary (PK-5) program, will allow candidates to apply for both a Primary (PK-5) license and a Primary Intervention Specialist (PK-5) license. Additionally, starting in May 2023, BW will offer an online, graduate-level program for adult career changers who hold a bachelor's degree and seek an initial license as a Mild/Moderate Intervention Specialist (K-12) and their MAEd. These new programs are expected to increase the number of completers in the high-need area of special education.

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

The BW Department of Education was awarded funds from the Addressing Educator Shortages in Ohio grant from the Ohio Department of Higher Education (ODHE). A portion of the funds is allocated as scholarships for candidates who enroll in the new online Mild to Moderate Intervention Specialist program (May 2023 start).

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

The online Mild to Moderate Intervention Specialist + MAEd program starts in May, so the program begins at what is typically reported as the end of the academic year.

Review Current Year's Goal (2022-23)

7. Is your program preparing teachers in special education in 2022-23? If no, leave the next question blank.

- ◉ Yes
- ○ No

8. Describe your goal.

Based on approval of the new Primary (PK-5)/Primary Intervention Specialist (PK-5) Dual License Program, the EPP has set a goal to admit five new students in the dual-license program (PK-5) and an additional three students into the Mild to Moderate Intervention Specialist program (K-12) in academic year 2022-23.

Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in special education in 2023-24? If no, leave the next question blank.

- ◉ Yes
- ○ No

10. Describe your goal.

Our projected goal is to welcome 10 new Dual-Primary: Primary (PK-5) / Primary Intervention Specialist (PK-5) candidates and three new initial-level Mild/Moderate Intervention Specialist + MAEd candidates in academic year 2023-24.

Annual Goals: Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. **(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))**

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

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

- Quantifiable Goals

Report Progress on Last Year's Goal (2021-22)

1. Did your program prepare teachers in instruction of limited English proficient students in 2021-22?

If no, leave remaining questions for 2021-22 blank (or **clear responses already entered**).

- ● Yes
- ○ No

2. Describe your goal.

Our goal is to have an increase of two initial teacher candidates participate in our English as a Second Language Learner Certificate program in 2021-22.

3. Did your program meet the goal?

- ● Yes
- ○ No

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

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

BW Department of Education faculty and staff continue to encourage enrollment in the ELL certificate program.

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

Due to limited course offerings and scheduling conflicts, there are typically few students who are able to add optional courses to their program requirements. It should also be noted that our ELL certificate does not lead to a state licensure or endorsement.

Review Current Year's Goal (2022-23)

7. Is your program preparing teachers in instruction of limited English proficient students in 2022-23? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

Our goal is to have two new initial teacher candidates participate in our English as a Second Language Learner Certificate program in 2022-23.

Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in instruction of limited English proficient students in 2023-24? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

Our goal is to have two new initial teacher candidates participate in our English as a Second Language Learner Certificate program in 2023-24.

Assessment Pass Rates

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

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

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

- Pass rate
- Scaled score
- Teacher credential assessment

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
003 -APK: ADOLESCENCE TO YOUNG ADULT (7–12) Evaluation Systems group of Pearson Other enrolled students	3			
003 -APK: ADOLESCENCE TO YOUNG ADULT (7–12) Evaluation Systems group of Pearson All program completers, 2021-22	8			
003 -APK: ADOLESCENCE TO YOUNG ADULT (7–12) Evaluation Systems group of Pearson All program completers, 2020-21	20	260	20	100
003 -APK: ADOLESCENCE TO YOUNG ADULT (7–12) Evaluation Systems group of Pearson All program completers, 2019-20	13	265	13	100
001 -APK: EARLY CHILDHOOD (PK–3) Evaluation Systems group of Pearson Other enrolled students	1			
001 -APK: EARLY CHILDHOOD (PK–3) Evaluation Systems group of Pearson All program completers, 2021-22	10	254	10	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
001 -APK: EARLY CHILDHOOD (PK–3) Evaluation Systems group of Pearson All program completers, 2020-21	35	248	35	100
001 -APK: EARLY CHILDHOOD (PK–3) Evaluation Systems group of Pearson All program completers, 2019-20	34	247	34	100
002 -APK: MIDDLE CHILDHOOD (4–9) Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
002 -APK: MIDDLE CHILDHOOD (4–9) Evaluation Systems group of Pearson All program completers, 2021-22	5			
002 -APK: MIDDLE CHILDHOOD (4–9) Evaluation Systems group of Pearson All program completers, 2020-21	12	250	12	100
002 -APK: MIDDLE CHILDHOOD (4–9) Evaluation Systems group of Pearson All program completers, 2019-20	4			
004 -APK: MULTI-AGE (PK–12) Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
004 -APK: MULTI-AGE (PK–12) Evaluation Systems group of Pearson Other enrolled students	3			
004 -APK: MULTI-AGE (PK–12) Evaluation Systems group of Pearson All program completers, 2021-22	16	248	16	100
004 -APK: MULTI-AGE (PK–12) Evaluation Systems group of Pearson All program completers, 2020-21	30	252	30	100
004 -APK: MULTI-AGE (PK–12) Evaluation Systems group of Pearson All program completers, 2019-20	20	252	20	100
006 -ART Evaluation Systems group of Pearson All program completers, 2021-22	2			
006 -ART Evaluation Systems group of Pearson All program completers, 2020-21	1			
006 -ART Evaluation Systems group of Pearson All program completers, 2019-20	1			
007 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2021-22	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
007 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2020-21	3			
007 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2019-20	2			
009 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2020-21	1			
009 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2019-20	1			
TP014 -EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2021-22	2			
012 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	10	246	10	100
012 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	35	248	35	100
012 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	33	248	33	100
020 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	2			
020 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2021-22	2			
020 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2020-21	4			
020 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2019-20	4			
090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson Other enrolled students	2			
090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2021-22	17	234	16	94

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2020-21	50	244	49	98
090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2019-20	41	246	41	100
023 -HEALTH Evaluation Systems group of Pearson All program completers, 2021-22	2			
023 -HEALTH Evaluation Systems group of Pearson All program completers, 2020-21	2			
023 -HEALTH Evaluation Systems group of Pearson All program completers, 2019-20	1			
024 -INTEGRATED SCIENCE Evaluation Systems group of Pearson All program completers, 2019-20	1			
025 -INTEGRATED SOCIAL STUDIES Evaluation Systems group of Pearson Other enrolled students	1			
025 -INTEGRATED SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2021-22	5			
025 -INTEGRATED SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2020-21	5			
025 -INTEGRATED SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2019-20	5			
TP021 -K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2021-22	2			
027 -MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	1			
027 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2020-21	7			
TP016 -MIDDLE CHILDHOOD MATHEMATICS Evaluation Systems group of Pearson All program completers, 2021-22	3			
028 -MIDDLE GRADES ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2021-22	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
028 -MIDDLE GRADES ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2020-21	4			
028 -MIDDLE GRADES ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2019-20	1			
030 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	1			
030 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson All program completers, 2021-22	4			
030 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson All program completers, 2020-21	12	242	10	83
030 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	3			
029 -MIDDLE GRADES SCIENCE Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
029 -MIDDLE GRADES SCIENCE Evaluation Systems group of Pearson All program completers, 2021-22	2			
029 -MIDDLE GRADES SCIENCE Evaluation Systems group of Pearson All program completers, 2020-21	6			
029 -MIDDLE GRADES SCIENCE Evaluation Systems group of Pearson All program completers, 2019-20	2			
031 -MIDDLE GRADES SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2021-22	2			
031 -MIDDLE GRADES SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2020-21	3			
031 -MIDDLE GRADES SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2019-20	1			
032 -MUSIC Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
032 -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 (%)
032 -MUSIC Evaluation Systems group of Pearson All program completers, 2021-22	11	251	10	91
032 -MUSIC Evaluation Systems group of Pearson All program completers, 2020-21	23	258	21	91
032 -MUSIC Evaluation Systems group of Pearson All program completers, 2019-20	14	250	14	100
1007 -OPI GERMAN American Council on the Teaching of Foreign Langua All program completers, 2020-21	1			
034 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	2			
034 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	2			
034 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	1			
TP004 -SECONDARY HISTORY/SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2021-22	3			
043 -SPECIAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
TP012 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	1			
043 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	5			
043 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	5			
043 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	8			
2006 -WPT GERMAN American Council on the Teaching of Foreign Langua All program completers, 2020-21	1			

Summary Pass Rates

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

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

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

- Pass rate
- Scaled score
- Teacher credential assessment

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2021-22	49	46	94
All program completers, 2020-21	98	93	95
All program completers, 2019-20	71	70	99

Low-Performing

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

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

Low-Performing

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

- ● Yes
- ○ No

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

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

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

- ○ Yes
- ● No

Use of Technology

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

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

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.**

   The educational technology curriculum and course sequence or initial license programs are designed so that our teacher candidates are trained and supported with tech-integration skills and strategies throughout their academic programs. In EDU 114, 21st Century Productivity Tools, our first-year students are introduced to the Technological Pedagogical Content Knowledge (TPACK) model so they understand the significance of how technology, content, and pedagogy work together in the teaching and learning process. EDU 214, Media Resources for the Education Professional, follows EDU 114 in our students' second year. This course introduces students to the theoretical basis for selecting technology to enhance teaching and K-12 students' learning. Students will learn basic audio, video, and web page generation skills as well as develop skills in online collaboration and presentation. EDU 314, 21st Century Classroom Technology, is the third and final technology course in the sequence of educational technology coursework for our Early Childhood, Middle Childhood, and AYA program majors. It supports the application of the technology, the assessment of student achievement, and the use of data to inform instruction.

Teacher Training

Provide the following information about your teacher preparation program.
(§205(a)(1)(G))

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

Teacher Training

1. **Provide a description of the activities that prepare general education teachers to:**

   a. **Teach students with disabilities effectively**

   All initial undergraduate teacher candidates are required to complete the course EDU 103DX, Education of Children with Special Needs. This course is a survey course designed to introduce the students to characteristics of learners with special learning, physical and emotional needs. Public laws, court cases, teaching and accommodation strategies will be explored as they relate to trends in reaching students with disabilities, gifts and talents, and diverse cultural needs in both special education and inclusive K-12 settings. Additionally, the strategy of Differentiated Instruction (DI) is introduced in 200-level EDU courses and included in lesson planning. Applying strategies of DI is incorporated at the 300-level EDU courses as candidates begin teaching lessons in their content areas through the 400-level EDU courses when candidates engage in clinical practice.

   b. **Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act.***

   Candidates from all teacher education program areas are introduced to IEPs in the course EDU 103DX, Education of Children with Special Needs. In the course, EDU 324, Supporting Diverse Learners in Early Childhood Classrooms, Early Childhood teacher candidates examine IEPs and IEP data to utilize for lesson planning and assessment purposes. In the course, EDU 312, Middle Childhood, Adolescent to Young Adult, and Multi-Age teacher candidates complete a module on IEPs and the role of the general education teacher. In the course EDU 274, Introduction to Students with Mild/Moderate Educational Needs, teacher candidates engage in a simulated Intervention Assistance Team project in which they are introduced to the differentiated referral process, the identification of students with disabilities, and culminates in writing an IEP. During the project, candidates also address their role throughout the process and thereafter.

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

   Early Childhood Education and Mild to Moderate Intervention Specialist candidates are required to complete EDU 204: The Teaching of Phonics and Spelling, which provides instructional literacy strategies for primary-level general education students, as well as English Language Learners. Middle Childhood Education, Mild to Moderate Intervention Specialist, and Adolescent Young Adult candidates are required to complete EDU 348: Reading in the Content Area, which provides content and disciplinary literacy strategies for general education students and English Language Learners across disciplines. Additionally, all teacher candidates may elect to complete additional coursework to obtain the English as a Second Language Learner Certificate. This program is designed to prepare participants to work with individuals whose native language is not English (note: this certificate is not a teaching license or endorsement).

2. **Does your program prepare special education teachers?**

   ● **Yes**
   ○ **No**

   If yes, provide a description of the activities that prepare *special education teachers* to:

   a. **Teach students with disabilities effectively**

Candidates in the Mild to Moderate Intervention Specialist program are provided an overview of special education in the 100-level EDU courses including an observation based field experience. At the 200-level, candidates begin a number of courses that begin to build their teaching skills such as lesson planning, writing IEPs, general classroom strategies, the collaboration process, transition development and application of technology based tools. Specific observations in the field are included at the 200-level. At the 300- and 400-level, candidates are learning to teach within a variety of content areas, how to use reading and technology strategies in those content areas, how to provide remediation in the content areas, assessment strategies, and behavior support strategies. Prior to clinical practice (student teaching), candidates are in the field for a significant portion of time teaching lessons in the various content areas, collecting and analyzing both academic and behavioral student data and more. Starting in Fall 2022, candidates enrolled in the Mild to Moderate Intervention Specialist program will be required to complete two semesters of internship.

b. **Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.**

Mild to Moderate Intervention Specialist candidates create and adapt instruction about students with disabilities and diverse cultural background enabling them to create and adapt instructional materials while using research-based teaching practices that optimize student learning. Collaborative best practices are embedded throughout their coursework enabling them to be effective special education teachers. They receive training about the IEP process which includes the development, implementation, and assessment of comprehensive IEPs for students. We have multiple field experiences in special education before students complete clinical practice. In the course EDU 274, Introduction to Students with Mild/Moderate Educational Needs, teacher candidates engage in a simulated Intervention Assistance Team project in which they are introduced to the differentiated referral process, the identification of students with disabilities, and culminates in writing an IEP. During the project, candidates also address their role throughout the process and thereafter.

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

Mild to Moderate Intervention Specialist candidates are required to complete EDU 204: The Teaching of Phonics and Spelling, which provides instructional literacy strategies for primary-level general education students, as well as English Language Learners. Candidates are required to complete EDU 348: Reading in the Content Area, which provides content and disciplinary literacy strategies for general education students and English Language Learners across disciplines. Special Education teacher candidates also complete EDU 494, Remediation Across the Curriculum, which includes a component on ESL language development and strategies.

Contextual Information

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

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

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.

Supporting Files

No files have been provided.

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

Report Card Certification

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

Certification of submission

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

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Sarah Ackerman

TITLE:

Data Coordinator

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:

Gabe Swarts

TITLE:

Associate Dean