

[Title II Higher Education Act](#)

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Renee Akbar Program User

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2019-20 Academic Year Data ▾

2021 Title II Reports National Teacher Preparation Data

Xavier University LA

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LA

Xavier University LA Alternative, IHE-based Report AY 2019-20 Louisiana

Report CompleteStatus: 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

Address line 2:

City

State

▾

Zip

Salutation

▾

First Name

Last Name

Phone

Email

Section I: Program Information

List of Programs

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

This Page Includes:

- [List of Programs](#)

List of Programs

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List of Programs			
CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1202	Elementary Education	PG	<ul style="list-style-type: none"> • Edit • Delete
13.1203	Junior High/Intermediate/Middle School Education and Teaching	PG	<ul style="list-style-type: none"> • Edit • Delete
13.1	Special Education	PG	<ul style="list-style-type: none"> • Edit • Delete
13.1302	Teacher Education - Art	PG	<ul style="list-style-type: none"> • Edit • Delete
13.1322	Teacher Education - Biology	PG	<ul style="list-style-type: none"> • Edit • Delete
13.1303	Teacher Education - Business	PG	<ul style="list-style-type: none"> • Edit • Delete
13.1323	Teacher Education - Chemistry	PG	<ul style="list-style-type: none"> • Edit • Delete
13.1305	Teacher Education - English/Language Arts	PG	<ul style="list-style-type: none"> • Edit • Delete
13.1306	Teacher Education - Foreign Language	PG	<ul style="list-style-type: none"> • Edit • Delete

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1311	Teacher Education - Mathematics	PG	<ul style="list-style-type: none"> Edit Delete
13.1312	Teacher Education - Music	PG	<ul style="list-style-type: none"> Edit Delete
13.1329	Teacher Education - Physics	PG	<ul style="list-style-type: none"> Edit Delete
13.1318	Teacher Education - Social Studies	PG	<ul style="list-style-type: none"> Edit Delete
<input type="text" value=""/>		UG, PG, or Both <input type="radio"/> UG <input type="radio"/> PG <input type="radio"/> Both <input type="radio"/>	<ul style="list-style-type: none"> Insert Cancel

Total number of teacher preparation programs:

Save Option

To save this page, indicate whether it is still in progress (indicating you may have entered data, but have not yet completed all portions of the page) or completed (indicating you have completed all portions of the page). When pages are marked as complete, the red dot next to the section on the right side menu will change to a green dot. You will still be able to edit all pages of your report until you certify the full report through the Certification link.

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Section I: Program Information

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\(a\)\(1\)\(C\)\(i\)\)](#)

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](#)

This Page Includes:

- [Undergraduate Requirements](#)
- [Postgraduate Requirements](#)
- [Supervised Clinical Experience](#)

Undergraduate Requirements

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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.

Undergraduate Requirements

Element	Admission	Completion
Transcript	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No
Fingerprint check	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum GPA	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum GPA in content area coursework	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum GPA in professional education coursework	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum ACT score	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No
Recommendation(s)	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No
Essay or personal statement	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify:		
Other specify: <input type="text" value="Portfolio"/>	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No	Required for Exit <input type="radio"/> Yes <input checked="" 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

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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.

Postgraduate Requirements

Element	Admission	Completion
Transcript	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No
Fingerprint check	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum SAT score	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum basic skills test score	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
Subject area/academic content test or other subject matter verification	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
Essay or personal statement	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
Interview	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
Other Specify:		
Other specify: <input type="text" value="Application; Minimum GI"/>	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No

Element

Admission

Completion

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

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Provide the following information about supervised clinical experience in 2019-20. (§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)

Programs with student teaching models (most traditional programs)

Number of clock hours of supervised clinical experience required prior to student teaching

Number of clock hours of supervised clinical experience required prior to student teaching

Number of clock hours required for student teaching

Number of clock hours required for student teaching

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)

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

Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom

Number of years required for teaching as the teacher of record in a classroom

Number of years required for teaching as the teacher of record in a classroom

If there are no programs with a student teacher model or teacher of record model, please describe the teaching model(s) used:

All Programs

All Programs

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

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

Number of students in supervised clinical experience during this

Number of students in supervised clinical experience during this academic year

academic year

14

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

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

offered during the fall and spring semesters.

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Calculate Full-Time Equivalent Faculty in the System

For any other part-time faculty supervising clinical experience, indicate the number of faculty and the percentage that represents the part-time employment rate for those faculty members (for example, 25% for a faculty member employed at a quarter of the time compared to a full-time faculty member)

Employment Rate (%)

Number of Faculty

Update

100% (Full-Time)

50% (Half-Time)

Employment Rate (%)

Number of Faculty

Delete

Employment Rate (%)

Number of Faculty

Delete

Add Row

Calculate FTE

Section I: Program Information

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](#)

This Page Includes:

- [Enrollment and Program Completers](#)

Enrollment and Program Completers

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Enrollment and Completer Totals

2019-20 Total

Total Number of Individuals Enrolled Total Number of Individuals Enrolled in 2019-20

2019-20 Total

Subset of Program Completers Subset of Program Completers in 2019-20

Program Enrollment and Completers By Gender

Gender	Total Enrolled	Subset of Program Completers
Male	Male Enrollment <input type="text" value="3"/>	Male Completers <input type="text" value="2"/>
Female	Female Enrollment <input type="text" value="29"/>	Female Completers <input type="text" value="12"/>
Non-Binary/Other	Non-Binary/Other Enrollment <input type="text" value="0"/>	Non-Binary/Other Completers <input type="text" value="0"/>
No Gender Reported	Nonreported gender Enrollment <input type="text" value="0"/>	Nonreported gender Completers <input type="text" value="0"/>

Program Enrollment and Completers By Race/Ethnicity

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	American Indian or Alaska Native Enrollment <input type="text" value="0"/>	American Indian or Alaska Native Completers <input type="text" value="0"/>
Asian	Asian Enrollment <input type="text" value="1"/>	Asian Completers <input type="text" value="1"/>
Black or African American	Black or African American Enrollment <input type="text" value="29"/>	Black or African American Completers <input type="text" value="12"/>
Hispanic/Latino of any race	Hispanic/Latino of any race enrollment <input type="text" value="0"/>	Hispanic/Latino of any race Completers <input type="text" value="0"/>
Native Hawaiian or Other Pacific Islander	Native Hawaiian or Other Pacific Islander Enrollment <input type="text" value="0"/>	Native Hawaiian or Other Pacific Islander Completers <input type="text" value="0"/>
White	White Enrollment <input type="text" value="2"/>	White Completers <input type="text" value="1"/>
Two or more races	Two or more races Enrollment <input type="text" value="0"/>	Two or more races Completers <input type="text" value="0"/>
No Race/Ethnicity Reported	Nonreported race/ethnicity Enrollment <input type="text" value="0"/>	Nonreported race/ethnicity Completers <input type="text" value="0"/>

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To save this page, indicate whether it is still in progress (indicating you may have entered data, but have not yet completed all portions of the page) or completed (indicating you have completed all portions of the page). When pages are marked as complete, the red dot next to the section on the right side menu will change to a green dot. You will still be able to edit all pages of your report until you certify the full report through the Certification link.

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Section I: Program Information

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

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Please provide the number of teachers prepared by subject area for academic year 2019-20.

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 2019-20

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>).

Teachers Prepared by Subject Area

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	Number Prepared <input type="text" value="7"/>
13.1202	Teacher Education - Elementary Education	Number Prepared <input type="text" value="5"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	Number Prepared <input type="text" value="4"/>
13.1210	Teacher Education - Early Childhood Education	Number Prepared <input type="text"/>
13.1301	Teacher Education - Agriculture	Number Prepared <input type="text"/>
13.1302	Teacher Education - Art	Number Prepared <input type="text"/>
13.1303	Teacher Education - Business	Number Prepared <input type="text"/>
13.1305	Teacher Education - English/Language Arts	Number Prepared <input type="text" value="1"/>
13.1306	Teacher Education - Foreign Language	Number Prepared <input type="text"/>
13.1307	Teacher Education - Health	Number Prepared <input type="text"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	Number Prepared <input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	Number Prepared <input type="text"/>
13.1311	Teacher Education - Mathematics	Number Prepared <input type="text" value="1"/>
13.1312	Teacher Education - Music	Number Prepared <input type="text" value="1"/>
13.1314	Teacher Education - Physical Education and Coaching	Number Prepared <input type="text"/>
13.1315	Teacher Education - Reading	Number Prepared <input type="text"/>
13.1316	Teacher Education - Science Teacher Education/General Science	Number Prepared <input type="text" value="2"/>
13.1317	Teacher Education - Social Science	Number Prepared <input type="text"/>
13.1318	Teacher Education - Social Studies	Number Prepared <input type="text" value="2"/>
13.1320	Teacher Education - Trade and Industrial	Number Prepared <input type="text"/>
13.1321	Teacher Education - Computer Science	Number Prepared <input type="text"/>
13.1322	Teacher Education - Biology	Number Prepared <input type="text" value="2"/>

Teachers Prepared by Subject Area

CIP Code	Subject Area	Number Prepared
13.1323	Teacher Education - Chemistry	Number Prepared <input type="text"/>
13.1324	Teacher Education - Drama and Dance	Number Prepared <input type="text"/>
13.1328	Teacher Education - History	Number Prepared <input type="text"/>
13.1329	Teacher Education - Physics	Number Prepared <input type="text"/>
13.1331	Teacher Education - Speech	Number Prepared <input type="text"/>
13.1337	Teacher Education - Earth Science	Number Prepared <input type="text"/>
13.14	Teacher Education - English as a Second Language	Number Prepared <input type="text"/>
13.99	Education - Other Specify: Other specify: <input type="text"/>	Number Prepared <input type="text"/>

Teachers Prepared by Academic Major

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Please provide the number of teachers prepared by academic major for academic year 2019-20. 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 2019-20

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](#)).

Teachers Prepared by Academic Major

CIP Code	Academic Major	Number Prepared
13.110	Teacher Education - Special Education	Number Prepared <input type="text" value="7"/>
13.1202	Teacher Education - Elementary Education	Number Prepared <input type="text" value="5"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	Number Prepared <input type="text" value="4"/>
13.1210	Teacher Education - Early Childhood Education	Number Prepared <input type="text"/>
13.1301	Teacher Education - Agriculture	Number Prepared <input type="text"/>
13.1302	Teacher Education - Art	Number Prepared <input type="text"/>
13.1303	Teacher Education - Business	Number Prepared <input type="text"/>
13.1305	Teacher Education - English/Language Arts	Number Prepared <input type="text"/>
13.1306	Teacher Education - Foreign Language	Number Prepared <input type="text"/>
13.1307	Teacher Education - Health	Number Prepared <input type="text"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	Number Prepared <input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	Number Prepared <input type="text"/>
13.1311	Teacher Education - Mathematics	Number Prepared <input type="text"/>
13.1312	Teacher Education - Music	Number Prepared <input type="text"/>
13.1314	Teacher Education - Physical Education and Coaching	Number Prepared <input type="text"/>
13.1315	Teacher Education - Reading	Number Prepared <input type="text"/>

Teachers Prepared by Academic Major

CIP Code	Academic Major	Number Prepared
13.1316	Teacher Education - General Science	Number Prepared <input type="text"/>
13.1317	Teacher Education - Social Science	Number Prepared <input type="text"/>
13.1318	Teacher Education - Social Studies	Number Prepared <input type="text"/>
13.1320	Teacher Education - Trade and Industrial	Number Prepared <input type="text"/>
13.1321	Teacher Education - Computer Science	Number Prepared <input type="text"/>
13.1322	Teacher Education - Biology	Number Prepared <input type="text"/>
13.1323	Teacher Education - Chemistry	Number Prepared <input type="text"/>
13.1324	Teacher Education - Drama and Dance	Number Prepared <input type="text"/>
13.1328	Teacher Education - History	Number Prepared <input type="text"/>
13.1329	Teacher Education - Physics	Number Prepared <input type="text"/>
13.1331	Teacher Education - Speech	Number Prepared <input type="text"/>
13.1337	Teacher Education - Earth Science	Number Prepared <input type="text"/>
13.14	Teacher Education - English as a Second Language	Number Prepared <input type="text"/>
13.99	Education - Other Specify: Other specify: <input type="text" value="Secondary Education 6 - 1"/>	Number Prepared <input type="text" value="5"/>
01	Agriculture	Number Prepared <input type="text"/>
03	Natural Resources and Conservation	Number Prepared <input type="text"/>
05	Area, Ethnic, Cultural, and Gender Studies	Number Prepared <input type="text"/>
09	Communication or Journalism	Number Prepared <input type="text"/>
11	Computer and Information Sciences	Number Prepared <input type="text"/>
12	Personal and Culinary Services	Number Prepared <input type="text"/>
14	Engineering	Number Prepared <input type="text"/>
16	Foreign Languages, Literatures, and Linguistics	Number Prepared <input type="text"/>
19	Family and Consumer Sciences/Human Sciences	Number Prepared <input type="text"/>
21	Technology Education/Industrial Arts	Number Prepared <input type="text"/>
22	Legal Professions and Studies	Number Prepared <input type="text"/>
23	English Language/Literature	Number Prepared <input type="text"/>
24	Liberal Arts/Humanities	Number Prepared <input type="text"/>
25	Library Science	Number Prepared <input type="text"/>
26	Biological and Biomedical Sciences	Number Prepared <input type="text"/>
27	Mathematics and Statistics	Number Prepared <input type="text"/>
30	Multi/Interdisciplinary Studies	Number Prepared <input type="text"/>
38	Philosophy and Religious Studies	Number Prepared <input type="text"/>
40	Physical Sciences	Number Prepared <input type="text"/>
41	Science Technologies/Technicians	Number Prepared <input type="text"/>
42	Psychology	Number Prepared <input type="text"/>
44	Public Administration and Social Service Professions	Number Prepared <input type="text"/>
45	Social Sciences	Number Prepared <input type="text"/>
46	Construction	Number Prepared <input type="text"/>
47	Mechanic and Repair Technologies	Number Prepared <input type="text"/>

CIP Code	Academic Major	Number Prepared
50	Visual and Performing Arts	Number Prepared <input type="text"/>
51	Health Professions and Related Clinical Sciences	Number Prepared <input type="text"/>
52	Business/Management/Marketing	Number Prepared <input type="text"/>
54	History	Number Prepared <input type="text"/>
99	Other Specify: <input type="text"/>	Number Prepared <input type="text"/>

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Section I: Program Information

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\(b\)](#))

This Page Includes:

- [Program Assurances](#)

Program Assurances

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- 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
- Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom. Yes
 No
- 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
- Prospective general education teachers are prepared to provide instruction to students with disabilities. Yes
 No
- Prospective general education teachers are prepared to provide instruction to limited English proficient students. Yes
 No
- Prospective general education teachers are prepared to provide instruction to students from low-income families. Yes
 No
- Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable. Yes
 No
- 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;

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

students with disabilities; students with limited English proficiency, and students in an urban setting.

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Section II: Annual Goals

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\(a\)\)](#)

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 \(2019-20\)](#)
- [Review Current Year’s Goal \(2020-21\)](#)
- [Set Next Year’s Goal \(2021-22\)](#)

Report Progress on Last Year’s Goal (2019-20)

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1. Did your program prepare teachers in mathematics in 2019-20?

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

Yes

No

2. 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.

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,

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: 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. Implemented the Robert Noyce

The new Algebra Project which is a partnership between Xavier and three of higher education institutions, main goal is to improve the STEM

Engagement Scholarship & Internship at the undergraduate and graduate levels for all majors.

Review Current Year’s Goal (2020-21)

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7. Is your program preparing teachers in mathematics in 2020-21? If no, leave the next question blank. Yes

No

8. 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.

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

Set Next Year's Goal (2021-22)

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9. Will your program prepare teachers in mathematics in 2021-22? 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.

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

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Section II: Annual Goals

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\(a\)\)](#)

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 \(2019-20\)](#)
- [Review Current Year's Goal \(2020-21\)](#)
- [Set Next Year's Goal \(2021-22\)](#)

Report Progress on Last Year's Goal (2019-20)

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1. Did your program prepare teachers in science in 2019-20?

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

- Yes
- No

2. 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

Continue to implement the Robert Noyce Engagement Scholarship & Internship at the undergraduate and graduate levels for all majors.

Scholarship & Internship at the undergraduate and graduate levels for all majors.

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: 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

Started the new STEM STARS "STEM Teacher Residency Program" with a goal of recruiting 20 STEM majors to become certified at the Masters

the Robert Noyce Engagement Scholarship & Internship at the undergraduate and graduate levels for all majors.

Review Current Year's Goal (2020-21)

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7. Is your program preparing teachers in science in 2020-21? If no, leave the next question blank. Yes
- No

8. 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.

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

Set Next Year's Goal (2021-22)

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9. Will your program prepare teachers in science in 2021-22? If no, leave the next question blank. Yes
- No

10. Describe your goal. The Division faculty will continue to aggressively obtain external grants to facilitate recruitment of science, biology and chemistry majors. The

The Division faculty will continue to aggressively obtain external grants to facilitate recruitment of science, biology and chemistry majors. The Division will continue to strive to achieve the

Division will continue to strive to achieve the goal(s) discussed above.

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Section II: Annual Goals

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\(a\)](#))

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

- [Quantifiable Goals](#)

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- [Report Progress on Last Year's Goal \(2019-20\)](#)
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Report Progress on Last Year's Goal (2019-20)

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1. Did your program prepare teachers in special education in 2019-20?

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

Yes

No

2. 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.

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,

3. Did your program meet the goal? Yes

No

4. Description of strategies used to achieve goal, if applicable: Obtained external funding to provide scholarships to student majoring/minoring in special education at the elementary, middle school or high school levels. Provide high quality field experiences to the candidates majoring/minoring in Special Education.

Obtained external funding to provide scholarships to student majoring/minoring in special education at the elementary, middle school or high school levels. Provide high quality field experiences to

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: 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

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 Robert Noyce Engagement Scholarship & Internship at the undergraduate and graduate levels for all majors.

Review Current Year's Goal (2020-21)

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7. Is your program preparing teachers in special education in 2020-21? If no, leave the next question blank. Yes
 No

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

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

Set Next Year's Goal (2021-22)

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9. Will your program prepare teachers in special education in 2021-22? If no, leave the next question blank. Yes
 No

10. Describe your goal. The Division will continue to implement previous year's goal to train candidates majoring/minoring in Special Education.

The Division will continue to implement previous year's goal to train candidates majoring/minoring in Special Education.

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Section II: Annual Goals

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\(a\)\)](#)

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 \(2019-20\)](#)
- [Review Current Year's Goal \(2020-21\)](#)
- [Set Next Year's Goal \(2021-22\)](#)

Report Progress on Last Year's Goal (2019-20)

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1. Did your program prepare teachers in instruction of limited English proficient students in 2019-20?

If no, leave remaining questions for 2019-20 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 (2020-21)

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7. Is your program preparing teachers in instruction of limited English proficient students in 2020-21? If no, leave the next question blank. Yes
 No

8. Describe your goal.

Set Next Year's Goal (2021-22)

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9. Will your program prepare teachers in instruction of limited English proficient students in 2021-22? If no, leave the next question blank. Yes
 No

10. Describe your goal.

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Section III: Program Pass Rates

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

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Assessment Pass Rates		Number	Avg.	Number	Pass
Assessment code - Assessment name	Test Company	taking	scaled	passing	rate
	Group	tests	score	tests	(%)
ETS0235 -BIOLOGY CONTENT KNOWLEDGE		3			
Educational Testing Service (ETS)					
Other enrolled students					
ETS0235 -BIOLOGY CONTENT KNOWLEDGE		2			
Educational Testing Service (ETS)					
All program completers, 2019-20					
ETS0235 -BIOLOGY CONTENT KNOWLEDGE		2			
Educational Testing Service (ETS)					
All program completers, 2018-19					
ETS0235 -BIOLOGY CONTENT KNOWLEDGE		1			
Educational Testing Service (ETS)					
All program completers, 2017-18					
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE		2			
Educational Testing Service (ETS)					
All program completers, 2018-19					
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH		2			
Educational Testing Service (ETS)					
Other enrolled students					
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH		2			
Educational Testing Service (ETS)					
All program completers, 2019-20					
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH		4			
Educational Testing Service (ETS)					
All program completers, 2018-19					
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING		3			
Educational Testing Service (ETS)					
Other enrolled students					
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING		2			
Educational Testing Service (ETS)					
All program completers, 2019-20					
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING		3			
Educational Testing Service (ETS)					
All program completers, 2018-19					
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING		2			
Educational Testing Service (ETS)					
Other enrolled students					
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING		3			
Educational Testing Service (ETS)					
All program completers, 2019-20					
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING		4			
Educational Testing Service (ETS)					
All program completers, 2018-19					
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING		1			

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
Educational Testing Service (ETS) All program completers, 2017-18				
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) Other enrolled students	1			
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) Other enrolled students	1			
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) Other enrolled students	1			
ETS5018 -ELEM ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	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) All program completers, 2019-20	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			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) Other enrolled students	3			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2019-20	3			
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) Other enrolled students	3			
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2019-20	3			
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) Other enrolled students	3			
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2019-20	3			
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	3			
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2019-20	3			
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS0043 -ENG LANG LIT COMP PEDAGOGY (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS)	1			

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
Other enrolled students				
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS5047 -MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) Other enrolled students	2			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) Other enrolled students	2			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS5440 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2019-20	2			
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, 2019-20	1			
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	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			
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			
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			
ETS5623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) Other enrolled students	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2019-20	4			
ETS5623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2018-19	5			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	1			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2019-20	3			
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			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	2			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2019-20	5			
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			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) Other enrolled students	1			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2019-20	6			
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			
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) Other enrolled students	1			
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2019-20	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			

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Section III: Program Pass Rates

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

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Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2019-20	14	14	100
All program completers, 2018-19	17	17	100
All program completers, 2017-18	6		

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Section IV: Low-Performing

Low-Performing

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

This Page Includes:

- [Low-Performing](#)

Low-Performing

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1. Is your teacher preparation program currently approved or accredited? Yes

No

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

CAEP

AAQEP

Other specify:

Other specify:

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

No

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Section V: Use of Technology

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

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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:

1. integrate technology effectively into curricula and instruction Yes
 No
 2. use technology effectively to collect data to improve teaching and learning Yes
 No
 3. use technology effectively to manage data to improve teaching and learning Yes
 No
 4. 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. Various technology are integrated throughout the candidates' education program.

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

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Section VI: Teacher Training

Teacher Training

Provide the following information about your teacher preparation program. ([§205\(a\)\(1\)\(G\)](#))

This Page Includes:

- [Teacher Training](#)

Teacher Training

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

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

2. 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

XULA instructs general education, MAT graduate students on the following activities involving the development, implementation, and monitoring of an IEP:

school settings (XULA also has a standalone course on SPED transitions)

3. 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

XULA provides MAT graduate students with instruction on how to effectively teach students whose first language is not English. Activities include the following:

2. Does your program prepare special education teachers? Yes No

If yes, provide a description of the activities that prepare *special education teachers* to:

1. 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.

The pedagogical objectives for XULA's MAT general, and special education programs, are multifold. Graduate students are provided research-based instructions,

2. 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

XULA instructs general education, MAT graduate students on the following activities involving the development, implementation, and monitoring of an IEP:

school settings (XULA also has a standalone course on SPED transitions)

3. 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 multilinguistic 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

XULA provides MAT graduate students with instruction on how to effectively teach students whose first language is not English. Activities include the following:

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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

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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. The Unit revising parts of the curriculum in preparation of the State Department of Education's on-site

visit.

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.

Link Text

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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:

Title:

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:

Title:

Certification Checklist

Please resolve the following items:

Section

[Section I: Program Information, Program Requirements, Supervised Clinical Experience](#)

Item

Supervised Clinical Experience: Hours required prior to teaching as teacher of record is 0