

# [Title II Higher Education Act](#)

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Renee Akbar Program User

## Select Academic Year Menu

2019-20 Academic Year Data ▾

2021 Title II Reports National Teacher Preparation Data  
Xavier University LA

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LA

Xavier University LA Traditional 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 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](#)

**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	UG	<ul style="list-style-type: none"> <li>• <a href="#">Edit</a></li> <li>• <a href="#">Delete</a></li> </ul>
13.1203	Junior High/Intermediate/Middle School Education and Teaching	UG	<ul style="list-style-type: none"> <li>• <a href="#">Edit</a></li> <li>• <a href="#">Delete</a></li> </ul>
13.1302	Teacher Education - Art	UG	<ul style="list-style-type: none"> <li>• <a href="#">Edit</a></li> <li>• <a href="#">Delete</a></li> </ul>
13.1322	Teacher Education - Biology	UG	<ul style="list-style-type: none"> <li>• <a href="#">Edit</a></li> <li>• <a href="#">Delete</a></li> </ul>
13.1323	Teacher Education - Chemistry	UG	<ul style="list-style-type: none"> <li>• <a href="#">Edit</a></li> <li>• <a href="#">Delete</a></li> </ul>
13.1305	Teacher Education - English/Language Arts	UG	<ul style="list-style-type: none"> <li>• <a href="#">Edit</a></li> <li>• <a href="#">Delete</a></li> </ul>
13.1306	Teacher Education - Foreign Language	UG	<ul style="list-style-type: none"> <li>• <a href="#">Edit</a></li> <li>• <a href="#">Delete</a></li> </ul>
13.1316	Teacher Education - General Science	UG	<ul style="list-style-type: none"> <li>• <a href="#">Edit</a></li> <li>• <a href="#">Delete</a></li> </ul>
13.1311	Teacher Education - Mathematics	UG	<ul style="list-style-type: none"> <li>• <a href="#">Edit</a></li> <li>• <a href="#">Delete</a></li> </ul>

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1312	Teacher Education - Music	UG	<ul style="list-style-type: none"> <li>• <input type="button" value="Edit"/></li> <li>• <input type="button" value="Delete"/></li> </ul>
13.1317	Teacher Education - Social Sciences	UG	<ul style="list-style-type: none"> <li>• <input type="button" value="Edit"/></li> <li>• <input type="button" value="Delete"/></li> </ul>
<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"> <li>• <input type="button" value="Insert"/></li> <li>• <input type="button" value="Cancel"/></li> </ul>

Total number of teacher preparation programs:

**Save Option**

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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
<b>Transcript</b>	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>
<b>Fingerprint check</b>	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>
<b>Background check</b>	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>
<b>Minimum number of courses/credits/semester hours completed</b>	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>

Undergraduate Requirements

Element	Admission	Completion
<b>Minimum GPA</b>	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
<b>Minimum GPA in content area coursework</b>	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
<b>Minimum GPA in professional education coursework</b>	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
<b>Minimum ACT score</b>	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
<b>Minimum SAT score</b>	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
<b>Minimum basic skills test score</b>	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
<b>Subject area/academic content test or other subject matter verification</b>	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
<b>Recommendation(s)</b>	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
<b>Essay or personal statement</b>	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
<b>Interview</b>	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
<b>Other Specify:</b>		
<b>Other specify:</b> <input type="text" value="Portfolio"/>	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <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: Candidates must complete a formal Teacher Education Program (TEP) interview

during the sophomore year and have a completed, accurate Portfolio.

Candidates must complete a formal Teacher Education Program (TEP) interview during the sophomore year and have a completed, accurate Portfolio.

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

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: The undergraduate education candidate must successfully complete all course work in order to be placed in a classroom with a certified student teaching supervisor.

The undergraduate education candidate must successfully complete all course work in order to be placed in a classroom with a certified student teaching supervisor.

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 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: There is one full-time equivalent faculty that supervises clinical

There is one full-time equivalent faculty that supervises clinical experience during this period.

experience during this period.

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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)	<input type="text"/>	
50% (Half-Time)	<input type="text"/>	
<input type="text" value="75%"/> Employment Rate (%)	<input type="text"/> Number of Faculty	<input type="button" value="Delete"/>
<input type="text" value="25%"/> Employment Rate (%)	<input type="text"/> Number of Faculty	<input type="button" value="Delete"/>
<input type="button" value="Add Row"/>		
<input type="button" value="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

**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="1"/>
Female	Female Enrollment <input type="text" value="14"/>	Female Completers <input type="text" value="2"/>
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"/>

Gender	Total Enrolled	Subset of Program Completers
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="0"/>	Asian Completers <input type="text" value="0"/>
Black or African American	Black or African American Enrollment <input type="text" value="17"/>	Black or African American Completers <input type="text" value="3"/>
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="0"/>	White Completers <input type="text" value="0"/>
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"/>

**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**

**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"/>
13.1202	Teacher Education - Elementary Education	Number Prepared <input type="text" value="2"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	Number Prepared <input type="text"/>
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" value="1"/>
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"/>
13.1316	Teacher Education - Science 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"/>	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
13.10	Teacher Education - Special Education	Number Prepared <input type="text"/>
13.1202	Teacher Education - Elementary Education	Number Prepared <input type="text" value="2"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	Number Prepared <input type="text"/>
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"/>
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"/>

<b>CIP Code</b>	<b>Academic Major</b>	<b>Number Prepared</b>
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"/>
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" value="1"/>
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"/>
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: 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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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: One part of the mission of Xavier University of Louisiana is to "create a more just and humane society" which closely ties into the above assurances. Specific courses are required for initial teacher certification candidates to make sure that all of the areas are studied and mastered. Candidates' field experiences take place in diverse school settings where the candidates' work closely with students from low-

One part of the mission of Xavier University of Louisiana is to "create a more just and humane society" which closely ties into the above assurances.

income families, students with disabilities, and with limited English proficient students.

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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. 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.

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

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: 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

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

wish to make education their minor degree.

## 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. 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.

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

# 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. DOEC will continue to strive to obtain external funding grants to strengthen existing Mathematics major/minor.

DOEC will continue to strive to obtain external funding grants to strengthen existing Mathematics major/minor.

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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. 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.

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

3. Did your program meet the goal?  Yes

No

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

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

scholarships for mathematics education majors and STEM programs.

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: 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

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

wish to make education their minor degree.

### 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. Obtain two science major/minors using the following strategy: 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

Obtain two science major/minors using the following strategy: One of the Strategic goals of the DOEC is to recruit and retain 25 new Freshmen and 75 new

majors that may wish to make education their minor degree.

### 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 will continue to aggressively seek external funding via grants to recruit teachers that wish to major in the field of science.

The division will continue to aggressively seek external funding via grants to recruit teachers that wish to major in the field of science.

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## 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](#)

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 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.

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)

[Back To Top](#)

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.

### 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.

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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

Assessment code - Assessment name

Number Avg. Number Pass

<b>Test Company Group</b>	<b>taking tests</b>	<b>scaled score</b>	<b>passing tests</b>	<b>rate (%)</b>
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2017-18	1			
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, 2017-18	1			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2019-20	2			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2019-20	2			
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2019-20	2			
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2019-20	2			
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2019-20	1			

**Assessment code - Assessment name  
Test Company  
Group**

**Number Avg. Number Pass  
taking scaled passing rate  
tests score tests (%)**

ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2019-20	2
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2018-19	1
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2017-18	2

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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

<b>Group</b>	<b>Number taking tests</b>	<b>Number Passing tests</b>	<b>Pass rate (%)</b>
All program completers, 2019-20	3		
All program completers, 2018-19	1		
All program completers, 2017-18	2		
All program completers, combined 3 academic years	6		

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Info

## 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 or 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. 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 via a Smart Board. 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. All candidates are required to develop a portfolio to enter TEP and continue to enhance it into a professional portfolio which is submitted at the conclusion of student teaching. Student teaching is the milestone event in which all candidates are required to maintain a professional portfolio. This portfolio contains samples of various types of technologies the candidate utilized for planning, instruction, assessment, record keeping and formative and summative evaluation. The portfolio must also contain samples of students' work (i.e., projects, tests, quizzes) with the purpose of increasing student academic achievement. Added to new Smart Board LCDs to classrooms in the Convocation Annex so education

majors/minors call be exposed to technology.

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

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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

#### [Back To Top](#)

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

1. Teach students with disabilities effectively Education majors are required to complete 15-hours of academic course work in special education before graduation. The courses are EDUC 2025 Child Psychology, EDUC 2040 Introduction to Exceptional Child, EDUC 2200 Multicultural Education, EDSC 4041T Student Teaching and EDUC 4060 Student Teaching Seminar. Candidates must integrate activities into all lesson plans for inclusion of all students.

Education majors are required to complete 15-hours of academic course work in special education before graduation. The courses are EDUC 2025 Child Psychology, EDUC 2040

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*. Student teachers must participate as a team member of the IEP process and develop strategies to accommodate all students. The student teacher will integrate the IEP strategies into all learning activities to best accommodate all students. The student teacher will also observe other more experienced

teachers implementing the IEP into lessons.

Student teachers must participate as a team member of the IEP process and develop strategies to accommodate all students. The student teacher will integrate the IEP strategies

3. Effectively teach students who are limited English proficient. Education majors must complete six hours in a Foreign Language as part of their degree programs. Due to the population make-up of the Greater New Orleans region, education majors are encourage to enroll in Spanish to better meet the

Education majors must complete six hours in a Foreign Language as part of their degree programs. Due to the population make-up of the

needs of that segment of the population. Greater New Orleans region, education majors

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 Education majors are required to complete 15-hours of academic course work in special education before graduation. The courses are EDUC 2025 Child Psychology, EDUC 2040 Introduction to Exceptional Child, EDUC 2200 Multicultural Education, EDSC 4041T Student Teaching and EDUC 4060 Student Teaching Seminar. Candidates must integrate activities into all lesson plans for inclusion of all students.

Education majors are required to complete 15-hours of academic course work in special education before graduation. The courses are EDUC 2025 Child Psychology, EDUC 2040

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*. Student teachers must participate as a team member of the IEP process and develop strategies to accommodate all students. The student teacher will integrate the IEP strategies into all learning activities to best accommodate all students. The student teacher will also observe other more experienced

Student teachers must participate as a team member of the IEP process and develop strategies to accommodate all students. The student teacher will integrate the IEP strategies

teachers implementing the IEP into lessons.

3. Effectively teach students who are limited English proficient. Student teachers must participate as a team member of the IEP process and develop strategies to accommodate all students. The student teacher will integrate the IEP strategies into all learning activities to best accommodate all students. The student teacher will also observe other more experienced teachers implementing the IEP into lessons. To facilitate the IEP process, Education majors must complete six hours in a Foreign Language as part of their degree programs. Due to the population make-up of the Greater New Orleans region, education

Student teachers must participate as a team member of the IEP process and develop strategies to accommodate all students. The student teacher will integrate the IEP strategies

majors are encourage to enroll in Spanish to better meet the needs of that part of the population.

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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

[Back To Top](#)

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 teacher education program at Xavier University of Louisiana requires all candidates to participate in diverse field experiences at various schools and grade levels

before being officially admitted into the Teacher Education Program (TEP) and enrolling in their methods courses. These field sites are very diverse in student populations in the areas of race and ethnicity, special needs, socio-economic background, and school type, such as traditional, charter, or private/parochial schools. The reflections from candidates after their field experiences indicate that during these experiences they have the opportunity to demonstrate the knowledge, skills, and professional dispositions needed to be effective during their student teaching semester. Faculty have expertise in the subjects they teach. Candidates have expressed

The teacher education program at Xavier University of Louisiana requires all candidates to participate in diverse field experiences at various schools and grade levels before being officially

appreciation of this fact during exit surveys.

## 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

File  No file selected

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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**

**Item**

**Section**

**Item**

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

Supervised Clinical Experience: No programs with student teaching model, but hours required prior to student teaching reported

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

Supervised Clinical Experience: No programs with student teaching model, but hours required for student teaching reported