title II
higher education act

2018 TITLE II REPORTS
National Teacher Preparation Data

CA

Pacific Union College
Traditional Report AY 2016-17
California

REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

ADDRESS

One Angwin Avenue

CITY

Angwin

STATE

California

ZIP

94508

SALUTATION

Mrs.

FIRST NAME

Cherith

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

Yes
No

If yes, provide the following:

AWARD YEAR

GRANTEE NAME

PROJECT NAME

GRANT NUMBER

LIST PARTNER DISTRICTS/LEAS (ONE PER LINE)

LIST OTHER PARTNERS (ONE PER LINE)

PROJECT TYPE

- **Residency**
- **Pre-baccalaureate**
- **Both Residency and Pre-baccalaureate**

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.

Program Information

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

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
SB2042 Preliminary Multiple Subject	No	
SB2042 Preliminary Single Subject Art	No	
SB2042 Preliminary Single Subject English	No	
SB2042 Preliminary Single Subject Math	No	
SB2042 Preliminary Single Subject Music	No	
SB2042 Preliminary Single Subject Physical Education	No	
SB2042 Preliminary Single Subject Science-Biology	No	
SB2042 Preliminary Single Subject Science-Chemistry	No	
SB2042 Preliminary Single Subject Science-Physics	No	
SB2042 Preliminary Single Subject Social Science	No	
SB2042 Preliminary Single Subject World Languages-Spanish	No	
Total number of teacher preparation programs: 11		

Program Requirements

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:

Rolling admissions for undergraduate & post-bacc applicants

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.puc.edu/academics/departments/education/home

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

Very rarely students who have passed part, but not all, of CBEST are given one quarter of provisional admission status to the methods course sequence. During this quarter they are expected to pass the full CBEST and move to regular admission status. If they do not pass the CBEST by the deadline their admission status and access to methods courses is withdrawn until CBEST has been passed.

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	
	Yes	No	Yes	No
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: Exit: RICA, TPA	○ 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.)

2.75

3. What was the median GPA of individuals accepted into the program in academic year 2016-17?

3.33

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

2.75

5. What was the median GPA of individuals completing the program in academic year 2016-17?

3.39

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: RICA, TPA	○ 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 2016-17?**

3.11

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 2016-17?**

3.4

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

2.75 entry and exit GPA for 5th year program candidates. 3.0 entry and 3.0 exit GPA for Master of Arts in Teaching candidates.

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2016-17. **(§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	110
Average number of clock hours required for student teaching	385
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	4
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	50
Number of students in supervised clinical experience during this academic year	28

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

Prior to full-time student teaching students complete two 25-hour early short-term field experiences with an experienced cooperating teacher, and one 60-hour full-time experience with an experienced teacher. The full-time student teaching experience is completed over an 11-week quarter and is supervised by a college supervisor and the cooperating teacher.

Enrollment

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

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

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

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

Enrollment

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

Additional guidance on reporting race and ethnicity data.

Total number of students enrolled in 2016-17	33
Unduplicated number of males enrolled in 2016-17	11
Unduplicated number of females enrolled in 2016-17	22

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))**

2016-17	Number Enrolled
Ethnicity	
Hispanic/Latino of any race	7
Race	

2016-17	Number Enrolled
American Indian or Alaska Native	0
Asian	2
Black or African American	2
Native Hawaiian or Other Pacific Islander	0
White	17
Two or more races	3

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.

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 2016-17. 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 2016-17**

CIP Code	Subject Area	Number Prepared
13.01	Education - General	
13.10	Teacher Education - Special Education	
13.1210	Teacher Education - Early Childhood Education	2
13.1202	Teacher Education - Elementary Education	7
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1205	Teacher Education - Secondary Education	
13.1206	Teacher Education - Multiple Levels	

CIP Code	Subject Area	Number Prepared
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	3
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	2
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	
13.1319	Teacher Education - Technical Education	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1325	Teacher Education - French	
13.1326	Teacher Education - German	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1330	Teacher Education - Spanish	1

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	
13.1332	Teacher Education - Geography	
13.1333	Teacher Education - Latin	
13.1335	Teacher Education - Psychology	
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 2016-17. 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 2016-17**

CIP Code	Academic Major	Number Prepared
13.01	Education - General	
13.10	Teacher Education - Special Education	
13.1210	Teacher Education - Early Childhood Education	2
13.1202	Teacher Education - Elementary Education	
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1205	Teacher Education - Secondary Education	
13.1301	Teacher Education - Agriculture	

CIP Code	Academic Major	Number Prepared
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	2
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	
13.1319	Teacher Education - Technical Education	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1325	Teacher Education - French	
13.1326	Teacher Education - German	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1330	Teacher Education - Spanish	1
13.1331	Teacher Education - Speech	

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

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

Program Completers

On this page, enter the total number of individuals who completed the program in AY 2016-17 and the two prior academic years. If you submitted an IPRC last year, the number of program completers for the two prior academic years are pre-loaded from your prior year's report.

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

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

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

Program Completers

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

2016-17	13
2015-16	17
2014-15	9

Annual Goals

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

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

THIS PAGE INCLUDES:

›› Annual Goals - Mathematics

›› Annual Goals - Science

›› Annual Goals - Special Education

›› Annual Goals - Instruction of Limited English Proficient Students

›› Assurances

Annual Goals - Mathematics

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

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

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

Academic year 2016-17

1. Did your program prepare teachers in mathematics in 2016-17?

○ Yes

● No (leave remaining questions for year blank)

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

[   ]

3. Did your program meet the goal for prospective teachers set in mathematics in 2016-17?

○ Yes

○ No

○ Not applicable

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

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

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

7. Is your program preparing teachers in mathematics in 2017-18?

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

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

1

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

Academic year 2018-19

10. Will your program prepare teachers in mathematics in 2018-19?

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

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

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/ope/pol/tsa.html.

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

Academic year 2016-17

1. Did your program prepare teachers in science in 2016-17?

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

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

3. Did your program meet the goal for prospective teachers set in science in 2016-17?

- ○ Yes
- ○ No
- ○ Not applicable

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

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

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

Academic year 2017-18

7. Is your program preparing teachers in science in 2017-18?

○ Yes

● No (leave remaining questions for year blank)

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

[   ]

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

Academic year 2018-19

10. Will your program prepare teachers in science in 2018-19?

● Yes

○ No (leave remaining questions for year blank)

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

[1   ]

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

Annual Goals - Special Education

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

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

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

Academic year 2016-17

1. Did your program prepare teachers in special education in 2016-17?

    ○ Yes

    ● No (leave remaining questions for year blank)

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

    [ ]

3. Did your program meet the goal for prospective teachers set in special education in 2016-17?

    ○ Yes

    ○ No

    ○ Not applicable

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

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

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

Academic year 2017-18

7. Is your program preparing teachers in special education in 2017-18?

    ○ Yes

    ● No (leave remaining questions for year blank)

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

    [ ]

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

Academic year 2018-19

10. Will your program prepare teachers in special education in 2018-19?

    ○ Yes

    ● No (leave remaining questions for year blank)

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

    [ ]

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

Annual Goals - Instruction of Limited English Proficient Students

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

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

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

Academic year 2016-17

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

- ● 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 2016-17?

> 9

3. Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2016-17?

- ● Yes
- ○ No
- ○ Not applicable

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

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

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

All candidates admitted to the Multiple and Single Subject credential programs are prepared to work with English Learners. An English Learner Authorization is integrated into program content.

Academic year 2017-18

7. Is your program preparing teachers in instruction of limited English proficient students in 2017-18?

- ● 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 2017-18?

> 10

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

10. Will your program prepare teachers in instruction of limited English proficient students in 2018-19?

● 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 2018-19?

15

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:

-Hands-on field experiences in real classrooms are the most powerful tools for learning all of the above. -Small seminars connected to field work where candidates have opportunities to receive one-on-one attention to questions they have regarding their field experiences.

Assessment Pass Rates

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

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

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
140 -ART SUBTEST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
141 -ART SUBTEST II Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
120 -BIOLOGY/LIFE SCIENCE SUBTEST III Evaluation Systems group of Pearson All program completers, 2015-16	1			
98 -CBEST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	11	145	11	100
98 -CBEST Evaluation Systems group of Pearson Other enrolled students	17	144	17	100
98 -CBEST Evaluation Systems group of Pearson All program completers, 2016-17	12	150	12	100
98 -CBEST Evaluation Systems group of Pearson All program completers, 2015-16	17	154	17	100
98 -CBEST Evaluation Systems group of Pearson All program completers, 2014-15	7			
105 -ENGLISH SUBTEST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
105 -ENGLISH SUBTEST I Evaluation Systems group of Pearson All program completers, 2016-17	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
105 -ENGLISH SUBTEST I Evaluation Systems group of Pearson All program completers, 2015-16	1			
105 -ENGLISH SUBTEST I Evaluation Systems group of Pearson All program completers, 2014-15	1			
106 -ENGLISH SUBTEST II Evaluation Systems group of Pearson All program completers, 2016-17	2			
106 -ENGLISH SUBTEST II Evaluation Systems group of Pearson All program completers, 2015-16	1			
106 -ENGLISH SUBTEST II Evaluation Systems group of Pearson All program completers, 2014-15	1			
107 -ENGLISH SUBTEST III Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
107 -ENGLISH SUBTEST III Evaluation Systems group of Pearson All program completers, 2016-17	2			
107 -ENGLISH SUBTEST III Evaluation Systems group of Pearson All program completers, 2015-16	1			
107 -ENGLISH SUBTEST III Evaluation Systems group of Pearson All program completers, 2014-15	1			
108 -ENGLISH SUBTEST IV Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
108 -ENGLISH SUBTEST IV Evaluation Systems group of Pearson All program completers, 2016-17	2			
108 -ENGLISH SUBTEST IV Evaluation Systems group of Pearson All program completers, 2015-16	1			
108 -ENGLISH SUBTEST IV Evaluation Systems group of Pearson All program completers, 2014-15	1			
211 -MATHEMATICS SUBTEST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
211 -MATHEMATICS SUBTEST I Evaluation Systems group of Pearson Other enrolled students	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
212 -MATHEMATICS SUBTEST II Evaluation Systems group of Pearson Other enrolled students	1			
213 -MATHEMATICS SUBTEST III Evaluation Systems group of Pearson Other enrolled students	1			
101 -MULTIPLE SUBJECTS SUBTEST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	7			
101 -MULTIPLE SUBJECTS SUBTEST I Evaluation Systems group of Pearson Other enrolled students	8			
101 -MULTIPLE SUBJECTS SUBTEST I Evaluation Systems group of Pearson All program completers, 2016-17	8			
101 -MULTIPLE SUBJECTS SUBTEST I Evaluation Systems group of Pearson All program completers, 2015-16	11	242	11	100
101 -MULTIPLE SUBJECTS SUBTEST I Evaluation Systems group of Pearson All program completers, 2014-15	6			
214 -MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
102 -MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson All enrolled students who have completed all noncl	6			
214 -MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson Other enrolled students	2			
102 -MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson Other enrolled students	6			
102 -MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson All program completers, 2016-17	8			
102 -MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson All program completers, 2015-16	11	242	11	100
102 -MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson All program completers, 2014-15	6			
103 -MULTIPLE SUBJECTS SUBTEST III Evaluation Systems group of Pearson All enrolled students who have completed all noncl	7			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
103 -MULTIPLE SUBJECTS SUBTEST III Evaluation Systems group of Pearson Other enrolled students	8			
103 -MULTIPLE SUBJECTS SUBTEST III Evaluation Systems group of Pearson All program completers, 2016-17	8			
103 -MULTIPLE SUBJECTS SUBTEST III Evaluation Systems group of Pearson All program completers, 2015-16	11	242	11	100
103 -MULTIPLE SUBJECTS SUBTEST III Evaluation Systems group of Pearson All program completers, 2014-15	6			
129 -PHYSICAL EDUCATION SUBTEST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
129 -PHYSICAL EDUCATION SUBTEST I Evaluation Systems group of Pearson Other enrolled students	2			
129 -PHYSICAL EDUCATION SUBTEST I Evaluation Systems group of Pearson All program completers, 2016-17	2			
129 -PHYSICAL EDUCATION SUBTEST I Evaluation Systems group of Pearson All program completers, 2015-16	2			
130 -PHYSICAL EDUCATION SUBTEST II Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
130 -PHYSICAL EDUCATION SUBTEST II Evaluation Systems group of Pearson Other enrolled students	2			
130 -PHYSICAL EDUCATION SUBTEST II Evaluation Systems group of Pearson All program completers, 2016-17	2			
130 -PHYSICAL EDUCATION SUBTEST II Evaluation Systems group of Pearson All program completers, 2015-16	2			
131 -PHYSICAL EDUCATION SUBTEST III Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
131 -PHYSICAL EDUCATION SUBTEST III Evaluation Systems group of Pearson Other enrolled students	2			
131 -PHYSICAL EDUCATION SUBTEST III Evaluation Systems group of Pearson All program completers, 2016-17	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
131 -PHYSICAL EDUCATION SUBTEST III Evaluation Systems group of Pearson All program completers, 2015-16	2			
RC081.1 -RICA.1 Evaluation Systems group of Pearson Other enrolled students	4			
RC081.1 -RICA.1 Evaluation Systems group of Pearson All program completers, 2016-17	7			
RC081.1 -RICA.1 Evaluation Systems group of Pearson All program completers, 2015-16	11	234	11	100
RC081.1 -RICA.1 Evaluation Systems group of Pearson All program completers, 2014-15	5			
118 -SCIENCE SUBTEST I Evaluation Systems group of Pearson All program completers, 2015-16	1			
119 -SCIENCE SUBTEST II Evaluation Systems group of Pearson All program completers, 2015-16	1			
114 -SOCIAL SCIENCE SUBTEST I Evaluation Systems group of Pearson Other enrolled students	2			
114 -SOCIAL SCIENCE SUBTEST I Evaluation Systems group of Pearson All program completers, 2015-16	2			
114 -SOCIAL SCIENCE SUBTEST I Evaluation Systems group of Pearson All program completers, 2014-15	1			
115 -SOCIAL SCIENCE SUBTEST II Evaluation Systems group of Pearson Other enrolled students	2			
115 -SOCIAL SCIENCE SUBTEST II Evaluation Systems group of Pearson All program completers, 2015-16	2			
115 -SOCIAL SCIENCE SUBTEST II Evaluation Systems group of Pearson All program completers, 2014-15	1			
116 -SOCIAL SCIENCE SUBTEST III Evaluation Systems group of Pearson Other enrolled students	2			
116 -SOCIAL SCIENCE SUBTEST III 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 (%)
116 -SOCIAL SCIENCE SUBTEST III Evaluation Systems group of Pearson All program completers, 2014-15	1			

Summary Pass Rates

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

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

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2016-17	13	13	100
All program completers, 2015-16	17	17	100
All program completers, 2014-15	9		

Low-Performing

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

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

Low-Performing

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

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

- ● Yes
- ○ No

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

- ☑ State
- ☐ NCATE
- ☐ TEAC
- ☐ CAEP
- ☑ Other specify:

North American Division of Seventh-day Adventists Office of Education

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

Use of Technology

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

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

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.**

   All teacher candidates take the core technology class, EDUC 332/332L: Teaching With Technology/Lab. This is the only undergraduate course specifically designed to address many methods of integrating computer technology in curricula and instruction. The topics in the course are: copyright & fair use issues; portfolio of useful Internet sites for specific topics; presentation software, from traditional and constructivist perspectives; project based learning through the construction and use of WebQuests; assessing reliability and safety of websites; student safety on the Internet; Acceptable Use Policies; wikis; newsletters. In each of these topics, candidates receive direction instruction in how to create and/or use the strategy, and what value it holds for the teacher and student. Candidates create products in this course which demonstrate their ability to integrate principles of universal design into their teaching. Presentation software, for instance, can be used in many varied settings, yet can be misused in school if learner needs are not taken into consideration. Students in this class learn how to create engaging, interactive slideshows which will involve their own students in active learning, not merely passive listening. Such presentations are often especially helpful in accommodating the needs of diverse learners. Accessibility features of common classroom tech platforms are introduced as well. EDUC 332 is one of several courses in which teacher candidate encounter project-based learning, both as learners and as future teachers. A major component of this course in the creation of a WebQuest by each candidate in the content area and grade level that he or she is most interested in teaching. Basing the WebQuest on California state teaching standards and writing instructional objectives to guide their work, candidates design and build WebQuests while learning how to use google sites. Students use green screen technology

to create a short video to describe their WebQuest. This results in a profound respect for the value of project-based learning and the degree of planning required to produce a quality product as well as a high level of proficiency in the use of the program. Emphasis is given to the importance of providing multiple ways for learners to demonstrate their knowledge, so each candidate incorporates several varied student products into the WebQuest. Candidates in EDUC 332 encounter data collection, management, and analysis in several ways. First, they learn how to organize a growing collection of useful Internet websites, then make it available to themselves and others by posting it in Google Docs. They also learn to utilize one of the websites designed for just such a purpose, which they then make available to their students. A class wiki is established to which members contribute, and they learn how to create and manage their own wikis. Students are required to create a map using Google's "My Maps", showing annotated places of interest. Students are also taught to use Screencast O Matic, which teaches them how to screen record, edit, and share videos for use in webinars, demos, and lectures. This is one powerful tool that allows our students to create distance-learning lessons and follow-up activities. Finally, each candidate designs and produces a newsletter and learns the importance of sharing information with community members. Instruction in data collection, management, and analysis begins in EDUC 332 which includes an introduction to using computer grade management programs. Here candidates see how data are recorded, used to make decisions about student progress, weighted for grades if desired, and reported to students and parents. Instructional methods courses add to this knowledge of the mechanics of using data by discussing such things as philosophies of grading, roles of formative and summative assessments, and mastery learning. In addition to this specific technology course, technology use is integrated into all program coursework and field experiences. Candidates practice using computers, smart boards, iPads, Chromebooks and other current technologies to instruct. They also learn how to use technology with K-12 students in a 1:1 environment. Differentiated instruction is taught in each of the methods courses, some of which include technology use in planning UDL.

Teacher Training

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

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

Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. (§205(a)(1)(G))

1. Does your program prepare general education teachers to:

    a. teach students with disabilities effectively

    ● Yes
    ○ No

    b. participate as a member of individualized education program teams

    ● Yes
    ○ No

    c. teach students who are limited English proficient effectively

    ● Yes
    ○ No

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

    TRAINING TO WORK WITH DISABILITIES All candidates for preliminary multiple and single subject credentials take EDUC 340-Exceptional Children in the Classroom. The learner outcomes for this course are: 1. To gain an understanding of the history of special education and how special education relates to general education; 2. To describe environmental and socioeconomic factors that impact students with exceptionalities; 3. To define Inclusion and describe the controversy and successes of inclusive education; 4. To recognize and define terms and abbreviations that make up the "language" of special education; 5. To understand the legal aspects of special education assessment and services as it relates to children with exceptionalities in private and public school systems; 6. To identify the disabilities protected by the Individual's with Disabilities Education Improvement Act (IDEA 2004), recognize general characteristics of each disability, and know how to implement appropriate classroom interventions and accomodations; 7. To describe the evaluation process of identifying students with exceptionalities and understand the importance of early indentification and intervention plans; 8. To know how to navigate a student's Individualized Education Program (IEP), and write annual goals and benchmarks and incorporate them into the classroom, and understand related services and transition planning; 9. To understand the purpose of IEP meetings, who attends, how they guide a student's instruction, and the very important role of the regular education; 10. To understand the unique dynamics of working with parents of students with exceptionalities and know how to assist parents in advocating for their child and eventually helping the child advocate for him or herself; 11. To understand multicultural education as it relates to special education; 12. To be able to teach using a variety of strategies that will help students with exceptionalities be successful in your inclusive classroom. In addition to the above course, students participate in field experiences where they work with exceptional students, and demonstrate their ability to design instruction for and assess the learning of exceptional students when they write the California Teaching Performance Assessment. TRAINING TO WORK WITH ENGLISH LEARNERS All candidates in the preliminary multiple and single subject matter programs take EDUC 339-English Learner Pedagogy. The student learning outcomes for this course are: 1. Gain an overall understanding of ELL pedagogy and testing; 2. Foster multicultural awareness and sensitivity; 3. Learn practical application of language theory in K-12

classrooms; 4. Examine ways to respond to, grade student work, and develop materials for ELL students; 5. Develop a personal theory and understanding of teaching ELLs. In addition to the above course, strategies for teaching ELL students are integrated into all of the elementary and secondary methods courses and the exceptional child course. ELL students are also discussed and learned about in other credential coursework. Candidates also demonstrate their ability to work with ELL students in field experiences and demonstrate their ability to design instruction and assess the learning of ELL students when they write the California Teaching Performance Assessment.

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.**

   N/A - No Special Education credential program available.

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.

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.

Founded in 1882, Pacific Union College is a fully accredited private Seventh-day Adventist Christian liberal arts college nestled in the spectacular mountains of Napa Valley. PUC offers a comprehensive, liberal arts education to more than 1,600 students. PUC has been recognized for its diverse student population, strong retention, and high acceptance rates of its graduates into medical school, dental school and prestigious graduate programs. The college is committed to providing students with an exceptional undergraduate experience focused on outstanding academics and Christ-centered values of mission, service, and social justice. The teacher preparation program at Pacific Union College is accredited by the California Commission on Teacher Credentialing and the North American Division of Seventh-day Adventists Department of Education. It offers CA Preliminary and Clear Multiple Subject and Single Subject Teaching Credentials and Seventh-day Adventist Basic and Professional Elementary and Secondary Teaching Certificates. The Department has offered a church-based teaching certificate since 1909 and had a California approved teacher preparation program since 1954. The purpose of the teacher credential program is to develop quality Christian teachers who have the skills and teaching strategies necessary to create a rigorous, stimulating, and caring classroom where learning takes place for all students.

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.

Enrollment Confirmation

Total Title II enrollment from Section I: Program Information, Enrollment is **33**.

Number of program completers from Section I: Program Information, Program Completers is **13**.

For a total enrollment of **46**.

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

Certification of submission

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

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Mr. Thomas Lee

TITLE:

Department Chair

Certification of review of submission

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

NAME OF REVIEWER:

Mrs. Cherith Mundy

TITLE:

Credential Analyst

Comparison with Last Year

Item	Last Year	This Year	Change
Total Enrollment	39	33	-15.38%
Male Enrollment	11	11	0.00%
Female Enrollment	28	22	-21.43%
Hispanic/Latino Enrollment	11	7	-36.36%
American Indian or Alaska Native Enrollment	0	0	
Asian Enrollment	3	2	-33.33%
Black or African American Enrollment	1	2	100.00%

Item	Last Year	This Year	Change
Native Hawaiian or Other Pacific Islander Enrollment	0	0	
White Enrollment	21	17	-19.05%
Two or more races Enrollment	3	3	0.00%
Average number of clock hours required prior to student teaching	110	110	0.00%
Average number of clock hours required for student teaching	385	385	0.00%
Average number of clock hours required for mentoring	0	0	
Number of full-time equivalent faculty in supervised clinical experience during this academic year	4	4	0.00%
Number of adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	50	50	0.00%
Number of students in supervised clinical experience during this academic year	27	28	3.70%
Total completers for current academic year	17	13	-23.53%
Total completers for prior academic year	9	17	88.89%
Total completers for second prior academic year	4	9	125.00%