LOUISIANA GUIDE TO COMPLETE THE USDE TITLE II INSTITUTION AND PROGRAM REPORT CARD

Prepared by Louisiana Board of Regents

MAY 11, 2022

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PURPOSE OF GUIDE

The purpose of this guide is to help teacher preparation programs in Louisiana possess a similar interpretation of the language within the USDE Title II Report to accurately respond to items.

The guide first provides the language that is found on the USDE Title II Report website. The guide then provides advice from the BoR/LDOE about each item. The advice has been generated by obtaining input from teacher preparation programs, by observing incorrect interpretations by some programs when entering data in the past, and by obtaining responses from the USDE for questions that have been asked by programs and the BoR/LDOE in the past.

Please carefully follow the advice when completing the different sections of the report. The USDE compiles charts based upon individual campus responses and sends the charts to the BoR/LDOE during the summer/fall of each year. The State examines the charts to identify programs that did not enter the information accurately, and programs must then resubmit the information. It is less time consuming for everyone if a similar interpretation is used by everyone when entering the information, the first time. For that reason, please follow the BoR/LDOE advice that has been provided for the different sections of the report.

All Non-University Providers and Tulane University should only fill out reports for Alternative 2020-21 programs. All other universities should fill out reports for Traditional 2020-21 programs and reports for Alternative 2020-21 programs. The same questions are asked in each type of report.

INSTITUTION INFORMATION

IPEDS ID

☐ THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

USDE definition of IPEDS ID in Glossary of Terms:

IPEDS is the Integrated Postsecondary Education Data System. It is a system of interrelated surveys conducted annually by the U.S. Department of Education's National Center for Education Statistics (NCES). IPEDS gathers information from every college, university, and technical and vocational institution that participates in the federal student financial aid programs. Users who do not know their IPEDS ID may search for their institution at https://nces.ed.gov/collegenavigator/. Teacher preparation providers that are not based in a college, university, or technical or vocational institution that participates in the federal student financial aid programs may not have an IPEDS ID and can indicate that in the available text box.

Advice from BoR & LDOE:

All universities have an IPEDS ID. If a teacher preparation program does not know their IPEDS ID, they can use the URL provided above to determine the IPEDS ID. If Non-university Providers do not have IPEDS IDs, they need to check the box that says the institution does not have an IPEDS ID and provide an explanation.

SECTION 1: PROGRAM INFORMATION

List of Programs

USDE Description:

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.

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
			☐ Edit ☐ Delete
		○ UG ○ PG ○ Both	☐ Insert ☐ Cancel

Total number of teacher preparation programs:

***Advice from BoR & LDOE*:**

The USDE will preload the list of programs that institutions identified last year as being offered by their institutions. If institutions stopped offering programs during 2020-201, the institution needs to click on "Delete" in the fourth column (i.e., Update) beside the program name. If institutions began offering new program during 2020-2021, the institution needs to go to the blank box at the bottom of the second column, click on the arrow in the blank box, and use the list of names provided by the USDE to select the name of the new program. Depending upon the type of program, click on UG (i.e., undergraduate) or PG (i.e., alternate) in the third column, and click on "Insert" in the fourth column (i.e., Update) for the new program to be inserted in the List of Programs. All institutions must now use the CIP Codes provided by the USDE when listing their programs. All programs approved by BESE for implementation during 2020-21 should be shown. Programs being phased out that have completers should also be shown.

Some of the CIP Codes identified by the USDE are not the same CIP Codes that are used by Louisiana universities for the Louisiana Board of Regents (BoR) Degree Inventory. All universities need to use the USDE CIP Codes for the USDE List of Programs and not the Louisiana BoR CIP Codes.

To help institutions select the appropriate name and CIP Code from the USDE teacher preparation categories, a chart can be found in Appendix A that shows the alignment between the BESE Certification Areas and the USDE categories to identify programs for the List of Programs section of the Title II Institution and Program Report Card. All institutions should use this chart when listing their programs.

Institutions will need to list all their foreign language certifications one time as "Teacher Education – Foreign Languages," all of their middle school certifications one time as "Junior High/Intermediate/Middle School Education and Teaching," both music certifications one time as "Teacher Education – Music," and all of their special education certifications one time as "Teacher Education – Special Education."

Institutions will need to list their "Health and Physical Education" certification as "Teacher Education – Health" and also as "Teacher Education – Physical Education and Coaching."

Institutions will need to list Environmental Science, Journalism, and Marketing in the "Education – Other Specify:" category as the following:

Education – Other Specify: Teacher Education - Environmental Science (CIP Code: 13.99)
Education – Other Specify: Teacher Education - Journalism (CIP Code: 13.99)
Education – Other Specify: Teacher Education - Marketing (CIP Code: 13.99)

Institutions will need to count the total number of programs listed and record the number in the box that says: Total number of teacher preparation programs.

Institutions need to use the "Contextual Information" section of the Traditional Report and Alternative Report to identify the different foreign language programs, different types of middle school programs, different types of music programs, and different types of special education programs offered by the institution.

Traditional Institution Report:

Universities are asked to indicate "UG," "PG", or "Both" beside each teacher preparation category they identify as being offered at their institution. Universities with undergraduate programs should only type "UG" beside each program name. All universities in Louisiana ONLY offers undergraduate programs at the undergraduate level. No institution offers a postgraduate program at the undergraduate level.

Example for Traditional Programs:

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1210	Teacher Education – Elementary Education	UG	☐ **Insert** ☐ **Cancel**

Alternative Institution Report:

Institutions are asked to indicate "UG," "PG," or "Both" beside each teacher preparation category they identify as being offered at their institution. Institutions should only identify "PG" beside each name for all institutions in Louisiana ONLY offer alternate programs at the postgraduate level. No institution offers an alternate program at an undergraduate level.

The process being used by the USDE to list programs does not allow institutions to indicate if they offer more than one pathway for Alternate certification. Institutions need to use the "Contextual Information" section of the Alternative Report to describe their pathways.

Example for Alternative Programs:

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1322	Teacher Education – Biology	PG	☐ **Insert** ☐ **Cancel**

SECTION 1: PROGRAM INFORMATION

Program Requirements

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
Interview	☐ Yes ☐ No	☐ Yes ☐ No
Other Specify:	☐ 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. 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 comments about the information provided above:

Postgraduate 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
Interview	☐ Yes ☐ No	☐ Yes ☐ No
Other Specify:	☐ 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. 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 comments about the information provided above:

Advice from BoR & LDOE:

This section can be confusing. Please remember that traditional programs in Louisiana ONLY offer teacher certification at the undergraduate level. Alternative programs in Louisiana ONLY offer teacher certification programs at the postgraduate level.

1. Reports for Traditional Programs

If you are filling out a report for Traditional programs, your responses should be the following:

a. Undergraduate Requirements

Are there initial teacher certification programs at the undergraduate level? YES

All of Louisiana's traditional programs are Traditional Undergraduate. Your "Yes" response will require you to say "Yes" or "No" if the elements listed are used by your programs as candidates enter and exit your programs.

Postgraduate Requirements

Are there initial teacher certification programs at the postgraduate level?
NO
Louisiana does NOT have any Traditional Postgraduate programs. Your "No" response means that you DO NOT have to answer the questions listed below the question.

b. All Traditional "Initial Teacher Certification Programs at the Undergraduate Level"

Due to state policies, "Yes" should be typed in the following boxes by ALL universities that offer undergraduate programs.

Element	Admission	Completion
Minimum GPA	Yes	Yes
Minimum ACT score	Yes	Yes
Minimum SAT score	Yes	Yes
Minimum basic skills test score	Yes	Yes

1. Reports for Alternative Programs

If you are filling out a report for Alternative programs, your responses should be the following:

a. Are there initial teacher certification programs at the undergraduate level?
NO

Louisiana does NOT have any Alternative Undergraduate programs. Your "No" response means that you do NOT have to respond to the elements that will be listed.

Are there initial teacher certification programs at the postgraduate level?
YES

All of Louisiana's alternative programs are Alternative Postgraduate. Your "Yes" response will require you to respond Yes or No to the listed elements.

All Alternative "Initial Teacher Certification Programs at the Postgraduate Level"

"Yes" should be typed in the following boxes due to State policies that impact all Alternative Postgraduate programs.

Element	Admission	Completion
Minimum GPA	Yes	Yes
Minimum ACT score	Yes	Yes
Minimum SAT score	Yes	Yes
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	Yes	Yes
Other: Bachelor's Degree or Higher	Yes	Yes

b. **Calculation of GPA**. The USDE only requires institutions to report the GPA required for admission and completion of programs. Institutions are no longer required to report median GPA of program completers.

SUPERVISED CLINICAL EXPERIENCE

USDE Description:

Provide the following information about supervised clinical experience in 2020-21.

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	
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)	
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	

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

All Programs	
Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) **Optionaltool** for automatically calculating full-time equivalent faculty in the system	
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	
Number of students in supervised clinical experience during this academic year	

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

*Note: When clicking on the **Optionaltool,** the following will appear:*

Optional tool for automatically calculating full-time equivalent faculty in the system
Enter the number of faculty supervising clinical experience who are employed full-time (100%) by the IHE, the number of faculty supervising clinical experience who are employed half-time (50%) by the IHE, and, 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, a 25% for a faculty member employed at a quarter of the time compared a full-time faculty member).

Employment rate	*Number of faculty*
100% (Employed full time)	
50% (Employed half time)	
Ex. 75%	
Ex. 25%	
NUMBER OF FULL TIME EQUIVALENT FACULTY SUPERVISING CLINICAL EXPERIENCE	*[Auto-generated]*

Advice from BoR & LDOE:

It has been observed that during May 2022, the USDE has added a box in the institutional reports that must be completed by June 30, 2022 and said: "If there are no programs with a student teacher model or teacher of record model, please describe the teaching model(s) used." We believe this may have been done in response to the problem Louisiana identified when institutions were asked to identify clock hours for "One Year Residencies." It was explained by the Board of Regents that it was not possible to list one single number for clock hours for Student Teaching due to new BESE policies for One Year Residencies.

Thus, directions have been provided in this guide for how institutions should use this new box to describe One Year Residencies instead of saying "Yes" to the question about Student Teaching. As a result of using the new box, it will not be necessary for institutions to list clock hours for Student Teaching.

When providing information about One Year Residencies in the box, institutions need to provide information about candidates who are participating in One Year Residencies in classrooms under the direct supervision of full-time teachers who are the Teachers of Record.

When Title II asks questions about "Teacher of Record," institutions need to provide information about Alternative candidates who themselves serve as full time teachers as the Teachers of Record. The Title II items for "Teacher of Record" pertain to alternative candidates who are the teacher of record. BESE policy **DOES NOT** require clinical experiences **prior to the first day of teaching as a Teacher of Record** which is one of the questions being asked by Title II.

1. Undergraduate

The USDE requires institutions to respond with a Yes or No to questions regarding whether they offer programs with student teaching or if their candidates are the teacher of record.

For Undergraduate programs, institutions should respond "No" to the question "Are there programs with student teaching models?"

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

  For undergraduate programs, institutions do not need to respond to this question since they said "No" for Student Teaching.

- **Number of clock hours required for student teaching.**

  For undergraduate programs, institutions do not need to respond to this question since they said "No" for Student Teaching.

- **If there are no programs with a student teacher model or teacher of record**

model, please describe the teaching model(s) used."

Institutions need to provide the following explanation in the box for this item. Institutions can also add additional information about their program after the following information. Institutions should especially provide additional information if they have been approved to offer an "Innovative Model."

"The Louisiana Board of Elementary Education's *Bulleting 996: Standards for Approval of Teacher Preparation and/or Educational Leader Preparation Programs* states that all Traditional Teacher Preparation Programs must have candidates complete a One-Year Residency in a public or approved non-public school classroom in the certification area with a teacher of record who holds a valid level 1, 2, 3, type A, or type B teaching certificate in the area for which the candidate is pursuing certification. For certification in B-K, PK-3, 1-5, or 1-5 integrated to merged, candidates must spend a minimum of 80 percent of the residency school site's instructional time each week engaged in residency activities. For certification in K-12, 4-8, 6-12, 4-8 integrated to merged or 6-12 integrated to merged, candidates must spend a minimum of 60 percent of the residency school site's instructional time each week in the first semester and 80 percent of the residency school site's instructional time each week in the second semester engaged in residency activities. Teacher preparation providers may seek approval to offer an innovative residency model that does not meet the minimum instructional time requirements but meets a specific workforce need and includes high-quality clinical experiences throughout the program and intensive clinical experiences throughout the residency year."

- **Full-time equivalent faculty, adjunct faculty, & cooperating teachers**

Please use the **Optionaltool** provided by the USDE to calculate number of full-time equivalent faculty supervising clinical experiences during this academic year.

The USDE now requires institutions to provide separate counts for the number of adjunct faculty supervising clinical experiences and the number of cooperating teachers/K-12 staff supervising clinical experiences.

- **Number of students in supervised clinical experience**

The response should be the number of Traditional candidates who completed all their One Year Residencies between the dates of September 1, 2020 and August 31, 2021. The number should NOT include candidates who completed just one semester/quarter of their One Year Residencies.

If candidates in old programs completed Student Teaching as previously defined, they should also be included in the count.

2. Alternate

The USDE requires institutions to respond with a Yes or No to questions regarding whether they offer programs with student teaching or if their candidates are the teacher of record.

For Alternate programs, institutions should respond "No" to the question "Are there programs with student teaching models?"

For Alternate programs, institutions should respond "Yes" to the question "Are there programs in which candidates are the teacher of record?" if being a "Teacher of Record" is an option at the institution.

Institutions will provide an explanation of their "One Year Residencies" in the box identified below. The box is

Student Teaching

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

  For Alternate programs who do offer "One Year Residencies" under the direct supervision of a certified classroom teacher, institutions do not need to respond to this question since they said "No" for Student Teaching.

- **Number of clock hours required for student teaching.**

  For Alternate programs who do offer "One Year Residencies" under the direct supervision of a certified classroom teacher, institutions do not need to respond to this question since they said "No" for Student Teaching.

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

  Institutions need to provide the following explanation in this section if they offer "One Year Residencies" under the direct supervision of a certified classroom teacher. Institutions can also add additional information about their One Year Residency after the following information. Institutions should especially provide additional information if they have been approved to offer an "Innovative Model."

  If institutions recorded "No" for Student Teaching and "Yes" for Teacher of Record, the institution needs to add the following statement in this section: "The institution allows candidates to select either a "One Year Residency" under the

direction of a certified classroom teacher or select to be a "Teacher of Record" when completing an Alternate program."

"The following pertains to an option of "One Year Residencies" that are offered for Alternate candidates under the direct supervision of a certified teachers. The Louisiana Board of Elementary Education's *Bulleting 996: Standards for Approval of Teacher Preparation and/or Educational Leader Preparation Programs* states that all Traditional Teacher Preparation Programs must have candidates complete a One-Year Residency in a public or approved non-public school classroom in the certification area with a teacher of record who holds a valid level 1, 2, 3, type A, or type B teaching certificate in the area for which the candidate is pursuing certification. For certification in B-K, PK-3, 1-5, or 1-5 integrated to merged, candidates must spend a minimum of 80 percent of the residency school site's instructional time each week engaged in residency activities. For certification in K-12, 4-8, 6-12, 4-8 integrated to merged or 6-12 integrated to merged, candidates must spend a minimum of 60 percent of the residency school site's instructional time each week in the first semester and 80 percent of the residency school site's instructional time each week in the second semester engaged in residency activities. Teacher preparation providers may seek approval to offer an innovative residency model that does not meet the minimum instructional time requirements but meets a specific workforce need and includes high-quality clinical experiences throughout the program and intensive clinical experiences throughout the residency year."

Teacher of Record

If providing the option of candidates being a teacher of record, institutions should respond "Yes" to the question "Are there programs in which candidates are the teacher of record?"

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

The BoR has informed institution that when Title II asks questions about "Teacher of Record," institutions need to provide information about Alternative candidates who themselves serve as full time teachers as the Teachers of Record.

BESE policy **DOES NOT** require clinical experiences **prior to the first day of teaching as a Teacher of Record** which is the question being asked by Title II. Thus, an institution needs to type "0" clock hours if candidates start their course work and/or supervised clinical experiences at the same time they start teaching as a "Teacher of Record" or after they start teaching as the Teacher of Record.

BESE policy does requires a minimum of a One Year Residency and Alternative candidates do need training prior to the One Year Residency. However, this question is **NOT** asking about One Year Residencies.

If there are clinical experiences prior to being the "Teacher of Record," the institution should calculate the number of required clock hours of supervised clinical experience prior to becoming the Teacher of Record for each program and calculate the overall average. As an example, the Grades 1-5 program may require a minimum of 40 clock hours during the summer prior to the candidate being the Teacher of Record, the Grades 6-12 programs require a minimum of 30 clock hours, and the Grades K-12 programs require a minimum of 35 clock hours. The average for all types of programs may be 35 clock hours prior to the candidates being the Teacher of Record. The campus will list 35 clock hours.

This minimum number of clock hours for each program should include actual teaching in school settings, observations, teacher support in the classroom, professional development at the school, and other site-based activities. It should NOT include university instruction.

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

  If providing the option of candidates being a teacher of record, identify the number of years required as teacher of record for a candidate to complete a program. Since BESE requires a one-year residency for all alternate candidates who are the "teacher of record," a minimum of one year should be listed for this item.

Full-time Faculty

- **Full-time equivalent faculty, adjunct faculty, & cooperating teachers**
  Please use the **Optionaltool** provided by the USDE to calculate number of full-time equivalent faculty supervising clinical experiences during this academic year.

  The USDE requires institutions to provide separate counts for the number of adjunct faculty supervising clinical experiences and the number of cooperating teachers/K-12 staff supervising clinical experiences. Since candidates must now complete a one-year residency with a cooperating teacher/K-12 staff, all of the cooperating teachers/K-12 staff who supervise the candidates need to be included in this count.

  The number of candidates in supervised clinical experience should be the total number of students enrolled in student teaching/residency/internship between the dates of September 1, 2020 to August 31, 2021

- **Number of students in supervised clinical experience**

  The response should be the number of Alternate candidates who completed

all of their One Year Residencies between the dates of September 1, 2020 and August 31, 2021. The number should NOT include candidates who completed just one semester/quarter of their One Year Residencies.

If candidates in old programs completed Student Teaching as previously defined, they should also be included in the count.

The number of students in supervised clinical experiences should also include individuals that your university supervised as they completed three years of teaching experience (instead of student teaching/residency/internship). Do **NOT** count program completers if they completed three years of experience in place of student teaching/residency/internship and you did **NOT** supervise them and did **NOT** count them as a program completer.

SECTION I: PROGRAM INFORMATION

Enrollment and Program Completers

USDE Description:

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.

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

Gender	Total Enrolled	Subset of Program Completers
Male		
Female		
Non-Binary/Other		
No Gender Reported		
Race/Ethnicity	**Total Enrolled**	**Subset of Program Completers**
American Indian or Alaska Native		
Asian		
Black or African American		
Hispanic/Latino of any race		
Native Hawaiian or Other Pacific Islander		
White		
Two or more races		
No Race/Ethnicity Reported		

Advice from BoR & LDOE:

The numbers in this section must be the same as the numbers that institutions entered on the ETS website for candidates classified as "Other Enrolled," "All but Clinical," and "Completed." Candidates who are NOT listed on the ETS website should not be included in the count.

When providing the numbers this year, "Total Enrolled" Candidates are all 2020-21 candidates listed as "All but Clinical," "Other Enrolled," and "Completed" on the ETS website. The "Subset of Program Completers" is the total number of 2020-21 candidates listed as "Completed" on the ETS website.

Appendix B identifies the 2020-21 "Total Number of Individuals Enrolled" and "Subset of Program Completers" that universities should be using when providing these numbers. Appendix B is based upon the information reported on the ETS website by institutions. Private providers should also be using the totals and number of completers found on the ETS website. The candidates counted for Gender and Race/Ethnicity should be the same candidates who were counted for "Total Number of Individuals Enrolled" and "Subset of Program Completers" listed on the ETS website. Some data for Race and Gender can be found on the ETS website for 2020-21 candidates. Institutions can "Export" the data from the ETS website to identify numbers for Race and Gender for the 2020-21 total and subset of completers. If data are missing for Race and Gender on the ETS website, institutions need to check their own records to determine the missing Race and Gender. Race and Gender should be reported for all candidates if data were provided to the institutions.

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.

Teachers Prepared by Subject Area

USDE Description:

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.

What are CIP Codes?

☐ No teacher 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.

CIP Code	Subject Area	Number Prepared
13.10	Education - General	
13.1202	Teacher Education – Elementary Education	
	Etc.	
13.99	Education – Other Specify:	

Advice from BoR & LDOE:

1. Appendix A has been provided to assist institutions in aligning Louisiana's areas of certification to the USDE Subject Categories. This chart should be used when listing numbers for Subject Area section of the *Title II Institution and Program Report Card.*

2. When counting students for Subject Areas, institutions should be using the data on the ETS website for Certification Areas for Completers.

3. The Board of Regents (BoR) has created a list of all certification areas listed on the ETS website and matched those certifications to the USDE Subject Areas. The BoR is providing all universities with a copy of their list. Universities should use the list when recording numbers for Subject Areas or to check and make sure they entered the correct numbers. If numbers are not accurate on the list provided by the BoR,

institutions should contact the BoR to provide correct information.

4. If there were no completers for a listed Subject Area, DO NOT TYPE "0" in the "Number Prepared" column. Only type numbers if there were completers for the listed Subject area.

5. The USDE no longer lists "Teacher Education: Secondary Education" or "Teacher Education – Multiple Levels" as choices on the dropdown menu. Thus, institutions DO NOT need to list or count those categories. If a candidate completed a certification in Mathematics at the secondary level, the institution would only count the candidate as "Teacher Education – Mathematics."

6. The USDE does not list specific foreign languages as choices on the dropdown menu. The only choice is "Teacher Education – Foreign Languages." Thus, institutions need to determine the total for their Chinese, French, German, Italian, Latin, Russian, and/or Spanish Grades 6-12 and Grades K-12 programs and count them for the Subject Area of "Teacher Education – Foreign Languages."

7. The "Other" category will need to be used for the following: Other: Teacher Education – Environmental Science; Other: Teacher Education – Journalism; and Other: Teacher Education – Marketing. The CIP Code will be 13.99.

8. The USDE has indicated that there are some areas where you will count the same 2020-21 program completer more than one time in this section.

   As noted above, institutions will no longer count Secondary and Multiple Level programs that have just one content area twice. Only the one content area will be counted.

   The following are a few examples of situations when the same completer will be counted more than one time:

   Examples:

   a. **Middle School English Completer:** Count for middle school (e.g., Teacher Education - Junior High/Intermediate/Middle School Education and Teaching) and count for content area(s) (e.g., Teacher Education – English/Language Arts, etc.). (Note: For some undergraduate middle school completers, they will be counted in three places if certified in more than one content area. They would be counted as a middle school completer, counted for the first content certification area, and counted for the second content certification area.)

   b. **Elementary & Mild/Moderate Special Education** - Count for elementary education (e.g., Teacher Education –Elementary) and count for special education (e.g., Teacher Education – Special Education).

c. **Middle School English & Mild/Moderate Special Education** – Count for middle school (e.g., Teacher Education - Junior High/Intermediate/Middle School Education), count for content area (e.g., Teacher Education – English, etc.), and count for special education (e.g., Teacher Education – Special Education).

d. **Secondary Biology & Mild/Moderate Special Education** - Count for Biology (e.g., Teacher Education Biology, etc.) and count for special education (e.g., Teacher Education – Special Education).

e. **Health and Physical Education (Grades K-12)** – Count for the content "Teacher Education – Health" and count for the content "Teacher Education – Physical Education and Coaching."

Teachers Prepared by Academic Major

USDE Description:

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.

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).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education – Special Education	
01	Agriculture	

	Etc.	

Advice from BoR & LDOE:

If there were no completers for a listed Academic Major, DO NOT TYPE "0" in the "Number Prepared" column. Only type numbers if there were completers for the listed Major.

The USDE does NOT requires institutions to identify Majors if their institutions do not offer degrees for the programs. Thus, institutions that offer alternative programs for the Practitioner Teacher and Certification-Only pathways are no longer required to complete this section of the Title II Institution Report. They just check the circle that says that they do not offer degrees.

The process for counting majors has been simplified when compared to previous years. The following are examples for how it has been simplified.

In the past, institutions have aligned their Teacher Education Majors to the Disciplines/Subjects listed on the BoR Degree Inventory. Institutions will continue to do the same this year. The only difference is that it will be necessary for universities to add the following two Education Majors since they no longer appear as options on the dropdown list provided by the USDE:

Education Other: Teacher Education – Secondary Education Grades 6-12
Education Other: Teacher Education – Multiple Levels Grades K-12

Appendix A has been provided to assist institutions in aligning Louisiana's areas of certification to the USDE Major Categories. This chart should be used when completing the Major section for Baccalaureate Degrees and Master of Arts in Teaching Degrees.

If a candidate completed a degree offered by a College of Education, the institution is required to use the CIP Codes and Education Major Names identified by USDE. If a candidate completes a degree in "Secondary Education and Teaching," the institution needs to list the major as "Other: Teacher Education – Secondary Education Grades 6-12 (CIP Code: 13.99)."

Appendix C has identified all "Education" degrees listed in the Board of Regents Degree Inventory for all public universities. Please see Appendix C to view the alignment of specific institution's education degrees and the corresponding USDE Education Majors/CIP Codes that should be selected or added (i.e., Teacher Education – Secondary Education Grades 6-12).

If a candidate completed a degree in a College of Arts, Sciences, Humanities, etc., USDE has identified the CIP Codes and Non-Education Major Names that institutions are required to use. The CIP Codes may not be the same as the CIP Codes used for the programs in the BoR Degree Inventory. For Title II purposes, the USDE CIP Codes are to be used. As an example, if a candidate completed a secondary education program in the College of Arts/Science in Biology, the institution would use the following non-education Major Name and CIP Code: Biological and Biomedical Sciences (CIP Code: 26).

All Master of Arts in Teaching degrees are education degrees. Thus, the major should be selected from the "Teacher Education Majors" found in Appendix C.

If a candidate is being certified in more than one area, they will be listed as having more than one USDE Major. As an example, if a Traditional candidate is being certified in Mild/Moderate: Secondary 6-12 and Mathematics (College of Arts/Sciences), they would be counted as having an Education Major of "Teacher Education: Special Education" (CIP Code: 13.10) and counted as having a Non-Education Major of "Mathematics and Statistics" (CIP Code: 27).

As an example, if a Master of Arts in Teaching candidate is being certified in Mild/Moderate: Middle Grades 4-8 in Science, they would be counted as having Education Majors of "Teacher Education: Special Education" and "Junior High/Intermediate/Middle School Education and Teaching."

SECTION I: PROGRAM INFORMATION

Program Assurances

USDE Description:

Respond to the following assurances. Note: Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances.

1. 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 general education 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:

Advice from BoR & LDOE:

All questions must be answered. A narrative response should be provided for item #8.

If institutions do not offer special education programs to certify teachers, they should select "Program does not prepare special education teachers" when responding to item #3.

All institutions should be responding "Yes" to item #5 which says, "Prospective general education teachers are prepared to provide instruction to limited English proficient students." All institutions are required to address *BESE Bulletin 746* - Subchapter C. General Teacher Competencies that list the following: F. The teacher candidate differentiates instruction, behavior management techniques, and the learning environment in response to individual student differences in cognitive, socio-emotional, language, and physical development." This must also be addressed by all public universities as part of the INTASC standards.

SECTION II: ANNUAL GOALS

ANNUAL GOALS: MATHEMATICS

USDE Description:

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 to state credential 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

REPORT PROGRESS ON LAST YEAR'S GOAL (2020-21)

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

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)

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

8. Describe your goal.

SET NEXT YEAR'S GOAL (2022-23)

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

10. Describe your goal.

NOTE FROM BOR & LDOE: GOALS FOR SCIENCE, SPECIAL EDUCATION, AND INSTRUCTION OF LIMITED ENGLISH PROFICIENT STUDENTS ASK THE SAME QUESTIONS

Advice from BoR & LDOE:

This information will be different for individual programs.

SECTION III: PROGRAM PASS RATES

Assessment Pass Rates

USDE Description:

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 the USDE Title II Support Center and your testing company representative.

Advice from BoR & LDOE:

Due to Louisiana allowing candidates to use ACT/SAT/Master's Degrees for Praxis I scores and accepting Praxis scores prior to the start of the ETS assessment window, the BoR/LDOE will correct the ETS passage rate reports and submit correct versions of the ETS passage rate reports to the USDE Title II reporting agency. The passage rate reports will be uploaded on the USDE Title II reporting agency's website. Once the USDE uploads the passage rate reports, teacher preparation programs will view the reports on the USDE Title II reporting agency's website and determine if the corrected versions have been uploaded. If errors are found, the institutions should contact the BoR (universities only) or LDOE (private providers) State Contact Person for Title II (Teacher Preparation). The BoR or LDOE State Contact Person will notify the USDE Title II reporting agency about the corrections.

SECTION III: PROGRAM PASS RATES

Summary Pass Rates

USDE Description:

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 the USDE Title II Support Center and your testing company representative.

Advice from BoR & LDOE:

Due to Louisiana allowing candidates to use ACT/SAT/Master's Degrees for Praxis I scores and accepting Praxis scores prior to the start of the ETS assessment window, the BoR/LDOE will correct the ETS passage rate reports and submit correct versions of the ETS passage rate reports to the USDE Title II reporting agency. The passage rate reports will be uploaded on the USDE Title II reporting agency's website. Once the USDE uploads the passage rate reports, teacher preparation programs will view the reports on the USDE Title II reporting agency's website and determine if the corrected versions have been uploaded. If errors are found, the institutions should contact the BoR (universities only) or LDOE State Contact Person for Title II (Teacher Preparation). The BoR or LDOE State Contact Person will notify the USDE Title II reporting agency about the corrections.

SECTION IV: LOW PERFORMING

Low Performing

USDE Description:

Provide the following information about the approval or accreditation of your teacher preparation program.

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

Advice from BoR & LDOE:

Both "State" and "CAEP" should be selected if institutions are approved by the State and accredited by CAEP. No teacher preparation programs in Louisiana have been designated as "low-performing."

SECTION V: USE OF TECHNOLOGY

Use of Technology

USDE Description:

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.

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.

Advice from BoR & LDOE:

No advice**.** This information will be different for individual programs.

SECTION VI: TEACHER TRAINING

Teacher Training

USDE Description:

Provide the following information about your teacher preparation program.

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

   a. Teach students with disabilities effectively

   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.*

   c. Effectively teach students who are limited English proficient.

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

   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.*

c. Effectively teach students who are limited English proficient.

Advice from BoR & LDOE:

Question 1 should be answered by all institutions. Question 2 should be answered by those institutions that also offer Special Education for certification.

CONTEXTUAL INFORMATION

USDE Description:

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.

Supporting Files

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.

Advice from BoR & LDOE:

This section is optional. Use this section to discuss other aspects of your programs that are important that were not included in this report.

Report Card Certification

Advice from BoR & LDOE:

A document titled "Key Questions That the BoR Asks When Checking Institutional Reports for Accuracy" has been provided in Appendix D to make institutions aware of key points that are observed by the BoR when reviewing report cards prepared by institutions. This document may assist you in determining if accurate information has been included in your institutional report.

Check this section of your institutional report to determine if there is missing information in

the report that needs to be included before you will be allowed to certify the report.

Check this section to determine if numbers for this year are vastly different than previous years. If vastly different, make sure this year's numbers are correct.

The name for the "Certification of Review of Submission" should be the College of Education Dean, Director or Program, or other high-level administrators who will be held accountable for the accuracy of the report.

This section will be available during April and May for your program to certify your report. The USDE Title II reporting agency's website will close at 11:59 PM on April 30, 2022 based upon local time.

CONTACT PERSONS:

Advice from BoR & LDOE:

If you have questions about entering information for the USDE Title II report, first contact the following individuals to ask your questions. They will contact the USDE Title II reporting agency if a need exists.

Public/Private Universities: Melissa Anders (melissa.anders@laregents.edu)
Private Providers: Lydia Hill (lydia.hill@la.gov)
Emily Smiley (emily.smiley@la.gov)

APPENDIX A

ALIGNMENT OF LOUISIANA CERTIFICATIONS AND USDE TITLE II LIST OF PROGRAMS, SUBJECT AREAS, MAJORS NAMES & CIP CODES

LOUISIANA CERTIFICATION NAMES	USDE TITLE II LIST OF PROGRAMS NAMES & CIP CODES		USDE TITLE II SUBJECT AREAS NAMES & CIP CODES		USDE TITLE II MAJOR NAMES AND CIP CODES IMPORTANT: Alternate Programs That Do Not Offer Degrees Do Not Count Majors			
	USDE CIP CODES FOR PROGRAMS	*USDE LIST OF PROGRAMS NAMES*	*USDE CIP CODES FOR SUBJECT AREAS*	*USDE SUBJECT AREA NAMES*	*USDE CIP CODES FOR MAJORS - TEACHER EDUCATION*	*USDE MAJOR NAMES - TEACHER EDUCATION MAJORS*	*USDE CIP CODES FOR MAJORS - NON-EDUCATION MAJORS*	*USDE MAJOR NAMES - NON-EDUCATION MAJORS*
A. PRESCHOOL & ELEMENTARY (1-5)								
GRADES PK-3	13.1210	Teacher Education - Early Childhood Education	13.1210	Teacher Education - Early Childhood Education	13.1210	Teacher Education - Early Childhood Education		
GRADES 1-5 (ELEMENTARY))	13.1202	Teacher Education - Elementary Education	13.1202	Teacher Education - Elementary Education	13.1202	Teacher Education - Elementary Education		
B. MIDDLE SCHOOL (4-8)								
GRADES 4-8 (ENGLISH/LANGUAGE ARTS)			13.1203	Junior High/Intermediate/Middle School Education and Teaching				
			See Below Content CIP Codes	And count below as content area: Teacher Education - English/Language Arts				
GRADES 4-8 (MATHEMATICS)	13.1203	Junior High/Intermediate/Middle School Education and Teaching	13.1203	Junior High/Intermediate/Middle School Education and Teaching	13.1203	Junior High/Intermediate/ Middle School Education and Teaching		
			See Below Content CIP Codes	And count below as content area: Teacher Education - Mathematics				
GRADES 4-8 (SCIENCE)			13.1203	Junior High/Intermediate/Middle School Education and Teaching				
			See Below Content CIP Codes	And count below as content area: Teacher Education - Mathematics				

LOUISIANA CERTIFICATION NAMES	USDE TITLE II LIST OF PROGRAMS NAMES & CIP CODES		USDE TITLE II SUBJECT AREAS NAMES & CIP CODES		USDE TITLE II MAJOR NAMES AND CIP CODES IMPORTANT: Alternate Programs That Do Not Offer Degrees Do Not Count Majors			
	USDE CIP CODES FOR PROGRAMS	***USDE LIST OF PROGRAMS NAMES***	***USDE CIP CODES FOR SUBJECT AREAS***	***USDE SUBJECT AREA NAMES***	***USDE CIP CODES FOR MAJORS - TEACHER EDUCATION***	***USDE MAJOR NAMES - TEACHER EDUCATION MAJORS***	***USDE CIP CODES FOR MAJORS - NON-EDUCATION MAJORS***	***USDE MAJOR NAMES - NON-EDUCATION MAJORS***
B. MIDDLE SCHOOL (4-8) (CONT'D.)								
GRADES 4-8 (SOCIAL STUDIES)	13.1203	Junior High/Intermediate/Middle School Education and Teaching	13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	13.1203	Junior High/Intermediate/ Middle School Education and Teaching		
			See Below Content CIP Codes	And count below as content area: Teacher Education - Social Studies				
C. CONTENT AREAS								
SOCIAL STUDIES	13.1318	Teacher Education - Social Studies and Social Sciences	13.1318	Teacher Education - Social Studies	13.1318 or 13.99	Teacher Education - Social Studies OR Education Other: Teacher Education - Secondary Education Grades 6-12	54 or 45	History OR Social Sciences
AGRICULTURE	13.1301	Teacher Education - Agriculture	13.1301	Teacher Education - Agriculture			01	Agriculture
BUSINESS: BUSINESS EDUCATION	13.1303	Teacher Education - Business	13.1303	Teacher Education - Business			52	Business/Management/ Marketing
COMPUTER SCIENCE (6-12)	13.1321	Teacher Education - Computer Science	13.1321	Teacher Education - Computer Science	13.99	Education Other: Teacher Education - Secondary Education Grades 6-12	11	Computer and Information Sciences
CHINESE GRADES 6-12								
FOREIGN LANG.: FRENCH								
FOREIGN LANG.: GERMAN								
FOREIGN LANG.: ITALIAN	13.1306	Teacher Education - Foreign Language	13.1306	Teacher Education - Foreign Language			16	Foreign Languages, Literatures, and Linguistics
FOREIGN LANG.: LATIN								
FOREIGN LANG.: RUSSIAN								
FOREIGN LANG.: SPANISH								

LOUISIANA CERTIFICATION NAMES	USDE TITLE II LIST OF PROGRAMS NAMES & CIP CODES		USDE TITLE II SUBJECT AREAS NAMES & CIP CODES		USDE TITLE II MAJOR NAMES AND CIP CODES IMPORTANT: Alternate Programs That Do Not Offer Degrees Do Not Count Majors			
	USDE CIP CODES FOR PROGRAMS	*USDE LIST OF PROGRAMS NAMES*	*USDE CIP CODES FOR SUBJECT AREAS*	*USDE SUBJECT AREA NAMES*	*USDE CIP CODES FOR MAJORS - TEACHER EDUCATION*	*USDE MAJOR NAMES - TEACHER EDUCATION MAJORS*	*USDE CIP CODES FOR MAJORS - NON-EDUCATION MAJORS*	*USDE MAJOR NAMES - NON-EDUCATION MAJORS*
C. CONTENT AREAS (CONT'D.)								
JOURNALISM	13.99	Education Other: Teacher Education - Journalism	13.99	Education Other: Teacher Education - Journalism			09	Communication or Journalism
MARKETING	13.99	Education Other: Teacher Education - Marketing	13.99	Education Other: Teacher Education - Marketing			52	Business/Management/ Marketing
MATHEMATICS	13.1311	Teacher Education - Mathematics	13.1311	Teacher Education - Mathematics			27	Mathematics and Statistics
SCIENCE: BIO.	13.1322	Teacher Education - Biology	13.1322	Teacher Education - Biology			26	Biological and Biomedical Sciences
SCIENCE: CHEM	13.1323	Teacher Education - Chemistry	13.1323	Teacher Education - Chemistry			40	Physical Sciences
SCIENCE: EARTH SCIENCE	13.1337	Teacher Education - Earth Science	13.1337	Teacher Education - Earth Science			40	Physical Sciences
SCIENCE: ENVIRONMENTAL SCIENCE	13.99	Education Other: Teacher Education - Environmental Science	13.99	Education Other: Teacher Education - Environmental Science	13.99	Education Other: Teacher Education - Secondary Education Grades 6-12	03	Natural Resources and Conservation
SCIENCE: GENERAL SCIENCE	13.1316	Teacher Education - General Science	13.1316	Teacher Education - Science Teacher Education/General Science			99	Other: General Science
SCIENCE: PHYSICS	13.1329	Teacher Education - Physics	13.1329	Teacher Education - Physics			40	Physical Sciences
SPEECH	13.1331	Teacher Education - Speech	13.1331	Teacher Education - Speech			09	Communication or Journalism
TECHNOLOGY EDUCATION	13.1309	Education/Industrial Arts, Trade and Industrial	13.1309	Teacher Education - Technology Education/Industrial Arts			21	Technology Education/Industrial Arts
VOCATIONAL FAMILY and CONSUMER SCIENCE	13.1308	Consumer Sciences/Home Economics	13.1308	Consumer Sciences/Home Economics			19	Family and Consumer Sciences/Human Sciences

LOUISIANA CERTIFICATION NAMES	USDE TITLE II LIST OF PROGRAMS NAMES & CIP CODES		USDE TITLE II SUBJECT AREAS NAMES & CIP CODES		USDE TITLE II MAJOR NAMES AND CIP CODES IMPORTANT: Alternate Programs That Do Not Offer Degrees Do Not Count Majors			
	USDE CIP CODES FOR PROGRAMS	*USDE LIST OF PROGRAMS NAMES*	*USDE CIP CODES FOR SUBJECT AREAS*	*USDE SUBJECT AREA NAMES*	*USDE CIP CODES FOR MAJORS - TEACHER EDUCATION*	*USDE MAJOR NAMES - TEACHER EDUCATION MAJORS*	*USDE CIP CODES FOR MAJORS - NON-EDUCATION MAJORS*	*USDE MAJOR NAMES - NON-EDUCATION MAJORS*
D. MULTIPLE LEVELS (GRADES K-12)								
ART (K-12)	13.1302	Teacher Education - Art	13.1302	Teacher Education - Art	13.1302	Teacher Education - Art (ULL Only)		
DANCE - GRADES K-12	13.1324	Dance	13.1324	Dance			50	Visual and Performing Arts
MUSIC: INSTRUMENTAL MUSIC (K-12)	13.1312	Teacher Education - Music	13.1312	Teacher Education - Music	13.1312	Teacher Education - Music		
MUSIC: VOCAL MUSIC (K-12)								
CHINESE K-12								
FOREIGN LANG.: FRENCH (K-12)								
FOREIGN LANG: GERMAN (K-12)	13.1306	Teacher Education - Foreign Language	13.1306	Teacher Education - Foreign Language	13.1306	Teacher Education - Foreign Language (Xavier University MAT only)	16	Foreign Languages, Literatures, and Linguistics
FOREIGN LANG.: ITALIAN (K-12)								
FOREIGN LANG.: LATIN (K-12)								
FOREIGN LANG.: SPANISH (K-12)								
HEALTH AND PHYSICAL EDUCATION	13.1307	Teacher Education - Health	13.1307	Teacher Education - Health	13.1307	Teacher Education - Health	51	Health Professions and Related Clinical Sciences
	13.1314	Teacher Education - Physical Education and Coaching	13.1314	Teacher Education - Physical Education and Coaching	13.1314	Teacher Education - Physical Education and Coaching		
					13.99	Education Other: Teacher Education - Multiple Levels Grades K-12 (MAT Nicholls only)		
D. SPECIAL EDUCATION								
MILD/MODERATE: ELEMENTARY 1-5	13.10	Teacher Education: Special Education	13.10	Teacher Education - Special Education	13.10	Teacher Education - Special Education		
			See above Elementary CIP Code	And count above as: Teacher Education - Elementary Education	See above Elementary CIP Code	And count above as: Teacher Education - Elementary Education		

LOUISIANA CERTIFICATION NAMES	USDE TITLE II LIST OF PROGRAMS NAMES & CIP CODES		USDE TITLE II SUBJECT AREAS NAMES & CIP CODES		USDE TITLE II MAJOR NAMES AND CIP CODES IMPORTANT: Alternate Programs That Do Not Offer Degrees Do Not Count Majors			
	USDE CIP CODES FOR PROGRAMS	***USDE LIST OF PROGRAMS NAMES***	***USDE CIP CODES FOR SUBJECT AREAS***	***USDE SUBJECT AREA NAMES***	***USDE CIP CODES FOR MAJORS - TEACHER EDUCATION***	***USDE MAJOR NAMES - TEACHER EDUCATION MAJORS***	***USDE CIP CODES FOR MAJORS - NON-EDUCATION MAJORS***	***USDE MAJOR NAMES - NON-EDUCATION MAJORS***
D. SPECIAL EDUCATION (CONT'D.)								
MILD/MODERATE: MIDDLE GRADES 4-8	13.10	Teacher Education: Special Education	13.10	Teacher Education - Special Education	13.10	Teacher Education - Special Education		
			See above Middle School CIP Code	And count above as: Junior High/Intermediate/Middle School Education and Teaching	See above Middle School CIP Code	And count above as: Junior High/Intermediate/Middle School Education and Teaching		
			See Above Content CIP Codes	And count above for the appropriate content area for: English, Mathematics, General Science, or Social Studies Content Area				
MILD/MODERATE: SECONDARY 6-12	13.10	Teacher Education: Special Education	13.10	Teacher Education - Special Education	13.10	Teacher Education - Special Education		**Baccalaureate Degree:** And count as Teacher Education: Special Education
			See Above Content CIP Codes	And count above for the appropriate content area: Biology, Chemistry, Chinese, English, French, General Science, German, Mathematics, Physics, Social Studies, or Spanish	See Above Teacher Education CIP Codes	**Baccalaureate Degree:** And count above for the appropriate Teacher Education Major listed above that represents: Biology, Chemistry, Chinese, English, French, General Science, German, Mathematics, Physics, Social Studies, or Spanish (e.g., "Other - Teacher Education - Secondary Education; Teacher Education - English; Teacher Education - Social Studies) **MAT Degree**: And count above as "Other - Teacher Education - Secondary Education"	See Above Non-Education CIP Codes	**Baccalaureate Degree:** And count for the appropriate non-education Major listed above for: Biology, Chemistry, Chinese, English, French, General Science, German, Mathematics, Physics, Social Studies, or Spanish

LOUISIANA CERTIFICATION NAMES	USDE TITLE II LIST OF PROGRAMS NAMES & CIP CODES		USDE TITLE II SUBJECT AREAS NAMES & CIP CODES		USDE TITLE II MAJOR NAMES AND CIP CODES IMPORTANT: Alternate Programs That Do Not Offer Degrees Do Not Count Majors			
	USDE CIP CODES FOR PROGRAMS	*USDE LIST OF PROGRAMS NAMES*	*USDE CIP CODES FOR SUBJECT AREAS*	*USDE SUBJECT AREA NAMES*	*USDE CIP CODES FOR MAJORS - TEACHER EDUCATION*	*USDE MAJOR NAMES - TEACHER EDUCATION MAJORS*	*USDE CIP CODES FOR MAJORS - NON-EDUCATION MAJORS*	*USDE MAJOR NAMES - NON-EDUCATION MAJORS*
D. SPECIAL EDUCATION (CONT'D.)								
SE: EARLY INTERVENTIONIST B-5	13.10	Teacher Education: Special Education	13.10	Teacher Education - Special Education	13.10	Teacher Education - Special Education		
SE: HEARING IMPAIRED (K-12)								
SE: SIGNIFICANT DISABILITIES								
SE: VISUALLY IMPAIRED (K-12)								

Note: Universities that offer Baccalaureate or Master of Arts in Teaching degrees must count completers for the Major section of the report. If Secondary completers obtain degrees in Colleges of Arts, Sciences, Humanities, etc., universities should use the column labeled "Non-Education Majors" to locate the Westat Major names for the areas of certification. If Secondary completers obtain degrees in the College of Education for a specific content area (e.g., Social Studies Education (Grades 6-12) or if it is a "Secondary Education and Teaching" degree, universities should use the column labeled "Teacher Education Majors" to locate the Westat Major names for the areas of certification.

APPENDIX B

NUMBER OF CANDIDATES IN TEACHER PREPARATION PROGRAMS *(2020-21)*

Site Codes	Names of Institutions	Traditional		Alternate	
		Total Number of Individuals Enrolled	Subset of Program Completers	Total Number of Individuals Enrolled	Subset of Program Completers
6082	Centenary College	0	0	8	3
6250	Grambling State University	23	9	6	5
6371	Louisiana Christian College (formerly LA College)	5	5	175	65
6369	Louisiana State University at Alexandria	58	21	46	17
6373	Louisiana State University and A&M College	218	113	41	23
6355	Louisiana State University at Shreveport	81	29	19	10
6372	Louisiana Tech University	184	59	50	32
6374	Loyola University	16	15	18	11
6403	McNeese State University	235	66	27	15
6221	Nicholls State University	277	82	30	8
6492	Northwestern State University	144	45	180	63
6656	Southeastern Louisiana University	481	117	30	10
6663	Southern University and A&M College	56	7	0	0
6711	Southern University at New Orleans	0	0	10	4
6832	Tulane University			13	5
6002	University of Holy Cross	13	6	36	19
6672	University of Louisiana at Lafayette	420	132	44	20
6482	University of Louisiana at Monroe	118	48	52	18
6379	University of New Orleans	108	21	64	18
6975	Xavier University	11	5	22	16

APPENDIX C

BOARD OF REGENTS DEGREE SUBJECTS/DISCIPLINES AND USDE TITLE II EDUCATION MAJORS (2.22.22)

BOARD OF REGENTS DEGREE INVENTORY				USDE TITLE II MAJORS	
Instituition	BoR CIP Code	BoR Degree	BoR Subject/Discipline	USDE Title II Education Major CIP Code	USDE Title II Education Major Names
GRADES PK-3					
Louisiana Tech University	131210	BS	EARLY CHILDHOOD ED GR PK-3		
LSU in Shreveport	131210	BS	EARLY CHILDHOOD ED GR PK-3		
McNeese State University	131210	BS	EARLY CHILDHOOD ED GR PK-3		
Northwestern State University	131210	BS	EARLY CHILDHOOD ED GR PK-3		
Southeastern Louisiana University	131210	BS	EARLY CHILDHOOD ED GR PK-3	13.1210	Teacher Education - Early Childhood Education
University of Louisiana at Lafayette	131210	BS	EARLY CHILDHOOD ED GR PK-3		
LSU and A&M College	131210	BS	EARLY CHILDHOOD EDUCATION		
Louisiana Tech University	131210	MAT	EARLY CHILDHOOD ED GR PK-3		
Northwestern State University	131210	MAT	EARLY CHILDHOOD ED GR PK-3		
University of New Orleans	131210	MAT	EARLY CHILDHOOD ED GR PK-3		
GRADES 1-5					
Grambling State University	131202	BS	ELEMENTARY EDUCATION GR 1-5		
Louisiana Tech University	131202	BS	ELEMENTARY EDUCATION GR 1-5		
LSU and A&M College	131202	BS	ELEMENTARY EDUCATION GR 1-5		
LSU at Alexandria	131202	BS	ELEMENTARY EDUCATION GR 1-5		
LSU in Shreveport	131202	BS	ELEMENTARY EDUCATION GR 1-5		
McNeese State University	131202	BS	ELEMENTARY EDUCATION GR 1-5		
Nicholls State University	131202	BS	ELEMENTARY EDUCATION GR 1-5	13.1202	Teacher Education - Elementary Education
Northwestern State University	131202	BS	ELEMENTARY EDUCATION GR 1-5		
Southeastern Louisiana University	131202	BS	ELEMENTARY EDUCATION GR 1-5		
Southern University and A&M College	131202	BS	ELEMENTARY EDUCATION GR 1-5		
University of Louisiana at Lafayette	131202	BS	ELEMENTARY EDUCATION GR 1-5		

BOARD OF REGENTS DEGREE INVENTORY				USDE TITLE II MAJORS	
Instituition	BoR CIP Code	BoR Degree	BoR Subject/Discipline	USDE Title II Education Major CIP Code	USDE Title II Education Major Names
GRADES 1-5 (CONT'D.)					
University of Louisiana at Monroe	131202	BS	ELEMENTARY EDUCATION GR 1-5		
University of New Orleans	131202	BS	ELEMENTARY EDUCATION GR 1-5		
LSU and A&M College	131202	MAT	ELEMENTARY EDUCATION GR 1-5		
Louisiana Tech University	131202	MAT	ELEMENTARY EDUCATION GR 1-5		
Nicholls State University	131202	MAT	ELEMENTARY EDUCATION GR 1-5		
McNeese State University	131202	MAT	ELEMENTARY EDUCATION GR 1-5	13.1202	Teacher Education - Elementary Education
Northwestern State University	131202	MAT	ELEMENTARY EDUCATION GR 1-5		
Southeastern Louisiana University	131202	MAT	ELEMENTARY EDUCATION GR 1-5		
Southern University and A&M College	131202	MAT	ELEMENTARY EDUCATION GR 1-5		
University of Louisiana at Lafayette	131202	MAT	ELEMENTARY EDUCATION GR 1-5		
University of Louisiana at Monroe	131202	MAT	ELEMENTARY EDUCATION GR 1-5		
University of New Orleans	131202	MAT	ELEMENTARY EDUCATION GR 1-5		
GRADES 4-8					
Southeastern Louisiana University	131203	BS	MIDDLE SCHOOL EDUCATION GR 4-8		
University of Louisiana at Lafayette	131203	BS	MIDDLE SCHOOL EDUCATION GR 4-8		
Louisiana Tech University	131203	MAT	MIDDLE SCHOOL EDUCATION GR 4-8	13.1203	Junior High/Intermediate/Middle School Education and Teaching
Nicholls State University	131203	MAT	MIDDLE SCHOOL EDUCATION GR 4-8		
Northwestern State University	131203	MAT	MIDDLE SCHOOL EDUCATION GR 4-8		
University of New Orleans	131203	MAT	MIDDLE SCHOOL EDUCATION GR 4-8		
GRADES 6-12					
Grambling State University	131205	BS	SECONDARY EDUCATION & TEACHING		
Louisiana Tech University	131205	BS	SECONDARY EDUCATION & TEACHING		
LSU in Shreveport	131205	BS	SECONDARY EDUCATION & TEACHING		
Nicholls State University	131205	BS	SECONDARY EDUCATION & TEACHING	13.99	Education Other: Teacher Education - Secondary Education Grades 6-12
Northwestern State University	131205	BS	SECONDARY EDUCATION & TEACHING		
University of Louisiana at Lafayette	131205	BS	SECONDARY EDUCATION & TEACHING		

BOARD OF REGENTS DEGREE INVENTORY				USDE TITLE II MAJORS	
Instituition	BoR CIP Code	BoR Degree	BoR Subject/Discipline	USDE Title II Education Major CIP Code	USDE Title II Education Major Names
GRADES 6-12 (CONT'D.)					
University of Louisiana at Monroe	131205	BS	SECONDARY EDUCATION & TEACHING		
University of New Orleans	131205	BS	SECONDARY EDUCATION & TEACHING		
Louisiana Tech University	131205	MAT	SECONDARY EDUCATION GR 6-12		
LSU and A&M College	131205	MAT	SECONDARY EDUCATION GR 6-12		
McNeese State University	131205	MAT	SECONDARY EDUCATION GR 6-12	13.99	Education Other: Teacher Education - Secondary Education Grades 6-12
Nicholls State University	131205	MAT	SECONDARY EDUCATION GR 6-12		
Northwestern State University	131205	MAT	SECONDARY EDUCATION GR 6-12		
Universiy of Louisiana at Monroe	131205	MAT	SECONDARY EDUCATION GR 6-12		
University of New Orleans	131205	MAT	SECONDARY EDUCATION GR 6-12		
Southeastern Louisiana University	131318	BA	SOCIAL STUDIES ED GR 6-12	13.1318	Teacher Education - Social Studies
Southeastern Louisiana University	131305	BA	ENGLISH EDUCATION GRADES 6-12	13.1305	Teacher Education - English/Language Arts
GRADES K-12					
Nicholls State University	131206	MAT	MULTIPLE LEVELS GR K-12	13.99	Education Other: Teacher Education - Multiple Levels Grades K-12
Southeastern Louisiana Univesity	131206	MAT	MULTIPLE LEVELS GR K-12	13.99	Education Other: Teacher Education - Multiple Levels Grades K-12
University of Louisiana at Lafayette	131206	BA	ART OR MUSIC EDUCATION GRADES K-12	13.1302	Teacher Education - Art
LSU and A&M College	131312	BME	MUSIC ED-INSTRUMENTAL GR K-12		
Northwestern State University	131312	BME	MUSIC ED-INSTRUMENTAL GR K-12		
LSU and A&M College	131312	BME	MUSIC ED-VOCAL GR K-12	13.1312	Teacher Education - Music
Northwestern State University	131312	BME	MUSIC ED-VOCAL GR K-12		
Northwestern State University	131312	BME	MUSIC ED-VOCAL/INSTRUMENT GR K-12		
Louisiana Tech University	131314	BS	HEALTH & PHYS ED GR K-12		
McNeese State University	131314	BS	HEALTH & PHYS ED GR K-12	13.1314	Teacher Education - Physical Education &
Northwestern State University	131314	BS	HEALTH & PHYS ED GR K-12		Coaching and
Southeastern Louisiana University	131314	BS	HEALTH & PHYSICAL ED GR K-12	13.1307	Teacher Education: Health
Nicholls State University	131314	BS	HUMAN PERFORMANCE EDUCATION		

BOARD OF REGENTS DEGREE INVENTORY				USDE TITLE II MAJORS	
Instituition	BoR CIP Code	BoR Degree	BoR Subject/Discipline	USDE Title II Education Major CIP Code	USDE Title II Education Major Names
GRADES K-12 (CONT'D.)					
Grambling State University	131314	BS	KINESIOLOGY	13.1314	Teacher Education - Physical Education and Coachi
LSU and A&M College	131314	BS	KINESIOLOGY		and
University of Louisiana at Lafayette	131314	BS	KINESIOLOGY	13.1307	Teacher Education: Health
SPECIAL EDUCATION: MILD/MODERATE - GRADES 1-5					
Grambling State University	131202	BS	ELEM ED & SPEC ED M/MOD GR 1-5		
Louisiana Tech University	131202	BS	ELEM ED & SPEC ED M/MOD GR 1-5		
LSU and A&M College	131202	BS	ELEM ED & SPEC ED M/MOD GR 1-5		
Southeastern Louisiana University	131202	BS	ELEM ED & SPEC ED M/MOD GR 1-5		
Southern University and A&M College	131202	BS	ELEM ED & SPEC ED M/MOD GR 1-5	13.10	Teacher Education - Special Education
University of New Orleans	131202	BS	ELEM ED & SPEC ED M/MOD GR 1-5		and
Grambling State University	131202	MAT	ELEM ED & SPEC ED M/MOD GR 1-5	13.1202	Teacher Education - Elementary Education
Louisiana Tech University	131202	MAT	ELEM ED & SPEC ED M/MOD GR 1-5		
Nicholls State University	131202	MAT	ELEM ED & SPEC ED M/MOD GR 1-5		
Northwestern State University	131202	MAT	ELEM ED & SPEC ED M/MOD GR 1-5		
Southern University and A&M College	131202	MAT	ELEM ED & SPEC ED M/MOD GR 1-5		
University of Louisiana at Lafayette	131202	MAT	ELEM ED & SPEC ED M/MOD GR 1-5		
University of Louisiana at Monroe	131202	MAT	ELEM ED & SPEC ED M/MOD GR 1-5		
University of New Orleans	131202	MAT	ELEM ED & SPEC ED M/MOD GR 1-5		
SPECIAL EDUCATION: MILD/MODERATE - GRADES 4-8					
Southeastern Louisiana University	131203	BS	MID SCH ED & SPEC ED M/MOD GR 4-8	13.10	Teacher Education - Special Education
Northwestern State University	131203	MAT	MID SCH ED & SPEC ED M/MOD GR 4-8		and
Southern University and A&M College	131203	MAT	MID SCH ED & SPEC ED M/MOD GR 4-8	13.1203	Junior High/Intermediate/Middle School Education and Teaching
University of New Orleans	131203	MAT	MID SCH ED & SPEC ED M/MOD GR 4-8		
SPECIAL EDUCATION: MILD/MODERATE - GRADES 6-12					
Grambling State University	131205	MAT	SEC ED & SPEC ED M/MOD GR 6-12	13.10	Teacher Education - Special Education
Louisiana Tech University	131205	MAT	SEC ED & SPEC ED M/MOD GR 6-12		and
Nicholls State University	131205	MAT	SEC ED & SPEC ED M/MOD GR 6-12	13.99	Education Other: Teacher Education - Secondary Education Grades 6-12

BOARD OF REGENTS DEGREE INVENTORY				USDE TITLE II MAJORS	
Instituition	BoR CIP Code	BoR Degree	BoR Subject/Discipline	USDE Title II Education Major CIP Code	USDE Title II Education Major Names
SPECIAL EDUCATION: MILD/MODERATE - GRADES 6-12 (CONT'D.)					
Northwestern State University	131205	MAT	SEC ED & SPEC ED M/MOD GR 6-12	13.10	Teacher Education - Special Education
University of Louisiana at Lafayette	131205	MAT	SEC ED & SPEC ED M/MOD GR 6-12		and
University of Louisiana at Monroe	131205	MAT	SEC ED & SPEC ED M/MOD GR 6-12	13.99	Education Other: Teacher Education - Secondary
University of New Orleans	131205	MAT	SEC ED & SPEC ED M/MOD GR 6-12		Education Grades 6-12
SPECIAL EDUCATION: OTHER					
University of New Orleans	131003	MAT	SPEC ED: HEARING IMPAIRED GR K-12		
University of New Orleans	131006	MAT	SPEC ED: SIGNIF DISABIL GR 1-12		
Nicholls State University	131015	BS	SPEC ED-EARLY INTERV: BIRTH-5	13.10	Teacher Education - Special Education
University of New Orleans	131015	MAT	SPEC ED-EARLY INTERV: BIRTH-5		
Louisiana Tech University	131009	MAT	SPECIAL ED: VISUALLY IMPAIRED		

APPENDIX D

KEY QUESTIONS THAT THE BOR ASKS WHEN CHECKING INSTITUTIONAL REPORTS FOR ACCURACY

A. PROGRAM INFORMATION

1. Education dean/head should be listed as the Contact Person.
2. IPEDs ID should be listed for universities.

B. LIST OF PROGRAMS:

1. ALL programs approved by BESE must be selected from the USDE Title II program name categories. Corresponding USDE CIP Codes must be used.
2. Programs being phased out should be listed if institutions still have candidates enrolled in the programs.
3. Appendix A in the Louisiana USDE Title II Guide lists the Louisiana Certification Areas and identifies the corresponding USDE program names.
4. For undergraduate programs, only "UG" should be listed in the column that says "UG, PG, or Both. For alternative programs, only "PG" should be listed in the column that says "UG, PG, or Both.
5. The following groupings should be selected:

    a. "Teacher Education - Foreign Language" for all 6-12 and K-12 individual languages.
    b. "Junior High/Intermediate/Middle School Education and Teaching" for all Grades 4-8 programs. Also, Teacher Education for English/Language Arts, Mathematics, General Science, and/or Social Studies should also be listed if certifications are in those content areas.
    c. "Teacher Education - Music" needs to be selected for both vocal and instrumental music.
    d. "Teacher Education - Special Education" should be selected for all special education programs - none should be listed as "Other."
    e. "Teacher Education - Health" and "Teacher Education – Physical Education and Coaching" should be selected for the Louisiana Certification of "Health and Physical Education."

6. The only "Education Other" programs listed should be: "Teacher Education – Environmental Science;" "Teacher Education – Journalism;" "Teacher Education – Marketing."
7. Institutions can include more specific information about their pathways for alternate programs in the Contextual section of the report.

C. PROGRAM REQUIREMENTS

1. Undergraduate Programs

a. Only "initial certification" at the "Undergraduate Level" should be checked. "No" should be checked for "initial certification" at the "Postgraduate Level."

b. As a minimum, all institutions should have selected the following four requirements for entry and exit for they are state policy/law:

1) Minimum GPA
2) Minimum ACT
3) Minimum SAT
4) Minimum basis skills test score

c. Median GPA of Completers no longer required.

2. Alternative Programs

a. Only "initial certification" at the "Postgraduate Level" should be checked. "No" should be checked for "initial certification" at the "Undergraduate."

b. As a minimum, all institutions should have selected the following four requirements for entry and exit for they are state policy/law:

1) Minimum GPA
2) Minimum ACT
3) Minimum SAT
4) Minimum basis skills test score
5) Subject area/academic content test or other subject matter verification
6) Other: Bachelor's Degree or Higher

c. Median GPA of Completers no longer required.

D. SUPERVISED CLINICAL EXPERIENCE

1. Undergraduate Report

a. Institutions must check "No" when asked if they offer programs with student teaching models. They must check "No" when asked if they offer undergraduate programs in which candidates are the teacher of record. Clinical clock hours are not needed prior to or during student teaching if "No" was selected.

b. An explanation provided by the BoR needs to be typed in the box below where it says, "If there are no programs with a student teacher model or teacher of record model, please describe the teaching model(s) used."

c. ***Optionaltool*** provided by USDE is provided to calculate full-time equivalent faculty. Numbers should be logical considering number of candidates teaching.

d. Adjunct faculty and cooperating teachers/K-12 staff who are supervising clinical experience are now counted separately.

2. Alternative Report

a. For student teaching, institutions need to check "No" when asked if they offer alternate programs with student teaching. Clinical clock hours are not needed prior to or during student teaching if "No" was selected.

b. For student teaching, an explanation provided by the BoR needs to be typed in the box below where it says, "If there are no programs with a student teacher model or teacher of record model, please describe the teaching model(s) used."

c. For teacher of record, check "Yes or No" when asked if they offer programs in which candidates are the teacher of record.

d. For teacher of record, clock hours prior to teaching as the teacher of record will usually be "0." If clock hours are required, the number should be the average of all hours for all of the alternative programs offered.

e. Institutions need to list the number of years of teaching as teacher of record to complete the program.

f. ***Optionaltool*** provided by USDE to calculate full-time equivalent faculty. Numbers should be logical considering number of candidates teaching

g. Adjunct faculty and cooperating teachers/K-12 staff supervising clinical experience are now counted separately.

E. ENROLLMENT AND PROGRAM COMPLETERS

1. "Total Number of Individuals Enrolled" must be provided for ALL candidates listed as "All but Completed," "Other Enrolled," and "Completed" on the ETS website for the 2020-21 cohort year.
2. The "Subset of Program Completers" are the number of completers listed on the ETS website.
3. Appendix B in the Louisiana USDE Title II guide provides the numbers that should be listed for "Total Number of Individuals Enrolled and "Subset of Program Completers" for 2020-21.
4. If needed, Gender and Race can be found on the ETS website by "Exporting" the 2020-21 candidate data.
5. Are the numbers in the USDE Title II reports the same as what is on the ETS website?
6. Do the numbers for Gender and Race add up to the numbers for Total Enrolled and Subset of Program Completers?

F. TEACHERS PREPARED

1. Subject Areas

a. Counts for "Teacher Education – Secondary" and "Teacher Education – Multiple Levels" are no longer required by the USDE for Subject Areas.
b. Count for "English/Language Arts, Mathematics, General Science, and Social Studies" needs to be counted for both Grades 4-8 certifications and for Grades 6-12 certifications.
c. Mild/moderate certifications need to be counted for both "Teacher Education – Special Education" and other areas of certification (e.g., "Teacher Education – Special Education and Teacher Education – Elementary," "Teacher Education – Special Education and Teacher Education – Mathematics, etc.).
d. Individual types of Louisiana certifications are now counted as larger Subject Area grouping for "Teacher Education – Foreign Languages," "Teacher Education – Music," and "Teacher Education – Special Education."
e. The only "Other" listings should be for: "Teacher Education – Environmental Science," "Teacher Education – Journalism," and "Teacher Education – Marketing."
f. A document provided by the BoR to universities this spring that aligns Louisiana Certification Areas to USDE Subject Areas can be used when completing this section. The only major differences are that Secondary and Multiple Levels are no longer counted and all individual foreign languages are now counted as the Subject Area of "Teacher Education – Foreign Languages."
g. Are the numbers in the Institutional Reports for Subject Areas consistent with the numbers generated by the BoR for what is reported on the ETS website for areas of certification?

2. Majors

a. Institutions that offer Certification-Only and Practitioner Teacher Alternative programs only have to check "No" to the question "Do participants earn a degree upon completion of the program?" and do <u>not</u> have to identify Majors for completers.
b. Universities that have Master of Arts in Teaching (MAT) programs must identify Majors.
c. Appendix C has been provided in the Louisiana USDE Title II guide to align Education Degrees on the Board of Regents Degree Inventory to USDE Major Teacher Education names.
d. The following two "Other" categories need to be added for USDE Education Majors: "Teacher Education – Secondary Education Grades 6-12 (CIP Code: 13.99)" and "Teacher Education – Multiple Levels Grades K-12 (CIP Code: 13.99)."

e. The "Teacher Education – Secondary Education Grades 6-12 (CIP Code: 13.99)" category should be used by universities that offer the following degrees:

1) Baccalaureate Degrees in Secondary Education and Teaching
2) MAT Degrees in Secondary Education

f. Universities that offer degrees that are in Colleges of Arts, Sciences, Humanities, etc. must use the Non-Education Major names provided by the USDE Title II reporting agency. Appendix A in the Louisiana USDE Title II guide shows the alignment of Louisiana certifications to the USDE's non-education Major names.

g. The only "Other" USDE "Non-Education Major" name listed should be "Other: General Science (CIP Code: 99)."

h. Are the numbers of Majors listed consistent with numbers of completers and Subject Areas for undergraduates?

G. PROGRAM ASSURANCES

1. Question 3 provides the option of "Yes," "No," or "Program does not prepare special education teachers." Programs that do not offer special education certification need to select the third option.

H. ANNUAL GOALS

1. If institutions answer "Yes" to the first question for the Goals, they must respond to all of the questions.
2. If institutions offer Special Education certifications, they need to respond to all of the Special Education goal questions.

I. LOW PERFORMING

1. Question 1 provides institutions with four options regarding the approval/accreditation of their programs. If institutions have been approved by the State and CAEP/NCATE, they need to select <u>both</u> "State" and "CAEP." If they previously wrote "NCATE" as "Other," they need to delete "NCATE" and select both "State" and "CAEP."

J. TEACHER TRAINING

1. All institutions should have answers for 1a., 1b. and 1c. Institutions that offer special education certifications must also have answers for 2a., 2b. and 2c.

K. CONTEXTUAL INFORMATION

1. Institutions can provide information about different alternate pathways and specific foreign languages.