

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

**Prepared by
Louisiana Board of Regents**

3/17/2016

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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 Westat Title II Report in order to accurately respond to items.

The guide first provides the language that is found on the Westat Title II Report web site. 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 Westat 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. Westat 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.

Loyola College should only fill out a report for Traditional 2014-15 program. Teach Ascension Academy, Louisiana Resource Center for Educators, The New Teacher Project, i-Teach, Relay Graduate School, St. Bernard School District and Tulane University should only fill out reports for Alternative 2014-15 programs. All other universities should fill out reports for Traditional 2014-15 programs and reports for Alternative 2014-15 programs. The same questions are asked in each type of report.

SECTION 1a: PROGRAM INFORMATION

Westat Description:

List each teacher preparation program included in your traditional/alternative route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <http://www2.ed.gov/about/offices/list/oii/tqp/index.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Total number of teacher preparation programs:	

Advice from BoR & LDOE:

This section will need to be done for all teacher preparation programs based upon the wording for each program in Appendix A of this document. A need exists for the same types of programs to use the same wording when listing the names of their programs. Please use Appendix A to complete this section. The wording in Appendix A is based upon wording on the Teach Louisiana web site for Practitioner Teacher and Certification-Only Programs. For Baccalaureate and Master’s degrees, the wording is based upon the Board of Regents Degree Inventory. Wording for private universities for Baccalaureate and Master of Arts in Teaching degrees may differ. Please contact Jeanne Burns (Jeanne.burns@la.gov) if the wording in Appendix A does differ for private universities. If needed, additional wording will be added to Appendix A to accommodate the needs of private universities.

Westat has previously told the LDOE and BoR that teacher preparation programs need to “list all state approved program, regardless if students are enrolled or have completed the program.” If a program has no students enrolled in the program, it still needs to be listed. If a program is being phased out but students are still enrolled, it still needs to be listed. They indicated that the intent of this section is to capture the number of state approved programs in the country.

SECTION 1b: ADMISSIONS

Westat Description:

- **Indicate when students are formally admitted into your initial teacher certification program:**
- **Does your initial teacher certification program conditionally admit students?**
- **Provide a link to your website where additional information about admissions requirements can be found:**
- **Please provide any additional comments about or exceptions to the admissions information provided above:**

Advice from BoR & LDOE:

All **alternate programs** should say “**no**” to the item above that says “Does your initial teacher certification program conditionally admit students? There is NO conditional admission to

alternate programs. BESE policy requires that all entry requirements be met before a candidate may enter an alternate program.

SECTION 1b. UNDERGRADUATE AND POSTGRADUATE REQUIREMENTS

Westat Description:

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the undergraduate level?

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.

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

What is the minimum GPA required for admission into the program?

What was the median GPA of individuals accepted into the program in academic year 2014-15

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2012-13

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 2014-15 Programs:

a. Undergraduate versus Postgraduate

If you are filling out a report for Traditional programs, your responses will be the following to the first question:

Undergraduate

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

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 first 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	Required for Entry	Required for Exit
Minimum GPA	Yes	Yes
Minimum ACT score	Yes	Yes
Minimum SAT score	Yes	Yes
Minimum basic skills test score	Yes	Yes

2. Reports for Alternative 2014-15 Programs:

a. Undergraduate and Postgraduate

If you are filling out a report for Alternative programs, your responses will be the following in each of the following sections:

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.

b. 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	Required for Entry	Required for Exit
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

- 3. Calculation of GPA.** Universities calculate GPAs in different ways. Programs should use the process adopted by the universities to identify the median GPA for traditional candidates entering and completing the program.

SECTION 1c: ENROLLMENT

Westat Description:

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

Additional guidance on reporting race and ethnicity data.

Westat Description:

Total number of students enrolled in 2014-15:	
Unduplicated number of males enrolled in 2014-15:	
Unduplicated number of females enrolled in 2014-15:	
2014-15	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	
<i>Race</i>	
American Indian or Alaska Native:	
Asian:	
Black or African American:	
Native Hawaiian or Other Pacific Islander:	
White:	
Two or more races:	

Advice from BoR & LDOE:

This number must include all Teacher Candidates who were Matched, Not Matched, Found, Not Found, etc. who are listed as “Other Enrolled” or “Completed All Non-Clinical Courses” within your ETS data base for 2014-15 if the individuals were enrolled in your program between the dates of September 1, 2014 to August 31, 2015.

Do **NOT** include “**Program Completers**” in this section. Westat indicated that you should **NOT** provide information about race and gender for “Program Completers” in this section.

Data for Race and Gender are available on the ETS web site for your 2014-15 Other Enrolled and All but Clinical candidates.

SECTION 1d: SUPERVISED CLINICAL EXPERIENCE

Westat Description:

Provide the following information about supervised clinical experience in 2014-15.

Average number of clock hours of supervised clinical experience required prior to student teaching	
Average number of clock hours required for student teaching	
Average number of clock hours required for mentoring/induction support	
Number of full-time equivalent faculty supervising clinical experience during this academic year	
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	
Number of students in supervised clinical experience during this academic year	

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

Advice from BoR & LDOE:

1. Undergraduate

- **Average number of clock hours required prior to student teaching.**

ALL campuses should calculate this by determining the minimum number of required clock hours for each program and calculating the overall average. As an example, the Grades 1-5 program may require a minimum of 200 clock hours, the Grades 6-12 programs may require a minimum of 190 clock hours, and the Grades K-12 programs may require a minimum of 222 clock hours. The average

for all three programs will be 204 clock hours. The campus will list 204 clock hours as the average clock hours required prior to student teaching.

This minimum number of 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.

This should be a minimum of 180 or more clock hours. This minimum number of hours is required for state certification.

➤ **Average number of clock hours required for student teaching.**

All campuses should calculate clock hours by identifying the number of weeks of student teaching (e.g., 12 weeks), identifying the number of clock hours of student teaching required each week (e.g., 30), and multiplying the two (e.g., 360). If different programs require varying clock hours for student teaching (e.g., Secondary Education – 300 clock hours; Early Childhood Education – 400 clock hours), determine the total clock hours for each and then identify the average for both. Record the average.

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

This should be 270 or more clock hours. This minimum number of hours is required by the Board of Elementary and Secondary Education.

➤ **Average number of clock hours required for mentoring/induction support**

All undergraduate programs should list “0” clock hours since this item pertains to alternate programs in which candidates are the teacher of record.

➤ **Full-time equivalent faculty, full-time equivalent adjunct faculty, & number of students in supervised clinical experience**

Westat has defined supervising faculty as “all persons whom the institution regards as having faculty status, who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching and who have an administrative link or relationship to the teacher preparation program.” They also say “When reporting on the number of faculty in supervised clinical experience, do not weight the number of faculty based on the number of teacher preparation program participants they are supervising or the number of credit

hours their supervision represents. A full time faculty member is counted as 1 FTE. A half-time faculty member is counted as 0.5 FTE.”

The Board of Regents contacted Westat to ask for clarification in responding to the following two items.

Westat has indicated that institutions should count all full time faculties who have supervised student teachers and list that number. If a full time faculty member has one section of student teachers or three sections of student teachers during a semester, they will still be counted one time.

If a faculty member has some alternate and some traditional student teachers or interns in the same section of student teaching or internship, the same person can be counted for the alternate report and also be counted for the traditional report.

Adjunct faculty members are faculty who do not enjoy the same compensation, benefits, and protection as full time faculty members. Part-time faculty should be counted as part of the count for adjunct faculty. When counting part-time faculty, Westat indicated that the count for each person should be adjusted according to whether they are contracted as a quarter-time employee (.25), half-time employee (.50), three-quarter time employee (.75), full time employee (1), etc. If the part-time person is contracted on how many observations/visitations they conduct, the institution needs to estimate the time commitment when compared to a full time person and record that amount for the person.

The number of students in supervised clinical experience should be the total number of students enrolled in your *student teaching* between the dates of September 1, 2014 to August 31, 2015.

2. Alternate

➤ **Average number of clock hours required prior to student teaching.**

If you only offer internships and do not offer student teaching, respond as zero (0). If you offer internships, please provide a narrative explanation.

If you offer student teaching, the same process should be used to calculate the average clock hours as you used to calculate the clock hours prior to student teaching for the traditional program.

➤ **Average number of clock hours required for student teaching.**

If you only offer internships and do not offer student teaching, respond as zero (0). You have the ability to provide a narrative response in this section. If you offer internships, please provide a narrative description of your internships in these sections.

If you offer student teaching, the same process should be used to calculate the average clock hours as you used to calculate the clock hours required for student teaching for the undergraduate program.

➤ **Average number of clock hours required for mentoring/induction support**

Identify the average number of clock hours across all programs that supervising personnel hired by the teacher preparation programs are required to provide teacher candidates who are the teacher of record in a school while enrolled in an alternate certification program. If an internship or student teaching occurs during two semesters, the hours should be based upon the two semesters. If teacher preparation programs require supervising personnel to conduct a minimum number of visits/contacts, convert time spent for the visits/contacts into clock hours. Examples for conversion can include: observations, consultations, etc.

If candidates and their mentors are required to jointly participate in meetings or webinars as a group pertaining to the mentoring support, Westat has indicated that programs may include those hours when determining averages. Westat has indicated that if candidates are required to meet as a group with their supervising clinical personnel for a required amount of time for additional development via seminars/meetings during their internship/student teaching, the hours can be included in determining the average number of clock hours required.

Westat has indicated that you need to report all activities to accurately show the number of clock hours being spent training prospective teachers. Westat recommends that you use the contextual box in the report to elaborate on the activities occurring during that time.

➤ **Full-time equivalent faculty, full-time equivalent adjunct faculty, & number of students in supervised clinical experience**

Westat has defined supervising faculty as “all persons whom the institution regards as having faculty status, who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching and who have an administrative link or relationship to the teacher preparation program.” They also say “When reporting on the number of faculty in supervised clinical experience, do not weight the number of faculty based on the number of teacher preparation program participants they are supervising or the number of credit hours their supervision represents. A full time faculty member is counted as 1 FTE. A half-time faculty member is counted as 0.5 FTE.”

Westat has indicated that institutions should count all full time faculties who have supervised student teachers or interns during their student teaching and/or internships and list that number. If a full time faculty member has one section of

student teachers/interns or three sections of student teachers/interns during a semester, they will still be counted one time.

If a faculty member has some alternate and some traditional student teachers or interns in the same section of student teaching or internship, the same person can be counted for the alternate report and also be counted for the traditional report.

Adjunct faculty members are faculty who do not enjoy the same compensation, benefits, and protection as full time faculty members. Part-time faculty should be counted as part of the count for adjunct faculty. When counting part-time faculty, Westat indicated that the count for each person should be adjusted according to whether they are contracted as a quarter-time employee (.25), half-time employee (.50), three-quarter time employee (.75), full time employee (1), etc. If the part-time person is contracted on how many observations/visitations they conduct, the institution needs to estimate the time commitment when compared to a full time person and record that amount for the person.

The number of students in supervised clinical experience should be the total number of students enrolled in your *student teaching and/or internships* between the dates of September 1, 2014 to August 31, 2015.

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 or an internship). Please include them and their supervisors in the count for these questions. Use the space for narrative comments to describe this type of Teacher Candidate if you call them a program completer.

Do **NOT** count program completers if they completed three years of experience in place of an internship or student teaching and you did **NOT** supervise them and did **NOT** count them as a program completer.

SECTION 1e: STUDENTS PREPARED BY SUBJECT AREA

Westat Description:

Please provide the number of teachers prepared by subject area for academic year 2014-15. 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))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	
Etc.	

Advice from BoR & LDOE:

1. Please examine Appendix B to identify the Subject Areas that your teacher preparation program should be addressing when completing this section of the report. The Louisiana Board of Regents and Louisiana Department of Education have attempted to align Louisiana’s areas of certification offered by your programs to the subject areas identified by Westat.
2. When counting students, you should be using the **ETS data for Program Completers**. These should be the same individuals as those listed on your passage rate report for 2014-15 Program Completers.
3. When identifying the count for “Number Prepared,” you should be using the initial areas of **certification** that you identified for each **2014-15 Program Completer** on the ETS web site. If you have students who added a second area of certification to their initial certification and it does not appear on the ETS web site, do NOT count the additional area of certification. Just count the INITIAL area(s) of certification that you listed on the ETS web site.
4. Westat has indicated that there are some areas where you will count the same 2014-15 program completer more than one time in this section.

In particular, Louisiana’s grades 6-12 program completers will be counted one time as “Teacher Education-Secondary Education” and counted another time as the content area (e.g., Teacher Education – Biology). Louisiana’s K-12 program completers will be counted one time as “Teacher Education-Multiple Levels” and counted another time as the area of certification (e.g., art, dance, music, and health/physical education). Middle school and regular/special education completers will be counted more than one time.

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

Examples:

- **Secondary Math Completer:** Count for secondary (e.g., Teacher Education - Secondary Education) and count for content area (e.g., Teacher Education – Mathematics)

- **Middle School English Completer:** Count for middle school (e.g., Teacher Education - Junior High/Intermediate/Middle School Education) and count for content area (e.g., Teacher Education – English). (Note: For undergraduate middle school, completers would be counted in three places: count as middle school completer, count for the first content area for certification, and count for the second area of certification.)
- **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).
- **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), and count for special education (e.g., Teacher Education – Special Education).
- **Secondary Biology & Mild/Moderate Special Education** - Count for secondary (e.g., Teacher Education - Secondary), count for Biology (e.g., Teacher Education – Biology), and count for special education (e.g., Teacher Education – Special Education).
- **Art Education (Grades K-12)** – Count for the content (Teacher Education – Art) and count for Grades K-12 (Teacher Education – Multiple Levels).
- **Music Education (Grades K-12)** – Count for the content (Teacher Education – Music) and count for Grades K-12 (Teacher Education – Multiple Levels).
- **Health and Physical Education (Grades K-12)** – Count for the content (Teacher Education – Health), count for content (Teacher Education – Physical Education and Coaching) and count for Grades K-12 (Teacher Education – Multiple Levels).

SECTION 1e.: STUDENTS PREPARED BY ACADEMIC MAJORS

Westat Description:

Please provide the number of teachers prepared by academic major for academic year 2014-15. 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))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	
Etc.	

Advice from BoR & LDOE:

Westat requests that you use the best fit when assigning a major to a listed category. Westat has indicated that some majors can be counted more than one time.

Alternate

When counting number of completers for each category for Academic Majors for alternate certification, Westat has indicated that it should be based upon the undergraduate major of the completer when they entered the alternate certification program.

Westat has indicated that if an alternate certification student has an undergraduate, master’s degree, Ph.D., and/or law degree, the institution should only count the major for the undergraduate degree.

Traditional

Universities in Louisiana with Traditional programs will record “majors” in different ways based upon how they have identified their programs in Section 1a of the Westat report. There are three types of majors that currently exist in Traditional programs in Louisiana and each type of major is treated differently in this section of the report when counted. The three types are: Type 1: Original Wording; Type 2: College of Arts/Sciences/Humanities Degree Plus Minor/Concentration); and Type 3: College of Education Degree Plus Minor/Concentration.

1. Type 1: Original Wording

Type 1 is the original wording that was used by most teacher preparation programs in Louisiana immediately after the redesign of the teacher preparation programs. The area of certification is listed as the major and is counted in one place or two place based upon the wording of the major.

Examples when completers are counted one time:

- B.S. in Early Childhood Education (Grades PK-3): Count the completer’s academic major 1 time for “Teacher Education – Early Childhood Education”
- B.S. in Elementary Education (Grades 1-5): Count the completer’s academic major 1 time for “Teacher Education – Elementary Education”

Examples when completers are counted two or more times:

- B.S. Math Education (Grades 6-12): Count the completer's academic major 1 time for "Teacher Education – Secondary Education" and 1 time for "Teacher Education - Mathematics"
- B.A. Art Education (Grades K-12): Count the completer's academic major 1 time for "Teacher Education – Multiple Levels" and 1 time for "Teacher Education – Art"
- B.S. Health and Physical Education (Grades K-12): Count the completer's academic major 1 time for "Teacher Education – Multiple Levels," 1 time for "Teacher Education – Health," and 1 time for Teacher Education – Physical Education and Coaching"

2. **Type 2: College of Arts/Sciences/Humanities Degree Plus Minor/Concentration**

Westat has indicated that if a person majors in a content area within the College of Arts/Sciences/Humanities and has a minor or concentration in secondary teacher education, they should only count the person as having a major in the specific content area (e.g., Mathematics) and NOT count the minor/concentration in Secondary Education.

Example:

- B.S. Biology with a minor Secondary Education – Count the completer's academic major 1 time for "Biology"

3. **Type 3: College of Education Degree Plus Minor/Concentration.**

Some universities have consolidated their areas of certification into one overall degree in Secondary Education or Multiple Levels and provide minors/concentrations in the areas of certification. Westat has indicated that if a person majors in a consolidated area (e.g., Secondary) and has a minor or concentration in an area of certification, they should only count the person 1 time as having a major in the consolidated area (e.g., Teacher Education – Secondary) and NOT the person in the specific area of certification.

- B.S. in Middle School Education (Grades 4-8) with minor/concentration in Mathematics: Count the completer's academic major 1 time for "Teacher Education - Junior High/Intermediate/Middle School Education"
- B.S. Secondary Education with a concentration/minor in Mathematics: Count the completer's academic major 1 time for "Teacher Education – Secondary Education"
- B.S. Multiple Levels with a concentration/minor in Art Education (Grades K-12): Create the category "Teacher Education - Multiple Levels" and count the completer's academic degree 1 time for "Teacher Education – Multiple Levels"

4. **Special Education**

If the degrees are integrated to merged regular/special education degrees, “Teacher Education – Special Education” will also be counted. If it is a specific area of special education (e.g., Early Interventionist), it will be counted one time as “Teacher Education – Special Education.”

Examples:

- B.S. in Elementary Education & Special Education Mild/Moderate (Grades 1-5): Count the academic major 1 time for “Teacher Education – Elementary Education” and 1 time for “Teacher Education – Special Education”
- B.S. in Middle School Education & Special Education Mild/Moderate (Grades 4-8) with minor/concentration in Mathematics: Count the completer’s academic major 1 time for “Teacher Education - Junior High/Intermediate/Middle School Education” and 1 time for “Teacher Education – Special Education”
- B.S. Spec. Ed. Early Interventionist (Birth to Kin.): Count the completer’s academic major 1 time for “Teacher Education – Special Education”
- B.S. in Middle School Education (Grades 4-8) with minor/concentration in Mathematics: Count the completer’s academic major 1 time for “Teacher Education - Junior High/Intermediate/Middle School Education”

SECTION 1f: PROGRAM COMPLETERS

Westat Description:

- **Provide the total number of teacher preparation program completers in each of the following academic years:**
 - 2014-15:
 - 2013-14:
 - 2012-13:

Advice from BoR & LDOE:

The number of completers for this section should be the same number that you have for completers on your ETS pass rate report.

SECTION II: ANNUAL GOALS MATHEMATICS

Westat 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)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

- **Academic year 2014-15**
 - **Did your program prepare teachers in mathematics in 2014-15?**
 - **How many prospective teachers did your program plan to add in mathematics in 2014-15?**
 - **Did your program meet the goal for prospective teachers set in mathematics in 2014-15?**
 - **Description of strategies used to achieve goal, if applicable**
 - **Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:**
 - **Provide any additional comments, exceptions and explanations below:**

- **Academic year 2015-16**
 - **Is your program preparing teachers in mathematics in 2015-16?**
 - **How many prospective teachers did your program plan to add in mathematics in 2015-16?**
 - **Provide any additional comments, exceptions and explanations below:**

- **Academic year 2016-17**
 - **Will your program prepare teachers in mathematics in 2016-17?**
 - **How many prospective teachers does your program plan to add in mathematics in 2016-17?**
 - **Provide any additional comments, exceptions and explanations below:**

Advice from BoR & LDOE:

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

SECTION II: ANNUAL GOALS SCIENCE

Westat 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)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

- **Academic year 2014-15**
 - **Did your program prepare teachers in science in 2014-15?**
 - **How many prospective teachers did your program plan to add in science in 2014-15?**
 - **Did your program meet the goal for prospective teachers set in science in 2014-15?**
 - **Description of strategies used to achieve goal, if applicable:**
 - **Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:**
 - **Provide any additional comments, exceptions and explanations below:**

- **Academic year 2015-16**
 - **Is your program preparing teachers in science in 2015-16?**
 - **How many prospective teachers did your program plan to add in science in 2015-16?**
 - **Provide any additional comments, exceptions and explanations below:**

- **Academic year 2016-17**
 - **Will your program prepare teachers in science in 2016-17?**
 - **How many prospective teachers does your program plan to add in science in 2016-17?**

- Provide any additional comments, exceptions and explanations below:

Advice from BoR & LDOE:

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

SECTION II: ANNUAL GOALS SPECIAL EDUCATION

Westat 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)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

- Academic year 2014-15
 - Did your program prepare teachers in special education in 2014-15?
 - How many prospective teachers did your program plan to add in special education in 2014-15?
 - Did your program meet the goal for prospective teachers set in special education in 2014-15?
 - Description of strategies used to achieve goal, if applicable:
 - Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:
 - Provide any additional comments, exceptions and explanations below:
- Academic year 2015-16
 - Is your program preparing teachers in special education in 2015-16?
 - How many prospective teachers did your program plan to add in special education in 2015-16?
 - Provide any additional comments, exceptions and explanations below:
- Academic year 2016-17
 - Will your program prepare teachers in special education in 2016-17?

- How many prospective teachers does your program plan to add in special education in 2016-17?
- Provide any additional comments, exceptions and explanations below:

Advice from BoR & LDOE:

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

SECTION II: ANNUAL GOALS INSTRUCTION OF LIMITED ENGLISH PROFICIENT STUDENTS

Westat 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)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/oep/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

- Academic year 2014-15
 - Did your program prepare teachers in instruction of limited English proficient students in 2014-15?
 - How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2014-15?
 - Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2014-15?
 - Description of strategies used to achieve goal, if applicable:
 - Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:
 - Provide any additional comments, exceptions and explanations below:
- Academic year 2015-16
 - Is your program preparing teachers in instruction of limited English proficient students in 2015-16?

- **How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2015-16?**
 - **Provide any additional comments, exceptions and explanations below:**
- **Academic Year 2016-17**
 - **Will your program prepare teachers in instruction of limited English proficient students in 2016-17?**
 - **How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2016-17?**
 - **Provide any additional comments, exceptions and explanations below:**

Advice from BoR & LDOE:

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

SECTION II: ASSURANCES

Westat Description:

Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

- **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.**
- **Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.**
- **Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.**
- **Prospective general education teachers are prepared to provide instruction to students with disabilities.**
- **Prospective general education teachers are prepared to provide instruction to limited English proficient students.**
- **Prospective general education teachers are prepared to provide instruction to students from low-income families.**
- **Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.**
- **Describe your institution's most successful strategies in meeting the assurances listed above:**

Advice from BoR & LDOE:

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

SECTION III: ASSESSMENT PASS RATES

Westat Description:

No assessment pass rates have been reported.

**Please note that pass rates will be provided to Westat by the state or the testing company or companies (or entities). You do not need to upload or submit any files for this section.

You will be notified via email once pass rates have been uploaded. Please be sure to review the pass rates for accuracy once they are uploaded. Westat expects to receive and upload pass rate files for most programs by mid-April.**

Advice from BoR & LDOE:

The above information provided by Westat does not apply to Louisiana. Due to Louisiana allowing candidates to use ACT/SAT/Masters 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 Westat. The passage rate reports will be uploaded on the Westat web site. Once Westat uploads the pass rate reports, teacher preparation programs will view the reports on the Westat web site and determine if the corrected versions have been uploaded.

SECTION III: SUMMARY PASS RATES

Westat Description:

No summary pass rates have been reported.

**Please note that pass rates will be provided to Westat by the state or the testing company or companies (or entities). You do not need to upload or submit any files for this section.

You will be notified via email once pass rates have been uploaded. Please be sure to review the pass rates for accuracy once they are uploaded. Westat expects to receive and upload pass rate files for most programs by mid-April.**

Advice from BoR & LDOE:

The above information provided by Westat does not apply to Louisiana. Due to Louisiana allowing candidates to use ACT/SAT/Masters 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 Westat. The passage rate reports will be uploaded on the Westat web site. Once Westat uploads the pass rate reports, teacher preparation programs will view the reports on the Westat web site and determine if the corrected versions have been uploaded.

SECTION IV: LOW-PERFORMING

Westat Description:

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

- Is your teacher preparation program currently approved or accredited?
 - If yes, please specify the organization(s) that approved or accredited your program:
- Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

Advice from BoR & LDOE:

No teacher preparation programs in Louisiana have been designated as "low-performing."

SECTION V: USE OF TECHNOLOGY

Westat Description:

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.

- Does your program prepare teachers to:
 - integrate technology effectively into curricula and instruction
 - use technology effectively to collect data to improve teaching and learning
 - use technology effectively to manage data to improve teaching and learning
 - use technology effectively to analyze data to improve teaching and learning
- 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

Westat Description:

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

- Does your program prepare general education teachers to:
 - teach students with disabilities effectively
 - participate as a member of individualized education program teams
 - teach students who are limited English proficient effectively
- Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

Advice from BoR & LDOE:

All teacher preparation programs should provide information for this section since it pertains to regular teachers. All programs had to demonstrate that they were addressing the needs of diverse learners when obtaining approval to offer programs in Louisiana.

SECTION VII: CONTEXTUAL INFORMATION

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.

SECTION VIII: REPORT CARD CERTIFICATION

Westat Description:

This section is currently not available.

Advice from BoR & LDOE:

Check this section 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. If different but correct, please contact the appropriate Contact Persons listed below.

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 mid April for your program to certify your report. The Westat Title II website will close at 11:59 PM on April 30, 2016 based upon local time. **All Louisiana teacher preparation programs should certify their reports by 5:00 PM on April 22, 2016.**

CONTACT PERSONS: *Advice from BoR & LDOE:*

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

Public/Private Universities: Jeanne Burns (Jeanne.burns@la.gov)

Private Providers: Julie Stephenson (julie.stephenson@la.gov)

APPENDIX A: PROGRAM INFORMATION CHART

Section I.a Program Information

A. BACCALAUREATE DEGREES

T = Traditional Undergraduate program

Subject Area	GRAM	LACOL	LSUA	LSUBR	LSUS	LATECH	LOY	MCN	NIC	NSU	OLHC	SLU	SUBR	SUNO	ULL	ULM	UNO	XAV
EARLY CHILDHOOD AND ELEMENARY																		
B.S. Early Childhood Education (Grades PK-3)				T	T	T		T	T	T		T		T	T		T	
B.S. Child Development & Early Literary (PreNatal – PK-3)	T																	
B.S. Elementary Education (Grades 1-5)	T	T	T	T	T	T		T	T	T	T	T	T	T	T	T	T	T
MIDDLE SCHOOL																		
B.S. Middle School Education (Grades 4-8) – Minor/Concentration: English									T			T			T			T
B.S. Middle School Education (Grades 4-8) – Minor/Concentration: Mathematics						T			T			T			T			T
B.S. Middle School Education (Grades 4-8) – Minor/Concentration: Science						T			T			T			T			T
B.S. Middle School Education (Grades 4-8) – Minor/Concentration: Social Studies												T			TT			T
SECONDARY EDUCATION																		
TYPE 1 (Original Wording)																		
B.S. Agriculture Education (Grades 6-12)				T														
B.S. Business Education (Grades 6-12)				T														

APPENDIX A: PROGRAM INFORMATION CHART (CONT'D.)

A. BACCALAUREATE DEGREES (CONT'D.)

T = Traditional Undergraduate program

Subject Area	GRAM	LACOL	LSUA	LSUBR	LSUS	LATECH	LOY	MCN	NIC	NSU	OLHC	SLU	SUBR	SUNO	ULL	ULM	UNO	XAV
TYPE 1 (Original Wording) (Cont'd.)																		
B.A. English Education (Grades 6-12)												T						
B.A. Social Studies Education (Grades 6-12)												T						
TYPE 2 (College of Arts/Sciences/Humanities Degree Plus Minor/Concentration)																		
B.S. Agriculture – Minor/Concentration: Secondary Education (Grades 6-12)								T										
B.S. Biology – Minor/Concentration: Secondary Education (Grades 6-12)		T	T	T			T	T				T	T					T
B.S. Business – Minor/Concentration: Secondary Education (Grades 6-12)		T																
B.S. Chemistry – Minor/Concentration: Secondary Education (Grades 6-12)		T		T			T						T					T
B.S. Earth Science – Minor/Concentration: Secondary Education (Grades 6-12)																		
B.A. English – Minor/Concentration: Secondary Education (Grades 6-12)	T	T	T	T			T	T					T					T
B.S. Environmental Science – Minor/Concentration: Secondary Education (Grades 6-12)		T					T											
B.A. Foreign Language – Minor/Concentration: French Education (Grades 6-12)								T										

APPENDIX A: PROGRAM INFORMATION CHART (CONT'D.)

A. BACCALAUREATE DEGREES (CONT'D.)

T = Traditional Undergraduate program

Subject Area	GRAM	LACOL	LSUA	LSUBR	LSUS	LATECH	LOY	MCN	NIC	NSU	OLHC	SLU	SUBR	SUNO	ULL	ULM	UNO	XAV
TYPE 2 (College of Arts/Sciences/Humanities Degree Plus Minor/Concentration) (Cont'd.)																		
B.A. Foreign Language – Minor/Concentration: Spanish Education (Grades 6-12)								T										
B.A. French – Minor/Concentration: Secondary Education (Grades 6-12)		T		T			T						T		T			
B.S. General Science – Minor/Concentration: Secondary Education (Grades 6-12)		T																
B.A. German – Minor/Concentration: Secondary Education (Grades 6-12)															T			
B.A. History – Minor/Concentration: Social Studies Education (Grades 6-12)	T							T					T					
B.S. Mathematics – Minor/Concentration: Secondary Education (Grades 6-12)		T	T	T			T	T	T			T	T					T
B.S. Physics – Minor/Concentration: Secondary Education (Grades 6-12)				T			T						T					
B.A. Social Studies – Minor/Concentration: Secondary Education (Grades 6-12)		T	T	T			T											T
B.A. Spanish – Minor/Concentration: Secondary Education (Grades 6-12)		T		T			T	T					T		T	T		
B.A. Speech – Minor/Concentration: Secondary Education (Grades 6-12)																		

APPENDIX A: PROGRAM INFORMATION CHART (CONT'D.)

A. BACCALAUREATE DEGREES (CONT'D.)

T = Traditional Undergraduate program

Subject Area	GRAM	LACOL	LSUA	LSUBR	LSUS	LATECH	LOY	MCN	NIC	NSU	OLHC	SLU	SUBR	SUNO	ULL	ULM	UNO	XAV
TYPE 3 (College of Education Degree Plus Minor/Concentration)																		
B.S Secondary Education and Teaching – Minor/Concentration: Agriculture (Grades 6-12)						T												
B.S Secondary Education and Teaching – Minor/Concentration: Biology (Grades 6-12)	T				T	T				T					T	T	T	
B.S Secondary Education and Teaching – Minor/Concentration: Business (Grades 6-12)						T		T		T					T			
B.S Secondary Education and Teaching – Minor/Concentration: Chemistry (Grades 6-12)	T				T	T		T							T	T	T	
B.S. Secondary Education and Teaching – Minor/Concentration: Earth Science (Grades 6-12)						T									T	T	T	
B.S. Secondary Education and Teaching – Minor/Concentration: English (Grades 6-12)					T	T			T	T					T	T	T	
B.S. Secondary Education and Teaching – Minor/Concentration: Environmental Science (Grades 6-12)								T										
B.S. Secondary Education and Teaching – Minor/Concentration: Family and Consumer Science (Grades 6-12)									T									
B.S. Secondary Education and Teaching – Minor/Concentration: French Education (Grades 6-12)																T		

APPENDIX A: PROGRAM INFORMATION CHART (CONT'D.)

A. BACCALAUREATE DEGREES (CONT'D.)

T = Traditional Undergraduate program

Subject Area	GRAM	LACOL	LSUA	LSUBR	LSUS	LATECH	LOY	MCN	NIC	NSU	OLHC	SLU	SUBR	SUNO	ULL	ULM	UNO	XAV
TYPE 3 (College of Education Degree Plus Minor/Concentration) (Cont'd.)																		
B.S. Secondary Education and Teaching – Minor/Concentration: General Science (Grades 6-12)									T						T			
B.S. Secondary Education and Teaching – Minor/Concentration: Mathematics (Grades 6-12)	T				T	T				T					T	T	T	
B.S. Secondary Education and Teaching – Minor/Concentration: Physics (Grades 6-12)	T				T	T		T							T			
B.S. Secondary Education and Teaching – Concentration/Minor: Social Studies (Grades 6-12)					T	T			T	T					T	T	T	
B.S. Secondary Education and Teaching – Minor/Concentration: Spanish (Grades 6-12)																T		
ALL LEVELS – MULTIPLE LEVELS (GRADES K-12)																		
TYPE 1 (Original Wording)																		
B.A. Art Education (Grades K-12)				T	T													
B.A. French Education (Grades K-12)					T													
B.M.E. Music Education – Vocal (Grades K-12)				T						T								
B.M.E. Music Education – Instrumental (Grades K-12)				T						T								
B.M.E. Music Education – Instrumental & Vocal (Grades K-12)										T								

APPENDIX A: PROGRAM INFORMATION CHART (CONT'D.)

A. BACCALAUREATE DEGREES (CONT'D)

T = Traditional Undergraduate program

Subject Area	GRAM	LACOL	LSUA	LSUBR	LSUS	LATECH	LOY	MCN	NIC	NSU	OLHC	SLU	SUBR	SUNO	ULL	ULM	UNO	XAV
TYPE 1 (Original Wording) (Cont'd.)																		
B.A. Spanish Education (Grades K-12)					T													
B.S. Health and Physical Education (Grades K-12)		T						T	T	T		T			T			
TYPE 2 (College of Arts/Humanities/Science Degree Plus Minor/Concentration)																		
B.A. Art – Minor/Concentration: Art Education (Grades -K12)	T	T						T	T			T						T
B.F.A. Art – Minor/Concentration: Art Education (Grades -K12)																T		
B.A. Art or Music Education (Grades K-12) – Minor/Concentration: Art Education															T			
B.A. Art or Music Education (Grades K-12) – Minor/Concentration: Instrumental Music															T			
B.A. Art or Music Education (Grades K-12) – Minor/Concentration: Vocal Music															T			
B.A. Music – Minor/Concentration: Vocal Education (Grades K-12)	T	T					T	T	T			T	T			T		T
B.A. Music – Minor/Concentration: Instrumental Education (Grades K-12)	T	T					T	T	T			T	T			T		T
B.A. French – Minor/Concentration: French Education (Grades K-12)																		T
B.A. Spanish – Minor/Concentration: Spanish Education (Grades K-12)												T						T

APPENDIX A: PROGRAM INFORMATION CHART (CONT'D.)

A. BACCALAUREATE DEGREES (CONT'D.)

T = Traditional Undergraduate program

Subject Area	GRAM	LACOL	LSUA	LSUBR	LSUS	LATECH	LOY	MCN	NIC	NSU	OLHC	SLU	SUBR	SUNO	ULL	ULM	UNO	XAV
TYPE 2 (College of Arts/Humanities/Science Degree Plus Minor/Concentration) (Cont'd.)																		
B.S. Kinesiology – Minor/Concentration: Health and Physical Education (Grades K-12)	T			T														
B.S. Human Performance Education – Minor/Concentration: Health and Physical Education (Grades K-12)																		
B.S. Therapeutic Recreation and Leisure Studies – Minor/Concentration: Health and Physical Education (Grades K-12)													T					
TYPE 3 (College of Education Degree Plus Minor/Concentration)																		
BS Education Multiple Levels (Grades K-12) – Minor/Concentration: Art						T												
BS Education Multiple Levels (Grades K-12) – Minor/Concentration: Health and Physical Education						T												
BS Education Multiple Levels (Grades K-12) – Minor/Concentration: Music (Vocal)						T												
BS Education Multiple Levels (Grades K-12) – Minor/Concentration: Music (Instrumental)						T												

APPENDIX A: PROGRAM INFORMATION CHART (CONT'D.)

A. BACCALAUREATE DEGREES (CONT'D.)

T = Traditional Undergraduate program

Subject Area	GRAM	LACOL	LSUA	LSUBR	LSUS	LATECH	LOY	MCN	NIC	NSU	OLHC	SLU	SUBR	SUNO	ULL	ULM	UNO	XAV
ELEMENTARY & SPECIAL EDUCATION																		
B.S. Elementary Education & Special Education Mild/Moderate (Grades 1-5)	T			T		T						T	T			T	T	
MIDDLE SCHOOL & SPECIAL EDUCATION																		
B.S. Middle School Education & Special Education Mild/Moderate (Grades 4-8) – Minor/Concentration: English												T						
B.S. Middle School Education and Special Education Mild/Moderate (Grades 4-8) – Minor/Concentration: Mathematics												T	T					
B.S. Middle School Education and Special Education Mild/Moderate (Grades 4-8) – Minor/Concentration: Science												T	T					
B.S. Middle School Education & Special Education Mild/Moderate (Grades 4-8) – Minor/Concentration: Social Studies												T						
SECONDARY & SPECIAL EDUCATION																		
B.S. Biology Education & Special Education Mild/Moderate (Grades 6-12)	T															T		

APPENDIX A: PROGRAM INFORMATION CHART (CONT'D.)

A. BACCALAUREATE DEGREES (CONT'D.)

T = Traditional Undergraduate program

Subject Area	GRAM	LACOL	LSUA	LSUBR	LSUS	LATECH	LOY	MCN	NIC	NSU	OLHC	SLU	SUBR	SUNO	ULL	ULM	UNO	XAV
SECONDARY & SPECIAL EDUCATION (CONT'D.)																		
B.S. Chemistry Education & Special Education Mild/Moderate (Grades 6-12)																T		
B.A. English Education & Special Education Mild/Moderate (Grades 6-12)	T															T		
B.S. General Science Education & Special Education Mild/Moderate (Grade 6-12)																		
B.S. Math Education & Special Education Mild/Moderate (Grade 6-12)	T															T		
B.A. Social Studies Education & Special Education Mild/Moderate (Grades 6-12)	T															T		
OTHER SPECIAL EDUCATION																		
B.S. Special Education Early Interventionist (Birth to 5)									T									

APPENDIX A: PROGRAM INFORMATION CHART (CONT'D.)

B. ALTERNATE CERTIFICATION

1. PRACTITIONER TEACHER PROGRAM

P = Practitioner Teacher Program

Subjects	ASCEN	CADDO	LACOL	LRCE	MCN	NSU	RELAY	ST.BER	TNTP
EARLY CHILDHOOD & ELEMENTARY									
Practitioner Teacher Program- Early Childhood Education (Grades PK-3)	P		P	P			P	P	P
Practitioner Teacher Program – Elementary Education (Grades 1-5)	P	P	P	P	P	P	P	P	P
MIDDLE SCHOOL									
Practitioner Teacher Program - Middle School Education (Grades 4-8) in English	P		P	P		P		P	P
Practitioner Teacher Program - Middle School Education (Grades 4-8) in	P		P	P	P	P		P	P
Practitioner Teacher Program - Middle School Education (Grades 4-8) in Science	P		P	P	P	P		P	P
Practitioner Teacher Program - Middle School Education (Grades 4-8) in Social			P	P		P			P
SECONDARY									
Practitioner Teacher Program – Agriculture Education (Grades 6-12)	P		P						
Practitioner Teacher Program – Biology Education (Grades 6-12)	P	P	P	P	P	P	P	P	P
Practitioner Teacher Program – Business Education (Grades 6-12)	P		P			P		P	
Practitioner Teacher Program - Chemistry Education (Grades 6-12)	P	P	P	P	P	P	P		P
Practitioner Teacher Program – Computer Science Education (Grades 6-12)			P						
Practitioner Teacher Program – Earth Science Education (Grades 6-12)	P		P				P		
Practitioner Teacher Program – English Education (Grades 6-12)	P	P	P	P	P	P	P	P	P
Practitioner Teacher Program – Environmental Science Education (Grades 6-12)	P		P						
Practitioner Teacher Program – Family and Consumer Science Education (Grades 6-12)	P		P			P			
Practitioner Teacher Program – French Education (Grades 6-12)			P		P	P			P
Practitioner Teacher Program – General Science Education (Grades 6-12)	P	P	P	P	P	P	P		P
Practitioner Teacher Program – German Education (Grades 6-12)			P			P			
Practitioner Teacher Program – Journalism Education (Grades 6-12)			P			P			
Practitioner Teacher Program – Latin Education (Grades 6-12)									

APPENDIX A: PROGRAM INFORMATION CHART (CONT'D.)

B. ALTERNATE CERTIFICATION (CONT'D.)

2. PRACTITIONER TEACHER PROGRAM (CONT'D.)

P = Practitioner Teacher Program

Subject Area	ASCEN	CADDO	LACOL	LRCE	MCN	NSU	RELAY	ST.BER	TNTP
SECONDARY (CONT'D)									
Practitioner Teacher Program – Marketing Education (Grades 6-12)			P			P			
Practitioner Teacher Program – Mathematics Education (Grades 6-12)	P	P	P	P	P	P	P	P	P
Practitioner Teacher Program – Physics Education (Grades 6-12)	P		P	P	P	P	P		P
Practitioner Teacher Program – Social Studies Education (Grades 6-12)			P	P	P	P	P		P
Practitioner Teacher Program – Computer Science Education (Grades 6-12)			P						
Practitioner Teacher Program – Spanish Education (Grades 6-12)			P		P	P			P
Practitioner Teacher Program – Speech Education (Grades 6-12)			P			P			
Practitioner Teacher Program – Technology Education (Grades 6-12)	P		P			P			
ALL LEVELS – MULTIPLE LEVELS (GRADES K-12)									
Practitioner Teacher Program – Art Education (Grades K-12)			P						
Practitioner Teacher Program – Dance Education (Grades K-12)									
Practitioner Teacher Program – Foreign Language (Grades K-12) in French				P					
Practitioner Teacher Program – Foreign Language (Grades K-12) in Spanish				P					
Practitioner Teacher Program – Music Education (Grades K-12) in Instrumental			P						
Practitioner Teacher Program – Music Education (Grades K-12) in Vocal			P						
Practitioner Teacher Program – Health and Physical Education (Grades K-12)			P					P	
ELEMENTARY & SPECIAL EDUCATION									
Practitioner Teacher Program – Mild/Moderate & Elementary Education (Grades	P		P	P		P		P	P

APPENDIX A: PROGRAM INFORMATION CHART (CONT'D.)

B. ALTERNATE CERTIFICATION (CONT'D.)

1. PRACTITIONER TEACHER PROGRAM (CONT'D.)

P = Practitioner Teacher Program

Subject Area	ASCEN	CADDO	LACO	LRCE	MCN	NSU	RELAY	ST.BER	TNTP
MIDDLE SCHOOL & SPECIAL EDUCATION									
Practitioner Teacher Program – Mild/Moderate & English Education (Grades 4-8)	P		P	P		P		P	P
Practitioner Teacher Program – Mild/Moderate & Mathematics Education (Grades 4-8)	P		P	P		P		P	P
Practitioner Teacher Program – Mild/Moderate & Science Education (Grades 4-8)	P		P	P		P			P
Practitioner Teacher Program – Mild/Moderate & Social Studies Education (Grades 4-8)			P	P		P			P
SECONDARY & SPECIAL EDUCATION									
Practitioner Teacher Program – Mild/Moderate & Biology Education (Grades 6-12)	P		P	P		P			P
Practitioner Teacher Program – Mild/Moderate & Chemistry Education (Grades 6-12)	P		P	P		P			P
Practitioner Teacher Program – Mild/Moderate & Earth Science Education (Grades 6-12)	P								
Practitioner Teacher Program – Mild/Moderate & English Education (Grades 6-12)	P		P	P		P		P	P
Practitioner Teacher Program – Mild/Moderate & French Education (Grades 6-12)									P
Practitioner Teacher Program – Mild/Moderate & General Science Education (Grades 6-12)	P		P	P		P			P
Practitioner Teacher Program – Mild/Moderate & Mathematics Education (Grades 6-12)	P		P	P		P		P	P
Practitioner Teacher Program – Mild/Moderate & Physics Education (Grades 6-12)	P		P	P		P			P
Practitioner Teacher Program – Mild/Moderate & Social Studies Education (Grades 6-12)			P	P		P			P
Practitioner Teacher Program – Mild/Moderate & Spanish Education (Grades 6-12)									P

APPENDIX A: PROGRAM INFORMATION CHART (CONT'D.)

B. ALTERNATE CERTIFICATION (CONT'D.)

2. CERTIFICATION-ONLY PROGRAMS

C = Certification-Only Program

Subject Area	LACOL	LSUA	LSUBR	LSUS	LATECH	MCN	NIC	NSU	OLHC	SLU	SUBR	SUNO	TUL	ULL	ITEACH
EARLY CHILDHOOD (PK-3) AND ELEMENTARY (GRADES 1-5)															
Certification-Only Program – Early Childhood Education (Grades PK-3)					C	C					C	C	C	C	C
Certification-Only Program - Elementary Education (Grades 1-5)	C	C		C	C	C	C		C		C	C		C	C
MIDDLE SCHOOL EDUCATION (GRADES 4-8)															
Certification-Only Program - Middle School Education (Grades 4-8) in English							C							C	C
Certification-Only Program - Middle School Education (Grades 4-8) in Mathematics					C	C	C				C			C	C
Certification-Only Program - Middle School Education (Grades 4-8) in Science					C	C	C				C			C	C
Certification-Only Program - Middle School Education (Grades 4-8) in Social Studies							C				C			C	C
SECONDARY EDUCATION (GRADES 6-12)															
Certification-Only Program – Agriculture Education (Grades 6-12)	C		C		C	C				C				C	C
Certification-Only Program – Biology Education (Grades 6-12)	C	C		C	C	C	C		C	C	C	C	C	C	C

APPENDIX A: PROGRAM INFORMATION CHART (CONT'D.)

B. ALTERNATE CERTIFICATION (CONT'D.)

2. CERTIFICATION-ONLY PROGRAMS

C = Certification-Only Program

Subject Area	LACOL	LSUA	LSUBR	LSUS	LATECH	MCN	NIC	NSU	OLHC	SLU	SUBR	SUNO	TUL	ULL	ITEACH
SECONDARY EDUCATION (GRADES 6-12) (CONT'D.)															
Certification-Only Program – Business Education (Grades 6-12)	C		C		C	C	C		C	C				C	C
Certification-Only Program - Chemistry Education (Grades 6-12)	C			C	C	C	C		C	C	C		C	C	C
Certification-Only Program – Chinese Education (Grades 6-12)						C									
Certification-Only Program - Computer Science Education (Grades 6-12)	C									C	C				C
Certification-Only Program – Earth Science Education (Grades 6-12)														C	C
Certification-Only Program – English Education (Grades 6-12)	C	C		C	C	C	C		C	C		C	C	C	C
Certification-Only Program – Environmental Science Education (Grades 6-12)						C									C
Certification-Only Program – Family and Consumer Science Education (Grades 6-12)	C		C		C				C	C				C	C
Certification-Only Program - French Education (Grades 6-12)	C					C	C		C				C	C	C
Certification-Only Program – General Science Education (Grades 6-12)	C					C	C		C					C	C
Certification-Only Program – German Education (Grades 6-12)	C												C	C	C

APPENDIX A: PROGRAM INFORMATION CHART (CONT'D.)

B. ALTERNATE CERTIFICATION (CONT'D.)

2. CERTIFICATION-ONLY PROGRAMS (CONT'D.)

C = Certification-Only Program

Subject Area	LACOL	LSUA	LSUBR	LSUS	LATECH	MCN	NIC	NSU	OLHC	SLU	SUBR	SUNO	TUL	ULL	ITEACH
SECONDARY EDUCATION (GRADES 6-12) (CONT'D.)															
Certification-Only Program – Italian Education (Grades 6-12)													C		C
Certification-Only Program – Journalism Education (Grades 6-12)	C														C
Certification-Only Program – Latin Education (Grades 6-12)															C
Certification-Only Program – Marketing Education (Grades 6-12)	C		C												C
Certification-Only Program – Mathematics Education (Grades 6-12)	C	C		C	C	C	C		C	C	C	C	C	C	C
Certification-Only Program – Physics Education (Grades 6-12)	C			C	C				C	C	C		C	C	C
Certification-Only Program – Social Studies Education (Grades 6-12)	C	C		C	C	C	C		C	C	C	C	C	C	C
Certification-Only Program – Spanish Education (Grades 6-12)	C				C	C	C		C				C	C	C
Certification-Only Program – Speech Education (Grades 6-12)	C				C				C	C				C	C
Certification-Only Program – Technology Education (Grades 6-12)	C									C				C	C
ALL LEVELS – MULTIPLE LEVELS (GRADES K-12)															
Certification-Only Program – Art Education (Grades K-12)	C					C				C		C		C	C

APPENDIX A: PROGRAM INFORMATION CHART (CONT'D.)

B. ALTERNATE CERTIFICATION (CONT'D.)

2. CERTIFICATION-ONLY PROGRAMS (CONT'D.)

C = Certification-Only Program

Subject Area	LACOL	LSUA	LSUBR	LSUS	LATECH	MCN	NIC	NSU	OLHC	SLU	SUBR	SUNO	TUL	ULL	ITEACH
ALL LEVELS – MULTIPLE LEVELS (GRADES K-12) (CONT'D.)															
Certification-Only Program – Dance Education (Grades K-12)													C		
Certification-Only Program – Foreign Language (Grades K-12) in French										C				C	C
Certification-Only Program – Foreign Language (Grades K-12) in German										C				C	C
Certification-Only Program – Italian Education (Grades K-12)															C
Certification-Only Program – Foreign Language (Grades K-12) in Latin										C					C
Certification-Only Program – Foreign Language (Grades K-12) in Spanish										C	C			C	C
Certification-Only Program – Music Education (Grades K-12) in Instrumental	C		C			C		C		C				C	C
Certification-Only Program – Music Education (Grades K-12) in Vocal	C		C			C		C		C				C	C
Certification-Only Program – Health and Physical Education (Grades K-12)	C	C		C		C	C			C	C	C		C	C
OTHER SPECIAL EDUCATION															
Certification-Only Program – Early Interventionist (Birth to Five Years)										C				C	

APPENDIX A: PROGRAM INFORMATION CHART (CONT'D.)

B. ALTERNATE CERTIFICATION (CONT'D.)

3. MASTER'S DEGREES

M = Master of Arts in Teaching

N = Master of Natural Science

Subject Area	CEN	GRAM	LACOL	LSUBR	LATECH	MCN	NIC	NSU	SLU	ULL	ULM	UNO	XAV
EARLY CHILDHOOD (GRADES PK-3) AND ELEMENTARY (GRADES 1-5)													
MAT Early Childhood Education (Grades PK-3)					M			M				M	
MAT Elementary Education (Grades 1-5)	M		M	M	M	M	M	M	M		M	M	M
MIDDLE SCHOOL (GRADES 4-8)													
MAT Middle School Education (Grades 4-8) – Concentration: English			M				M	M				M	
MAT Middle School Education (Grades 4-8) – Concentration: Mathematics			M		M		M	M				M	
MAT Middle School Education (Grades 4-8) – Concentration: Science			M		M		M	M				M	
MAT Middle School Education (Grades 4-8) – Concentration: Social Studies			M				M	M				M	
SECONDARY EDUCATION (GRADES 6-12)													
MAT Secondary Education (Grades 6-12) – Minor/Concentration: Agriculture			M		M	M							
MAT Secondary Education (Grades 6-12) – Minor/Concentration: Biology	M		M	M	M	M	M	M			M	M	M
MAT Secondary Education (Grades 6-12) – Minor/Concentration: Business	M		M		M	M	M	M					M
MAT Secondary Education (Grades 6-12) – Minor/Concentration: Chemistry	M		M	M	M	M	M	M			M	M	M

APPENDIX A: PROGRAM INFORMATION CHART (CONT'D.)

B. ALTERNATE CERTIFICATION (CONT'D.)

3. MASTER'S DEGREES (CONT'D.)

M = Master of Arts in Teaching

N = Master of Natural Science

Subject Area	CEN	GRAM	LACOL	LSUBR	LATECH	MCN	NIC	NSU	SLU	ULL	ULM	UNO	XAV
SECONDARY EDUCATION (GRADES 6-12) (CONT'D.)													
MAT Secondary Education (Grades 6-12) – Minor/Concentration: Chinese													M
MAT Secondary Education (Grades 6-12) – Minor/Concentration: Computer Science			M										
MAT Secondary Education (Grades 6-12) – Minor/Concentration: Earth Science			M		M						M	M	
MAT Secondary Education (Grades 6-12) – Minor/Concentration: English	M		M	M	M	M	M	M			M	M	M
MAT Secondary Education (Grades 6-12) – Minor/Concentration: Environmental Science			M			M							
MAT Secondary Education (Grades 6-12) – Minor/Concentration: Family and Consumer Science			M		M	M	M	M			M		
MAT Secondary Education (Grades 6-12) – Minor/Concentration: French	M		M		M	M	M	M			M		M
MAT Secondary Education (Grades 6-12) – Minor/Concentration: General Science	M		M				M	M			M	M	M
MAT Secondary Education (Grades 6-12) – Minor/Concentration: German	M		M										
MAT Secondary Education (Grades 6-12) – Minor/Concentration: Journalism			M					M					
MAT Secondary Education (Grades 6-12) – Minor/Concentration: Latin						M							

APPENDIX A: PROGRAM INFORMATION CHART (CONT'D.)

B. ALTERNATE CERTIFICATION (CONT'D.)

3. MASTER'S DEGREES (CONT'D.)

M = Master of Arts in Teaching

N = Master of Natural Science

Subject Area	CEN	GRAM	LACOL	LSUBR	LATECH	MCN	NIC	NSU	SLU	ULL	ULM	UNO	XAV
SECONDARY EDUCATION (GRADES 6-12) (CONT'D.)													
MAT Secondary Education (Grades 6-12) – Minor/Concentration: Marketing			M					M					
MAT Secondary Education (Grades 6-12) – Minor/Concentration: Mathematics	M		M	M	M	M	M	M			M	M	M
MAT Secondary Education (Grades 6-12) – Minor/Concentration: Physics	M		M	M	M			M				M	M
MAT Secondary Education (Grades 6-12) – Minor/Concentration: Social Studies	M		M	M	M	M	M	M			M	M	M
MAT Secondary Education (Grades 6-12) – Minor/Concentration: Spanish	M		M		M	M	M	M			M		M
MAT Secondary Education (Grades 6-12) – Minor/Concentration: Speech					M	M		M			M		
MAT Secondary Education (Grades 6-12) – Minor/Concentration: Technology Education			M					M					
ALL LEVEL – MULTIPLE LEVELS (GRADES K-12)													
MAT Multiple Levels (Grades K-12) – Minor/Concentration: Art					M								M
MAT Multiple Levels (Grades K-12) – Minor/Concentration: Dance													M
MAT Multiple Levels (Grades K-12) – Minor/Concentration: Instrumental Music	M				M								M
MAT Multiple Levels (Grades K-12) – Minor/Concentration: Vocal Music	M				M								M

APPENDIX A: PROGRAM INFORMATION CHART (CONT'D.)

B. ALTERNATE CERTIFICATION (CONT'D.)

3. MASTER'S DEGREES (CONT'D.)

M = Master of Arts in Teaching

N = Master of Natural Science

Subject Area	CEN	GRAM	LACOL	LSUBR	LATECH	MCN	NIC	NSU	SLU	ULL	ULM	UNO	XAV
ALL LEVEL – MULTIPLE LEVELS (GRADES K-12) (CONT'D.)													
MAT Multiple Levels (Grades K-12) – Minor/Concentration: Health and Physical Education					M		M						M
ELEMENTARY & SPECIAL EDUCATION													
MAT – Elementary Education & Special Education Mild/Moderate (Grades 1-5)		M			M		M	M		M	M	M	M
MIDDLE SCHOOL & SPECIAL EDUCATION													
MAT – Middle School Education & Special Education Mild/Moderate (Grades 4-8): Concentration/Minor in English								M				M	M
MAT – Middle School Education & Special Education Mild/Moderate (Grades 4-8): Concentration/Minor in Mathematics								M				M	M
MAT – Middle School Education & Special Education Mild/Moderate (Grades 4-8): Concentration/Minor in Science								M				M	M
MAT – Middle School Education & Special Education Mild/Moderate (Grades 4-8): Concentration/minor in Social Studies								M				M	M
SECONDARY EDUCATION & SPECIAL EDUCATION													
MAT Secondary Education & Special Education Mild/Moderate (Grades 6-12): Minor/Concentration in Biology		M					M	M		M	M	M	M
MAT Secondary Education & Special Education Mild/Moderate (Grades 6-12): Minor/Concentration in Chemistry		M					M	M		M	M	M	M

APPENDIX A: PROGRAM INFORMATION CHART (CONT'D.)

B. ALTERNATE CERTIFICATION (CONT'D.)

3. MASTER'S DEGREES (CONT'D.)

M = Master of Arts in Teaching

N = Master of Natural Science

Subject Area	CEN	GRAM	LACOL	LSUBR	LATECH	MCN	NIC	NSU	SLU	ULL	ULM	UNO	XAV
SECONDARY EDUCATION & SPECIAL EDUCATION (CONT'D.)													
MAT Secondary Education & Special Education Mild/Moderate (Grades 6-12): Minor/Concentration in Earth Science												M	
MAT Secondary Education & Special Education Mild/Moderate (Grades 6-12): Minor/Concentration in English		M			M		M	M		M	M	M	M
MAT Secondary Education & Special Education Mild/Moderate (Grades 6-12): Minor/Concentration in General Science			M			M	M		M		M	M	
MAT Secondary Education & Special Education Mild/Moderate (Grades 6-12): Minor/Concentration in French													
MAT Secondary Education & Special Education Mild/Moderate (Grades 6-12): Minor/Concentration in Mathematics		M			M		M	M		M	M	M	M
MAT Secondary Education & Special Education Mild/Moderate (Grades 6-12): Minor/Concentration in Physics		M						M			M	M	M
MAT Secondary Education & Special Education Mild/Moderate (Grades 6-12): Minor/Concentration in Social Studies					M		M	M		M	M	M	M
MAT Secondary Education & Special Education Mild/Moderate (Grades 6-12): Minor/Concentration in Spanish													
OTHER SPECIAL EDUCATION													
MAT Special Education Early Interventionist (Birth to Five)					M				M			M	
MAT Special Education Hearing Impaired (Grades K-12)												M	
MAT Special Education Significant Disabilities (Grades 1-12)												M	

APPENDIX A: PROGRAM INFORMATION CHART (CONT'D.)

B. ALTERNATE CERTIFICATION (CONT'D.)

3. MASTER'S DEGREES (CONT'D.)

M = Master of Arts in Teaching

N = Master of Natural Science

Subject Area	CEN	GRAM	LACOL	LSUBR	LATECH	MCN	NIC	NSU	SLU	ULL	ULM	UNO	XAV
OTHER SPECIAL EDUCATION (CONT'D)													
MAT Special Education Visually Impaired					M								
MASTER OF NATURAL SCIENCE													
MNS Master of Natural Science – Minor/Concentration: Biology Education (Grades 6-12)				N									
MNS Master of Natural Science – Minor/Concentration: Chemistry Education (Grades 6-12)				N									
MNS Master of Natural Science – Minor/Concentration: Mathematics Education (Grades 6-12)				N									
MNS Master of Natural Science – Minor/Concentration: Physics Education (Grades 6-12)				N									

APPENDIX B: SUBJECT AREAS CHART

Section 1e: Students Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2014-15. 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))

T = Traditional Undergraduate Degree
P = Practitioner Teacher Program
C = Certification-Only Program

M = Master of Arts in Teaching Degree
N = Master of Natural Science Degree

Subject Area	CEN	GRAM	LACOL	LSU A	LSU BR	LSU S	LA TECH	LOY	MCN	NIC	NSU	OLHC	SLU	SUBR	SUNO	TUL	ULL	ULM	UNO	XAV	LRCE	TNTP	iTC	REL	ST BER
Education—General-																									
Teacher Education – special Special Education		TM	P		T		T M			T	M		TCM	T			CM	TM	TM		P	P			P
Teacher Education – Early Childhood Education		T	P		T	T	TC M		TC	T	TM		T	C	TC	C	TC		TM		P	P	C	P	
Teacher Education - Elementary Education	M	TM	TPCM	TC	TM	TC	TC M		TCM	TCM	TPM	TC	TM	TC	TC		TC	TM	TM	TM	P	P	C	p	P
Teacher Education - Junior High/Intermediate/ Middle School Education			PM				TC M		C	TCM	PM		T	T			TC		M	TM	P	P	C		P
Teacher Education - Secondary Education	M	TM	TPCM	TC	TM	TC	TC M	T	TCM	TCM	TPM	TC	TC	C	C	C	TCM	TM	TM	TM	P	P	C	p	P
Teacher Education - Multiple Levels	M	T	TPC	C	TC	TC	T C	T	TC	TCM	TPCM		TC	TC	C	C	TC	T	M	TM			C		P
Teacher Education – Agriculture			PCM		TC		TC M		TCM				C				C						C		
Teacher Education - Art		T	TCP		T	T	T		TC	T			TC		C		TC	T		TM			C		
Teacher Education – Business	M		TPCM		C		TC M		TCM	CM	TPM	C	C				TC			M			C		

APPENDIX B: SUBJECT AREAS CHART (CONT'D.)

Section 1e: Students Prepared by Subject Area

T = Traditional Undergraduate Degree
P = Practitioner Teacher Program
C = Certification-Only Program

M = Master of Arts in Teaching Degree
N = Master of Natural Science

Subject Area	CEN	GRAM	LACOL	LSU A	LSU BR	LSU S	LA TECH	LOY	MCN	NIC	NSU	OLHC	SLU	SUBR	SUNO	TUL	ULL	ULM	UNO	XAV	LRCE	TNTP	iTC	REL	ST BER
Teacher Education - English/Language Arts	M	TM	TPCM	TC	TM	TC	TC M	T	TCM	TCM	TPM	C	C	T	C	C	TCM	TM	TM	TM	P	P	C	p	P
Teacher Education - Foreign Language																									
Teacher Education – Health		T	TPC	C	T	C	T M		TC	TCM	T		TC	TC	C		TC			M			C		P
Teacher Education - Family and Consumer Sciences/Home Economics			PCM		C		MC		M	TM	PM	C	C				C	M					C		
Teacher Education - Technology Teacher Education/Industrial Arts			PCM								PM		C				C						C		
Teacher Education – Mathematics	M	TM	TPCM	TC	TM	TC	TC M	T	TCM	TCM	TPM	C	TC	TC	C	C	TCM	TM	TM	TM	P	P	C	p	P
Teacher Education - Music	M	T	TPC		TC		T M	T	TC	T	TC		TC				TC	T		TM			C		
Teacher Education - Physical Education and Coaching		T	TPC	C	T	C	T M		TC	TCM	T		TC	TC	C		TC			M			C		P
Teacher Education – Reading																									
Teacher Education - Science Teacher Education/General Science	M	T	TPCM				T M		C	TCM	PM	C	T	TC			TCM	TM	M	TM	P	P	C	p	

APPENDIX B: SUBJECT AREAS CHART (CONT'D.)

Section 1e: Students Prepared by Subject Area

T = Traditional Undergraduate Degree

M = Master of Arts in Teaching Degree

P = Practitioner Teacher Program

N = Master of Natural Science Degree

C = Certification-Only Program

Subject Area	CEN	GRAM	LACOL	LSU A	LSU BR	LSU S	LA TECH	LOY	MCN	NIC	NSU	OLHC	SLU	SUBR	SUNO	TUL	ULL	ULM	UNO	XAV	LRCE	TNTP	ITC	REL	ST BER
Teacher Education - Social Science																									
Teacher Education - Social Studies	M	T	TPCM	TC	TM	TC	TC M	T	TCM	TCM	TPM	C	TC	TC	C	C	TCM	TM	TM	TM	P	P	C	P	
Teacher Education - Technical Education																									
Teacher Education - Computer Science			PCM										C	C									C		
Teacher Education - Biology	M	TM	TPCM	TC	TM N	TC	TC M	T	TCM	MC	TPM	C	TC	TC	C	C	TCM	TM	TM	TM	P	P	C	P	
Teacher Education - Chemistry	M	TM	TPCM		TM N	TC	TC M	T	TCM	MC	PM	C	C	TC		C	TCM	TM	TM	TM	P	P	C	P	
Teacher Education - Drama and Dance																C				M					
Teacher Education - French	M		TPCM		T	T	M	T	TMC	MC	PM	C	C	T		C	TC	TM		TM	P	P	C		
Teacher Education - German	M		PCM										C			C	TC						C		
Teacher Education- History																									
Teacher Education - Physics	M	TM	PCM		TM N	TC	TC M	T	T		PM	C	C	TC		C	TC	M	M	M	P	P	C	p	
Teacher Education - Spanish	M		TPCM		TM	T	MC	T	TCM	CM	PM	C	TC	TC		C	TC	TM		TM	P	P	C		

APPENDIX B: SUBJECT AREAS CHART (CONT'D)

Section 1e: Students Prepared by Subject Area

T = Traditional Undergraduate Degree

P = Practitioner Teacher Program

C= Certification-Only

M = Master of Arts in Teaching Degree

N = Master of Natural Science Degree

Subject Area	CEN	GRAM	LACOL	LSU A	LSU BR	LSU S	LA TECH	LOY	MCN	NIC	NSU	OLHC	SLU	SUBR	SUNO	TUL	ULL	ULM	UNO	XAV	LRCE	TNTP	ITC	REL	ST BER
Teacher Education - Speech			PC				CM		M		PM	C	C				TC						C		
Teacher Education - Geography																									
Teacher Education - Latin									M				C										C		
Teacher Education - Psychology																									
Teacher Education - Earth Science			PM				T M										TC	TM	TM				C	P	
Teacher Education - English as a Second Language																									
Teacher Education - Bilingual, Multilingual, and Multicultural Education																									
Education - Other: Environmental Science			TM					T	TCM														C		
Education - Other: Journalism			PCM								PM												C		
Education - Other: Marketing			PCM		C						PM												C		
Education - Other: Chinese									C											M					
Education - Other: Italian																C									

APPENDIX B: SUBJECT AREAS CHART

Section 1e: Students Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2014-15. 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))

T = Traditional Undergraduate Degree
P = Practitioner Teacher Program
C = Certification-Only Program

M = Master of Arts in Teaching Degree
N = Master of Natural Science Degree

Subject Area	ASCEN	CADDO
Education – General		
Teacher Education – special Special Education	P	
Teacher Education – Early Childhood Education	P	
Teacher Education - Elementary Education	P	P
Teacher Education - Junior High/Intermediate/ Middle School Education	P	
Teacher Education - Secondary Education	P	P
Teacher Education - Multiple Levels		
Teacher Education – Agriculture	P	
Teacher Education - Art		
Teacher Education – Business	P	

APPENDIX B: SUBJECT AREAS CHART (CONT'D.)

Section 1e: Students Prepared by Subject Area

T = Traditional Undergraduate Degree

P = Practitioner Teacher Program

C = Certification-Only Program

M = Master of Arts in Teaching Degree

N = Master of Natural Science

Subject Area	ASCEN	CADDO
Teacher Education - English/Language Arts	P	P
Teacher Education - Foreign Language		
Teacher Education – Health		
Teacher Education - Family and Consumer Sciences/Home Economics	P	
Teacher Education - Technology Teacher Education/Industrial Arts	P	
Teacher Education – Mathematics	P	P
Teacher Education - Music		
Teacher Education - Physical Education and Coaching		
Teacher Education – Reading		
Teacher Education - Science Teacher Education/General Science	P	P

APPENDIX B: SUBJECT AREAS CHART (CONT'D)

Section 1e: Students Prepared by Subject Area

T = Traditional Undergraduate Degree
P = Practitioner Teacher Program
C= Certification-Only

M = Master of Arts in Teaching Degree
N = Master of Natural Science Degree

Subject Area	ASCEN	CADDO
Teacher Education - Social Science		
Teacher Education - Social Studies		
Teacher Education - Technical Education		
Teacher Education - Computer Science		
Teacher Education - Biology	P	P
Teacher Education - Chemistry	P	P
Teacher Education - Drama and Dance		
Teacher Education - French		
Teacher Education - German		
Teacher Education- History		
Teacher Education - Physics	P	
Teacher Education - Spanish		

APPENDIX B: SUBJECT AREAS CHART (CONT'D)

Section 1e: Students Prepared by Subject Area

T = Traditional Undergraduate Degree

P = Practitioner Teacher Program

C= Certification-Only

M = Master of Arts in Teaching Degree

N = Master of Natural Science Degree

Subject Area	ASCEN	CADDO
Teacher Education - Speech		
Teacher Education - Geography		
Teacher Education - Latin		
Teacher Education - Psychology		
Teacher Education - Earth Science	P	
Teacher Education - English as a Second Language		
Teacher Education - Bilingual, Multilingual, and Multicultural Education		
Education – Other: Environmental Science	P	
Education – Other: Journalism		
Education – Other: Marketing		
Education – Other: Chinese		
Education – Other: Italian		

APPENDIX C: ACADEMIC MAJORS CHART

Section 1e. Students Prepared by Academic Majors

Please provide the number of teachers prepared by academic major for academic year 2014-15. 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))

T = Traditional Undergraduate Program

Academic Major	CEN	GRAM	LACOL	LSUA	LSUBR	LSUS	LATECH	LOY	MCN	NIC	NSU	OLHC	SLU	SUBR	SUNO	ULL	ULM	UNO	XAV
Education - General																			
Teacher Education - Special Education		T			T		T			T			T	T		T	T	T	
Teacher Education - Early Childhood Education		T			T	T	T		T	T	T		T		T	T		T	
Teacher Education - Elementary Education		T	T	T	T	T	T		T	T	T	T	T	T	T	T	T	T	T
Teacher Education - Junior High/Intermediate/Middle School Education							T			T			T			T			T
Teacher Education - Secondary Education		T				T	T		T	T	T					T	T	T	
Teacher Education - Agriculture					T														
Teacher Education - Art						T													
Teacher Education - Business					T														
Teacher Education - English/Language Arts													T				T		
Teacher Education - Foreign Language																			
Teacher Education - Health			T						T	T	T		T			T			

APPENDIX C: ACADEMIC MAJORS CHART (CONT'D)

Section 1e. Students Prepared by Academic Majors (Cont'd.)

T = Traditional Undergraduate Program

Academic Major	CEN	GRAM	LACOL	LSUA	LSUBR	LSUS	LATECH	LOY	MCN	NIC	NSU	OLHC	SLU	SUBR	SUNO	ULL	ULM	UNO	XAV
Teacher Education - Family and Consumer Sciences /Home Economics																			
Teacher Education - Technology Teacher Education /Industrial Arts																			
Teacher Education - Mathematics													T				T		
Teacher Education - Music																			
Teacher Education - Physical Education and Coaching			T						T	T	T		T			T			
Teacher Education - Reading																			
Teacher Education - Science		T																	
Teacher Education - Social Science																			
Teacher Education - Social Studies													T				T		
Teacher Education - Technical Education																			
Teacher Education - Computer Science																			
Teacher Education - Biology																		T	
Teacher Education - Chemistry																		T	
Teacher Education - Drama and Dance																			

APPENDIX C: ACADEMIC MAJORS CHART (CONT'D.)

Section 1e. Students Prepared by Academic Majors (Cont'd.)

T = Traditional Undergraduate Program

Academic Major	CEN	GRAM	LACOL	LSUA	LSUBR	LSUS	LATECH	LOY	MCN	NIC	NSU	OLHC	SLU	SUBR	SUNO	ULL	ULM	UNO	XAV
Teacher Education - French						T													
Teacher Education - German																			
Teacher Education – History/Social Studies																			
Teacher Education - Physics																			
Teacher Education - Spanish						T													
Teacher Education - Speech																			
Teacher Education - Geography																			
Teacher Education - Latin																			
Teacher Education - Psychology																			
Teacher Education - Earth Science																			
Teacher Education - English as a Second Language																			
Teacher Education - Bilingual, Multilingual, and Multicultural Education																			
Education - Curriculum and Instruction																			
Education - Social and Philosophical Foundations of Education																			
Liberal Arts/Humanities																			
Psychology																			

APPENDIX C: ACADEMIC MAJORS CHART (CONT'D.)

Section 1e. Students Prepared by Academic Majors (Cont'd.)

T = Traditional Undergraduate Program

Academic Major	CEN	GRAM	LACOL	LSUA	LSUBR	LSUS	LATECH	LOY	MCN	NIC	NSU	OLHC	SLU	SUBR	SUNO	ULL	ULM	UNO	XAV
Social Sciences																			
Anthropology																			
Economics																			
Geography and Cartography																			
Political Science and Government																			
Sociology																			
Visual and Performing Arts		T	T		T			T	T	T	T		T	T		T	T		T
History/Social Studies		T	T	T	T			T	T					T					T
Foreign Languages			T		T			T	T				T	T		T			T
Family and Consumer Sciences/Human Sciences																			
English Language/Literature		T	T	T	T			T	T					T					T
Philosophy and Religious Studies																			
Agriculture									T										
Communication or Journalism																			
Engineering																			
Biology			T	T	T			T	T				T	T					T
Mathematics and Statistics			T	T	T			T	T	T			T	T					T
Physical Sciences																			
Astronomy and Astrophysics																			

APPENDIX C: ACADEMIC MAJORS CHART (CONT'D.)

Section 1e. Students Prepared by Academic Majors (Cont'd.)

T = Traditional Undergraduate Program

Academic Major	CEN	GRAM	LACOL	LSUA	LSUBR	LSUS	LATECH	LOY	MCN	NIC	NSU	OLHC	SLU	SUBR	SUNO	ULL	ULM	UNO	XAV
Atmospheric Sciences and Meteorology																			
Chemistry			T		T			T						T					T
Geological and Earth Sciences/ Geosciences/ Environmental Sciences			T					T											
Physics					T			T						T					
Business/Business Administration/Accounting			T																
Computer and Information Sciences																			
Other: Kinesiology/Human Performances/Physical Health		T			T									T					
Other: Speech																			
Other: General Science			T																
Other: Teacher Preparation: Multiple Levels							T		T	T									