Complete Report Card

Institution Information

Name of Institution: Alvernia University
Institution/Program Type: Traditional
Academic Year: 2012-13
State: Pennsylvania
Address: 400 St. Bernardine Street
Reading, PA, 19607
Contact Name: Dr. Phyllis Miller
Phone: 610-568-1448
Email: phyllis.miller@alvernia.edu

Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education? (http://www2.ed.gov/about/offices/list/ol/tqp/index.html)

No

If yes, provide the following:

- Award year:
- Grantee name:
- Project name:
- Grant number:
- List partner districts/LEAs:
- List other partners:
- Project Type:

Section 1.a 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 http://www2.ed.gov/about/offices/list/ol/tqp/index.html.

<table>
<thead>
<tr>
<th>Teacher Preparation Programs</th>
<th>Teacher Quality Partnership Grant Member?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Education K-6</td>
<td>No</td>
</tr>
<tr>
<td>Grades PreK-4</td>
<td>No</td>
</tr>
<tr>
<td>Grades PreK-4 with Special Education PreK-8</td>
<td>No</td>
</tr>
<tr>
<td>Middle Level English, Language Arts, and Reading 4-8</td>
<td>No</td>
</tr>
<tr>
<td>Middle Level Math and English, LA, and Reading 4-8</td>
<td>No</td>
</tr>
<tr>
<td>Middle Level Math and Science 4-8</td>
<td>No</td>
</tr>
<tr>
<td>Middle Level Math and Social Studies 4-8</td>
<td>No</td>
</tr>
<tr>
<td>Middle Level Mathematics 4-8</td>
<td>No</td>
</tr>
<tr>
<td>Middle Level Science and English, LA, and Reading 4-8</td>
<td>No</td>
</tr>
<tr>
<td>Middle Level Social Studies 4-8</td>
<td>No</td>
</tr>
</tbody>
</table>
## Section 1b Admissions

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

- **Sophomore year**: at 48 credits

Does your initial teacher certification program conditionally admit students?

- No

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

http://www.alvernia.edu/academics/professional-programs/education/index.html

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

Students may take specified entry-level education coursework before being formally admitted to education programs at 48 credits. This coursework is designated on the eight-semester program sheet. The PA Department of Education requires that a GPA of 3.0 GPA, 6 credits of math, 3 credits of composition, 3 credits of British/American literature, and successful completion of the Pre-Service Academic Performance Assessment (PAPA) must be satisfied before a candidate is given formal admittance to the Education program. Exceptions to successful completion of the PAPA before formal admittance to the Education program are allowed after review of GPA, total number of credits acquired, and earned PAPA test scores on all three modules. The Chair of the Education Department makes the acceptance decision on a student-by-student basis.

### Section 1b Undergraduate Requirements

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

**Are there initial teacher certification programs at the undergraduate level?**

- Yes

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.

<table>
<thead>
<tr>
<th>Element</th>
<th>Required for Entry</th>
<th>Required for Exit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transcript</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Fingerprint check</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Background check</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Minimum number of courses/credits/semester hours completed</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Minimum GPA</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Minimum GPA in content area coursework</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Minimum GPA in professional education coursework</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Minimum ACT score</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Minimum SAT score</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Minimum basic skills test score</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Subject area/academic content test or other subject matter verification</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Recommendation(s)</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Essay or personal statement</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Interview</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Other</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

What is the minimum GPA required for admission into the program?

- 3

What was the median GPA of individuals accepted into the program in academic year 2012-13

- 3.46

What is the minimum GPA required for completing the program?

- 3

What was the median GPA of individuals completing the program in academic year 2012-13

- 3.73
Section I.b Postgraduate Requirements

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

Are there initial teacher certification programs at the postgraduate level?

Yes

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.

<table>
<thead>
<tr>
<th>Element</th>
<th>Required for Entry</th>
<th>Required for Exit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transcript</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Fingerprint check</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Background check</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Minimum number of courses/credits/semester hours completed</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Minimum GPA</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Minimum GPA in content area coursework</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Minimum GPA in professional education coursework</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Minimum ACT score</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Minimum SAT score</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Minimum basic skills test score</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Subject area/academic content test or other subject matter verification</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Recommendation(s)</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Essay or personal statement</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Interview</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Other</td>
<td>Data not reported</td>
<td>Data not reported</td>
</tr>
</tbody>
</table>

What is the minimum GPA required for admission into the program? 3

What was the median GPA of individuals accepted into the program in academic year 2012-13 3.21

What is the minimum GPA required for completing the program? 3

What was the median GPA of individuals completing the program in academic year 2012-13 3.97

Please provide any additional comments about the information provided above:
The post-bacc students accepted into the initial certification program have decided to earn a teaching certificate after they have mastered a content area. These students generally have life experiences and content knowledge that benefit the classroom.

Section I.c Enrollment

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.

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.

<table>
<thead>
<tr>
<th>Total number of students enrolled in 2012-13: 42</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unduplicated number of males enrolled in 2012-13: 10</td>
</tr>
<tr>
<td>Unduplicated number of females enrolled in 2012-13: 32</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2012-13</th>
<th>Number enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethnicity</td>
<td></td>
</tr>
<tr>
<td>Hispanic/Latino of any race:</td>
<td>6</td>
</tr>
<tr>
<td>Race</td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native:</td>
<td>0</td>
</tr>
<tr>
<td>Asian:</td>
<td>0</td>
</tr>
</tbody>
</table>
Table of Race/Ethnicity

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>0</td>
</tr>
<tr>
<td>White</td>
<td>35</td>
</tr>
<tr>
<td>Two or more races</td>
<td>0</td>
</tr>
</tbody>
</table>

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2012-13.

<table>
<thead>
<tr>
<th>Description</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average number of clock hours of supervised clinical experience required prior to student teaching</td>
<td>190</td>
</tr>
<tr>
<td>Average number of clock hours required for student teaching</td>
<td>525</td>
</tr>
<tr>
<td>Average number of clock hours required for mentoring/induction support</td>
<td>0</td>
</tr>
<tr>
<td>Number of full-time equivalent faculty supervising clinical experience during this academic year</td>
<td>1</td>
</tr>
<tr>
<td>Number of adjunct faculty supervising clinical experience during this academic year (i.e., PreK-12 staff)</td>
<td>147</td>
</tr>
<tr>
<td>Number of students in supervised clinical experience during this academic year (i.e., PreK-12 staff)</td>
<td>106</td>
</tr>
</tbody>
</table>

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

Teacher candidates participate in a 14 week clinical experience (student teaching) during his/her final semester. The clinical experience may be two 7 week placements or one 14 week placement depending on the program and the district recommendations. A clinical experience participant must have completed the required Praxis/Pearson assessments, have achieved a GPA of 3.0 or above, obtained clearances, and completed all other University requirements before beginning his/her placement. In addition to student teachers, field experience students were included in the total as per response to Westat. Field experience students are supervised and assessed by adjunct faculty.

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2012-13. 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. (6205(b)(1)(ii))

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Number Prepared</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education - General</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Special Education</td>
<td>17</td>
</tr>
<tr>
<td>Teacher Education - Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>Teacher Education - Elementary Education</td>
<td>29</td>
</tr>
<tr>
<td>Teacher Education - Junior High/Intermediate/Middle School Education</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Education - Secondary Education</td>
<td>13</td>
</tr>
<tr>
<td>Teacher Education - Multiple Levels</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Agriculture</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Business</td>
<td>3</td>
</tr>
<tr>
<td>Teacher Education - English/Language Arts</td>
<td>3</td>
</tr>
<tr>
<td>Teacher Education - Foreign Language</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Health</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Family and Consumer Sciences/Home Economics</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Technology Teacher Education/Industrial Arts</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Mathematics</td>
<td>2</td>
</tr>
<tr>
<td>Teacher Education - Music</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Physical Education and Coaching</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Reading</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Science Teacher Education/General Science</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Social Science</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Social Studies</td>
<td>3</td>
</tr>
<tr>
<td>Teacher Education - Technical Education</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Computer Science</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Biology</td>
<td>2</td>
</tr>
<tr>
<td>Teacher Education - Chemistry</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Drama and Dance</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - French</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - German</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - History</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Physics</td>
<td></td>
</tr>
</tbody>
</table>
Section I. Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2012-13. 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. (6205(b)(1)(H))

<table>
<thead>
<tr>
<th>Academic Major</th>
<th>Number Prepared</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education - General</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Special Education</td>
<td>17</td>
</tr>
<tr>
<td>Teacher Education - Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>Teacher Education - Elementary Education</td>
<td>29</td>
</tr>
<tr>
<td>Teacher Education - Junior High/Intermediate/Middle School Education</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Education - Secondary Education</td>
<td>13</td>
</tr>
<tr>
<td>Teacher Education - Agriculture</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Art</td>
<td>3</td>
</tr>
<tr>
<td>Teacher Education - Business</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - English/Language Arts</td>
<td>3</td>
</tr>
<tr>
<td>Teacher Education - Foreign Language</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Health</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Family and Consumer Sciences/Home Economics</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Technology Teacher Education/Industrial Arts</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Mathematics</td>
<td>2</td>
</tr>
<tr>
<td>Teacher Education - Music</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Physical Education and Coaching</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Reading</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Science</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Social Science</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Social Studies</td>
<td>3</td>
</tr>
<tr>
<td>Teacher Education - Technical Education</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Computer Science</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Biology</td>
<td>2</td>
</tr>
<tr>
<td>Teacher Education - Chemistry</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Drama and Dance</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - French</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - German</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - History</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Physics</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Spanish</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Speech</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Geography</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Latin</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Psychology</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Earth Science</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - English as a Second Language</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Bilingual, Multilingual, and Multicultural Education</td>
<td></td>
</tr>
<tr>
<td>Education - Curriculum and Instruction</td>
<td></td>
</tr>
<tr>
<td>Education - Social and Philosophical Foundations of Education</td>
<td></td>
</tr>
<tr>
<td>Liberal Arts/Humanities</td>
<td></td>
</tr>
<tr>
<td>Field</td>
<td></td>
</tr>
<tr>
<td>-----------------------</td>
<td></td>
</tr>
<tr>
<td>Social Sciences</td>
<td></td>
</tr>
<tr>
<td>Anthropology</td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td></td>
</tr>
<tr>
<td>Geography and Cartography</td>
<td></td>
</tr>
<tr>
<td>Political Science and Government</td>
<td></td>
</tr>
<tr>
<td>Sociology</td>
<td></td>
</tr>
<tr>
<td>Visual and Performing Arts</td>
<td></td>
</tr>
<tr>
<td>History</td>
<td></td>
</tr>
<tr>
<td>Foreign Languages</td>
<td></td>
</tr>
<tr>
<td>Family and Consumer Sciences/Human Sciences</td>
<td></td>
</tr>
<tr>
<td>English Language/Literature</td>
<td></td>
</tr>
<tr>
<td>Philosophy and Religious Studies</td>
<td></td>
</tr>
<tr>
<td>Agriculture</td>
<td></td>
</tr>
<tr>
<td>Communication or Journalism</td>
<td></td>
</tr>
<tr>
<td>Engineering</td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td></td>
</tr>
<tr>
<td>Mathematics and Statistics</td>
<td></td>
</tr>
<tr>
<td>Physical Sciences</td>
<td></td>
</tr>
<tr>
<td>Astronomy and Astrophysics</td>
<td></td>
</tr>
<tr>
<td>Atmospheric Sciences and Meteorology</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td></td>
</tr>
<tr>
<td>Geological and Earth Sciences/Geosciences</td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td></td>
</tr>
<tr>
<td>Business/Business Administration/Accounting</td>
<td></td>
</tr>
<tr>
<td>Computer and Information Sciences</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>Specify:</td>
<td></td>
</tr>
</tbody>
</table>

Section I. Program Completers

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

2012-13: 46
2011-12: 90
2010-11: 87

Section II 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), §205(a))

Information about teacher shortage areas can be found at http://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 2012-13
Did your program prepare teachers in mathematics in 2012-13?
Yes
How many prospective teachers did your program plan to add in mathematics in 2012-13?
3
Did your program meet the goal for prospective teachers set in mathematics in 2012-13?
Yes

Description of strategies used to achieve goal, if applicable:

The Alvernia University Education Department works closely with the Graduate and Continuing Studies Department to encourage post-bacc applicants with strong science and/or math backgrounds to pursue a secondary education teaching certificate in the mathematics content area. If the applicant successfully completes the Praxis II Exam in Mathematics, the transcript is reviewed by the Mathematics Department for state required Mathematics competencies. If these competencies are met, the applicant meets admission requirements regardless of the number of credits indicated on the undergraduate transcript.
middle level grades 4-8 or secondary education mathematics program.

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

Alvernia University middle level certification candidates must now have a content area in the math and/or science certification area. The middle level certification programs in the humanities areas have been closed or placed in moratorium. This focuses the middle level candidates into the shortage areas.

Provide any additional comments, exceptions and explanations below:

Students formally accepted into the education program at the undergraduate level must successfully complete assessments in reading, writing, and mathematics. When the Department receives the student scores notification, students that have scored well on the mathematics module of the assessment are counseled to seek certification in this area of strength.

Academic year 2013-14

Is your program preparing teachers in mathematics in 2013-14?

Yes

How many prospective teachers did your program plan to add in mathematics in 2013-14?

3

Provide any additional comments, exceptions and explanations below:

Declining enrollments in the undergraduate and post-bacc programs has affected the number of students formally accepted into the education program. Students with credits that correlate to the shortage areas are encouraged to pursue a teaching certification in the shortage area.

Academic year 2014-15

Will your program prepare teachers in mathematics in 2014-15?

Yes

How many prospective teachers does your program plan to add in mathematics in 2014-15?

3

Provide any additional comments, exceptions and explanations below:

Declining enrollments in the undergraduate and post-bacc programs has affected the number of students formally accepted into the education program. Students with credits that correlate to the shortage areas are encouraged to pursue a teaching certification in the shortage area.

Section II 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 enroll 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), §205(a))

Information about teacher shortage areas can be found at http://www2.ed.gov/about/offices/list/ope/pol/lsa.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 2012-13

Did your program prepare teachers in science in 2012-13?

Yes

How many prospective teachers did your program plan to add in science in 2012-13?

3

Did your program meet the goal for prospective teachers set in science in 2012-13?

Yes

Description of strategies used to achieve goal, if applicable:

Middle level certification candidates must now have a content area in the math and/or science area. The middle level certification programs in the humanities areas have been closed or placed in moratorium. This focuses the middle level candidates into the shortage areas. Both middle level (grades 5-8) and secondary education programs were used to collect data for this shortage area.

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

Alvernia University middle level certification candidates must now have a content area in the math and/or science certification area. The middle level certification programs in the humanities areas have been closed or placed in moratorium. This focuses the middle level candidates into the shortage areas.

Provide any additional comments, exceptions and explanations below:

Students formally accepted into the undergraduate education program must successfully complete assessments in reading, writing, and mathematics. When the Department receives student scores notification, students that have scored well on the mathematics module of the assessment are counseled to seek certification in the math or science middle level or secondary areas.
Is your program preparing teachers in science in 2013-14?
Yes

How many prospective teachers did your program plan to add in science in 2013-14?
3

Provide any additional comments, exceptions and explanations below:
Declining enrollments in the undergraduate and post-bacc programs have affected the number of students formally accepted into the education program. Students with credits that correlate to the shortage areas are encouraged to pursue a teaching certification in the shortage area.

Academic year 2014-15

Will your program prepare teachers in science in 2014-15?
Yes

How many prospective teachers does your program plan to add in science in 2014-15?
3

Provide any additional comments, exceptions and explanations below:
Declining enrollments in the undergraduate and post-bacc programs have affected the number of students formally accepted into the education program. Students with credits that correlate to the shortage areas are encouraged to pursue a teaching certification in the shortage area.

Section II 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). §205(a))

Information about teacher shortage areas can be found at http://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 2012-13

Did your program prepare teachers in special education in 2012-13?
Yes

How many prospective teachers did your program plan to add in special education in 2012-13?
35

Did your program meet the goal for prospective teachers set in special education in 2012-13?
No

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Given lower enrollments in all education programs, Alvernia University's lower projection in this shortage area reflects the decline in enrollment in all certification areas. The Alvernia University website has added information to inform prospective education students of high-need certification areas. In addition, faculty continue to meet with freshmen to encourage enrollment in a dual certification.

Academic year 2013-14

Is your program preparing teachers in special education in 2013-14?
Yes

How many prospective teachers did your program plan to add in special education in 2013-14?
25

Provide any additional comments, exceptions and explanations below:

Given lower enrollments in all education programs, Alvernia University lower projection in this shortage area reflects the decline in enrollment in all certification areas. The Alvernia University website has added information to inform prospective education students of high-need certification areas. In addition, faculty continue to meet with freshmen to encourage enrollment in a dual certification.

Academic year 2014-15

Will your program prepare teachers in special education in 2014-15?
Yes
Provide any additional comments, exceptions and explanations below:

Given lower enrollments in all education programs, Alvernia University’s lower projection in this shortage area reflects the decline in enrollment in all certification areas. The Alvernia University website has added information to inform prospective education students of high-needs certification areas. In addition, faculty continue to meet with freshmen to encourage enrollment in a dual certification.

Section II Annual Goals - Instruction of Limited English Proficient Students

Each institution of higher education (HEI) 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 http://www2.ed.gov/about/offices/list/ope/pol/lsa.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 2012-13

Did your program prepare teachers in instruction of limited English proficient students in 2012-13?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2012-13?

179

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2012-13?

No

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

This number was inflated due to counting completers for the 2011-12 year and then making the prediction based on an inflated enrollment. In addition, preparing teachers in this area consisted of completing the required Pennsylvania Department of Education competencies in this area, not completing a required set of courses for certification.

Academic year 2013-14

Is your program preparing teachers in instruction of limited English proficient students in 2013-14?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2013-14?

Provide any additional comments, exceptions and explanations below:

Students receive 3 credits of coursework in preparation for instructing English Language Learners. We do not consider this State and program requirement sufficient to establish an annual goal. The Education students in all programs will continue to meet the Pennsylvania Department of Education requirement in this area.

Academic year 2014-15

Will your program prepare teachers in instruction of limited English proficient students in 2014-15?

No

How many prospective teachers does your program plan to add in instruction of Limited English proficient students in 2014-15?

Provide any additional comments, exceptions and explanations below:

Students receive 3 credits of coursework in preparation for instructing English Language Learners. We do not consider this State and program requirement sufficient to establish an annual goal. The Education students in all programs will continue to meet the Pennsylvania Department of Education requirement in this area.

Section II 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.

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

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

Yes

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

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

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

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

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

The PDE approved programs include the Pennsylvania Department of Education requirements of 9 credits of special education coursework and 3 credits of English Language Learner coursework. Field experiences and clinical experiences meet the State requirements/competencies by placing students in rural and urban districts at and appropriate grade levels. There are numerous opportunities for education students to work with low-income and/or special needs students in order to complete the service-learning component for graduation. Field work seminar curriculum responds to the input/concerns expressed by the students and the participating school districts.

### Section III Assessment Pass Rates

<table>
<thead>
<tr>
<th>Assessment code - Assessment name</th>
<th>Test Company Group</th>
<th>Number taking tests</th>
<th>Avg. scaled score</th>
<th>Number passing tests</th>
<th>Pass rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ETS0235 - BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ETS0235 - BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ETS0100 - BUSINESS ED Educational Testing Service (ETS) All enrolled students who have completed all noncl</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ETS0100 - BUSINESS ED Educational Testing Service (ETS) All program completers, 2012-13</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ETS0100 - BUSINESS ED Educational Testing Service (ETS) All program completers, 2011-12</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ETS0100 - BUSINESS ED Educational Testing Service (ETS) All program completers, 2010-11</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ETS0101 - BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ETS0101 - BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ETS0245 - CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2011-12</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ETS0002 - EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2012-13</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ETS0002 - EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2011-12</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ETS0353 - ED OF EXCEPTIONAL STUDENTS CORE CK Educational Testing Service (ETS) All program completers, 2012-13</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ETS0353 - ED OF EXCEPTIONAL STUDENTS CORE CK Educational Testing Service (ETS) All program completers, 2011-12</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ETS0353 - ED OF EXCEPTIONAL STUDENTS CORE CK Educational Testing Service (ETS) All program completers, 2010-11</td>
<td>11</td>
<td>169</td>
<td>11</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>ETS0011 - ELEM ED CURR INTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2012-13</td>
<td>28</td>
<td>176</td>
<td>26</td>
<td>93</td>
<td></td>
</tr>
<tr>
<td>ETS0011 - ELEM ED CURR INTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2010-11</td>
<td>64</td>
<td>178</td>
<td>57</td>
<td>89</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Description</td>
<td>Fall 2010</td>
<td>Fall 2011</td>
<td>Fall 2012</td>
<td>Fall 2013</td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------------------------------------------------------------</td>
<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td>ETS0011 — ELEM ED INTRUC ASSESSMENT</td>
<td>Educational Testing Service (ETS) All program completers, 2010-11</td>
<td>33</td>
<td>175</td>
<td>30</td>
<td>91</td>
</tr>
<tr>
<td>ETS0041 — ENG LANG LIT COMP CONTENT KNOWLEDGE</td>
<td>Educational Testing Service (ETS) All enrolled students who have completed all noncl</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ETS0041 — ENG LANG LIT COMP CONTENT KNOWLEDGE</td>
<td>Educational Testing Service (ETS) All program completers, 2012-13</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ETS0041 — ENG LANG LIT COMP CONTENT KNOWLEDGE</td>
<td>Educational Testing Service (ETS) All program completers, 2011-12</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ETS0041 — ENG LANG LIT COMP CONTENT KNOWLEDGE</td>
<td>Educational Testing Service (ETS) All program completers, 2010-11</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ETS0511 — FUNDAMENTAL SUBJECTS CK</td>
<td>Educational Testing Service (ETS) All enrolled students who have completed all noncl</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ETS0511 — FUNDAMENTAL SUBJECTS CK</td>
<td>Educational Testing Service (ETS) All program completers, 2012-13</td>
<td>32</td>
<td>166</td>
<td>30</td>
<td>94</td>
</tr>
<tr>
<td>ETS0511 — FUNDAMENTAL SUBJECTS CK</td>
<td>Educational Testing Service (ETS) All program completers, 2011-12</td>
<td>75</td>
<td>170</td>
<td>73</td>
<td>97</td>
</tr>
<tr>
<td>ETS0511 — FUNDAMENTAL SUBJECTS CK</td>
<td>Educational Testing Service (ETS) All program completers, 2010-11</td>
<td>38</td>
<td>172</td>
<td>37</td>
<td>97</td>
</tr>
<tr>
<td>ETS0061 — MATHEMATICS CONTENT KNOWLEDGE</td>
<td>Educational Testing Service (ETS) All program completers, 2012-13</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ETS0061 — MATHEMATICS CONTENT KNOWLEDGE</td>
<td>Educational Testing Service (ETS) All program completers, 2011-12</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ETS0061 — MATHEMATICS CONTENT KNOWLEDGE</td>
<td>Educational Testing Service (ETS) All program completers, 2010-11</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ETS5158 — PA 4-8 CORE SUBJ CONC MATHEMATICS (CD)</td>
<td>Educational Testing Service (ETS) All program completers, 2012-13</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ETS5154 — PA 4-8 CORE SUBTEST ENG LANG ARTS SOC STU (CD)</td>
<td>Educational Testing Service (ETS) Other enrolled students</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ETS5154 — PA 4-8 CORE SUBTEST ENG LANG ARTS SOC STU (CD)</td>
<td>Educational Testing Service (ETS) All program completers, 2012-13</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ETS5155 — PA 4-8 CORE SUBTEST MATH AND SCIENCE (CD)</td>
<td>Educational Testing Service (ETS) Other enrolled students</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ETS5155 — PA 4-8 CORE SUBTEST MATH AND SCIENCE (CD)</td>
<td>Educational Testing Service (ETS) All program completers, 2012-13</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ETS5153 — PA 4-8 CORE SUBTEST PEDAGOGY (CD)</td>
<td>Educational Testing Service (ETS) Other enrolled students</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ETS5153 — PA 4-8 CORE SUBTEST PEDAGOGY (CD)</td>
<td>Educational Testing Service (ETS) All program completers, 2012-13</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ETS5153 — PA 4-8 CORE SUBTEST PEDAGOGY (CD)</td>
<td>Educational Testing Service (ETS) Other enrolled students</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESP0001 — PAPA — MODULE 1 READING</td>
<td>Evaluation Systems group of Pearson Other enrolled students</td>
<td>45</td>
<td>211</td>
<td>27</td>
<td>60</td>
</tr>
<tr>
<td>ESP0002 — PAPA — MODULE 2 MATH</td>
<td>Evaluation Systems group of Pearson Other enrolled students</td>
<td>43</td>
<td>218</td>
<td>29</td>
<td>67</td>
</tr>
<tr>
<td>ESP0003 — PAPA — MODULE 3 WRITING</td>
<td>Evaluation Systems group of Pearson Other enrolled students</td>
<td>44</td>
<td>217</td>
<td>29</td>
<td>66</td>
</tr>
<tr>
<td>Course Code</td>
<td>Subject</td>
<td>Course Title</td>
<td>Cohort</td>
<td>Students who have completed</td>
<td>Mean</td>
</tr>
<tr>
<td>-------------</td>
<td>---------</td>
<td>--------------</td>
<td>--------</td>
<td>----------------------------</td>
<td>------</td>
</tr>
<tr>
<td>ETS0720</td>
<td>PRAXIS</td>
<td>MATHEMATICS</td>
<td>ETS</td>
<td>All enrolled students</td>
<td>9</td>
</tr>
<tr>
<td>ETS0710</td>
<td>PRAXIS</td>
<td>READING</td>
<td>ETS</td>
<td>All enrolled students</td>
<td>9</td>
</tr>
<tr>
<td>ETS0720</td>
<td>PRAXIS</td>
<td>WRITING</td>
<td>ETS</td>
<td>All enrolled students</td>
<td>9</td>
</tr>
</tbody>
</table>

Note: The table above presents data on the performance of students in different modules of the PRAXIS exam for mathematics, reading, and writing. The data includes the number of students who have completed the course, the mean score, standard deviation, and total number of students. The specific modules and years of completion are also indicated.
<table>
<thead>
<tr>
<th>Educational Testing Service (ETS)</th>
<th>All program completers</th>
<th>2012-13</th>
<th>36</th>
<th>172</th>
<th>36</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>ETS0504 - SE CORE KNOWLEDGE &amp; APPLICATIONS</td>
<td>Educational Testing Service (ETS)</td>
<td>All program completers, 2011-12</td>
<td>10</td>
<td>170</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>ETS05081 - SOCIAL STUDIES CONTENT KNOWLEDGE</td>
<td>Educational Testing Service (ETS)</td>
<td>Other enrolled students</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>ETS05081 - SOCIAL STUDIES CONTENT KNOWLEDGE</td>
<td>Educational Testing Service (ETS)</td>
<td>All program completers, 2012-13</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>ETS05081 - SOCIAL STUDIES CONTENT KNOWLEDGE</td>
<td>Educational Testing Service (ETS)</td>
<td>All program completers, 2011-12</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

**Section III Summary Pass Rates**

<table>
<thead>
<tr>
<th>Group</th>
<th>Number taking tests</th>
<th>Number passing tests</th>
<th>Pass rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All program completers, 2012-13</td>
<td>66</td>
<td>43</td>
<td>93</td>
</tr>
<tr>
<td>All program completers, 2011-12</td>
<td>85</td>
<td>79</td>
<td>93</td>
</tr>
<tr>
<td>All program completers, 2010-11</td>
<td>51</td>
<td>49</td>
<td>96</td>
</tr>
</tbody>
</table>

**Section IV Low-Performing**

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?

Yes

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

State: Middle States

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)?

No

**Section V Use of Technology**

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.

Does your program prepare teachers to:

- Integrate technology effectively into curricula and instruction
  
  Yes
- Use technology effectively to collect data to improve teaching and learning
  
  Yes
- Use technology effectively to manage data to improve teaching and learning
  
  Yes
- Use technology effectively to analyze data to improve teaching and learning
  
  Yes

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.

Effective use of technology including the Smart Board and additional technological tools and software are integrated into undergraduate and post-bacc pedagogical coursework. Education coursework also incorporates the use of the PATTAN and SAS (Standards Aligned System) websites as part of course objectives to familiarize education students with tools to increase student achievement. These sites develop the students' familiarity with data collection, and application and correlation of data to State standards. Student teaching lesson planning competencies require students to analyze the data collected from meeting or not meeting objectives. Remediation plans are then developed, if necessary.
Section VI 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.

Does your program prepare general education teachers to:

- teach students with disabilities effectively
  - Yes
- participate as a member of individualized education program teams
  - Yes
- teach students who are limited English proficient effectively
  - Yes

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.

Our General Education Teachers are prepared for effectively teaching students with disabilities through completion of the nine credits required by the State of PA to prepare all teachers to work with students with disabilities. Our student teachers in all certification programs are required to implement Individual Education Programs and to participate in IEP planning meetings as allowed by the parents and the school district.

In addition, our General Education Teachers are required to take and pass a three credit course which addresses instructional strategies for English language learners. Field placements in the Reading SD (urban setting) encourages students to implement curriculum and classroom management skills that increase student learning.

Does your program prepare special education teachers to:

- teach students with disabilities effectively
  - Yes
- participate as a member of Individualized education program teams
  - Yes
- teach students who are limited English proficient effectively
  - Yes

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.

Students seeking certification in Special Education take additional course work of 18 credits including competencies addressing high-incidence and low-incidence disabilities, autism spectrum disorders, evaluation and progress monitoring with special needs students, and legal and professional practices in special education. These students complete field experiences in special education placements and are required to pass the Pearlson Special Education Test. This test will change with the implementation of the new state mandated change in special education certification. The special education certification is a dual certification with the major required Pre K-4 or 7-12 education.

Section VII 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. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

The Alvernia University Education Program combines a sound liberal arts background, studies in human growth and development, acquisition of pedagogical techniques, and education field work in a variety of settings. Forty hours of community service must be completed by each student before graduation. Among the initiatives of the Alvernia University Holleran Center are Alvernia READS and the South Reading Youth Initiative. Alvernia READS is a program dedicated to promoting childhood literacy and improving academic achievement among the youth of Reading. The South Reading Youth Initiative aims to promote continued education, mentoring, and support for healthy choices in children who live or go to school in the South Reading area. These initiatives for service give our education majors opportunities to work with at-risk students in a low-income school district.

Supporting Files

Complete Report Card

ED.gov This is a United States Department of Education computer system.
Section VIII Report Certification

Report Card Certification

Information in this report has been certified as accurate and complete by:
Dr. Mary Schreiner
Chair, Education Department

This submission was reviewed and certified as accurate and complete by:
Dr. Phyllis Miller
Academic Compliance Coordinator

Comparison with Last Year

<table>
<thead>
<tr>
<th>Item</th>
<th>Last Year</th>
<th>This Year</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Enrollment</td>
<td>219</td>
<td>42</td>
<td>-80.82%</td>
</tr>
<tr>
<td>Male Enrollment</td>
<td>54</td>
<td>10</td>
<td>-81.48%</td>
</tr>
<tr>
<td>Female Enrollment</td>
<td>165</td>
<td>32</td>
<td>-80.61%</td>
</tr>
<tr>
<td>Hispanic/Latino Enrollment</td>
<td>9</td>
<td>6</td>
<td>-33.33%</td>
</tr>
<tr>
<td>American Indian or Alaska Native Enrollment</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Asian Enrollment</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Black or African American Enrollment</td>
<td>8</td>
<td>1</td>
<td>-87.50%</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander Enrollment</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>White Enrollment</td>
<td>196</td>
<td>33</td>
<td>-83.16%</td>
</tr>
<tr>
<td>Two or more races Enrollment</td>
<td>5</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Average number of clock hours required prior to student teaching</td>
<td>190</td>
<td>190</td>
<td>0.00%</td>
</tr>
<tr>
<td>Average number of clock hours required for student teaching</td>
<td>525</td>
<td>525</td>
<td>0.00%</td>
</tr>
<tr>
<td>Average number of clock hours required for mentoring</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Number of full-time equivalent faculty in supervised clinical experience during this academic year</td>
<td>152</td>
<td>147</td>
<td>-3.29%</td>
</tr>
<tr>
<td>Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (HEP and PreK-12 staff)</td>
<td>90</td>
<td>106</td>
<td>17.78%</td>
</tr>
<tr>
<td>Number of students in supervised clinical experience during this academic year</td>
<td>90</td>
<td>46</td>
<td>-48.89%</td>
</tr>
<tr>
<td>Total completers for current academic year</td>
<td>87</td>
<td>90</td>
<td>3.45%</td>
</tr>
<tr>
<td>Total completers for prior academic year</td>
<td>97</td>
<td>87</td>
<td>-10.31%</td>
</tr>
</tbody>
</table>

Section VIII Report Certification

ED.gov This is a United States Department of Education computer system.
Phyllis Miller

From: title2@westat.com
Sent: Friday, April 25, 2014 3:21 PM
To: Phyllis Miller
Subject: Title II Institutional and Program Report Card Certification

This message confirms that the following Report Card has been certified on 4/25/2014 3:21:11 PM:

Institution: Alvernia University
Program type: Traditional
Academic year: 2012-13