



University of St. Thomas
Traditional Report AY 2018-19
Minnesota



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

Campbell

PHONE

(651) 962-4455

EMAIL

kathlene.campbell@stthomas.edu

List of Programs

THIS PAGE INCLUDES:

>> [List of Programs](#)

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Institution Information 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](#)

List of Programs

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1202	Elementary Education	Both	
13.1203	Junior High/Intermediate/Middle School Education and Teaching	UG	
13.1	Special Education	PG	
13.1322	Teacher Education - Biology	Both	
13.1323	Teacher Education - Chemistry	Both	
13.1337	Teacher Education - Earth Science	Both	
13.1305	Teacher Education - English/Language Arts	Both	
13.1306	Teacher Education - Foreign Language	Both	
13.1316	Teacher Education - General Science	Both	
13.1307	Teacher Education - Health	Both	
13.1311	Teacher Education - Mathematics	Both	
13.1312	Teacher Education - Music	Both	
13.1314	Teacher Education - Physical Education and Coaching	Both	
13.1329	Teacher Education - Physics	Both	
13.1318	Teacher Education - Social Studies	Both	

Total number of teacher preparation programs:

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

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 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 checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input checked="" 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 type="radio"/> Yes <input checked="" type="radio"/> No
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Essay or personal statement	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

Element	Admission	Completion
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 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.)

2.75

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.)

2.75

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

Postgraduate Requirements

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 checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input checked="" 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 type="radio"/> Yes <input checked="" type="radio"/> No
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
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Element	Admission	Completion
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" 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:

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2018-19. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

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="100"/>
Number of clock hours required for student teaching	<input type="text" value="480"/>

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	<input type="text"/>
Number of years required for teaching as the teacher of record in a classroom	<input type="text"/>

All Programs

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

8

[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)

28

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

122

Number of students in supervised clinical experience during this academic year

87

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

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

2018-19 Total	
Total Number of Individuals Enrolled	309
Subset of Program Completers	87

Gender	Total Enrolled	Subset of Program Completers
Male	86	26
Female	223	61
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	0	0
Asian	7	2
Black or African American	16	2
Hispanic/Latino of any race	9	4
Native Hawaiian or Other Pacific Islander	0	0
White	235	70

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	12	2
No Race/Ethnicity Reported	30	7

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 2018-19.

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 2018-19

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
13.10	Teacher Education - Special Education	<input type="text" value="33"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="27"/>

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	11
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	2
13.1306	Teacher Education - Foreign Language	1
13.1307	Teacher Education - Health	2
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	1
13.1312	Teacher Education - Music	3
13.1314	Teacher Education - Physical Education and Coaching	2
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	7
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	2
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	

CIP Code	Subject Area	Number Prepared
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"/>

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2018-19. 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?](#)

Do participants earn a degree upon completion of the program?

- Yes
 No

No teachers prepared in academic year 2018-19

If your program 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	<input type="text" value="33"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="27"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text" value="11"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text"/>
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" value="2"/>
13.1306	Teacher Education - Foreign Language	<input type="text" value="1"/>
13.1307	Teacher Education - Health	<input type="text" value="2"/>

CIP Code	Academic Major	Number Prepared
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	1
13.1312	Teacher Education - Music	3
13.1314	Teacher Education - Physical Education and Coaching	2
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	7
13.1320	Teacher Education - Trade and Industrial	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	2
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	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"/>
09	Communication or Journalism	<input type="text"/>

CIP Code	Academic Major	Number Prepared
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	<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	<input type="text"/>
40	Physical Sciences	<input type="text"/>
41	Science Technologies/Technicians	<input type="text"/>
42	Psychology	<input type="text"/>
44	Public Administration and Social Service Professions	<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	<input type="text"/>
51	Health Professions and Related Clinical Sciences	<input type="text"/>
52	Business/Management/Marketing	<input type="text"/>
54	History	<input type="text"/>

CIP Code	Academic Major	Number Prepared
99	Other Specify: <input data-bbox="289 121 1260 163" type="text"/>	<input data-bbox="1292 90 1568 132" type="text"/>

Program Assurances

THIS PAGE INCLUDES:

>> [Program Assurances](#)

Respond to the following assurances. Note: 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

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:

As part of our continuous improvement process, the departments of Teacher Education and Special Education meet with advisory boards comprised of educators and colleagues in the field to keep us apprised of local educational needs. Local partnerships are also critical to this end, as well as understanding recruiting and hiring needs across our metropolitan area. For example, we have residency programs established with St. Paul and Minneapolis school districts and have commenced partnerships during the current academic year with three other school districts (3 intermediate school districts and a large independent school district). These non-conventional programs offer evening courses for Tier 2 license teachers and paraprofessionals and are offered in a hybrid format with in-person courses delivered conveniently inside school facilities. Evidence-based, High-Leverage, and Culturally Sustaining pedagogy is embedded in our coursework to prepare all future and practicing educators to effectively meet the needs of their students, including those with disabilities and limited English proficiency. At the University of St. Thomas all teacher candidates are prepared to provide instruction to diverse student populations, including limited English proficient students and students with disabilities through content

embedded within core coursework (EDUC 210/TEGR 510, EDUC 212/TEGR 512, EDUC 330/TEGR 530), including reading and literacy content that meets state standards. All University of St. Thomas teacher candidates demonstrate their understanding and service to diverse student populations during field experiences working in both urban and rural school districts, including students from low-income families. All these competencies are reinforced throughout licensure-specific coursework. Additionally, teacher candidates across all special education program pathways are prepared to serve students with disabilities across their coursework starting with the introductory course 'Fundamentals of Special Education: Exceptionality, Diversity, Equity, and Inclusion' (SPED 750 / REDP 621).

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\(a\)\)](#)

Please note that the goals you set last year are not pre-loaded into your report because the Department's changes to wording of the questions in this section make them incompatible for pre-loading from last year's data. Next year, your goals will be pre-loaded into your report based on the goals you enter this year.

In order to complete this section, you may find it helpful to review your goals in your 2019 report. You may download and review your 2019 report by following the following steps: 1) click the Home tab, 2) click "Academic Year 2018-19 Data" in the banner near the top of the page to expand the dropdown, and select "Academic Year 2017-18 Data," 3) Click Download Report.

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 \(2018-19\)](#)
- >> [Review Current Year's Goal \(2019-20\)](#)
- >> [Set Next Year's Goal \(2020-21\)](#)

Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in mathematics in 2018-19?

If no, leave remaining questions for 2018-19 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

The Teacher Education Department and Mathematics Department sought to add 4 mathematics teacher candidates during the 2018/2019 AY.

3. Did your program meet the goal?

- Yes
 No

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

N/A

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

N/A

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

Despite efforts to build awareness of teacher education options in the fields of math and science, traditional University of St. Thomas undergraduate students are choosing STEM based fields (e.g. actuarial sciences and engineering) and those who choose the teaching profession opt for other licensure areas outside of math and science. Recently, the Teacher Education and College of Arts and Sciences Mathematics and Science Departments have applied for the NOYCE capacity building grant to address the need for more math and science teachers in the partner public school districts of Minneapolis and St. Paul, as well as selected urban Catholic schools. The proposal as currently written possesses three objectives: (1) identify innovative ways that curriculum tracks can be streamlined to allow STEM majors to co-major in secondary education and graduate in four years. (2) create programs that raise awareness among STEM-minded students about careers in K-12 teaching. (3) identify and address barriers to recruiting diverse students into the STEM and STEM education programs at UST in preparation for a future Noyce Track 1 Scholarship and Stipends project.

Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in mathematics in 2019-20? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

The Teacher Education Department and Mathematics Department sought to add 4 mathematics teacher candidates during the 2018/2019 AY.

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in mathematics in 2020-21? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

The Teacher Education Department and Mathematics Department seek to add 4 mathematics teacher candidates during the 2018/2019 AY.

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\(a\)\)](#)

Please note that the goals you set last year are not pre-loaded into your report because the Department's changes to wording of the questions in this section make them incompatible for pre-loading from last year's data. Next year, your goals will be pre-loaded into your report based on the goals you enter this year.

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- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2018-19\)](#)
- >> [Review Current Year's Goal \(2019-20\)](#)
- >> [Set Next Year's Goal \(2020-21\)](#)

Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in science in 2018-19?

If no, leave remaining questions for 2018-19 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

The Teacher Education Department and Science Department sought to add 3 science teacher candidates during the 2018/2019 AY.

3. Did your program meet the goal?

- Yes
 No

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

N/A

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

N/A

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

Despite efforts to build awareness of teacher education options in the fields of math and science, traditional University of St. Thomas undergraduate students are choosing STEM based fields (e.g. actuarial sciences and engineering) and those who choose the teaching profession opt for other licensure areas outside of math and science. Recently, the Teacher Education and College of Arts and Sciences Mathematics and Science Departments have applied for the NOYCE capacity building grant to address the need for more math and science teachers in the partner public school districts of Minneapolis and St. Paul, as well as selected urban Catholic schools. The proposal as currently written possesses three objectives: (1) identify innovative ways that curriculum tracks can be streamlined to allow STEM majors to co-major in secondary education and graduate in four years. (2) create programs that raise awareness among STEM-minded students about careers in K-12 teaching. (3) identify and address barriers to recruiting diverse students into the STEM and STEM education programs at UST in preparation for a future Noyce Track 1 Scholarship and Stipends project.

Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in science in 2019-20? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

The Teacher Education Department and Science Department sought to add 3 science teacher candidates during the 2019/2020 AY.

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in science in 2020-21? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

The Teacher Education Department and Science Department seek to add 3 science teacher candidates during the 2020/2021 AY.

Annual Goals: Special Education

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2018-19\)](#)
- >> [Review Current Year's Goal \(2019-20\)](#)
- >> [Set Next Year's Goal \(2020-21\)](#)

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\(a\)\)](#)

Please note that the goals you set last year are not pre-loaded into your report because the Department's changes to wording of the questions in this section make them incompatible for pre-loading from last year's data. Next year, your goals will be pre-loaded into your report based on the goals you enter this year.

In order to complete this section, you may find it helpful to review your goals in your 2019 report. You may download and review your 2019 report by following the following steps: 1) click the Home tab, 2) click "Academic Year 2018-19 Data" in the banner near the top of the page to expand the dropdown, and select "Academic Year 2017-18 Data," 3) Click Download Report.

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 (2018-19)

1. Did your program prepare teachers in special education in 2018-19?

If no, leave remaining questions for 2018-19 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

The Department of Special Education sought to recruit 50 prospective Special Education teacher candidates combined (traditional campus-based and residency programs) during the 2018/2019 AY.

3. Did your program meet the goal?

- Yes
 No

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

The primary driver in meeting this goal is the increase of enrollment through residency programs established with St. Paul and Minneapolis school

districts and have commenced partnerships during the current academic year with three other school districts (3 intermediate school districts and a large independent school district). These non-conventional programs offer evening courses for Tier 2 license teachers and paraprofessionals and are offered in a hybrid format with in-person courses delivered conveniently inside school facilities.

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

N/A

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

The Department of Special Education in the School of Education was able to meet our combined recruitment goals for traditional and non-traditional (referred to as our non-conventional or residency program) of adding 50 prospective teachers during the 2018/2019 AY. We added 33 students in our traditional programs and 23 students in our non-traditional programs, of which 45 students were initial license candidates.

Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in special education in 2019-20? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

The Department of Special Education sought to recruit 50 prospective Special Education teacher candidates combined (traditional campus-based and residency programs) during the 2019/2020 AY.

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in special education in 2020-21? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

The Department of Special Education seeks to recruit 50 prospective Special Education teacher candidates combined (traditional campus-based and residency programs) during the 2020/2021 AY.

Annual Goals: Instruction of Limited English Proficient Students

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\(a\)\)](#)

Please note that the goals you set last year are not pre-loaded into your report because the Department's changes to wording of the questions in this section make them incompatible for pre-loading from last year's data. Next year, your goals will be pre-loaded into your report based on the goals you enter this year.

In order to complete this section, you may find it helpful to review your goals in your 2019 report. You may download and review your 2019 report by following the following steps: 1) click the Home tab, 2) click "Academic Year 2018-19 Data" in the banner near the top of the page to expand the dropdown, and select "Academic Year 2017-18 Data," 3) Click Download Report.

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 \(2018-19\)](#)
- >> [Review Current Year's Goal \(2019-20\)](#)
- >> [Set Next Year's Goal \(2020-21\)](#)

Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in instruction of limited English proficient students in 2018-19?

If no, leave remaining questions for 2018-19 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

Program is on teach out, new students will no longer be enrolled.

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 (2019-20)

7. Is your program preparing teachers in instruction of limited English proficient students in 2019-20? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in instruction of limited English proficient students in 2020-21? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

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 Westat'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](#)

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
003 -BASIC SKILLS: MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	1			
003 -BASIC SKILLS: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	7			
003 -BASIC SKILLS: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	17	263	16	94
003 -BASIC SKILLS: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	71	261	61	86
001 -BASIC SKILLS: READING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
001 -BASIC SKILLS: READING Evaluation Systems group of Pearson Other enrolled students	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
001 -BASIC SKILLS: READING Evaluation Systems group of Pearson All program completers, 2018-19	10	256	8	80
001 -BASIC SKILLS: READING Evaluation Systems group of Pearson All program completers, 2017-18	20	258	16	80
001 -BASIC SKILLS: READING Evaluation Systems group of Pearson All program completers, 2016-17	68	260	63	93
002 -BASIC SKILLS: WRITING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
002 -BASIC SKILLS: WRITING Evaluation Systems group of Pearson Other enrolled students	2			
002 -BASIC SKILLS: WRITING Evaluation Systems group of Pearson All program completers, 2018-19	6			
002 -BASIC SKILLS: WRITING Evaluation Systems group of Pearson All program completers, 2017-18	18	252	17	94
002 -BASIC SKILLS: WRITING Evaluation Systems group of Pearson All program completers, 2016-17	71	259	63	89
058 -CHEMISTRY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2016-17	1			
059 -CHEMISTRY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2016-17	1			
050 -COMMUNICATION ARTS/LIT SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	3			
050 -COMMUNICATION ARTS/LIT SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	5			
050 -COMMUNICATION ARTS/LIT SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2016-17	7			
051 -COMMUNICATION ARTS/LIT SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	3			
051 -COMMUNICATION ARTS/LIT SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	5			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
051 -COMMUNICATION ARTS/LIT SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2016-17	7			
5730 -COMPUTERIZED PPST MATHEMATICS Educational Testing Service (ETS) Other enrolled students	1			
5730 -COMPUTERIZED PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2018-19	2			
5710 -COMPUTERIZED PPST READING Educational Testing Service (ETS) Other enrolled students	1			
5710 -COMPUTERIZED PPST READING Educational Testing Service (ETS) All program completers, 2018-19	1			
5720 -COMPUTERIZED PPST WRITING Educational Testing Service (ETS) Other enrolled students	1			
5720 -COMPUTERIZED PPST WRITING Educational Testing Service (ETS) All program completers, 2018-19	2			
060 -EARTH AND SPACE SCIENCE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	1			
060 -EARTH AND SPACE SCIENCE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	1			
060 -EARTH AND SPACE SCIENCE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2016-17	2			
061 -EARTH AND SPACE SCIENCE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	1			
061 -EARTH AND SPACE SCIENCE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	1			
061 -EARTH AND SPACE SCIENCE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2016-17	2			
191 -ELEMED (K-6) SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
191 -ELEMED (K-6) SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	20	266	20	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
192 -ELEMED (K-6) SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
192 -ELEMED (K-6) SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	20	271	20	100
193 -ELEMED (K-6) SUBTEST 3 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
193 -ELEMED (K-6) SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2018-19	20	273	20	100
193 -ELEMED (K-6) SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2017-18	1			
024 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	2			
024 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	32	263	32	100
024 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2016-17	27	262	27	100
025 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	2			
025 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	32	271	30	94
025 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2016-17	27	277	27	100
026 -ELEMENTARY EDUCATION SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2018-19	2			
026 -ELEMENTARY EDUCATION SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2017-18	31	264	29	94
026 -ELEMENTARY EDUCATION SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2016-17	27	265	27	100
114 -ENGLISH AS A SECOND LANGUAGE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2016-17	13	251	10	77

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
115 -ENGLISH AS A SECOND LANGUAGE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2016-17	12	238	8	67
194 -ESL (K-12) SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	1			
195 -ESL (K-12) SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	1			
056 -HEALTH SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	2			
056 -HEALTH SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	4			
056 -HEALTH SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2016-17	5			
057 -HEALTH SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	2			
057 -HEALTH SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	4			
057 -HEALTH SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2016-17	5			
106 -INSTRUMENTAL & VOCAL CLASSROOM MUSIC SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	1			
106 -INSTRUMENTAL & VOCAL CLASSROOM MUSIC SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	2			
106 -INSTRUMENTAL & VOCAL CLASSROOM MUSIC SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	1			
106 -INSTRUMENTAL & VOCAL CLASSROOM MUSIC SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2016-17	3			
184 -INSTRUMENTAL CLASSROOM MUSIC SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	1			
184 -INSTRUMENTAL CLASSROOM MUSIC SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2016-17	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
062 -LIFE SCIENCE SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
062 -LIFE SCIENCE SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	1			
062 -LIFE SCIENCE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	2			
062 -LIFE SCIENCE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	2			
062 -LIFE SCIENCE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2016-17	1			
063 -LIFE SCIENCE SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
063 -LIFE SCIENCE SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	1			
063 -LIFE SCIENCE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	2			
063 -LIFE SCIENCE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	2			
063 -LIFE SCIENCE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2016-17	1			
054 -MATHEMATICS SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
054 -MATHEMATICS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	3			
054 -MATHEMATICS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	3			
054 -MATHEMATICS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2016-17	9			
055 -MATHEMATICS SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
055 -MATHEMATICS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	3			
055 -MATHEMATICS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	3			
055 -MATHEMATICS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2016-17	9			
036 -MIDDLE LEVEL SCIENCE SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
036 -MIDDLE LEVEL SCIENCE SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	1			
036 -MIDDLE LEVEL SCIENCE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	2			
036 -MIDDLE LEVEL SCIENCE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	2			
036 -MIDDLE LEVEL SCIENCE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2016-17	3			
037 -MIDDLE LEVEL SCIENCE SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
037 -MIDDLE LEVEL SCIENCE SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	1			
037 -MIDDLE LEVEL SCIENCE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	2			
037 -MIDDLE LEVEL SCIENCE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	2			
037 -MIDDLE LEVEL SCIENCE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2016-17	3			
188 -MN NES ESSENTIAL ACADEMIC SKILLS I: READING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	7			
188 -MN NES ESSENTIAL ACADEMIC SKILLS I: READING Evaluation Systems group of Pearson Other enrolled students	14	564	13	93

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
188 -MN NES ESSENTIAL ACADEMIC SKILLS I: READING Evaluation Systems group of Pearson All program completers, 2018-19	27	559	27	100
188 -MN NES ESSENTIAL ACADEMIC SKILLS I: READING Evaluation Systems group of Pearson All program completers, 2017-18	34	558	32	94
188 -MN NES ESSENTIAL ACADEMIC SKILLS I: READING Evaluation Systems group of Pearson All program completers, 2016-17	24	554	23	96
189 -MN NES ESSENTIAL ACADEMIC SKILLS II: WRITING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	7			
189 -MN NES ESSENTIAL ACADEMIC SKILLS II: WRITING Evaluation Systems group of Pearson Other enrolled students	14	547	13	93
189 -MN NES ESSENTIAL ACADEMIC SKILLS II: WRITING Evaluation Systems group of Pearson All program completers, 2018-19	29	544	27	93
189 -MN NES ESSENTIAL ACADEMIC SKILLS II: WRITING Evaluation Systems group of Pearson All program completers, 2017-18	36	532	27	75
189 -MN NES ESSENTIAL ACADEMIC SKILLS II: WRITING Evaluation Systems group of Pearson All program completers, 2016-17	23	532	21	91
190 -MN NES ESSENTIAL ACADEMIC SKILLS III: MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	8			
190 -MN NES ESSENTIAL ACADEMIC SKILLS III: MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	14	557	13	93
190 -MN NES ESSENTIAL ACADEMIC SKILLS III: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	28	556	27	96
190 -MN NES ESSENTIAL ACADEMIC SKILLS III: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	38	544	32	84
190 -MN NES ESSENTIAL ACADEMIC SKILLS III: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	23	539	20	87
NT001 -NES ESSENTIAL ACADEMIC SKILLS I: READING Evaluation Systems group of Pearson Other enrolled students	1			
NT001 -NES ESSENTIAL ACADEMIC SKILLS I: READING Evaluation Systems group of Pearson All program completers, 2018-19	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
NT001 -NES ESSENTIAL ACADEMIC SKILLS I: READING Evaluation Systems group of Pearson All program completers, 2017-18	4			
NT001 -NES ESSENTIAL ACADEMIC SKILLS I: READING Evaluation Systems group of Pearson All program completers, 2016-17	4			
NT002 -NES ESSENTIAL ACADEMIC SKILLS II: WRITING Evaluation Systems group of Pearson Other enrolled students	1			
NT002 -NES ESSENTIAL ACADEMIC SKILLS II: WRITING Evaluation Systems group of Pearson All program completers, 2017-18	4			
NT002 -NES ESSENTIAL ACADEMIC SKILLS II: WRITING Evaluation Systems group of Pearson All program completers, 2016-17	2			
NT003 -NES ESSENTIAL ACADEMIC SKILLS III: MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	1			
NT003 -NES ESSENTIAL ACADEMIC SKILLS III: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	3			
NT003 -NES ESSENTIAL ACADEMIC SKILLS III: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	2			
010 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
010 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	4			
010 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	9			
010 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	5			
010 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2016-17	6			
011 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
011 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	4			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
011 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	9			
011 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	5			
011 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2016-17	6			
012 -PEDAGOGY: ELEMENTARY SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	6			
012 -PEDAGOGY: ELEMENTARY SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	20	267	20	100
012 -PEDAGOGY: ELEMENTARY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	32	266	32	100
012 -PEDAGOGY: ELEMENTARY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	58	268	56	97
012 -PEDAGOGY: ELEMENTARY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2016-17	64	266	64	100
013 -PEDAGOGY: ELEMENTARY SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	6			
013 -PEDAGOGY: ELEMENTARY SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	20	268	18	90
013 -PEDAGOGY: ELEMENTARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	32	268	32	100
013 -PEDAGOGY: ELEMENTARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	58	269	55	95
013 -PEDAGOGY: ELEMENTARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2016-17	63	269	61	97
014 -PEDAGOGY: SECONDARY SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	7			
014 -PEDAGOGY: SECONDARY SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	9			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
209 -PEDAGOGY: SECONDARY SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	1			
014 -PEDAGOGY: SECONDARY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	32	269	32	100
014 -PEDAGOGY: SECONDARY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	39	269	37	95
014 -PEDAGOGY: SECONDARY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2016-17	46	269	46	100
015 -PEDAGOGY: SECONDARY SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	7			
015 -PEDAGOGY: SECONDARY SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	9			
210 -PEDAGOGY: SECONDARY SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	1			
015 -PEDAGOGY: SECONDARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	31	276	31	100
015 -PEDAGOGY: SECONDARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	39	273	39	100
015 -PEDAGOGY: SECONDARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2016-17	46	276	46	100
112 -PHYSICAL EDUCATION SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	1			
112 -PHYSICAL EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	2			
112 -PHYSICAL EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	4			
112 -PHYSICAL EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2016-17	5			
113 -PHYSICAL EDUCATION SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
113 -PHYSICAL EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	2			
113 -PHYSICAL EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	4			
113 -PHYSICAL EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2016-17	5			
052 -SOCIAL STUDIES SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
052 -SOCIAL STUDIES SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	1			
052 -SOCIAL STUDIES SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	9			
052 -SOCIAL STUDIES SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	9			
052 -SOCIAL STUDIES SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2016-17	3			
053 -SOCIAL STUDIES SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
053 -SOCIAL STUDIES SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	1			
053 -SOCIAL STUDIES SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	9			
053 -SOCIAL STUDIES SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	9			
053 -SOCIAL STUDIES SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2016-17	3			
164 -SPANISH: WORLD LANG./CULTURE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	3			
164 -SPANISH: WORLD LANG./CULTURE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2016-17	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
165 -SPANISH: WORLD LANG./CULTURE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	3			
165 -SPANISH: WORLD LANG./CULTURE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2016-17	1			
200 -SPECIAL ED CORE SKILLS (BIRTH TO AGE 21) SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
200 -SPECIAL ED CORE SKILLS (BIRTH TO AGE 21) SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	4			
200 -SPECIAL ED CORE SKILLS (BIRTH TO AGE 21) SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	14	258	14	100
200 -SPECIAL ED CORE SKILLS (BIRTH TO AGE 21) SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	4			
201 -SPECIAL ED CORE SKILLS (BIRTH TO AGE 21) SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
201 -SPECIAL ED CORE SKILLS (BIRTH TO AGE 21) SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	4			
201 -SPECIAL ED CORE SKILLS (BIRTH TO AGE 21) SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	14	263	14	100
201 -SPECIAL ED CORE SKILLS (BIRTH TO AGE 21) SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	3			
186 -SPECIAL EDUCATION CORE SKILLS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	12	270	11	92
186 -SPECIAL EDUCATION CORE SKILLS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	37	265	34	92
186 -SPECIAL EDUCATION CORE SKILLS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2016-17	43	257	38	88
187 -SPECIAL EDUCATION CORE SKILLS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	12	267	12	100
187 -SPECIAL EDUCATION CORE SKILLS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	38	265	34	89

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
187 -SPECIAL EDUCATION CORE SKILLS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2016-17	43	261	39	91
185 -VOCAL CLASSROOM MUSIC SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	1			
185 -VOCAL CLASSROOM MUSIC SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	2			
185 -VOCAL CLASSROOM MUSIC SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2016-17	2			

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 Westat'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](#)

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2018-19	77	72	94
All program completers, 2017-18	107	91	85
All program completers, 2016-17	119	98	82

Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

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

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:

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

- Yes
- No

Use of Technology

On this page, review the questions regarding your program's use of technology. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Use of Technology](#)

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 Departments of Teacher Education and Special Education embed instruction and model the use of technology throughout program coursework. Teacher candidates learn to integrate technology effectively into curricula and instruction using many different forms of media for instruction. Candidates receive instruction and consume content through a variety of platforms, and in turn are expected to follow this model in their own instruction planning, delivery, and assessment. These tools include are expected to utilize presentation software, voice threads, video (for example, Panopto), online meeting tools like Zoom and Smart Board technology. All courses include a companion online course (University of St. Thomas uses Canvas as a Learning Management System) for delivery of content, instruction, facilitation of course discussions, and assessment. Course content also includes use of online video and interactive media, wiki pages, blog posts, social media platforms, and online journals. During coursework and field experiences, candidates utilize video to capture and reflect on the delivery of curricula and instruction to collect, manage, and analyze data in order to improve teaching and learning. For example, the introductory special education course, SPED 750: Fundamentals of Special Education: Exceptionality, Diversity, Equity and Inclusion embeds use of technology through the introduction of Universal Design for Learning (UDL) principles. These principles are reinforced in SPED 716: Fundamentals: Mild to Moderate Disabilities during discussion of students with autism spectrum disorders, developmental disabilities, emotional behavioral disorders and learning disabilities. Last, during SPED 785: Applied Behavior Analysis: Behavioral Interventions and Learning Environments students learn to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning. The student then must

convert collected data representing baseline behavior into a visual format, target an area for improvement and write an instructional goal, develop and implement an intervention based on this data. During EDUC 430: Use of Technology for Instruction, a Teacher Education course, students examine learning theories, philosophies and their implications on the use of technology, as well as the history and development of learning technologies. Additionally, students examine current trends and future challenges in education technology. Students learn a variety of learning technologies and advocate sound integration of technology into curriculum. Sample assignments include developing a library of digital learning resources by utilizing social bookmarking platforms such as Symbaloo, Pinterest, Diigo, Flipboard, etc. Students review technology resources for developing formative assessment such as Kahoot, ClassDojo, Quizzizz, Padlet, Socrative, Quizlet, EdPuzzle, and PearDeck. Issues on the design, development, and implementation of technology are discussed and students integrate learning technologies into their curriculum planning in their licensure area to address student needs and meet technology and content standards. Last, during clinical practice, students complete a technology seminar to prepare them to meet the use of appropriate technologies during their edTPA (Teacher Performance Assessment). The Departments of Teacher Education and Special Education initial license candidates complete the edTPA during clinical practice (student teaching) to allow the candidate to synthesize and apply the Minnesota Standards of Effective Practice. Teacher candidates are required to plan, teach, and assess a comprehensive unit. Candidates describe contextual factors; identify learning goals and objectives based on national, state or district content standards; create an assessment plan designed to measure student performance before (pre-assessment), during (formative assessment) and after (post assessment); and plan the instructional sequence. After teaching the unit, the candidates analyze student learning, reflect upon and evaluate their teaching effectiveness. External reviewers evaluate all components of each prospective educator's edTPA using a scoring rubric. The edTPA specifically addresses technology in two components: the instructional design and implementation and in the assessment and analysis of student learning. In the unit design, candidates must use a variety of instructional strategies, activities, assignments and resources, including appropriate technologies as a meaningful contribution to learning. In the assessment component, the candidates analyze the quantitative and qualitative assessment data, including pre/post and formative assessments to determine student progress related to the unit learning objectives. Candidates use visual representations (tables, charts, graphs) and narrative to communicate the performance/achievement of the whole class and the identified sub-group of interest.

Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

Teacher Training

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

a. Teach students with disabilities effectively

Evidence-based, High-Leverage, and Culturally Sustaining pedagogy is embedded in our coursework to prepare all future and practicing educators to effectively meet the needs of their students, including those with disabilities and limited English proficiency. At the University of St. Thomas all teacher candidates are prepared to provide instruction to diverse student populations, including limited English proficient students and students with disabilities through content embedded within core coursework (EDUC 210/TEGR 510, EDUC 212/TEGR 512, EDUC 330/TEGR 530), including reading and literacy content that meets state standards in EDUC350/TEGR550 and EDUC370/TEGR570.

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*.

Evidence-based, High-Leverage, and Culturally Sustaining pedagogy is embedded in our coursework to prepare all future and practicing educators to effectively meet the needs of their students, including those with disabilities and limited English proficiency. At the University of St. Thomas all teacher candidates are prepared to provide instruction to diverse student populations, including limited English proficient students and students with disabilities through content embedded within core coursework (EDUC 210/TEGR 510, EDUC 212/TEGR 512, EDUC 330/TEGR 530), including reading and literacy content that meets state standards in EDUC350/TEGR550 and EDUC370/TEGR570.

c. Effectively teach students who are limited English proficient.

Evidence-based, High-Leverage, and Culturally Sustaining pedagogy is embedded in our coursework to prepare all future and practicing educators to effectively meet the needs of their students, including those with disabilities and limited English proficiency. At the University of St. Thomas all teacher candidates are prepared to provide instruction to diverse student populations, including limited English proficient students and students with disabilities through content embedded within core coursework (EDUC 210/TEGR 510, EDUC 212/TEGR 512, EDUC 330/TEGR 530), including reading and literacy content that meets state standards in EDUC350/TEGR550 and EDUC370/TEGR570.

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

Evidence-based, High-Leverage, and Culturally Sustaining pedagogy is embedded in our coursework to prepare all future and practicing educators to effectively meet the needs of their students, including those with disabilities and limited English proficiency. At the University of St. Thomas all teacher candidates are prepared to provide instruction to diverse student populations, including limited English proficient students and students with disabilities through content embedded within core coursework (EDUC 210/TEGR 510, EDUC 212/TEGR 512, EDUC 330/TEGR 530), including reading and literacy content that meets state standards in EDUC350/TEGR550 and EDUC370/TEGR570. Additionally, teacher candidates across all special education program pathways are prepared to serve students with disabilities across their coursework starting with the introductory course

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*.

Evidence-based, High-Leverage, and Culturally Sustaining pedagogy is embedded in our coursework to prepare all future and practicing educators to effectively meet the needs of their students, including those with disabilities and limited English proficiency. At the University of St. Thomas all teacher candidates are prepared to provide instruction to diverse student populations, including limited English proficient students and students with disabilities through content embedded within core coursework (EDUC 210/TEGR 510, EDUC 212/TEGR 512, EDUC 330/TEGR 530), including reading and literacy content that meets state standards in EDUC350/TEGR550 and EDUC370/TEGR570. Additionally, teacher candidates across all special education program pathways are prepared to serve students with disabilities across their coursework starting with the introductory course 'Fundamentals of Special Education: Exceptionality, Diversity, Equity, and Inclusion' (SPED 750).

c. Effectively teach students who are limited English proficient.

Evidence-based, High-Leverage, and Culturally Sustaining pedagogy is embedded in our coursework to prepare all future and practicing educators to effectively meet the needs of their students, including those with disabilities and limited English proficiency. At the University of St. Thomas all teacher candidates are prepared to provide instruction to diverse student populations, including limited English proficient students and students with disabilities through content embedded within core coursework (EDUC 210/TEGR 510, EDUC 212/TEGR 512, EDUC 330/TEGR 530), including reading and literacy content that meets state standards in EDUC350/TEGR550 and EDUC370/TEGR570.

Contextual Information

On this page, review the contextual information about your program. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Contextual Information](#)

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.

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:

Dr. Kathlene Campbell

TITLE:

Dean, School of Education

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:

Jeremie Bellenir

TITLE:

Accreditation Manager, School of Education