

Higher Education Act of 1965, as amended in 2008 by the Higher Education Opportunity Act

Establishing Goals for PA's Teacher Shortage Areas (Section II) and PA's New Criteria for Identifying Low-Performing Teacher Preparation Programs (Section IV) -- Academic Year 9/1/2010 - 8/31/2011 for Completing 2012 Title II Institutional and Program Report Card on the Quality of PA's Teacher Preparation

Office of Postsecondary Education
U.S. Department of Education

Institution Information

A drop-down box is provided below for the "Name of the Institution" to be selected.

Name of Institution:

To find the name of your institution, click on the box next to "Name of Institution;" the institution name is saved on each worksheet once it is selected from the drop down box.

Insert an "X" to designate the program types your institution offers. Note: If you are approved to offer PA's Intern Certificate you must place an "X" in both Traditional and Alternative, IHE-based:

Institution/program type: Traditional Alternative, IHE-based Alternative, not IHE-based
(PA Intern Certificate)

Insert an "X" if your institution is a member of a Teacher Quality Enhancement (TQE) partnership grant:

Note: The address below is automatically inserted when the "Name of the Institution" is selected from the drop-down box.

Address 1145 King Road Immaculata, PA 19345-0702

Contact person: Thomas A. Compitello

Email: tcompitello@immaculata.edu

Telephone: (610 647 - 4400 x3298

Academic year: **2009-10**

Section 205 of Title II of the *Higher Education Opportunity Act* mandates that the Department of Education collect data on state assessments, other requirements, and standards for teacher certification and licensure, as well as data on the performance of teacher preparation programs. The law requires the Secretary to use these data in submitting an annual report on the quality of teacher preparation to the Congress. The first Secretarial report is due April 2011. Annual state reports to the Secretary are first due on October 7, 2010. Data from institutions with teacher preparation programs are due to states annually, beginning April 30, 2010, for use by states in preparing annual report cards to the Secretary.

Paperwork Burden Statement

This is a required data collection. Response is not voluntary. According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1840-0744 (expiration date: 9/30/2012). The time required for institutions to complete this information collection is estimated to average 145.75 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Assistant Secretary, Office of Postsecondary Education, U.S. Department of Education, 1990 K Street, NW, Room 7115, Washington, DC 20006.

This EXCEL version of the IHE Report Card should be completed by the IHE Title II contact and emailed to the Bureau of School Leadership and Teacher Quality: rtalley@pa.gov. Include the name of the institution in the file name: ex: IHE Title II Report Card April 2011.

Note: Terms and phrases in this questionnaire are defined in the glossary.

Name of Institution: **Immaculata University (424154104000)**

Section II. Annual Goals and Assurances -- Traditional Programs

ANNUAL GOALS

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any on-going professional development programs), 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 for meeting the needs of limited English proficient students. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA in those program area(s). (§205(a)(1)(A)(i), §205(a)(1)(A)(ii), §206(a))

TRADITIONAL TEACHER PREPARATION PROGRAMS		
Teacher Shortage Areas for Academic Years 9/1/2010 - 8/31/2011 and 9/1/2011 - 8/31/2012	Establish a Numeric Goal for Each Teacher Shortage Area (NOTE: A realistic numeric target is required for each subject you are approved to offer; NA is only an acceptable response if you do not offer the program.)	
	Academic Year 9/1/2010-8/31/2011	Academic Year 9/1/2011-8/31/2012
Mathematics	4	5
Science	6	8
Special education	33	35
Meeting the needs of limited English proficient students -- this is not an ESL certificate, but is a requirement in PA for all teacher preparation	3	5
Social Studies	8	10
Foreign Languages	3	5
English/Language Arts	13	15
Other (specify:)		

Provide any additional comments, exceptions and explanations below:

Name of Institution: **Immaculata University (4241541040000)**

Section II. Annual Goals and Assurances -- PA's Intern Certificate Programs (IHE Based Alternative)

ANNUAL GOALS

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any on-going professional development programs), 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 for meeting the needs of limited English proficient students. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA in thos program area(s). (§205(a)(1)(A)(i), §205(a)(1)(A)(ii), §206(a))

Teacher Shortage Areas for Academic Years 9/1/2010 - 8/31/2011 and 9/1/2011 - 8/31/2012	PA'S INTERN CERTIFICATE PROGRAM	
	Establish a Numeric Goal for Each Teacher Shortage Area (NOTE: A realistic numeric target is required for each subject you are approved to offer; NA is only an acceptable response if you do not offer the program.)	
	Academic Year 9/1/2010- 8/31/2011	Academic Year 9/1/2011- 8/31/2012
Mathematics	0	1
Science	0	1
Special education	0	1
Meeting the needs of limited English proficient students -- this is not an ESL certificate, but is a requirement in PA for all teacher preparation	0	1
Social Studies	0	1
Foreign Languages	0	1
English/Language Arts	0	1
Other (specify:)		

Provide any additional comments, exceptions and explanations below:

Name of Institution: Immaculata University (4241541040000)

Section IV. Statement and Designation as Low-Performing

The Pennsylvania Department of Education will apply the following four criteria to designate a program provider's teacher preparation program(s) as low-performing during any of the three consecutive years applicable to the Program Provider's Title II Institutional and Program Report Card. The data used for determining low-performance or at-risk is based on the reporting of programs that lead to initial certification. Beginning in 2012 PA will implement new criteria for identifying low-performing teacher preparation programs. The new criteria consists of the following:

1. The program receives a conditional approval status during the major review;
2. The three year average for summary pass rates is below 80%;
3. The three year average for each single assessment pass rate (both completers and enrolled students) is below 80%;
4. The number of candidates reported as program completers compared to the number or candidates enrolled in each initial teacher preparation program.

1. During any major reviews conducted during the past three years, did any of your teacher preparation programs receive a **conditional approval**?

Yes No

2. Is your three-year average for **summary pass rates** below 80%?

Yes No

3. Is your three-year average for any **single assessment pass rate for both completers and enrolled students** below 80%?

Yes No

4. Report the **number of program completers** and the **number of candidates enrolled** on the "Number Enrolled and Completers" worksheet (Sect IV Continued) of approved teacher preparation programs.

(B) Based on the new criteria above, is your teacher preparation program "low-performing?" (as per section 207(a) of the HEA of 2008)?

Yes No

NOTES: (1) Low-performing designations will be reported to the US Department of Education in PA's 2012 State Report Card

(2) See Glossary for the legislative language referring to "low-performing" programs.

Section VIII. Certification

I certify that, to the best of my knowledge, the information in this report is accurate, complete and conforms to the definitions presented in the Glossary and instructions used in the Higher Education Opportunity Act.

Institution Name: Immaculata University (4241541040000)

Signature Thomas A. Compitello

Name of responsible representative for teacher preparation program: Thomas A. Compitello

Title Education Division Chairperson

Certification of review of submission:

Signature _____

Name of President/Chief Executive (or designee): Sister R. Patricia Fadden, I.H.M., Ed.D.

Title University President

Date 7-Dec-11

Contact Information for Individual Completing this Excel Report:

Name: Thomas A. Compitello

Title: Education Division Chairperson

IHE Name: Immaculata University (4241541040000)

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Fax Number: 610.647.2630

PLEASE SCAN THIS CERTIFICATION PAGE AND RETURN IT TO THE DEPARTMENT AT THIS DEDICATED EMAIL ADDRESS: rtalley@pa.gov
Keep hard copy with signatures in institution's files.