

# Title II Higher Education Act

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Lathrop Kirsten Program User

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2022 Title II Reports National Teacher Preparation Data

Marquette University

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WI

Marquette University Traditional Report AY 2020-21 Wisconsin

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

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## 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	Both	<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	Both	<ul style="list-style-type: none"><li><a href="#">Edit</a></li><li><a href="#">Delete</a></li></ul>
13.1322	Teacher Education - Biology	Both	<ul style="list-style-type: none"><li><a href="#">Edit</a></li><li><a href="#">Delete</a></li></ul>
13.1323	Teacher Education - Chemistry	Both	<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	Both	<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	Both	<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	Both	<ul style="list-style-type: none"><li><a href="#">Edit</a></li><li><a href="#">Delete</a></li></ul>
13.1328	Teacher Education - History	Both	<ul style="list-style-type: none"><li><a href="#">Edit</a></li><li><a href="#">Delete</a></li></ul>
13.1311	Teacher Education - Mathematics	Both	<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
13.99	Teacher Education - Other	Both	<ul style="list-style-type: none"> <li>Edit</li> <li>Delete</li> </ul>
13.1329	Teacher Education - Physics	Both	<ul style="list-style-type: none"> <li>Edit</li> <li>Delete</li> </ul>
13.1318	Teacher Education - Social Studies	Both	<ul style="list-style-type: none"> <li>Edit</li> <li>Delete</li> </ul>
13.1331	Teacher Education - Speech	Both	<ul style="list-style-type: none"> <li>Edit</li> <li>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>Insert</li> <li>Cancel</li> </ul>

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

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: Students may be admitted into the program with a proficient basic skills test score

Students may be admitted into the program with a proficient basic skills test score with a GPA of 2.5-2.744.

with a GPA of 2.5--2.744.

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

Element

Admission

Completion

Other Specify:

Other specify:

Required for Entry  Yes  No  Required for Exit  Yes  No

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

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

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

### Supervised Clinical Experience

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Provide the following information about supervised clinical experience in 2020-21. ([§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**

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

experience during this academic year

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: In 2020-2021, students were supervised in their reading

In 2020-2021, students were supervised in their reading practicum and student teaching courses.

practicum and student teaching courses.

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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

Employment Rate (%)

Number of Faculty

### 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

**2020-21 Total**Total Number of Individuals Enrolled Total Number of Individuals Enrolled in 2020-21 Subset of Program Completers Subset of Program Completers in 2020-21

2020-21 Total

Program Enrollment and Completers By Gender

Gender	Total Enrolled	Subset of Program Completers
Male	Male Enrollment 47	Male Completers 17
Female	Female Enrollment 157	Female Completers 37
Non-Binary/Other	Non-Binary/Other Enrollment 0	Non-Binary/Other Completers 0
No Gender Reported	Nonreported gender Enrollment 0	Nonreported gender Completers 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 0	American Indian or Alaska Native Completers 0
Asian	Asian Enrollment 10	Asian Completers 3
Black or African American	Black or African American Enrollment 14	Black or African American Completers 2
Hispanic/Latino of any race	Hispanic/Latino of any race enrollment 23	Hispanic/Latino of any race Completers 5
Native Hawaiian or Other Pacific Islander	Native Hawaiian or Other Pacific Islander Enrollment 0	Native Hawaiian or Other Pacific Islander Completers 0
White	White Enrollment 157	White Completers 44
Two or more races	Two or more races Enrollment 0	Two or more races Completers 0
No Race/Ethnicity Reported	Nonreported race/ethnicity Enrollment 0	Nonreported race/ethnicity Completers 0

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Info

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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 2020-21.

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 2020-21

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="21"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	Number Prepared <input type="text" value="54"/>
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="10"/>
13.1306	Teacher Education - Foreign Language	Number Prepared <input type="text" value="2"/>
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="5"/>
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" value="8"/>
13.1317	Teacher Education - Social Science	Number Prepared <input type="text"/>
13.1318	Teacher Education - Social Studies	Number Prepared <input type="text" value="9"/>
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="3"/>



Teachers Prepared by Subject Area

CIP Code	Subject Area	Number Prepared
13.1323	Teacher Education - Chemistry	Number Prepared 3
13.1324	Teacher Education - Drama and Dance	Number Prepared
13.1328	Teacher Education - History	Number Prepared 15
13.1329	Teacher Education - Physics	Number Prepared 2
13.1331	Teacher Education - Speech	Number Prepared 3
13.1337	Teacher Education - Earth Science	Number Prepared
13.14	Teacher Education - English as a Second Language	Number Prepared
13.99	Education - Other Specify: Other specify: <u>political science, psycholog</u>	Number Prepared 68

Teachers Prepared by Academic Major

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Please provide the number of teachers prepared by academic major for academic year 2020-21. 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 2020-21

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
13.1202	Teacher Education - Elementary Education	Number Prepared 21
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	Number Prepared 54
13.1210	Teacher Education - Early Childhood Education	Number Prepared
13.1301	Teacher Education - Agriculture	Number Prepared
13.1302	Teacher Education - Art	Number Prepared
13.1303	Teacher Education - Business	Number Prepared
13.1305	Teacher Education - English/Language Arts	Number Prepared 4
13.1306	Teacher Education - Foreign Language	Number Prepared 2
13.1307	Teacher Education - Health	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	Number Prepared
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	Number Prepared
13.1311	Teacher Education - Mathematics	Number Prepared 4
13.1312	Teacher Education - Music	Number Prepared
13.1314	Teacher Education - Physical Education and Coaching	Number Prepared
13.1315	Teacher Education - Reading	Number Prepared

<b>CIP Code</b>	<b>Academic Major</b>	<b>Number Prepared</b>
13.1316	Teacher Education - General Science	Number Prepared 8
13.1317	Teacher Education - Social Science	Number Prepared
13.1318	Teacher Education - Social Studies	Number Prepared 9
13.1320	Teacher Education - Trade and Industrial	Number Prepared
13.1321	Teacher Education - Computer Science	Number Prepared
13.1322	Teacher Education - Biology	Number Prepared 3
13.1323	Teacher Education - Chemistry	Number Prepared 3
13.1324	Teacher Education - Drama and Dance	Number Prepared
13.1328	Teacher Education - History	Number Prepared 12
13.1329	Teacher Education - Physics	Number Prepared 1
13.1331	Teacher Education - Speech	Number Prepared 3
13.1337	Teacher Education - Earth Science	Number Prepared
13.14	Teacher Education - English as a Second Language	Number Prepared
13.99	Education - Other Specify: Other specify: <input type="text"/>	Number Prepared
01	Agriculture	Number Prepared
03	Natural Resources and Conservation	Number Prepared
05	Area, Ethnic, Cultural, and Gender Studies	Number Prepared
09	Communication or Journalism	Number Prepared 1
11	Computer and Information Sciences	Number Prepared
12	Personal and Culinary Services	Number Prepared
14	Engineering	Number Prepared
16	Foreign Languages, Literatures, and Linguistics	Number Prepared 2
19	Family and Consumer Sciences/Human Sciences	Number Prepared
21	Technology Education/Industrial Arts	Number Prepared
22	Legal Professions and Studies	Number Prepared
23	English Language/Literature	Number Prepared 9
24	Liberal Arts/Humanities	Number Prepared
25	Library Science	Number Prepared
26	Biological and Biomedical Sciences	Number Prepared 3
27	Mathematics and Statistics	Number Prepared 4
30	Multi/Interdisciplinary Studies	Number Prepared
38	Philosophy and Religious Studies	Number Prepared
40	Physical Sciences	Number Prepared
41	Science Technologies/Technicians	Number Prepared
42	Psychology	Number Prepared 2
44	Public Administration and Social Service Professions	Number Prepared
45	Social Sciences	Number Prepared
46	Construction	Number Prepared
47	Mechanic and Repair Technologies	Number Prepared

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" value="15"/>
99	Other Specify: Other specify: <input type="text" value="chemistry, physics, politic"/>	Number Prepared <input type="text" value="24"/>

**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 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: - Creation of English as a Second Language certification option is nearing completion. - Relevant field experience component for all students enrolled in the course "Methods of Teaching Children/Youth with Exceptional Needs" - New curriculum redesign addresses issues of educational inequities and antiracist pedagogy.
 

- Creation of English as a Second Language certification option is nearing completion.

- Relevant field experience component for all students enrolled in the course "Methods of

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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 \(2020-21\)](#)
- [Review Current Year's Goal \(2021-22\)](#)
- [Set Next Year's Goal \(2022-23\)](#)

### Report Progress on Last Year's Goal (2020-21)

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1. Did your program prepare teachers in mathematics in 2020-21?

If no, leave remaining questions for 2020-21 blank (or [clear responses already entered](#)).

Yes

No

We hope to continue to prepare 5 teacher candidates in mathematics.

2. Describe your goal. We hope to continue to prepare 5 teacher candidates in mathematics.

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 (2021-22)

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7. Is your program preparing teachers in mathematics in 2021-22? If no, leave the next question blank.  Yes

No

We hope to continue to prepare 5 teacher candidates in mathematics.

8. Describe your goal. We hope to continue to prepare 5 teacher candidates in mathematics.

# Set Next Year's Goal (2022-23)

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9. Will your program prepare teachers in mathematics in 2022-23? If no, leave the next question blank.  Yes

No

We hope to continue to prepare 5 teacher candidates in mathematics.

10. Describe your goal. We hope to continue to prepare 5 teacher candidates in mathematics.

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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 \(2020-21\)](#)
- [Review Current Year's Goal \(2021-22\)](#)
- [Set Next Year's Goal \(2022-23\)](#)

### Report Progress on Last Year's Goal (2020-21)

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1. Did your program prepare teachers in science in 2020-21?

If no, leave remaining questions for 2020-21 blank (or [clear responses already entered](#)).

Yes

No

We hope to continue to prepare at least 5 science teacher candidates.

2. Describe your goal. We hope to continue to prepare at least 5 science teacher candidates.

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 (2021-22)

[Back To Top](#)

7. Is your program preparing teachers in science in 2021-22? If no, leave the next question blank.  Yes

No

We hope to prepare 5 teacher candidates in science.

8. Describe your goal. We hope to prepare 5 teacher candidates in science.

## Set Next Year's Goal (2022-23)

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9. Will your program prepare teachers in science in 2022-23? If no, leave the next question blank.  Yes

No

We hope to continue to prepare 5 teacher candidates in science.

10. Describe your goal. We hope to continue to prepare 5 teacher candidates in science.

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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](#)

This Page Includes:

- [Report Progress on Last Year's Goal \(2020-21\)](#)
- [Review Current Year's Goal \(2021-22\)](#)
- [Set Next Year's Goal \(2022-23\)](#)

### Report Progress on Last Year's Goal (2020-21)

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1. Did your program prepare teachers in special education in 2020-21?

If no, leave remaining questions for 2020-21 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 (2021-22)

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7. Is your program preparing teachers in special education in 2021-22? If no, leave the next question blank.  Yes  
 No

8. Describe your goal.

### Set Next Year's Goal (2022-23)

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9. Will your program prepare teachers in special education in 2022-23? 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 \(2020-21\)](#)
- [Review Current Year's Goal \(2021-22\)](#)
- [Set Next Year's Goal \(2022-23\)](#)

## Report Progress on Last Year's Goal (2020-21)

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1. Did your program prepare teachers in instruction of limited English proficient students in 2020-21?

If no, leave remaining questions for 2020-21 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 (2021-22)

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7. Is your program preparing teachers in instruction of limited English proficient students in 2021-22? If no, leave the next question blank.  Yes

No

8. Describe your goal.

## Set Next Year's Goal (2022-23)

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9. Will your program prepare teachers in instruction of limited English proficient students in 2022-23? 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 RTT'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 Test Company Group	Number taking tests	Avg. scaled score	Number Pass tests	Pass rate (%)
TPA0001 -EDTPA: ELEMENTARY LITERACY Evaluation Systems group of Pearson All program completers, 2019-20	11	42	8	73
TPA0001 -EDTPA: ELEMENTARY LITERACY Evaluation Systems group of Pearson All program completers, 2018-19	21	46	21	100
TPA0002 -EDTPA: ELEMENTARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	1			
TPA0002 -EDTPA: ELEMENTARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	2			
TPA0018 -EDTPA: MIDDLE CHILDHOOD ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2018-19	4			
TPA0017 -EDTPA: MIDDLE CHILDHOOD SCIENCE Evaluation Systems group of Pearson All program completers, 2018-19	1			
TPA0003 -EDTPA: SECONDARY ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2019-20	3			

## Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TPA0003 -EDTPA: SECONDARY ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2018-19	7			
TPA0004 -EDTPA: SECONDARY HISTORY-SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2019-20	3			
TPA0004 -EDTPA: SECONDARY HISTORY-SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2018-19	9			
TPA0005 -EDTPA: SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	4			
TPA0006 -EDTPA: SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2019-20	3			
TPA0006 -EDTPA: SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2018-19	9			
TPA0020 -EDTPA: WORLD LANGUAGES Evaluation Systems group of Pearson All program completers, 2019-20	1			
TPA0020 -EDTPA: WORLD LANGUAGES Evaluation Systems group of Pearson All program completers, 2018-19	1			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2018-19	1			
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	38	245	26	68
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2020-21	19	255	19	100
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2019-20	28	254	27	96
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2018-19	28	256	28	100
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	5			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	6			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	6			
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) Other enrolled students	1			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE	3			

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

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

Educational Testing Service (ETS) All program completers, 2018-19	3
ETS5146 -MIDDLE SCHOOL CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	5
ETS5146 -MIDDLE SCHOOL CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	8
ETS5146 -MIDDLE SCHOOL CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	2
ACT1018 -OPI SPANISH American Council on the Teaching of Foreign Langua All program completers, 2020-21	2
ACT1018 -OPI SPANISH American Council on the Teaching of Foreign Langua All program completers, 2018-19	1
ACT3002 -OPIC SPANISH American Council on the Teaching of Foreign Langua All program completers, 2019-20	1
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	2
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	2
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	1
ACT2015 -WPT SPANISH American Council on the Teaching of Foreign Langua All enrolled students who have completed all noncl	1
ACT2015 -WPT SPANISH American Council on the Teaching of Foreign Langua Other enrolled students	2
ACT2015 -WPT SPANISH American Council on the Teaching of Foreign Langua All program completers, 2020-21	1
ACT2015 -WPT SPANISH American Council on the Teaching of Foreign Langua All program completers, 2019-20	2
ACT2015 -WPT SPANISH American Council on the Teaching of Foreign Langua All program completers, 2018-19	

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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 RTI'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, 2020-21	27	27	100
All program completers, 2019-20	43	36	84
All program completers, 2018-19	59	52	88

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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 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. Throughout the Education course sequences, pre-service teachers are taught to effectively integrate technology into curricula and instruction, to collect data, to manage data and to analyze data to improve teaching and learning. For example, in the course "Teaching Practice 1: Instructional Design and Teaching Models," students are taught to use technologies to enhance learning and assessment. This is just one example of how technology continues to be woven and integrated throughout the sequence of Education coursework. In addition, during their semester of student teaching experience, students must demonstrate their ability to adapt instruction based on data collection and analysis. Technology continues to be utilized in that process. We also use an online integrated platform to store and view videos in several other courses. Teacher candidates record lessons and receive feedback from peers, instructors, and supervisors.

Throughout the Education course sequences, pre-service teachers are taught to effectively integrate technology into curricula and instruction, to collect data, to manage data and to analyze data to

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# 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 All preservice teachers must successfully demonstrate appropriate knowledge, skills, and dispositions in teaching students will disabilities. Activities include the study of theories and the application to practice, all of which are assessed in the course EDUC 4217, Methods of Teaching Children/Youth with Exceptional Needs. Teacher candidates are also assessed in these areas again during their student teaching

experience. 

All preservice teachers must successfully demonstrate appropriate knowledge, skills, and dispositions in teaching students will disabilities. Activities include the study of theories and the

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*. All preservice teachers have the opportunity to observe and participate on an individualized education program team as part of student teaching.

All preservice teachers have the opportunity to observe and participate on an individualized education program team as part of student teaching.

3. Effectively teach students who are limited English proficient. All preservice teachers are prepared to differentiate instruction for a range of student needs, including limited English proficient students, in various teaching methodologies courses as well as concurrent field experiences. For example, in our secondary content area literacy course, advanced methods, and in multiple courses of our elementary program.

All preservice teachers are prepared to differentiate instruction for a range of student needs, including limited English proficient students, in various teaching methodologies

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

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*.

3. Effectively teach students who are limited English proficient.

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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## 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.**

Consistent with Jesuit tradition, the College of Education programs at Marquette University prepare teachers, school counselors, counseling psychologists, community counselors and administrators to demonstrate a commitment to social justice through their work. This commitment is expressed first through our undergraduate and graduate students becoming excellent professionals who exhibit a deep knowledge and understanding of their disciplines, as well as how children, adolescents, and adults learn and develop. The commitment is further realized as students master the requisite skills of their profession. Taken together, their knowledge and skill enable Marquette students to be effective communicators whose pedagogy, administration, counseling practice, or professional psychology meets the intellectual, social, emotional, cultural, and physical needs of those they aspire to help. In effect, their practice takes the form of planning, instruction or intervention, assessment, and the shaping of learning environments, all done with the race, social class, gender, ethnicity, and ability of their students or clients in mind. Marquette students also exhibit dispositions that support lifelong learning and an appreciation for research and professional growth. They continually reflect on their practice and role in society, as well as attempt to enhance the learning and general well-being of those they serve. In all of these endeavors, they grow in their engagement with critical analysis and advocacy around structural inequities in society and education. All College of Education programs foster personal and professional excellence, the promotion of a life of faith, and the development of leadership expressed in service to others. Respectful of these underpinnings, our learning community values the balancing of theory, research, and practice, and emphasizes active engagement, critical thinking, and social critique. Our students develop strongly held ideals of care, respect, and advocacy for the well-being of all humankind under the guidance of faculty who are exceptional teachers and mentors, prominent scholars, and exemplary models of service. Our faculty members aim to nurture the transformation of students into individuals who will grow continuously in their application of the ideals of social justice – in the practice of their profession, in their personal and collective involvement in society, and in their interactions and relationships with students, parents and guardians, clients, families, colleagues, school personnel, and community partners. The program also has a deep commitment to social justice in schools and society. A commitment to social justice demands that educators have a deep understanding of the disciplines they teach and use developmentally, and culturally responsive pedagogies that embrace technological advances to facilitate learning for all children. The university's focus on service in the urban environment, a cornerstone of the undergraduate program, also permeates the unit's advanced programs. Assessment of candidate outcomes occurs at multiple intervals throughout the program. In order to ensure that candidates are well-prepared to enter teaching and other related professions, the unit course goals and objectives are carefully aligned with the proficiencies associated

with quality performance.

Consistent with Jesuit tradition, the College of Education programs at Marquette University prepare teachers, school counselors, counseling psychologists, community counselors and

## Supporting Files

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### 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:

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