

Title II

Higher Education Act

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Valley Forge Christian College
Traditional Program
2009-10

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[Program Information](#)

Name of Institution: Valley Forge Christian College
Institution/Program Type: Traditional
Academic Year: 2009-10
State: Pennsylvania
Address: 1401 Charlestown Road
 Phoenixville, PA, 19460

Contact Name: Dr. A Glenn McClure
Phone: 610-917-1453
Email: agmccclure@vfcc.edu

Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant: No

TQE partnership name or grant number, if applicable:

Section I. a Program Admission

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 or postgraduate level.

Element	Undergraduate	Postgraduate
Application	Yes	No
Fee/Payment	No	No
Transcript	No	No
Fingerprint check	Yes	No
Background check	Yes	No
Experience in a classroom or working with children	No	No
Minimum number of courses/credits/semester hours completed	Yes	No
Minimum high school GPA	No	No
Minimum undergraduate GPA	No	No
Minimum GPA in content area coursework	Yes	No
Minimum GPA in professional education coursework	Yes	No

Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum GRE score	No	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	No	No
Minimum Miller Analogies test score	No	No
Recommendation(s)	Yes	No
Essay or personal statement	No	No
Interview	Yes	No
Resume	No	No
Bachelor's degree or higher	No	No
Job offer from school/district	No	No
Personality test (e.g., Myers-Briggs Assessment)	No	No
Other (specify:)	No	No

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

found:

www.yfcc.edu

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

Sophomore year

Does your initial teacher certification program conditionally admit students? Yes

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

1. Education students apply in their 4th semester in anticipation of becoming Juniors the next semester, after 60 credits.
2. All requirements must be met before becoming a Junior.
3. The GPA 3.00 requirement must be achieved after 60 credits before reaching Junior status.
4. If the student is mathematically close to a 3.00 when becoming a Junior, acceptance into the program is held off one semester to see if the 3.00 is achieved. If so, full acceptance. If not, no education methods courses may be taken until the 3.00 is reached and that student is not placed in a field experience.
5. Recommendations for admittance are made by three non-education faculty, the college's Director of Student Life, and after an interview with the education faculty.

Section I, b Program Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

Total number of students enrolled in 2009-10:	64
Unduplicated number of males enrolled in 2009-10:	12
Unduplicated number of females enrolled in 2009-10:	52

2009-10	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	3
Race	

American Indian or Alaska Native:	0
Asian:	3
Black or African American:	3
Native Hawaiian or Other Pacific Islander:	0
White:	55
Two or more races:	0

Section 1.c Supervised Experience

Provide the following information about supervised clinical experience in 2009-10.

Average number of clock hours required prior to student teaching	150
Average number of clock hours required for student teaching	420
Number of full-time equivalent faculty in supervised clinical experience during this academic year	7
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	1
Number of students in supervised clinical experience during this academic year	64

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

1. During the student's first five semesters, 150 hours are spent in schools, mostly with observation activities, depending upon the requirements of the courses.

During the student's sixth and seventh semesters, the student spends all day, each Wednesday, in a school observing, assisting the classroom teacher, and presenting at least two formal lessons in coordination with the courses the student is enrolled.

2. All students accepted into the education programs supervised clinical experiences.

Section 1.d Teachers Prepared

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
Early Childhood Education	4
Elementary Education	19
Music Education	3
TOTAL	26

Subject area	Number prepared
Early Childhood Education	4
Elementary Education	19
Music Education	3
TOTAL	26

Section 1.e Program Completers

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

2009-10: 26

2008-09: 28

2007-08: 23

Section II. 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.

Teacher shortage area	Goal for increasing prospective teachers trained
Mathematics	<p>Academic year: 2009-10</p> <p>Goal: NA</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>
Science	<p>Academic year: 2009-10</p> <p>Goal: NA</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>
Special education	<p>Academic year: 2009-10</p> <p>Goal: NA</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>
Instruction of limited English proficient students	<p>Academic year: 2009-10</p> <p>Goal: NA</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>
English-Language Arts	<p>Academic year: 2009-10</p> <p>Goal: Program approval</p> <p>Goal met? No</p>

<p>Description of strategies used to achieve goal:</p> <p>Goal was to provide a Secondary English education program for students you would like to teach English in Grades 7-12. Program was submitted but approval not yet given pending necessary revisions.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <ol style="list-style-type: none"> 1. Seek more collaboration from the college's arts and sciences depart, especially with the English faculty. 2. Stricter adherence to the inclusion of academic standards within course syllabi. 3. Approval anticipated in the 2011-12 school year.
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Provide any additional comments, exceptions and explanations below:

Section II. Assurances

Please indicate whether your institution is in compliance with the following assurances.

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.

Yes

Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.

NA

General education teachers receive training in providing instruction to children with disabilities.

Yes

General education teachers receive training in providing instruction to limited English proficient students.

Yes

General education teachers receive training in providing instruction to children from low-income families.

Yes

Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.

Yes

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

The following specific courses do address the items checked above: Multicultural Education, Introduction to Exceptionalities, Methods of Teaching ELI, and Inclusion and Collaboration. In addition, parts of early childhood education and elementary education courses address issues such as instructional decisions teacher candidates will face in the classroom, working with children with diverse needs, individualizing instruction for ESL and ELI children, assisting children and their families of low income, and providing experiences, including student teaching, in both rural and urban areas. During the student teaching semester, the above issues are discussed in the student teaching seminar as well because student teachers face these challenges in their cooperating schools.

General education teachers receive training in working with students who have disabilities, limited income an limited English proficiency by an education professor who is assigned to assist students who have diagnosed learning disabilities and other situations which would hamper learning. In addition that instructor also is in consistent contact with faculty of students who have come to the college with IEPs.

Through the various field experiences and methods courses, students are instructed to effectively teach in rural and urban schools.

Section III: Assessment Rates

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
ETS0020 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2009-10	4				99	647
ETS0020 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2008-09	2				100	651
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1				84	176
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2009-10	12	180	12	100	94	178
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2008-09	11	180	11	100	97	179
ETS0611 -FUNDAMENTAL SUBJECTS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	2				97	171
ETS0611 -FUNDAMENTAL SUBJECTS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	16	177	16	100	99	173
ETS0611 -FUNDAMENTAL SUBJECTS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	16	172	16	100	100	174
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1				98	171
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	3				99	171
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	17	180	15	88	98	180
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) Other enrolled students	17	178	17	100	97	180
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2009-10	17	180	16	94	99	181

ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2008-09	18	177	15	83	99	181
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	17	177	14	82	99	179
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) Other enrolled students	16	175	13	81	98	179
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2009-10	17	179	17	100	99	180
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2008-09	18	177	16	89	100	180
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	17	178	16	94	98	177
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) Other enrolled students	17	175	12	71	98	177
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2009-10	17	178	17	100	99	177
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2008-09	18	175	17	94	100	177

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2009-10	18	17	94	95
All program completers, 2008-09	20	15	75	98

Section IV. Low-Performing

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

Is your teacher preparation program currently approved or accredited?

Yes

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

State

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

No

Section V. Technology

Does your program prepare teachers to:

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

Provide a description of 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.

In their Sophomore year, all teacher candidates enroll in Educational Technology. This 3-credit course provides an in-depth examination of technology used in the educational setting. Included are digital media applications, along with projected, non-projected, and audio media. The integration of media into the lesson planning process is a crucial component of the course.

In addition, all teaching methods courses within the early childhood and elementary programs include in course syllabi a portion of instruction in which teacher candidates are taught to collect and manage data from various forms of assessments and how to analyze that data to improve planning and presentations.

Section VI. Teacher Training

Does your program prepare general education teachers to:

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

Provide a description of 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*, 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 teacher candidates Early Childhood, Elementary, and Music Education, must enroll in four specific courses that address the above teacher training components. In the Sophomore year, students enroll in Introduction to Exceptionalities. This 3-credit course provides an overview of the basic characteristics and unique life and educational needs of individuals who have been determined to be exceptional in mental, physical, and/or emotional characteristics. Topics of study include but are not limited to: Learning disabilities, mental impairment, emotional and/or behavioral disorders, mental health disorders and multiple and severe disabilities. Emphasis is placed upon understanding differences from a biblical perspective. This course is a pre-requisite for the second Special Education course.

This second course, Inclusion and Collaboration, is also a 3-credit course and is taken in the Junior or Senior year. It is an introduction to those educational and related services that are collectively known as "special education" in contemporary public schools and the inclusion of those students in the regular classroom. The IEP process is thoroughly examined as well

as the classroom teacher's role on the IEP committee. A ten-hour observation during the field experience is required in a public school classroom in which a special needs student is enrolled.

The third 3-credit senior year course, Methods of Teaching ELL, is a course in bilingual/multicultural/ELL education. The course focuses on methods of developing lesson plans in language arts, science, math, social studies, music, and the arts for the English Language Learner. Components of curriculum content, teaching techniques, second language literacy, assessment, and development and evaluation of teaching materials are emphasized.

The fourth course, Multicultural Education, is senior-level course surveying the historical and political issues in the education of students from cultures, ethnicities, and races other than the dominant culture. It focuses on the assessment of curriculum and instructional methods for ethnic, racial, and cultural bias. The course is designed to enhance the necessary teaching skills to provide equal access and equal opportunity for all students in the educational setting, thereby developing multicultural competency in professional educators.

In addition, all methods courses include components to instruct the teacher candidates to provide lesson and presentation strategies for the special needs students that will undoubtedly be in the public school classrooms.

Does your program prepare special education teachers to:

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

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.

Section VII: Contextual Information

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

Supporting Files

Valley Forge Christian College
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2009-10

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Title II, Higher Education Act
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Name of Institution: Valley Forge Christian College

Institution/Program Type: Traditional

Academic Year: 2009-10

State: Pennsylvania

Address: 1401 Charlestown Road

Phoenixville, PA, 19460

Contact Name: Dr. A. Glenn McClure

Phone: 610-917-1453

Email: agmccclure@vfcc.edu

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TQE partnership name or grant number, if applicable:

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Minimum high school GPA	No	No
Minimum undergraduate GPA	No	No
Minimum GPA in content area coursework	Yes	No
Minimum GPA in professional education coursework	Yes	No