

**Xavier University LA**Alternative, IHE-based Report AY 2018-19  
Louisiana

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**

160904

 THIS INSTITUTION HAS NO IPEDS ID**IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION****ADDRESS**

Division of Education and Counseling

One Drexel Drive

**CITY**

New Orleans

**STATE**

Louisiana

**ZIP**

70125

**SALUTATION**

Dr.

**FIRST NAME**

Renee'

**LAST NAME**

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# 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	PG	
13.1203	Junior High/Intermediate/Middle School Education and Teaching	PG	
13.1	Special Education	PG	
13.1302	Teacher Education - Art	PG	
13.1322	Teacher Education - Biology	PG	
13.1303	Teacher Education - Business	PG	
13.1323	Teacher Education - Chemistry	PG	
13.1305	Teacher Education - English/Language Arts	PG	
13.1306	Teacher Education - Foreign Language	PG	
13.1316	Teacher Education - General Science	UG	
13.1311	Teacher Education - Mathematics	PG	
13.1312	Teacher Education - Music	PG	
13.1329	Teacher Education - Physics	PG	
13.1318	Teacher Education - Social Studies	PG	

Total number of teacher preparation programs:

14

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

Element	Admission	Completion
Interview	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Other Specify: Portfolio	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

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

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

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

## Postgraduate Requirements

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 type="radio"/> Yes <input checked="" 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 type="radio"/> Yes <input checked="" 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 type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum SAT score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum basic skills test score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Subject area/academic content test or other subject matter verification	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input 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 checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

Element	Admission	Completion
Interview	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Other Specify: Application; Minimum GRE Score; Portfolio; Bachelors Degree	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" 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="180"/>
Number of clock hours required for student teaching	<input type="text" value="524"/>

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" value="180"/>
Number of years required for teaching as the teacher of record in a classroom	<input type="text" value="1"/>

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

[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)**

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

**Number of students in supervised clinical experience during this academic year**

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

Unit employs one lead mentor, who, along with faculty member(s) supervise clinical experiences at a minimum of three visits per semester with each visit lasting 1.5 hours. In addition, there are monthly group meetings to discuss issues around classroom management, student engagement, student learning, student assessment and effective teaching practices. The lead mentor is 1.0 FTE and the faculty member who coordinates the observations and class visits is employed at 1.0 FTE. for supervising clinical experiences for MAT. The internships are offered during the fall and spring semesters.

# 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	19
Subset of Program Completers	17

Gender	Total Enrolled	Subset of Program Completers
Male	3	3
Female	16	14
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	0	0
Black or African American	13	11
Hispanic/Latino of any race	0	0
Native Hawaiian or Other Pacific Islander	0	0
White	3	3

Race/Ethnicity	Total Enrolled	Subset of Program Completers
<b>Two or more races</b>	2	2
<b>No Race/Ethnicity Reported</b>	1	1

# 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="13"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="4"/>

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	5
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	1
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	1
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	3
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	2
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	4
13.1323	Teacher Education - Chemistry	2
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"/>
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="13"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="4"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text" value="5"/>
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"/>
13.1306	Teacher Education - Foreign Language	<input type="text"/>
13.1307	Teacher Education - Health	<input type="text"/>

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	<input type="text"/>
13.1312	Teacher Education - Music	<input type="text"/>
13.1314	Teacher Education - Physical Education and Coaching	<input type="text"/>
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - General Science	<input type="text"/>
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	<input type="text"/>
13.1320	Teacher Education - Trade and Industrial	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	<input type="text"/>
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1328	Teacher Education - History	<input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	<b>Education - Other Specify:</b> <input type="text" value="Teacher Education - Secondary Education Grades 6-12"/>	8
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:

Specific courses are required for initial certification candidates to make sure all of the areas are studied and mastered. Courses such as Introduction to Exceptional Children, Multicultural Education, and Advanced Educational Psychology are required. During field experiences, candidates are placed in diverse educational settings which include providing instruction to students from low-income families; students with disabilities; students with limited English proficiency, and students in an urban setting.



## 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.

One of the Strategic goals of the DOEC is to recruit and retain 25 new Freshmen and 75 new graduate students for Fall of each academic year. Below are the steps the DOEC are taking to recruit majors. We received the database of students who are interested in majoring in education at XU; used a promotion video of the Division at recruitment fairs; emailed prospective candidates; Snail Mail a program brochure, a divisional newsletter and a letter from the Chair to "the parents of" AND a second email to the prospective candidates; made two calls to prospective candidate; created a newsletter; created and updated brochure of programs; participated in XU's Open House; and created a "recruitment packet" of above items for inquiry follow-up. Obtain external funding via grants to fund scholarships for mathematics education majors and STEM programs. Continue to outreach to mathematics majors that may wish to make education their minor degree.

3. Did your program meet the goal?

- Yes

No

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

One of the Strategic goals was to recruit and retain 25 new Freshmen and 75 new graduate students for Fall of each academic year. Below are the step the DOEC are taking to recruit new majors/minors. We received a database of students who are interested in majoring in Education at Xavier; used a promotion video of the Division at recruitment fairs; emailed prospective candidates; Snail mail a program brochure, a divisional newsletter and a letter from the Chair to the "parents" and a second email to the prospective candidates; made two calls to prospective candidate;. Participated in XU's Open House; and created a "recruitment packet" of above items for inquiry follow-up. Obtain external funding via grants to fund scholarships for mathematics education majors and STEM programs. Continue to outreach to mathematics majors and minors.

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

DOEC took the following steps to recruit majors. DOEC received a database of potential majors/minors who may be interested in majoring in education at Xavier. DOEC used a promotion video of the Division at various recruitment fairs; emailed prospective candidates; snail mailed a program brochure of all programs in DOEC; participated in XU's Open House; and created a "recruitment packet" of above items for inquiry follow-up. Obtained external funding via grants to fund scholarships for mathematics education majors and STEM programs. DOEC continues to outreach to mathematics majors that may wish to make education their major degree. Obtaining a job as a mathematics education graduate is 100% which is reassuring to mathematics majors.

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

Implemented the Robert Noyce Engagement Scholarship & Internship at the undergraduate and graduate levels for all majors. The new Algebra Project which is a partnership between Xavier and three of higher education institutions, main goal is to improve the STEM Pedagogy of Mathematics/Science teachers in five local schools (i.e., Bethune, Jackson, McDonald 35 and McMain). Implemented the Robert Noyce Engagement Scholarship & Internship at the undergraduate and graduate levels for all majors. Conduct a job fair for all education majors to ensure 100% job placement in schools.

## 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.**

DOEC continues the above strategies to recruit math majors into the Division using the above strategies mentioned in the previous items above. Concentrating on greater visibility on campus, recruitment activities both on XU's campus and local high schools. DOEC will continue to obtain additional internal and external funding/grants for scholarships for all education candidates; especially candidates majoring in mathematics.

## 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.

Strategic goals is to recruit and retain 25 new Freshmen and 75 new graduate students for Fall of each academic year. Below are the established steps the DOEC are taking to recruit new majors/minors. We received a database of students who are interested in majoring in Education at Xavier; used a promotion video of the Division at recruitment fairs; emailed prospective candidates; Snail mail a program brochure, a divisional newsletter and a letter from the Chair to the "parents" and a second email to the prospective candidates; made two calls to prospective candidate;. Participated in XU's Open House; and created a "recruitment packet" of above items for inquiry follow--up. Obtain external funding via grants to fund scholarships for mathematics education majors and STEM programs. Continue to outreach to mathematics majors and minors. Provide job fairs for employment of all education majors; especially mathematics candidates.

# Annual Goals: Science

## 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 science in 2018-19?

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

- Yes  
 No

2. Describe your goal.

One of the Strategic goals of the DOEC is to recruit and retain 25 new Freshmen and 75 new graduate students for Fall of each academic year. Below are the steps the DOEC are taking to recruit majors. We received the database of students who are interested in majoring in education at XU; used a promotion video of the Division at recruitment fairs; emailed prospective candidates; Snail Mail a program brochure, a divisional newsletter and a letter from the Chair to "the parents of" AND a second email to the prospective candidates; made two calls to prospective candidate; created a newsletter; created and updated brochure of programs; participated in XU's Open House; and created a "recruitment packet" of above items for inquiry follow-up. Obtain external funding via grants to fund scholarships for science majors and STEM programs. Continue to outreach to science majors that may wish to make education their minor degree.

3. Did your program meet the goal?

- Yes

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

DOEC had eight biology/chemistry graduates during the 2018-2019 reporting cycle. One of the Strategic goals was to recruit and retain 25 new Freshmen and 75 new graduate students for Fall of each academic year. Below are the steps the DOEC are taking to recruit new majors/minors. We received a database of students who are interested in majoring in Education at Xavier; used a promotion video of the Division at recruitment fairs; emailed prospective candidates; Snail mail a program brochure, a divisional newsletter and a letter from the Chair to the "parents" and a second email to the prospective candidates; made two calls to prospective candidate;. Participated in XU's Open House; and created a "recruitment packet" of above items for inquiry follow-up. Obtain external funding via grants to fund scholarships for mathematics education majors and STEM programs. Continue to outreach to mathematics majors and minors.

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

DOEC took the following steps to recruit majors. DOEC received a database of potential majors/minors who may be interested in majoring in education at Xavier. DOEC used a promotion video of the Division at various recruitment fairs; emailed prospective candidates; snail mailed a program brochure of all programs in DOEC; participated in XU's Open House; and created a "recruitment packet" of above items for inquiry follow-up. Obtained external funding via grants to fund scholarships for mathematics/science education majors and STEM programs. DOEC continues to outreach to mathematics and science majors that may wish to make education their major degree. Obtaining a job as a mathematics education graduate is 100% which is reassuring to mathematics majors.

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

Implemented the Robert Noyce Engagement Scholarship & Internship at the undergraduate and graduate levels for all majors. Implemented the Robert Noyce Engagement Scholarship & Internship at the undergraduate and graduate levels for all majors. The new Algebra Project which is a partnership between Xavier and three of higher education institutions, main goal is to improve the STEM Pedagogy of Mathematics/Science teachers in five local schools (i.e., Bethune, Jackson, McDonald 35 and McMain). I

## 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.**

Continue to implement the Robert Noyce Engagement Scholarship & Internship at the undergraduate and graduate levels for all majors. Continue to obtain external funding for the Algebra Project which is a partnership between Xavier and three of higher education institutions, main goal is to improve the STEM Pedagogy of Mathematics/Science teachers in five local schools (i.e., Bethune, Jackson, McDonald 35 and McMain). Continue the Robert Noyce Engagement Scholarship & Internship at the undergraduate and graduate levels for all majors.

## 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

**10. Describe your goal.**

Strategic goal is to recruit and retain 25 new Freshmen and 75 new graduate students for Fall of each academic year. Below are the established steps the DOEC are taking to recruit new majors/minors. We received a database of students who are interested in majoring in Education at Xavier; used a promotion video of the Division at recruitment fairs; emailed prospective candidates; Snail mail a program brochure, a divisional newsletter and a letter from the Chair to the "parents" and a second email to the prospective candidates; made two calls to prospective candidate;. Participated in XU's Open House; and created a "recruitment packet" of above items for inquiry follow--up. Obtain external funding via grants to fund scholarships for mathematics education majors and STEM programs. Continue to outreach to mathematics and science majors/minors. Provide job fairs for employment of all education majors; especially mathematics and science candidates.

## Annual Goals: Special Education

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 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.

One of the Strategic goals of the DOEC is to recruit and retain 25 new Freshmen and 75 new graduate students for Fall of each academic year. Below are the steps the DOEC are taking to recruit majors. We received the database of students who are interested in majoring in education at XU; used a promotion video of the Division at recruitment fairs; emailed prospective candidates; Snail Mail a program brochure, a divisional newsletter and a letter from the Chair to "the parents of" AND a second email to the prospective candidates; made two calls to prospective candidate; created a newsletter; created and updated brochure of programs; participated in XU's Open House; and created a "recruitment packet" of above items for inquiry follow-up.

3. Did your program meet the goal?

- Yes  
 No

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

DOEC had 13 candidates with either a major or minor in special education for 2018-2019. Below are the steps the DOEC are taking to recruit majors. We received the database of students who are interested in majoring in education at XU; used a promotion video of the Division at recruitment fairs; emailed prospective candidates; Snail Mail a program brochure, a divisional newsletter and a letter from the Chair to "the parents of" AND a second email to the prospective candidates; made two calls to prospective candidate; created a newsletter; created and updated brochure of programs; participated in XU's Open House; and created a "recruitment packet" of above items for inquiry follow-up.

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

DOEC will continue to obtaining external funding via grants and continue to implement the strategies discussed in Item 4 above.

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

Continue to seek external grant funds to recruit students into the field. Started the new STEM STARS "STEM Teacher Residency Program" with a goal of recruiting 20 STEM majors to become certified at the Masters level. The new Algebra Project which is a partnership between Xavier and three of higher education institutions, main goal is to improve the STEM Pedagogy of Mathematics/Science teachers in five local schools (i.e., Bethune, Jackson, McDonald 35 and McMain). Implemented the Robert Noyce Engagement Scholarship & Internship at the undergraduate and graduate levels for all majors.

## 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.**

DOEC continues the above strategies to recruit math majors into the Division using the above strategies mentioned in the previous items above. Concentrating on greater visibility on campus, recruitment activities both on XU's campus and local high schools. DOEC will continue to obtain additional internal and external funding/grants for scholarships for all education candidates; especially candidates majoring in mathematics.

## 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.**

DOEC's goal for 2020-2021 is to graduate a minimum of eight (8) majors/minors in special education.



# 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.

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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 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.

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 (%)
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	2			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	1			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	2			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2018-19	4			
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2018-19	3			
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2018-19	4			
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS5018 -ELEM ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	2			
ETS5014 -ELEM ED CONTENT KNOWLEDGE (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	1			
ETS5014 -ELEM ED CONTENT KNOWLEDGE (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2018-19	2			
ETS5014 -ELEM ED CONTENT KNOWLEDGE (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2017-18	2			
ETS5014 -ELEM ED CONTENT KNOWLEDGE (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2016-17	2			
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2016-17	1			
ETS0043 -ENG LANG LIT COMP PEDAGOGY (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2017-18	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS0069 -MIDDLE SCHOOL MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2016-17	1			
ETS5440 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2018-19	3			
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2018-19	2			
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2017-18	2			
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2016-17	2			
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2018-19	4			
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2017-18	2			
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2016-17	2			
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2018-19	3			
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2016-17	3			
ETS5623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2018-19	5			
ETS5623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2016-17	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2018-19	6			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2017-18	3			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2016-17	3			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2018-19	4			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2017-18	2			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2016-17	2			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2018-19	12	173	12	100
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2017-18	2			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2016-17	1			
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2017-18	1			

## Summary Pass Rates

THIS PAGE INCLUDES:

[>> Summary Pass Rates](#)

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

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

## Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2018-19	17	17	100
All program completers, 2017-18	6		
All program completers, 2016-17	6		
All program completers, combined 3 academic years	29	29	100

# 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.

Two new Smart Boards have been added to classrooms 318 and 320 in the Convocation Annex. Content courses (i.e., special education, classroom organization & management) are assigned one of the two technology classrooms so the candidates can be exposed to technology throughout the course. Candidates must be able to demonstrate the ability to integrate technology effectively through the use of technology in their courses. They use a learning management system (Blackboard) to complete their coursework. They must also be able to demonstrate how they would integrate technology into curricula and instruction through class presentations. All education courses require the use of and demonstration of using technology in instruction, particularly by way of their methods courses. Candidates also participate in courses that require them to use technology to effectively collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student achievement, specifically via the required assessment course. The culminating event for application of technology into instruction is student teaching in which the candidate uses technology effectively to collect, manage, and analyze data to improve student academic achievement. The DOEC added a Smart Board in classroom 318 in the Convocation Annex which allows education students greater access to various technologies. Candidates may use the Smart Boards during presentations and lectures. Candidates have access to mobile iPad Pro laptops to check-out for preparing lesson plans, presentations and portfolio. The candidates may also allow K-12 students use the iPads for classroom projects.



# 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

XULA provides general education, MAT graduate students, with research-based instruction and activities that mirror what practitioners experience in the field. In terms of teaching students with disabilities effectively, MAT instruction centers on the inclusion model of teaching and encompasses a diverse array of activities. These activities rely heavily on evidence-based practices and research. Activities derive from repositories such as the What Works Clearinghouse and Vanderbilt's IRIS Center for MAT development. Activities include professional development modules that instruct general education teachers on the following: • How to effectively develop comprehensive lesson plans that align with state standards • Early childhood identification and intervention • How to provide students with disabilities access to the general curriculum • How to differentiate instruction and maximize learning for all students • How to accommodate lesson plans, assessment, and the classroom for students with disabilities • How to effectively and continuously incorporate assistive technology into the classroom • How to effectively teach students with behavior disabilities • How to develop a Universal Design for learning that challenges and engages all students • How to develop progress monitoring and provide quality assessments for students with disabilities

#### 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*.

XULA instructs general education, MAT graduate students on the following activities involving the development, implementation, and monitoring of an IEP: • Instructs graduate MAT students on the history and professional and legal mandates of an (IEP) • Provides instruction on the Pre-referral process of an (IEP) • Discusses the role of Response-to-Intervention (RTI) in the pre-referral process • Discusses the role of collaboration with families/guardians of students with disabilities in developing an (IEP) • Discusses how an (IEP) team is created, the roles and responsibilities of each team member, and how to ultimately develop a high-quality (IEP) • Discusses the general educators' role in adhering to, and implementing an (IEP) in the classroom • Discusses various curriculum accommodations or modifications for students with disabilities • Discusses the auxiliary supports (e.g., school social worker) schools should provide students with disabilities • Discusses the transitional responsibilities and supports for students with disabilities from high school-to-post school settings (XULA also has a standalone course on SPED transitions)

#### c. Effectively teach students who are limited English proficient.

XULA provides MAT graduate students with instruction on how to effectively teach students whose first language is not English. Activities include the following: • Exploring cultural and linguistic differences and what teachers should know • How to teach English Language Learners effectively in a multilingual classroom • How to support young children who are dual language learners with disabilities • How to connect reading fluency with oral language • How to connect with speech-language pathology services

### 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

The pedagogical objectives for XULA's MAT general, and special education programs, are multifold. Graduate students are provided research-based instructions, interventions/activities that are relevant, and up-to-date with the current literature and research in the field of education. Additionally, graduate students are provided with intensive professional development in the field of education. Graduate students are provided with real-life, professional experiences and scenarios. This is important and needed due to the gulf between educational research and practice. XULA does not have a standalone Special Education Department; however, we provide our students with an opportunity to major in a specific field (e.g., Math) with a special education concentration. Students who opt to concentrate on special education, enroll in courses with the general education MAT graduate students. Moreover, these students are required to pass additional SPED coursework, above and beyond, the coursework general education MAT students are required to pass. Another XULA stipulation requires students to pass the Special Education: Core Knowledge and Mild to Moderate Applications portion of the Praxis test before they can graduate. This model provides XULA students with research-based instruction in their area of teaching expertise, special education pedagogical techniques, and allows them to enter the classroom dually certified.

**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*.**

XULA instructs general education, MAT graduate students on the following activities involving the development, implementation, and monitoring of an IEP: • Instructs graduate MAT students on the history and professional and legal mandates of an (IEP) • Provides instruction on the Pre-referral process of an (IEP) • Discusses the role of Response-to-Intervention (RTI) in the pre-referral process • Discusses the role of collaboration with families/guardians of students with disabilities in developing an (IEP) • Discusses how an (IEP) team is created, the roles and responsibilities of each team member, and how to ultimately develop a high-quality (IEP) • Discusses the general educators' role in adhering to, and implementing an (IEP) in the classroom • Discusses various curriculum accommodations or modifications for students with disabilities • Discusses the auxiliary supports (e.g., school social worker) schools should provide students with disabilities • Discusses the transitional responsibilities and supports for students with disabilities from high school-to-post school settings (XULA also has a standalone course on SPED transitions)

**c. Effectively teach students who are limited English proficient.**

XULA provides MAT graduate students with instruction on how to effectively teach students whose first language is not English. Activities include the following: • Exploring cultural and linguistic differences and what teachers should know • How to teach English Language Learners effectively in a multilingual classroom • How to support young children who are dual language learners with disabilities • How to connect reading fluency with oral language • How to connect with speech-language pathology services

## Contextual Information

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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.

The Unit is currently reviewing and revising program offerings that will better meet the academic needs of our candidates in their preparation to meet or exceed the State of Louisiana's standards for teaching and learning. The Unit has reduced the total number of credit hours; especially the number of hours required for the core so candidates can graduate in a timely manner. The undergraduate teacher education programs were approved by the university's academic council to reduce the total number of credit hours to 120 credit hours starting Fall 2018.

## 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

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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. Judith Miranti

TITLE:

Counseling Professor and Chair, Division of Education and Counseling

## Certification of review of submission

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

NAME OF REVIEWER:

Dr. Renee Akbar

TITLE:

Associate Professor, Educational Leadership