title **II** higher education act

2020 TITLE II REPORTS
National Teacher Preparation Data

AZ
University of Arizona
Traditional Report AY 2018-19
Arizona

REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

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

- Academic year
- IPEDS ID

IPEDS ID

104179

☐ **THIS INSTITUTION HAS NO IPEDS ID**

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

College of Education

PO Box 210069

CITY

Tucson

STATE

Arizona ▼

ZIP

85721

SALUTATION

Mrs. ▼

FIRST NAME

Sara

LAST NAME

Knepper

PHONE

(520) 626-8898

EMAIL

sme@email.arizona.edu

List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Institution Information Postgraduate level (PG), or both. **(§205(a)(C))**

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

- Teacher Preparation Program

List of Programs

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	UG	
13.1202	Elementary Education	UG	
13.1	Special Education	Both	
13.1301	Teacher Education - Agriculture	UG	
13.1302	Teacher Education - Art	Both	
13.1322	Teacher Education - Biology	PG	
13.1323	Teacher Education - Chemistry	PG	
13.1337	Teacher Education - Earth Science	PG	
13.1305	Teacher Education - English/Language Arts	PG	
13.1306	Teacher Education - Foreign Language	PG	
13.1316	Teacher Education - General Science	PG	
13.1328	Teacher Education - History	PG	
13.1311	Teacher Education - Mathematics	Both	
13.1312	Teacher Education - Music	UG	
13.1329	Teacher Education - Physics	PG	
13.1318	Teacher Education - Social Studies	PG	

Total number of teacher preparation programs:

16

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

Undergraduate Requirements

1. Are there initial teacher certification programs at the undergraduate level?

- ● **Yes**
- ○ **No**

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the undergraduate level. If no, leave the table below blank (or **clear responses already entered**) then click save at the bottom of the page.

Element	Admission		Completion	
Transcript	● Yes	○ No	● Yes	○ No
Fingerprint check	● Yes	○ No	● Yes	○ No
Background check	○ Yes	● No	○ Yes	● No
Minimum number of courses/credits/semester hours completed	● Yes	○ No	● Yes	○ No
Minimum GPA	● Yes	○ No	● Yes	○ No
Minimum GPA in content area coursework	● Yes	○ No	● Yes	○ No
Minimum GPA in professional education coursework	● Yes	○ No	● Yes	○ No
Minimum ACT score	○ Yes	● No	○ Yes	● No
Minimum SAT score	○ Yes	● No	○ Yes	● No
Minimum basic skills test score	○ Yes	● No	○ Yes	● No
Subject area/academic content test or other subject matter verification	○ Yes	● No	○ Yes	● No
Recommendation(s)	● Yes	○ No	○ Yes	● No
Essay or personal statement	● Yes	○ No	○ Yes	● No

Element	Admission		Completion	
Interview	● Yes	○ No	○ Yes	● No
Other Specify: Experience working with the appropriate level of school-aged children or adolesce…	● Yes	○ No	○ 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.)

2.5

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

2.5

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

We discussed raising the minimum GPA to 3.0 beginning in the academic year 2015-16, but decided not to pursue the change as peer institution GPA requirements for teacher preparation admission are 2.0-2.5.

Postgraduate Requirements

1. Are there initial teacher certification programs at the postgraduate level?

● **Yes**
○ **No**

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the postgraduate level. If no, leave the table below blank (or **clear responses already entered**) then click save at the bottom of the page.

Element	Admission		Completion	
Transcript	● Yes	○ No	● Yes	○ No
Fingerprint check	● Yes	○ No	● Yes	○ No
Background check	○ Yes	● No	○ Yes	● No
Minimum number of courses/credits/semester hours completed	● Yes	○ No	● Yes	○ No
Minimum GPA	● Yes	○ No	● Yes	○ No
Minimum GPA in content area coursework	● Yes	○ No	● Yes	○ No
Minimum GPA in professional education coursework	● Yes	○ No	● Yes	○ No
Minimum ACT score	○ Yes	● No	○ Yes	● No
Minimum SAT score	○ Yes	● No	○ Yes	● No
Minimum basic skills test score	○ Yes	● No	○ Yes	● No
Subject area/academic content test or other subject matter verification	● Yes	○ No	○ Yes	● No
Recommendation(s)	● Yes	○ No	○ Yes	● No

Element	Admission		Completion	
Essay or personal statement	● Yes	○ No	○ Yes	● No
Interview	● Yes	○ No	○ Yes	● No
Other Specify: Experience working with the appropriate level of school-aged children or adolesce…	● Yes	○ No	● 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

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.)

> 3

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

> This may vary slightly across programs.

Supervised Clinical Experience

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

Are there programs with student teaching models?

● Yes
○ No

If yes, provide the next two responses. If no, leave them blank.

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	350
Number of clock hours required for student teaching	500

Are there programs in which candidates are the teacher of record?

● Yes
○ No

If yes, provide the next two responses. If no, leave them blank.

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)	
Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	350
Number of years required for teaching as the teacher of record in a classroom	500

All Programs

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	20
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	70
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	500
Number of students in supervised clinical experience during this academic year	525

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

This is difficult to accurately determine, as supervision varies from program to program. An estimate is provided for reporting purposes. Adjunct faculty include site coordinators who oversee students' practica and university student teacher supervisors who oversee student teaching experiences. Cooperating teachers includes practicum and student teacher mentors and cooperating teachers.

Enrollment and Program Completers

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year. **(§205(a)(1)(C)(ii))**

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

- Enrolled Student
- Program Completer

Enrollment and Program Completers

2018-19 Total	
Total Number of Individuals Enrolled	818
Subset of Program Completers	265

Gender	Total Enrolled	Subset of Program Completers
Male	176	50
Female	642	215
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	**Total Enrolled**	**Subset of Program Completers**
American Indian or Alaska Native	33	15
Asian	28	8
Black or African American	22	7
Hispanic/Latino of any race	229	70
Native Hawaiian or Other Pacific Islander	1	0
White	487	156

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	0	0
No Race/Ethnicity Reported	18	9

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races		
No Race/Ethnicity Reported	18	9

Teachers Prepared

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

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

THIS PAGE INCLUDES:

>> Teachers Prepared by Subject Area

>> Teachers Prepared by Academic Major

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2018-19.

For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. **(§205(b)(1)(H))**

What are CIP Codes?

☐ **No teachers prepared in academic year 2018-19**

If your program has no teachers prepared, check the box above and leave the table below blank (or **clear responses already entered**).

> What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55).

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	50
13.1202	Teacher Education - Elementary Education	101

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	16
13.1301	Teacher Education - Agriculture	14
13.1302	Teacher Education - Art	2
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	26
13.1306	Teacher Education - Foreign Language	5
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	2
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	15
13.1312	Teacher Education - Music	15
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	3
13.1317	Teacher Education - Social Science	2
13.1318	Teacher Education - Social Studies	1
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	7
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	5
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	1
13.14	Teacher Education - English as a Second Language	34
13.99	Education - Other Specify: Teacher Education - American Sign Language	1

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2018-19. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. **(§205(b)(1)(H))**

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

What are CIP Codes?

Do participants earn a degree upon completion of the program?

- ● Yes
- ○ No

☐ **No teachers prepared in academic year 2018-19**

If your program does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or **clear responses already entered**).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	50
13.1202	Teacher Education - Elementary Education	101
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	16
13.1301	Teacher Education - Agriculture	14
13.1302	Teacher Education - Art	2
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	26
13.1306	Teacher Education - Foreign Language	5
13.1307	Teacher Education - Health	

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	2
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	15
13.1312	Teacher Education - Music	15
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - General Science	3
13.1317	Teacher Education - Social Science	2
13.1318	Teacher Education - Social Studies	1
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	7
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	5
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	1
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify: Teacher Education - American Sign Language	1
01	Agriculture	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	
09	Communication or Journalism	

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	
12	Personal and Culinary Services	
14	Engineering	
16	Foreign Languages, Literatures, and Linguistics	
19	Family and Consumer Sciences/Human Sciences	
21	Technology Education/Industrial Arts	
22	Legal Professions and Studies	
23	English Language/Literature	
24	Liberal Arts/Humanities	
25	Library Science	
26	Biological and Biomedical Sciences	
27	Mathematics and Statistics	
30	Multi/Interdisciplinary Studies	
38	Philosophy and Religious Studies	
40	Physical Sciences	
41	Science Technologies/Technicians	
42	Psychology	
44	Public Administration and Social Service Professions	
45	Social Sciences	
46	Construction	
47	Mechanic and Repair Technologies	
50	Visual and Performing Arts	
51	Health Professions and Related Clinical Sciences	
52	Business/Management/Marketing	
54	History	

CIP Code	Academic Major	Number Prepared
99	Other Specify:	

Program Assurances

Respond to the following assurances. Note: Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. **(§205(a)(1)(A)(iii); §206(b))**

Program Assurances

1. Program preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

- ● Yes
- ○ No

2. Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

- ● Yes
- ○ No

3. Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

- ● Yes
- ○ No
- ○ Program does not prepare special education teachers

4. Prospective general education teachers are prepared to provide instruction to students with disabilities.

- ● Yes
- ○ No

5. Prospective general education teachers are prepared to provide instruction to limited English proficient students.

- ● Yes
- ○ No

6. Prospective general education teachers are prepared to provide instruction to students from low-income families.

- ● Yes
- ○ No

7. Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

- ● Yes
- ○ No

8. Describe your institution's most successful strategies in meeting the assurances listed above:

We meet regularly with the district representatives who work with our students; we engage in common research and program development projects; we carefully negotiate effective field experiences; we evaluate the performance of our candidates as well as their perceptions of their experiences and we place our students in Title I schools. We are expanding our outreach to more rural districts and have hired an undergraduate recruiter to do more of this work. We survey local districts who hire our students in order to determine their perceptions of how well prepared our student are. All students completing any teacher preparation program at the University of Arizona earn an SEI endorsement, and beginning with spring 2019 program admits (fall 2020 and later program completers), all Elementary and Early Childhood graduates will earn an ESL and/ or Bilingual endorsement, both of which supersede the SEI endorsement.

Annual Goals: Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.
(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))

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

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

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

- Quantifiable Goals

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

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

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

- ● Yes
- ○ No

2. Describe your goal.

We do not set specific goals for our programs. We try to recruit, retain, and graduate as many teacher candidates as possible.

3. Did your program meet the goal?

- ● Yes
- ○ No

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

Faculty and staff all work toward recruitment, retention, and graduation of teacher candidates.

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

We do not set specific goals for our programs. We try to recruit, retain, and graduate as many teacher candidates as possible. We did hire a permanent student recruiter for College of Education programs in the hopes of increasing student numbers across all programs.

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

The market does not adequately support teachers, especially mathematics majors who have many, more lucrative opportunities. Working conditions and salaries are a serious problem here in Arizona, which makes recruitment difficult.

Review Current Year's Goal (2019-20)

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

- ● Yes
- ○ No

8. Describe your goal.

We do not set specific goals for our programs. We try to recruit, retain, and graduate as many teacher candidates as possible.

Set Next Year's Goal (2020-21)

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

- ● Yes
- ○ No

10. Describe your goal.

We do not set specific goals for our programs. We try to recruit, retain, and graduate as many teacher candidates as possible.

Annual Goals: Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.
(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))

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

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

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

- Quantifiable Goals

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

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

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

- ● Yes
- ○ No

2. Describe your goal.

We do not set specific goals for our programs. We try to recruit, retain, and graduate as many teacher candidates as possible.

3. Did your program meet the goal?

- ● Yes
- ○ No

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

Faculty and staff all work toward recruitment, retention, and graduation of teacher candidates.

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

We do not set specific goals for our programs. We try to recruit, retain, and graduate as many teacher candidates as possible. We did hire a permanent student recruiter for College of Education programs in the hopes of increasing student numbers across all programs.

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

The market does not adequately support teachers, especially science majors who have many, more lucrative opportunities. Working conditions and salaries are a serious problem here in Arizona, which makes recruitment difficult.

Review Current Year's Goal (2019-20)

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

- ● Yes
- ○ No

8. Describe your goal.

We do not set specific goals for our programs. We try to recruit, retain, and graduate as many teacher candidates as possible.

Set Next Year's Goal (2020-21)

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

- ● Yes
- ○ No

10. Describe your goal.

We do not set specific goals for our programs. We try to recruit, retain, and graduate as many teacher candidates as possible.

Annual Goals: Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.
(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))

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

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

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

- Quantifiable Goals

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

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

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

- ● Yes
- ○ No

2. Describe your goal.

We do not set specific goals for our programs. We try to recruit, retain, and graduate as many teacher candidates as possible.

3. Did your program meet the goal?

- ● Yes
- ○ No

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

Faculty and staff all work toward recruitment, retention, and graduation of teacher candidates. We apply for grants to support special education: visual impairment and hearing impairment, and we actively recruit locally for our mild-moderate disabilities program.

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

We do not set specific goals for our programs. We try to recruit, retain, and graduate as many teacher candidates as possible. We did hire a permanent student recruiter for College of Education programs in the hopes of increasing student numbers across all programs.

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

The market does not adequately support teachers, especially special education teachers. Working conditions, the increasing burden of paperwork, and salaries are a serious problem here in Arizona, which makes recruitment difficult.

Review Current Year's Goal (2019-20)

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

- ● Yes
- ○ No

8. Describe your goal.

We do not set specific goals for our programs. We try to recruit, retain, and graduate as many teacher candidates as possible.

Set Next Year's Goal (2020-21)

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

- ● Yes
- ○ No

10. Describe your goal.

We do not set specific goals for our programs. We try to recruit, retain, and graduate as many teacher candidates as possible.

Annual Goals: Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.
(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))

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

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

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

- Quantifiable Goals

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

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

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

   ● Yes
   ○ No

2. **Describe your goal.**

   We do not set specific goals for our programs. We try to recruit, retain, and graduate as many teacher candidates as possible.

3. **Did your program meet the goal?**

   ● Yes
   ○ No

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

   Faculty and staff all work toward recruitment, retention, and graduation of teacher candidates.

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

We do not set specific goals for our programs. We try to recruit, retain, and graduate as many teacher candidates as possible. We did hire a permanent student recruiter for College of Education programs in the hopes of increasing student numbers across all programs.

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

We have changed our Elementary Education and Early Childhood with SEI endorsement programs such that all Elementary Education and Early Childhood Education graduates will earn an ESL and/or Bilingual endorsement, beginning with Spring 2019 professional admits (fall 2020 and later program completers). The ESL and Bilingual endorsements supersede the SEI endorsement in terms of best preparing teachers to work with English language learners. The market does not adequately support teachers, especially in Arizona. Working conditions and salaries are a serious problem here in Arizona, which makes recruitment difficult.

Review Current Year's Goal (2019-20)

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

- ● Yes
- ○ No

8. Describe your goal.

We do not set specific goals for our programs. We try to recruit, retain, and graduate as many teacher candidates as possible.

Set Next Year's Goal (2020-21)

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

- ● Yes
- ○ No

10. Describe your goal.

We do not set specific goals for our programs. We try to recruit, retain, and graduate as many teacher candidates as possible.

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

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
NT051 -APK ELEMENTARY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	12	246	11	92
NT051 -APK ELEMENTARY Evaluation Systems group of Pearson Other enrolled students	1			
NT051 -APK ELEMENTARY Evaluation Systems group of Pearson All program completers, 2018-19	105	249	104	99
NT051 -APK ELEMENTARY Evaluation Systems group of Pearson All program completers, 2017-18	83	253	83	100
NT051 -APK ELEMENTARY Evaluation Systems group of Pearson All program completers, 2016-17	135	250	134	99
NT052 -APK SECONDARY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
NT052 -APK SECONDARY Evaluation Systems group of Pearson Other enrolled students	5			
NT052 -APK SECONDARY Evaluation Systems group of Pearson All program completers, 2018-19	85	257	83	98
NT052 -APK SECONDARY Evaluation Systems group of Pearson All program completers, 2017-18	44	252	41	93
NT052 -APK SECONDARY Evaluation Systems group of Pearson All program completers, 2016-17	94	255	94	100
NT503 -ART Evaluation Systems group of Pearson Other enrolled students	2			
NT503 -ART Evaluation Systems group of Pearson All program completers, 2018-19	2			
NT503 -ART Evaluation Systems group of Pearson All program completers, 2017-18	2			
NT503 -ART Evaluation Systems group of Pearson All program completers, 2016-17	9			
NT305 -BIOLOGY Evaluation Systems group of Pearson Other enrolled students	2			
NT305 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2018-19	3			
NT305 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2017-18	2			
NT305 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2016-17	5			
NT306 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2016-17	3			
NT404 -CHINESE Evaluation Systems group of Pearson All program completers, 2016-17	1			
036 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson Other enrolled students	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
036 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	3			
036 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	17	270	16	94
036 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	19	269	19	100
045 -EARTH SCIENCE Evaluation Systems group of Pearson All program completers, 2018-19	1			
035 -ECONOMICS Evaluation Systems group of Pearson Other enrolled students	2			
NT102 -ELEMENTARY EDUCATION (SUBTESTS I) Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
NT102 -ELEMENTARY EDUCATION (SUBTESTS I) Evaluation Systems group of Pearson All program completers, 2018-19	12	247	12	100
NT102 -ELEMENTARY EDUCATION (SUBTESTS I) Evaluation Systems group of Pearson All program completers, 2017-18	52	239	45	87
NT102 -ELEMENTARY EDUCATION (SUBTESTS I) Evaluation Systems group of Pearson All program completers, 2016-17	94	240	88	94
NT103 -ELEMENTARY EDUCATION (SUBTESTS II) Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
NT103 -ELEMENTARY EDUCATION (SUBTESTS II) Evaluation Systems group of Pearson All program completers, 2018-19	12	252	10	83
NT103 -ELEMENTARY EDUCATION (SUBTESTS II) Evaluation Systems group of Pearson All program completers, 2017-18	53	245	46	87
NT103 -ELEMENTARY EDUCATION (SUBTESTS II) Evaluation Systems group of Pearson All program completers, 2016-17	94	246	89	95
NT301 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	2			
NT301 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2018-19	9			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
NT301 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2017-18	1			
NT301 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2016-17	8			
NT311 -GENERAL SCIENCE Evaluation Systems group of Pearson All program completers, 2018-19	2			
NT311 -GENERAL SCIENCE Evaluation Systems group of Pearson All program completers, 2016-17	5			
NT302 -HISTORY Evaluation Systems group of Pearson Other enrolled students	1			
NT302 -HISTORY Evaluation Systems group of Pearson All program completers, 2018-19	2			
NT302 -HISTORY Evaluation Systems group of Pearson All program completers, 2016-17	6			
NT304 -MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	1			
NT304 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	5			
NT304 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	1			
NT304 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	15	259	15	100
NT504 -MUSIC Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
NT504 -MUSIC Evaluation Systems group of Pearson All program completers, 2018-19	4			
NT504 -MUSIC Evaluation Systems group of Pearson All program completers, 2017-18	5			
NT504 -MUSIC Evaluation Systems group of Pearson All program completers, 2016-17	16	258	16	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
006 -POLITICAL SCIENCE/AMERICAN GOVERNMENT Evaluation Systems group of Pearson All program completers, 2018-19	2			
006 -POLITICAL SCIENCE/AMERICAN GOVERNMENT Evaluation Systems group of Pearson All program completers, 2016-17	2			
091 -PROFESSIONAL KNOWLEDGE - ELEMENTARY Evaluation Systems group of Pearson All program completers, 2016-17	3			
093 -PROFESSIONAL KNOWLEDGE-EARLY CHLDHOOD Evaluation Systems group of Pearson Other enrolled students	3			
093 -PROFESSIONAL KNOWLEDGE-EARLY CHLDHOOD Evaluation Systems group of Pearson All program completers, 2018-19	16	251	15	94
093 -PROFESSIONAL KNOWLEDGE-EARLY CHLDHOOD Evaluation Systems group of Pearson All program completers, 2017-18	17	262	17	100
093 -PROFESSIONAL KNOWLEDGE-EARLY CHLDHOOD Evaluation Systems group of Pearson All program completers, 2016-17	18	260	16	89
NT401 -SPANISH Evaluation Systems group of Pearson Other enrolled students	2			
NT401 -SPANISH Evaluation Systems group of Pearson All program completers, 2018-19	3			
NT401 -SPANISH Evaluation Systems group of Pearson All program completers, 2017-18	1			
NT401 -SPANISH Evaluation Systems group of Pearson All program completers, 2016-17	2			
026 -SPECIAL ED.: HEARING IMPAIRED Evaluation Systems group of Pearson All program completers, 2016-17	5			
030 -SPECIAL ED.: SEV. & PROF. DISABLED Evaluation Systems group of Pearson All program completers, 2017-18	1			
032 -SPECIAL ED.: VISUALLY IMPAIRED Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
NT601 -SPECIAL EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
NT601 -SPECIAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	10	249	10	100
NT601 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	11	259	10	91
NT601 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	7			
NT601 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	21	248	21	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)

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

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2018-19	221	211	95
All program completers, 2017-18	155	141	91
All program completers, 2016-17	253	238	94

Low-Performing

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

Low-Performing

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

- 🔘 Yes
- ⚪ No

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

- ☑ State
- ☐ CAEP
- ☐ AAQEP
- ☐ Other specify:

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

- ⚪ Yes
- 🔘 No

Use of Technology

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

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

Use of Technology

1. **Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. (§205(a)(1)(F))**

   Does your program prepare teachers to:

   a. **integrate technology effectively into curricula and instruction**

   ● Yes
   ○ No

   b. **use technology effectively to collect data to improve teaching and learning**

   ● Yes
   ○ No

   c. **use technology effectively to manage data to improve teaching and learning**

   ● Yes
   ○ No

   d. **use technology effectively to analyze data to improve teaching and learning**

   ● Yes
   ○ No

2. **Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.**

   Preparing teachers to integrate technology effectively The majority of our incoming students have proficiency across numerous technologies. In addition, many courses incorporate a variety of technologies, presentation formats, and web sites. Desire to Learn (D2L), a university-wide online platform for sharing information with students in particular sections for a class, is used in nearly all teacher preparation courses. Instructors model teaching with technologies such as interactive White Boards, and we also address using technology tools in our subject methods courses, where we have students work with tools for data collection and analysis. Strategies that have proven most successful include requiring students to develop lesson plans that require high school students to utilize key pieces of technology within their own class projects. In mathematics methods courses, software such as Geogebra and Geometer's Sketchpad, graphing calculators, and motion detectors for data collection and graph displays are widely used. In the Special Education program, specific coursework focuses on the integration of technology into teaching and learning and use of devices such as laptops, netbooks, PDAs, lightscribe pens, Smart Boards, and other applications. Special education students learn and develop technology for adaptive devices by creating an adaptation for a student, use it, and report back, and students attend the technology presentations created and presented by the DRC (Disability Resource Center), which highlights technology for use in classroom settings with a variety of disabilities. In general, we are continuing to increase the number of assignments in which students use technology and we are providing professional development experiences for faculty members, such as the K-12 Summer Technology Camp which has resulted in faculty being more current with technology and incorporating more technology into

their courses. Many of the programs require student teaching portfolios and require students to demonstrate the use of technology in teaching practices. While many of our programs solely use electronic portfolios, we are exploring the possibility of requiring electronic portfolios for all of our students—across programs. Although the ADE survey of principals indicated that they were quite satisfied with our students' preparation to use technology, we believe we have room to grow in this area. The College of Education has added an award for innovative uses of technology, hired a learning sciences director, and converted a computer lab into a telepresence room. The learning sciences director has implemented the use of Zoom and Kubi robots for telepresence classes, as well as iPad integration into the programs. Collecting data to improve teaching & learning Our students use video and digital recordings of their teaching in order to promote reflection and to analyze student learning. They also use electronic grade books that are specific to the districts in which they are student teaching. In their assessment courses they become aware of the ways in which data can inform curriculum and instructional design. Managing data to improve teaching and learning Our students use electronic grade books that are specific to the districts in which they are student teaching. Analyzing data to improve teaching and learning Our students learn to integrate more quantitative data with qualitative data as they reflect on the impact of their teaching on their students' work products. In addition, the Classroom Inquiry projects for Teach Arizona (Secondary Teacher Education at the graduate level) fall into this category. During student teaching, Teach Arizona students are required to design and implement an action research study of some aspect of their instruction. They gather and analyze relevant qualitative and quantitative data (from assignments, exams, journals, surveys, observations) to assess how their instruction impacts student learning, attendance, motivation, etc.

Teacher Training

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

Teacher Training

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

   a. **Teach students with disabilities effectively**

   We use four forms of evidence to document our students' proficiency in teaching students with disabilities: teaching portfolios, student surveys, principal surveys, and surveys of Human Resources directors. There is convergence across the surveys that our graduates are prepared to work with special needs students. In addition, the portfolios indicate that our students are meeting the InTASC standards, which include diversifying instruction and working with students of varying abilities. All of our general education students are required to take at least one course in special education. The surveys mentioned previously indicated that our graduates are rated above the state average in this area.

   b. **Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the** *Individuals with Disabilities Education Act.*

   We are having ongoing discussions around ways to better incorporate collaborative teaching into our programs. All student teachers must participate in the same activities as their mentor teacher, which includes serving as a member on IEP teams, attending IEP meetings, and assessing IEP progress as related to their student teaching placement.

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

   We use four forms of evidence to document our students' proficiency in teaching students who are limited English proficient: teaching portfolios, student surveys, principal surveys, and surveys of Human Resources directors. There is convergence across the surveys that our graduates are prepared to work with English language learners. In addition, the portfolios indicate that our students are meeting the InTASC standards, which include diversifying instruction. The surveys mentioned previously indicated that our graduates are rated above the state average in this area. All of our general education students are required to take at least one course in working with English language learners and earn the Structured English Immersion (SEI) endorsement in Arizona. Additionally, our Early Childhood and Elementary Education programs require students to have more extensive training in supporting English language learners by earning the state English as a Second Language (ESL) and/or Bilingual endorsement through completion of their program, beginning with spring 2019 professional admits (fall 2020 and beyond program completers).

2. **Does your program prepare special education teachers?**

   ● **Yes**
   ○ **No**

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

   a. **Teach students with disabilities effectively**

   We use four forms of evidence to document our students' proficiency in teaching students with disabilities: teaching portfolios, student surveys, principal surveys, and surveys of Human Resources directors. There is convergence across the surveys that our graduates are prepared to work with special needs students. In addition, the portfolios indicate that our students are meeting the InTASC standards, which include diversifying instruction and working with students of varying abilities. The surveys mentioned previously indicated that our graduates are rated above the state average in this area.

b. **Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the _Individuals with Disabilities Education Act._**

All of our special education program students have multiple opportunities to participate on IEP teams during student teaching and in early field experiences. Where appropriate, they have the opportunity to lead portions of such meetings during student teaching.

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

We use four forms of evidence to document our students' proficiency in teaching students who are limited English proficient: teaching portfolios, student surveys, principal surveys, and surveys of Human Resources directors. There is convergence across the surveys that our graduates are prepared to work with English language learners. In addition, the portfolios indicate that our students are meeting the InTASC standards, which include diversifying instruction. The surveys mentioned previously indicated that our graduates are rated above the state average in this area. All of our special education program students are required to take at least one course in working with English language learners and earn the Structured English Immersion (SEI) endorsement in Arizona. They are also required to take a course in multicultural issues in special education, which includes a focus on special education students who have limited English proficiency.

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.

Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Conditions in Arizona and across the U.S. make teaching a low-valued, poorly paid, highly criticized and undesirable profession. Despite this context, we continue to recruit students into the program and retain a vast majority through program completion. According to our 2017 Teacher Preparation Survey results, our teacher candidates in our Elementary, Early Childhood and Secondary (Teach Arizona) programs reported a high degree of satisfaction with the preparation they had received. 97% of our graduates felt prepared, well prepared or very well prepared to deliver effective instruction; 96% of the students felt prepared, well prepared or very well prepared to use a variety of instructional techniques; 97% felt prepared, well prepared or very well prepared to keep students engaged; 96% felt prepared, well prepared or very well prepared to ensure a focused learning environment; and 98% of the graduates felt that they a) knew how to organize instruction to meet instructional goals, b) could assess the progress of individual students as well as the class as a whole, and c) could use multiple methods to assess student understanding.

Supporting Files

No files have been provided.

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

Report Card Certification

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

Certification of submission

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

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Sara Knepper

TITLE:

Director, Academic Advising and Certification Officer

Certification of review of submission

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

NAME OF REVIEWER:

Dr. Francesca Lopez

TITLE:

Associate Dean, College of Education