

Jx Johns Hopkins University School of Education
MD Traditional Report AY 2022-23
M Maryland

REPORT COMPLETE

STATUS: CERTIFIED

Institution Information

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

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

IPEDS ID

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

CITY

STATE

ZIP

SALUTATION

FIRST NAME

LAST NAME

Lester

PHONE

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List of Programs

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

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

- [Teacher Preparation Program](#)

THIS PAGE INCLUDES:

>> [List of Programs](#)

List of Programs

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

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1202			
13.1	Special Education	PG	

Total number of teacher preparation programs:

2

Program Requirements

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

THIS PAGE INCLUDES:

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

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

- [Full-time equivalent faculty supervising clinical experience](#)
- [Adjunct faculty supervising clinical experience](#)
- [Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience](#)
- [Supervised clinical experience](#)

Undergraduate Requirements

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

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

- Yes
 No

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

Element	Admission	Completion
Transcript	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Background check	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Subject arealacademic content test or other subject matter verification	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

Element	Admission	Completion
Essay or personal statement	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Interview	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Other Specify: <input type="text"/>	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

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

3. What 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.)

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

Postgraduate Requirements

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

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

- Yes
 No

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

Element	Admission	Completion
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

Element	Admission	Completion
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> 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 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

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

Fingerprint and Background checks are done by the school district the intern is placed in prior to students being able to enter internship sites. ACT, SAT and minimum basic skills tests are optional for admissions for candidates with a 3.0 or above GPA

Supervised Clinical Experience

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

Provide the following information about supervised clinical experience in 2022-23. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

You have programs with the student teacher model, but "clock hours of supervised clinical experience required prior to student teaching" is 0.

Please correct the data, or confirm.

I confirm that there are 0 hours required

Are there programs with student teaching models?

*

Yes

No

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

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	<input type="text" value="0"/>
Number of clock hours required for student teaching	<input type="text" value="910"/>

You have programs with the teacher of record model, but "clock hours of supervised clinical experience required prior to teaching as the teacher of record" and "years required for teaching as the teacher of record" are 0. Please correct the data, or confirm.

I confirm that there are 0 hours required

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

- Yes
 No

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

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

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

0

Years required of teaching as the teacher of record in a classroom

0

All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)

0

Optional tool for automatically calculating full-time equivalent faculty in the system

Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)

1

Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year

20

Number of students in supervised clinical experience during this academic year

17

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

Special Education Teacher Candidates complete two internships in which they are supervised implementing the core content (300 hours) Accelerated MAT Candidates complete two internships in which they are supervised and mentored. (1170 hours) Flexible MAT Candidates complete one internship in which they are supervised and mentored over two semesters and exceeds 650 hours. (Average of 910 hours for both accelerated and flexible MAT candidates- this also includes programs in which the candidates are the teacher of record)

Enrollment and Program Completers

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year.

(§205(a)(1)(C)(ii))

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

- [Enrolled Student](#)
- [Program Completer](#)

Enrollment and Program Completers

2022-23 Total

Total Number of Individuals Enrolled

28

Subset of Program Completers

9

Gender	Total Enrolled	Subset of Program Completers
Male		
Female		
Non-Binary/Other		
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	0	0
Asian	5	2
Black or African American	4	0
Hispanic/Latino of any race	3	0
Native Hawaiian or Other Pacific Islander	0	0
White	16	7

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	0	0
No Race/Ethnicity Reported	0	0

Teachers Prepared

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

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

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

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

- [Academic Major](#)

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 2022-23.

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

What are CIP Codes?

No teachers prepared in academic year 2022-23

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

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

CIP Code	Subject Area	Number Prepared
05.10	Teacher Education - Special Education	<input type="text"/>

CIP Code	Subject Area	Number Prepared
13.1202	Teacher Education - Elementary Education	1
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2022-23. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

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

What are CIP Codes?

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

*

- Yes
 No

No teachers prepared in academic year 2022-23

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

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	1
13.1202	Teacher Education - Elementary Education	<input type="text"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	1
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	<input type="text"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	<input type="text"/>
13.1306	Teacher Education - Foreign Language	<input type="text"/>

CIP Code	Academic Major	Number Prepared
13.1307	Teacher Education - Health	<input type="text"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	<input type="text"/>
13.1312	Teacher Education - Music	<input type="text"/>
13.1314	Teacher Education - Physical Education and Coaching	<input type="text"/>
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - General Science	<input type="text"/>
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	<input type="text"/>
13.1320	Teacher Education - Trade and Industrial	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	<input type="text"/>
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1328	Teacher Education - History	<input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text" value="1"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>
01	Agriculture	<input type="text"/>
03	Natural Resources and Conservation	<input type="text"/>
05	Area, Ethnic, Cultural, and Gender Studies	<input type="text"/>

CIP Code	Academic Major	Number Prepared
09	Communication or Journalism	<input type="text"/>
11	Computer and Information Sciences	<input type="text"/>
12	Personal and Culinary Services	<input type="text"/>
14	Engineering	<input type="text"/>
16	Foreign Languages, Literatures, and Linguistics	<input type="text"/>
19	Family and Consumer Sciences/Human Sciences	<input type="text"/>
21	Technology Education/Industrial Arts	<input type="text"/>
22	Legal Professions and Studies	<input type="text"/>
23	English Language/Literature	1 <input type="text"/>
24	Liberal Arts/Humanities	<input type="text"/>
25	Library Science	<input type="text"/>
26	Biological and Biomedical Sciences	<input type="text"/>
27	Mathematics and Statistics	<input type="text"/>
30	Multi/Interdisciplinary Studies	<input type="text"/>
38	Philosophy and Religious Studies	1 <input type="text"/>
40	Physical Sciences	<input type="text"/>
41	Science Technologies/Technicians	<input type="text"/>
42	Psychology	2 <input type="text"/>
44	Public Administration and Social Service Professions	1 <input type="text"/>
45	Social Sciences	<input type="text"/>
46	Construction	<input type="text"/>
47	Mechanic and Repair Technologies	<input type="text"/>
50	Visual and Performing Arts	1 <input type="text"/>
51	Health Professions and Related Clinical Sciences	<input type="text"/>
52	Business/Management/Marketing	2 <input type="text"/>

CIP Code	Academic Major	Number Prepared
54	History	<input type="text"/>
99	Other Specify: <input type="text" value="Cybersecurity"/>	<input type="text" value="1"/>

Program Assurances

THIS PAGE INCLUDES:

>> [Program Assurances](#)

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

Program Assurances

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

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

Yes
 No

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

Yes
 No

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

Yes
 No
 Program does not prepare special education teachers

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

Yes
 No

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

Yes
 No

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

Yes
 No

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

Yes
 No

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

A. Training responds to the identified needs of the school districts where JHU grad are likely to teach, based on past hiring and recruitment trends. Responsiveness to needs in school districts is assured through: 1. Professional Development Schools have been established within the schools to assure support for students in SOE programs and a close integration with the needs of the school. 2. Candidates were supported by mentors and supervisors to teach in both virtual and in-person settings 3. SOE faculty and staff maintained regular contact with partner schools and partner school systems to be able to respond to needs: Baltimore City Schools and Montgomery County Public Schools. B. Training is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom: 1. Professional Development Schools have been established within the school systems to assure support for students in SOE programs and a close integration with the needs of the school 2. School Improvement Plans link

student work with strategic needs of the school C. Prospective special education teachers receive course work in core academic subjects and receive training in providing instruction in core academic subjects: 1. Special Education teachers complete one course in math and 4 courses in reading 2. Special Education teachers also complete two internships in which they are supervised implementing the core content. D. General Education teachers receive training in providing instruction to diverse populations, including children with disabilities, limited English proficient students, and children from low-income families. All Master of Arts in Teaching (MAT) candidates are required to complete coursework and internship experiences that provide training in the instruction of diverse populations. Courses include Human Development, Culturally Responsive Teaching, and a series of four literacy courses. E. Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable: All MAT candidates' complete internships in Baltimore City Public Schools. Through mentorship from K-12 teachers and university supervisors, they receive training on how to effectively teach in urban schools. Special Education candidates have options to teach in Baltimore City Schools. All internships are supported by seminar meetings, where candidates reflect on teaching experiences.

Annual Goals: Mathematics

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

[\(\\$205\(a\)\(1\)\(A\)\(i\), \\$205\(a\)\(1\)\(A\)\(ii\), \\$206\(a\)\)](#)

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

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- » [Set Next Year's Goal \(2024-25\)](#)

Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in mathematics in 2022-23?

If no, leave remaining questions for 2022-23 blank (or clear responses already entered).

- Yes
 No

2. Describe your goal.

3. Did your program meet the goal?

- Yes
 No

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

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

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

Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in mathematics in 2023-24? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

The Johns Hopkins School of Education is launching a new alternative certification program, Master of Education for Teaching Professionals. This 39-credit program is for students seeking to teach in the STEM fields including middle school mathematics or secondary mathematics. We are planning on at least 3 mathematics students.

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in mathematics in 2024-25? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

The Johns Hopkins School of Education is launching a new alternative certification program, Master of Education for Teaching Professionals. This 39-credit program is for students seeking to teach in the STEM fields including middle school mathematics or secondary mathematics. We are planning on at least 3 mathematics students.

Annual Goals: Science

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

~~(\$205(a)(1)(A)(i), \$205(a)(1)(A)(ii), \$206(a))~~

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

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- » [Set Next Year's Goal \(2024-25\)](#)

Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in science in 2022-23?

If no, leave remaining questions for 2022-23 blank (or clear responses already entered).

- Yes
 No

2. Describe your goal.

3. Did your program meet the goal?

- Yes
 No

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

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

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

Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in science in 2023-24? If no, leave the next question blank.

* Yes

r-s No

8. Describe your goal.

The Johns Hopkins School of Education is launching a new alternative certification program SU 24, Master of Education for Teaching Professionals. This 39-credit program is for students seeking to teach in the STEM fields including middle school science or secondary science. We are planning on 3-5 science students.

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in science in 2024-25? If no, leave the next question blank.

* Yes

No

10. Describe your goal.

The Johns Hopkins School of Education is launching a new alternative certification program, Master of Education for Teaching Professionals. This 39-credit program is for students seeking to teach in the STEM fields including middle school science or secondary science. We are planning on at least 3-5 science students.

Annual Goals: Special Education

THIS PAGE INCLUDES:

[>> Report Progress on Last Year's Goal \(2022-23\)](#)
[>> Review Current Year's Goal \(2023-24\)](#)
[» Set Next Year's Goal \(2024-25\)](#)

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

~~§205ia)(1L(Aiii), §205ia)(1)(Aiii), §206(a))~~

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

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

- [Quantifiable Goals](#)

Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in special education in 2022-23?

If no, leave remaining questions for 2022-23 blank (or clear responses already entered).

- Yes
 No

2. Describe your goal.

Our goals is to increase the number of certified special educators by 10 by the end of the 2022-2023 Academic Year. (Summer 2023)

3. Did your program meet the goal?

- Yes
 No

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

Strategies used followed practice or previous years to recruit graduate students including creating and distributing fliers, conducting virtual information sessions, collaborating with MSDE to secure funding support for enrolled educators, sharing program information with local Maryland public and private schools.

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

Lessons learned include the need to develop a student handbook (which launched on fall 23) and learning management community site to share program requirements, strategies for success, state assessment requirements and to improve general communication with current students.

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

Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in special education in 2023-24? If no, leave the next question blank.

*

Yes

No

8. Describe your goal.

Our goal is to increase the number of certified special educators by 10 by the end of the 2023-2024 Academic Year (Summer 2024)

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in special education in 2024-25? If no, leave the next question blank.

Yes

No

10. Describe your goal.

Our goal is to increase the number of certified special educators by 8 by the end of the 2024-2025 Academic Year (Summer 2025)

Annual Goals: Instruction of Limited English Proficient Students

THIS PAGE INCLUDES:

[>> Report Progress on Last Year's Goal \(2022-23\)](#)
[>> Review Current Year's Goal \(2023-24\)](#)
[» Set Next Year's Goal \(2024-25\)](#)

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

(\$205(a)(1)(A)(i), \$205(a)(1)(A)(ii), \$206(a))

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

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

- [Quantifiable Goals](#)

Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in instruction of limited English proficient students in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

3. Did your program meet the goal?

- Yes
 No

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

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

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

Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in instruction of limited English proficient students in 2023-24? If no, leave the next question blank.

Yes

No

8. Describe your goal.

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in instruction of limited English proficient students in 2024-25? If no, leave the next question blank.

Yes

No

10. Describe your goal.

Assessment Pass Rates

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

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

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

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

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) Other enrolled students	1			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2021-22	2			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2020-21	5			
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) Other enrolled students	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2021-22	2			
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2020-21	6			
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) Other enrolled students	1			
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2021-22	3			
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2020-21	6			
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) Other enrolled students	1			
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) Other enrolled students	1			
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) Other enrolled students	1			
ETS7813 -ELEM ED CKT: MATHEMATICS Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS7813 -ELEM ED CKT: MATHEMATICS Educational Testing Service (ETS) All program completers, 2020-21	2			
ETS7812 -ELEM ED CKT: READING LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS7812 -ELEM ED CKT: READING LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2020-21	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS7814 -ELEM ED CKT: SCIENCE Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS7814 -ELEM ED CKT: SCIENCE Educational Testing Service (ETS) All program completers, 2020-21	2			
ETS7815 -ELEM ED CKT: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS7815 -ELEM ED CKT: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2020-21	2			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2020-21	2			
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) Other enrolled students	4			
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2022-23	8			
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2021-22	9			
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2020-21	15	183	15	100
ETS5205 -TEACHING READING: ELEMENTARY Educational Testing Service (ETS) Other enrolled students	2			
ETS5205 -TEACHING READING: ELEMENTARY Educational Testing Service (ETS) All program completers, 2022-23	8			
ETS5205 -TEACHING READING: ELEMENTARY Educational Testing Service (ETS) All program completers, 2021-22	9			
ETS5205 -TEACHING READING: ELEMENTARY Educational Testing Service (ETS) All program completers, 2020-21	18	170	18	100

Summary Pass Rates

THIS PAGE INCLUDES:

[>> Summary Pass Rates](#)

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

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

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

» [Pass rate](#)

• [Scaled score](#)

• [Teacher credential assessment](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2022-23	8		
All program completers, 2021-22	10	10	100
All program completers, 2020-21	18	18	100

Low-Performing

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

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

THIS PAGE INCLUDES:

>> [Low-Performing](#)

Low-Performing

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

- Yes
 No

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

- State
 CAEP
 AAQEP
 Other specify:

CEC, ACEI

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

- Yes
 No

Use of Technology

THIS PAGE INCLUDES:

>> [Use of Technology](#)

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

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

Use of Technology

1. Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. **(\$205(a)(1)(F))**

Does your program prepare teachers to:

- a. **integrate technology effectively into curricula and instruction**
*
 Yes
 No
- b. **use technology effectively to collect data to improve teaching and learning**
*
 Yes
 No
- c. **use technology effectively to manage data to improve teaching and learning**
*
 Yes
 No
- d. **use technology effectively to analyze data to improve teaching and learning**
*
 Yes
 No

2. Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

The JHU School of Education is currently in compliance with ISTE standards. All courses are aligned with ISTE as required by MSDE for program approval and all graduates' complete courses infused with technology. Candidates are required to use standard and emerging technologies to complete assignments across courses, and they must demonstrate instructional uses of technology in their field experiences. All teacher candidates are required to register for and use Canvas, an online learning platform designed to enhance teaching and learning through our graduate courses. MAT candidates develop and demonstrate technology competence through two specific program requirements: 1. Digital portfolio (aligned with InTASC Standards). Candidates develop digital skills in order to construct the portfolio and provide evidence of their digital knowledge and competencies through artifacts from coursework and field experiences. 2. Technology portfolio (aligned with ISTE). Candidates provide evidence to demonstrate that they have developed competencies identified in the ISTE Standards. One key component of the technology portfolio is the required Action Research project. All MAT candidates complete this research project to improve teaching, learning, and data analysis. Based on needs of their internship site, candidates collaborate with their mentor teacher to identify one strategic need of their school and classroom to study through Action Research. The candidates collect, manage, and analyze data including pre and post test data, and share results with the school site staff and university faculty. All special education teacher candidates take the following course: ED.892.562 Access to General Education Curriculum and Technology Accommodations. This online course is designed to facilitate candidate's thoughtful, scholarly understanding of student learning needs and planning access to the general education curriculum using a wider range of technology supports. Class members investigate student characteristics, the collaborative role of educators, and strategies for differentiating instruction for students with learning disabilities within the general education environment. Participants examine universal

design for learning strategies and technologies to enhance student participation in education programs. Additionally, ISTE standards are aligned with and assessed through the following: Lesson Plan Assessment, Post-Secondary Transition Portfolio, MMD Educational Assessment, and Augmentative and Alternative Communication Presentation. Effective use of technology is also assessed through the graduate project and presentation, which serve as a culminating activity for students to demonstrate application of knowledge and competency in the field of special education. Since the graduate project is individualized, the final product will be decided upon between the student and the faculty advisor.

Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Provide the following information about your teacher preparation program.

(\$205(a)(1)(G))

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

Teacher Training

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

a. Teach students with disabilities effectively

Master of Arts in Teaching (MAT) candidates complete coursework and internship experiences that prepare them to effectively teach students with disabilities. All candidates complete a 3-credit course focused on students with special needs. During internships, candidates are mentored by both general and special educators in inclusive classrooms. Required coursework that addresses issues related to teaching students with disabilities includes; Culturally Responsive Teaching (3-credits), Human Development (3-credits), Neurobiology of Learning Differences (3-credits), Methods of Teaching in Elementary Schools (6-credits). Students simultaneously complete coursework and internships, increasing the opportunities for application of learning and reflection.

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

During internships, MAT candidates are required to work closely with special educators in their placement schools, increasing the opportunities for application of learning and reflection. Candidates have opportunities to learn about the IEP process and when possible and appropriate, participate in IEP meetings.

c. Effectively teach students who are limited English proficient.

Master of Arts in Teaching (MAT) candidates complete coursework and internship experiences that prepare them to effectively teach students with limited English proficiency. All candidates complete a series of four literacy courses (12-credits), each of which addresses teaching students with limited English proficiency. During internships, candidates are mentored by English Language Learner (ELL) specialists. Required coursework that addresses issues related to teaching students with limited English proficiency include: Culturally Responsive Teaching (3-credits), Human Development and Learning (3-credits).

2. Does your program prepare special education teachers?

- Yes
- No

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

a. Teach students with disabilities effectively

Special education candidates take thirteen classes preparing them to meet the standards of the Council for Exceptional Students. Special Education candidates complete a special education comprehensive exam. They must pass courses in core academic subjects in which they receive training in providing instruction in core academic subjects: 1. candidates complete one course in math methods and one in spoken and written language (in elementary/ middle) or one in transition and one in diversifying the general education curriculum (Secondary level) and all complete 4 courses in reading. 2. candidates also complete two internships in which they are supervised implementing the course content. 3. candidates pass Praxis II special education and Praxis II reading 4. candidates must also complete a graduate project which involves applying what they learned in a real

classroom situation (data driven decision making). 5. students must also complete prerequisite coursework including a Human Growth and Development Through Lifespan course, Introduction to Special Education and two to three reading courses (e.g., materials in reading, process and acquisition in reading and reading assessment).

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

This is covered in our Instructional Planning and Management in Special Education course as well as the two internship courses in the special education program.(Mild-Moderate Disabilities Internship: Induction and Culmination)

c. Effectively teach students who are limited English proficient.

This is covered in the Characteristics of Students with Mild-Moderate Disabilities: Learning Disabilities, Behavioral Disorders and Intellectual Disabilities course as well as the two internship courses in the special education program. (Mild-Moderate Disabilities Internship: Induction and Culmination)

Contextual Information

THIS PAGE INCLUDES:

>> [Contextual Information](#)

On this page, review the contextual information about your program, and update as needed.

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

Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

The Johns Hopkins University Ronald J. Daniels, President 3400 North Charles Street 242 Garland Hall Baltimore, Maryland 21218 www.jhu.edu Christopher Morphew, Dean School of Education 2800 N. Charles Street Baltimore, Maryland 21218 Christopher.Morphew@jhu.edu The Johns Hopkins University (JHU), founded in 1876, is a privately endowed coeducational research university. It was the first true research university in the United States, stressing, along with teaching, the advancement of knowledge through research. Johns Hopkins and its first president, Daniel Coit Gilman, exerted a profound influence over the subsequent development of institutions of higher education throughout the United States. The university includes nine academic divisions: the schools of Advanced International Studies, Arts and Sciences, Business, Education, Engineering, Public Health, Medicine, Nursing, and The Peabody Institute, a conservatory of music. A tenth division, the Applied Physics Laboratory, is devoted entirely to research and development. School of Education Unit Profile Johns Hopkins is an independent university with its central campus in Baltimore city. The School of Education (SOE) offers programs on the main Baltimore Homewood campus, and at the Johns Hopkins University Applied Physics Laboratory, as well as online. In the 2022-2023 academic year, 1,681 students were enrolled in SOE programs during the fall 2022 semester. All programs for initial certification are at the graduate level. Candidates can earn a Master of Science in Special Education (MSED) with certification in Special Education, and we had one student that finished the Master of Arts in Teaching (MAT) with certification in Elementary Education. All SOE programs are approved by the Maryland Higher Education Commission (MHEC), and all certification programs are approved by the Maryland State Department of Education (MSDE).

Requirements for Entry into the School of Education Unit There is no undergraduate education program. Entry to the graduate program is as follows: At a minimum, applicants must hold a bachelor's degree from a regionally or nationally (or international equivalent) accredited college or university and have a minimum cumulative grade point average of 3.0 (on a 4.0 scale) in all previous studies (both undergraduate and graduate, including incomplete programs of study and programs still in progress). In addition, applicants are required to complete the online application form, submit two letters of recommendation, an essay, a CV or resume, and official transcripts from all post-secondary institutions attended. Program faculty interview qualified candidates. Program faculty also review each candidate's transcripts for depth and breadth of academic content background. Some candidates are advised to pursue pre-admission coursework in specific academic areas to ensure appropriate content knowledge. Finally, candidates for MAT and Special Education master's certification programs must either have a UG GPA above 3.0 or submit passing scores on Praxis Core or State-approved alternative tests (the GRE, SAT or ACT Exam). Requirements for Acceptance into the Internship Students in all initial certification programs must complete prerequisite courses with a grade point average of 3.0 or above, and they are obligated to adhere to criminal background clearance procedures determined by their internship site. Students in the master's certification program option have five years to complete their programs and must complete a 100-day (for MAT) or 300-hour (for Special Education) internship over two semesters. In the MAT and Special Education master's certification programs, the internships run concurrently with, and are integrated into, the coursework for a period of two semesters. In Special Education, all students must receive approval from their faculty advisor prior to enrolling in either the induction or culmination internship. Prior to the Special Education induction internship, students must complete a minimum of 12 credits or required courses. Prior to the Special Education culmination internship, students must submit passing scores on the Praxis II exam (Special Education: Education of Exceptional Students: Core Knowledge and Application and Teaching Reading: Elementary Education) before being eligible to receive the certification statement on their final transcript. Exit Requirements for Education Programs To receive approval for graduation, students must have achieved a minimum grade point average of 3.0 in all coursework throughout their enrollment in the program. Candidates for initial teacher certification must also meet state requirements for passing scores on the appropriate Praxis II examinations. In addition, candidates for the MAT must complete an electronic portfolio based on InTASC and ISTE Standards and successfully present this portfolio. In Special Education, regardless of specialty area, all graduates must demonstrate mastery of the core competencies and specialty competencies delineated by the Council for Exceptional Children (CEC). CEC standards are aligned with InTASC Standards, Special Education students must also successfully complete four specific milestones: Praxis I assessment (or its equivalent), Praxis II assessment, Comprehensive Exam, and a Graduate Project/ Graduate Presentation, in addition to portfolio requirements during the two internships. For more information on the Johns Hopkins University School of Education, please visit <https://education.jhu.edu>. Revised date: April 2024

Supporting Files

No files have been provided.

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

Report Card Certification

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

Certification of submission

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

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Liesl Elaine McNeal

TITLE:

Sr. Academic Program Coordinator

Certification of review of submission

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

NAME OF REVIEWER:

Dr. Mary Ellen Beaty-O'Ferrall

TITLE:

Department Chair & Associate Professor