

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

Title II Institutional and Program Report Card on the Quality of Teacher Preparation

Office of Postsecondary Education
U.S. Department of Education

Institution Information

Name of institution: Berea College

Institution/program type: Traditional Alternative, IHE-based Alternative, not IHE-based

Check if your institution is a member of a Teacher Quality Enhancement (TQE) partnership grant:

TQE partnership name or grant number, if applicable: _____

State: Kentucky

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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.

Note: The procedures for developing the information required for these tables are explained in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*. Terms and phrases in this questionnaire are defined in the glossary.

Section I. Program information

(A) For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate (UG) or postgraduate (PG) level. (§205(a)(1)(C)(i))

There are no initial teacher certification programs at the undergraduate level.
There are no initial teacher certification programs at the postgraduate level.

Element	UG	PG
Application	Yes	NA
Fee/payment	No	NA
Transcript	Yes	NA
Fingerprint check	No	NA
Background check	No	NA
Experience in a classroom or working with children	Yes	NA
Minimum number of courses/credits/semester hours completed	Yes	NA
Minimum high school GPA	No	NA
Minimum undergraduate GPA	Yes	NA
Minimum GPA in content area coursework	Yes	NA
Minimum GPA in professional education coursework	Yes	NA
Minimum ACT score	No	NA
Minimum SAT score	No	NA
Minimum GRE score	No	NA
Minimum basic skills test score	No	NA
Subject area/academic content test or other subject matter verification	No	NA
Minimum Miller Analogies test score	No	NA
Recommendation(s)	Yes	NA
Essay or personal statement	Yes	NA
Interview	Yes	NA
Résumé	Yes	NA
Bachelor's degree or higher	No	NA
Job offer from school/district	No	NA
Personality test (e.g., Myers-Briggs Assessment)	No	NA
Other (specify: See comment box below _____)	Yes	NA

Provide a link to your website where additional information about admissions requirements can be found:
<http://www.berea.edu/cataloghandbook/dpc/eds-reqstucert.asp>

Indicate when students are formally admitted into your initial teacher certification program (freshman year, sophomore year, junior year, senior year, postgraduate): Senior Year

Does your initial teacher certification program conditionally admit students? Yes No

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

In addition to the requirements above, students must receive clearance from academic, labor or social probation. Students also fill out a health and character form and sign a Kentucky Education Professional Standard's Board Code of Ethics for Kentucky Educators.

(B) 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. The sum of the members of each racial category may not necessarily add up to the total number of students enrolled. (§205(a)(1)(C)(ii))

Total number of students enrolled in 2009-10	25
Unduplicated number of males enrolled in 2009-10	8
Unduplicated number of females enrolled in 2009-10	17
2009-10	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race	0
<i>Race</i>	
American Indian or Alaska Native	0
Asian	0
Black or African American	2
Native Hawaiian or Other Pacific Islander	0
White	23
Two or more races	0

(C) Provide the following information about supervised clinical experience in 2009-10. (§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))

Average number of clock hours required prior to student teaching	160
Average number of clock hours required for student teaching	490
Number of full-time equivalent faculty in supervised clinical experience during this academic year	3
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	0
Number of students in supervised clinical experience during this academic year	17

(D) Provide the number of teachers prepared, by academic major and subject area prepared to teach in 2009-10. (§205(b)(1)(H))

Academic major	Number prepared
In Elementary School, Grades P-5	12
Interdisciplinary Early Childhood Education, Birth To Primary	1
Middle Grades Mathematics, Grades 5-9	2
Middle Grades Science, Grades 5-9	2
Music, Grades P-12	1
Total	18

Subject area	Number prepared
In Elementary School, Grades P-5	12
Interdisciplinary Early Childhood Education, Birth To Primary	1
Middle Grades Mathematics, Grades 5-9	2
Middle Grades Science, Grades 5-9	2
Music, Grades P-12	1
Total	18

(E) Provide the total number of initial teacher certification preparation program completers in each of the following academic years:

2009-10	16
2008-09	19
2007-08	22

Section II. Goals and assurances

ANNUAL GOALS

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure 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. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the area(s) in which the IHE does not have that program. (§205(a)(1)(A)(i), §205(a)(1)(A)(ii), §206(a))

Teacher shortage area in 2009-10	Goal	Goal met? (Y/N)	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goal or lessons learned in meeting goal
Mathematics	Increase by 1 student	Yes	Working closely with the math department, we restructured the programs adding a Teaching and Curriculum with Certification major. This allows students to graduate with a full math major and a major in teaching (with certification). This has helped our students feel that their math major is less "marketable" because it is math education. We also added a second methods course and four semesters of fieldwork to help students connect to teaching sooner and stronger.	We are a small program so meeting the increase of one student can often be difficult. This year we had 2 accepted to the program but more importantly, we currently have 6 math majors in the pre-acceptance to the program stage. We have learned that getting our math students in touch with a constructivist approach to teaching math in the Introduction to Education course has helped students to re-think math as simply memorizing formulas and multiplication tables.
Science	increase by 1 student	Yes	Working closely with the science departments, we restructured the programs adding a Teaching and Curriculum with Certification major. This allows students to graduate with a full biology, physics, or chemistry major and a major in teaching (with certification). This has helped our students feel that their math major is less "marketable" because it is physics, biology, or chemistry education. We also added a second methods course and four semesters of fieldwork to help students connect to teaching	The secondary science certifications programs were just added in fall 2009. WE will continue to work closely with these departments to build the programs.

			sooner and stronger. We also added a course titled "Science for Elementary Teachers" as a required part of elementary certification.	
Special education	NA		We do not have a special education program	
Instruction of limited English proficient students	strengthen instruction	Yes	We have continued to focus on strengthening the instruction related to limited English proficient students in our diversity and special needs classes	Specific fieldwork and class assignments have been added to our special needs classes.
Other (specify: _____)	NA			

Provide any additional comments, exceptions and explanations below:

ASSURANCES

Place a check next to each statement certifying that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b))

- training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institution's graduates are likely to teach, based on past hiring and recruitment trends;
- training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom;
- prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects;
 - Program does not prepare special education teachers
- general education teachers receive training in providing instruction to children with disabilities;
- general education teachers receive training in providing instruction to limited English proficient students;
- general education teachers receive training in providing instruction to children from low-income families; and
- prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.

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

In order to more closely align our preparation program with the needs of local education agencies and to link with effective instructional programs, we have focused on the need to prepare teachers who can work with diverse populations by:

Placing each teacher certification candidate in an "alternative" setting for a period of four weeks or longer. These settings are selected individually for each candidate ensuring that they are placed in an experience in which they are not the majority. For example, a student from Eastern Kentucky was placed in a summer-long experience in the Mississippi Delta, a student from an Evangelical Christian was placed in a Muslim school, and a rural Kentucky student worked in a Baltimore head start program.

In addition, we have continued to develop close ties the Universal Academy, a Muslim school in Lexington and have strengthened our early stages of developed a strong relationship with Mayfield Elementary School, a the most diverse school setting in Madison County.

We have also had speakers in our classes and in evening receptions to address diversity. One, Paul Gorsky, spoke and worked with students on issues of class and the fallacy of "the culture of poverty." Another, Wendy Warren, a Montana teacher who heads up Indian Education for All in her district and is well known in the state for her contributions, worked in our students in class and in presentations to help them identify and address stereotypes.

We also began a new approach to teaching "diversities" which begins in the Introduction to Education class and continues in two more classes. It is designed to help students see how many different diversities their students will have and how much diversity there is within each kind of diversity. We are currently engaged in research on this subject, following students through classes to measure impact.

Section III. Pass rates and scaled scores

Provide the information in the following tables on the performance of the students in your teacher preparation program on each teacher certification/licensure assessment used by your state. This information will be provided to your institution by the state or the testing company or companies (or entities). In cases where a student has taken a given assessment more than once, the highest score on that test must be used. There must be at least 10 students in each category taking the same assessment in an academic year for data on that assessment to be reported; for summary data, there must also be at least 10 students (although not necessarily taking the same assessment) for data to be reported. In cases where there are less than 10 students taking the same assessment and the assessment pass rate is not reported, those students must be included in the summary data.

Enrolled students are those students admitted to the teacher preparation program who have not yet completed the program.

In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher certification or licensure 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 certification or licensure assessment taken over a three-year period.

ASSESSMENT PASS RATES (§205(a)(1)(B))

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate (%)	State Average scaled score
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1				98	172
ETS0131 -ART MAKING Educational Testing Service (ETS) All program completers, 2008-09	1				91	162
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1				100	168
ETS0014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	11	177	11	100	92	164
ETS0014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2				85	161
ETS0014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	12	164	12	100	98	166
ETS0014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS)	7				99	166

All program completers, 2008-09						
ETS0014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	11	174	11	100	98	165
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1				97	176
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	2				98	181
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	1				98	178
ETS0042 -ENG LANG LIT COMP ESSAYS Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1				72	155
ETS0042 -ENG LANG LIT COMP ESSAYS Educational Testing Service (ETS) All program completers, 2008-09	2				97	161
ETS0042 -ENG LANG LIT COMP ESSAYS Educational Testing Service (ETS) All program completers, 2007-08	1				94	161
ETS0181 -GERMAN CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1					
ETS0550 -HEALTH EDUCATION Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	3				73	677
ETS0023 -INTERDIS EARLY CHILD EDUC Educational Testing Service (ETS) All program completers, 2009-10	1				100	177
ETS0063 -MATH PROOFS MODELS PROBLEMS PART 1 Educational Testing Service (ETS) All program completers, 2008-09	1				100	165
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1				98	149

ETS0049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1				67	165
ETS0049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2007-08	1				97	173
ETS0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1				97	167
ETS0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2009-10	2				98	169
ETS0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2007-08	1				99	170
ETS0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2009-10	2				96	158
ETS0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2007-08	2				99	160
ETS0089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1				80	162
ETS0089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2007-08	1				97	166
ETS0111 -MUSIC CONCEPTS AND PROCESSES Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1				94	158
ETS0111 -MUSIC CONCEPTS AND PROCESSES Educational Testing Service (ETS) All program completers, 2009-10	1				96	160
ETS0111 -MUSIC CONCEPTS AND PROCESSES Educational Testing Service (ETS) All program completers, 2008-09	3				97	159
ETS0111 -MUSIC CONCEPTS AND PROCESSES Educational Testing Service (ETS) All program completers, 2007-08	1				96	160

ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1				84	168
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1				100	170
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	3				100	168
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	1				94	167
ETS0092 -PHYSICAL ED ANALYSIS AND DESIGN Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	3				100	161
ETS0092 -PHYSICAL ED ANALYSIS AND DESIGN Educational Testing Service (ETS) All program completers, 2007-08	2				99	163
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	3				100	159
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	2				98	157
ETS0523 -PRINCIPLES LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	2				85	169
ETS0523 -PRINCIPLES LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2009-10	2				97	173
ETS0523 -PRINCIPLES LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2007-08	4				98	173
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	7				91	172
ETS0524 -PRINCIPLES LEARNING AND	1				99	176

TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2009-10						
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2008-09	9				100	175
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2007-08	5				99	175
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	11	177	11	100	93	175
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	2				91	173
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2009-10	12	178	12	100	99	177
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2008-09	8				99	177
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2007-08	11	177	11	100	99	176
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	1				98	168
ETS0083 -SOCIAL STUDIES: INTERPRET MATERIALS Educational Testing Service (ETS) All program completers, 2007-08	1				98	170
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1				100	170
ETS0050 -TECHNOLOGY EDUCATION Educational Testing Service (ETS) All enrolled students who have completed all nonclinical	1					

courses						
ETS0050 -TECHNOLOGY EDUCATION Educational Testing Service (ETS) All program completers, 2008-09	1					
ETS0050 -TECHNOLOGY EDUCATION Educational Testing Service (ETS) All program completers, 2007-08	1					

SUMMARY PASS RATES

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2009-10	16	16	100	97
All program completers, 2008-09	17	17	100	98
All program completers, 2007-08	20	20	100	97

Note: Your institution or organization is not required by Title II to publish summary pass rates. Please retain the individual assessment data for each student that will allow you to verify these summary pass rates. This information is requested for validation purposes.

Section IV. Statement and Designation as Low-Performing

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

(A) Is your teacher preparation program currently approved or accredited?
 Yes No

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

State NCATE TEAC Other (specify: _____)

(B) Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)? Yes No

Section V. Use of Technology (§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

Provide a description of how your program 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 how your program 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.

Candidates are required to integrate technology into lesson plans and units and into their clinical practice. Specific courses have been identified to teach very specific technology uses. For example, the Assessment and Evaluation class prepares students to collect, manage, and analyze assessment data in order to improve instruction. While in their student teaching placements, candidates learn effective use of technology through collaboration with their teacher mentors. A universal design policy is in place at the college and this is used as the standard for instruction regarding such policy and implementation.

Section VI. Teacher Training (§205(a)(1)(G))

Does your program prepare general education teachers to:

- (A) teach students with disabilities effectively Yes No
- (B) participate as a member of individualized education program teams Yes No
- (C) teach students who are limited English proficient effectively Yes No

Provide a description of how your program 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*¹, 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.

All students completing certification programs are required to:

Complete rigorous course work related to teaching children with special needs. Additionally, attention to modification and teaching strategies that support teaching each child are woven into all course content.

Candidates engage in various activities designed to prepare them to participate in IEP program teams including but not limited to interviews with teachers, parents and students; classroom-based role play; case study; instruction in laws regarding special needs; and participation in IEP meetings during student teaching.

Students receive instruction in teaching children of limited English proficiency as part of their special needs course work and, to the extent possible, are placed in a setting in which they can interact with students with limited English proficiency.

Our program does not prepare special education students.

Does your program prepare special education teachers to:

- (D) teach students with disabilities effectively Yes No
 Program does not prepare special education teachers
- (E) participate as a member of individualized education program teams Yes No
 Program does not prepare special education teachers
- (F) teach students who are limited English proficient effectively Yes No
 Program does not prepare special education teachers

Provide a description of how your program 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.

¹ The term 'individualized education program team' or 'IEP Team' means a group of individuals composed of the parents of a child with a disability; not less than 1 regular education teacher of such child (if the child is, or may be, participating in the regular education environment); not less than 1 special education teacher, or where appropriate, not less than 1 special education provider of such child; a representative of the local educational agency who is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities; is knowledgeable about the general education curriculum; and is knowledgeable about the availability of resources of the local educational agency; an individual who can interpret the instructional implications of evaluation results, who may be a member of the team described above; at the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and whenever appropriate, the child with a disability.

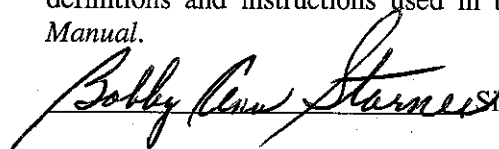
Section VII. Contextual information (optional)

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.

Berea College was founded by John G. Fee in pre-Civil War Kentucky and committed to the equality and education of African-American and women. This history permeates our preparation of teachers. AS a result, our programs are grounded in The Great Commitments, a series of beliefs that reflect the college mission that are based in the Founder's vision. The overarching guiding principle can be summed up in "God has mad of one blood all the peoples of the earth." In keeping with the spirit of this principle, our programs emphasize social justice, diversity, and service. We are committed to preparing teachers who see it as their responsibility to work for equity and social change. So while we ensure that we are preparing teachers who have strong content knowledge, a firm grasp of best practices, a deep understanding of how children grow, learn and develop, and commitment to teaching each every child, we also prepare them to be educational leaders and change agents. Our programs are assessment driven. We have multiple assessment points throughout the programs and the data derived from these assessments are used to evaluate program effectiveness. Using data analysis, we strengthen our courses and programs systematically.

Section VIII. Certification

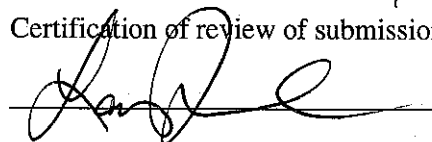
I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

 Signature

Bobby Ann Starnes Name of responsible representative for teacher preparation program

Chair, Education Studies Department Title

Certification of review of submission:

 Signature

Larry D. Shinn Name

President, Berea College Title