



University of Montana
Traditional Report AY 2020-21
Montana



REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

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

- [Academic year](#)
- [IPEDS ID](#)

IPEDS ID

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

CITY

STATE

ZIP

SALUTATION

FIRST NAME

LAST NAME

Lawrence

PHONE

(406) 243-5877

EMAIL

adrea.lawrence@mso.umt.edu

List of Programs

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

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

- [Teacher Preparation Program](#)

THIS PAGE INCLUDES:

>> [List of Programs](#)

List of Programs

Note: This section is preloaded with the list of programs reported in the prior year's IPRC.

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	UG	
13.1202	Elementary Education	Both	
13.1302	Teacher Education - Art	Both	
13.1322	Teacher Education - Biology	Both	
13.1323	Teacher Education - Chemistry	Both	
13.1324	Teacher Education - Drama and Dance	Both	
13.1337	Teacher Education - Earth Science	Both	
13.14	Teacher Education - English as a Second Language	Both	
13.1305	Teacher Education - English/Language Arts	Both	
13.1306	Teacher Education - Foreign Language	Both	
13.1316	Teacher Education - General Science	Both	
13.1307	Teacher Education - Health	Both	
13.1328	Teacher Education - History	Both	
13.1311	Teacher Education - Mathematics	Both	
13.1312	Teacher Education - Music	Both	
13.99	Teacher Education - Other	Both	
13.1314	Teacher Education - Physical Education and Coaching	Both	
13.1329	Teacher Education - Physics	Both	

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1315	Teacher Education - Reading	Both	
13.1318	Teacher Education - Social Studies	Both	

Total number of teacher preparation programs:

5

Program Requirements

THIS PAGE INCLUDES:

- >> [Undergraduate Requirements](#)
- >> [Postgraduate Requirements](#)
- >> [Supervised Clinical Experience](#)

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. [\(\\$205\(a\)\(1\)\(C\)\(i\)\)](#)

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

- [Full-time equivalent faculty supervising clinical experience](#)
- [Adjunct faculty supervising clinical experience](#)
- [Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience](#)
- [Supervised clinical experience](#)

Undergraduate Requirements

Note: This section is preloaded from the prior year's IPRC.

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

- Yes
 No

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

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

Element	Admission	Completion
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <input type="text" value="Experience with Youth"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

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

2.75

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

2.75

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

Postgraduate Requirements

Note: This section is preloaded from the prior year's IPRC.

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

- Yes
 No

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

Element	Admission	Completion
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

Element	Admission	Completion
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <input type="text" value="Experience with Youth"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

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

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

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

Supervised Clinical Experience

Note: The clinical experience requirements in this section are preloaded from the prior year's IPRC. Teacher preparation providers will enter the number of participants each year.

Provide the following information about supervised clinical experience in 2020-21. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models?

- Yes
 No

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

Programs with student teaching models (most traditional programs)

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

Number of clock hours required for student teaching

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

- Yes
 No

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

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)

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

Years required of teaching as the teacher of record in a classroom

All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)

15

[Optional tool](#) for automatically calculating full-time equivalent faculty in the system

Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)

40

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

317

Number of students in supervised clinical experience during this academic year

299

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

Average hours required prior to student teaching includes 255 hours for early childhood education, 248 hours for elementary, and 75 hours for secondary and K-12. Adjunct faculty includes adjunct faculty and those under contract through UM as University Supervisors as well as full-time contracted staff with education backgrounds supervising students.

Enrollment and Program Completers

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year.

(§205(a)(1)(C)(ii))

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

- [Enrolled Student](#)
- [Program Completer](#)

Enrollment and Program Completers

2020-21 Total	
Total Number of Individuals Enrolled	283
Subset of Program Completers	128

Gender	Total Enrolled	Subset of Program Completers
Male	69	34
Female	214	94
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	8	4
Asian	3	0
Black or African American	0	0
Hispanic/Latino of any race	5	2
Native Hawaiian or Other Pacific Islander	0	0
White	246	116

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	4	1
No Race/Ethnicity Reported	17	5

Teachers Prepared

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

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

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

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

- [Academic Major](#)

THIS PAGE INCLUDES:

- >> [Teachers Prepared by Subject Area](#)
- >> [Teachers Prepared by Academic Major](#)

Teachers Prepared by Subject Area

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

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

What are CIP Codes?

No teachers prepared in academic year 2020-21

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

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

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	<input type="text" value="11"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="59"/>

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	7
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	5
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	20
13.1306	Teacher Education - Foreign Language	5
13.1307	Teacher Education - Health	2
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	5
13.1312	Teacher Education - Music	14
13.1314	Teacher Education - Physical Education and Coaching	2
13.1315	Teacher Education - Reading	4
13.1316	Teacher Education - Science Teacher Education/General Science	6
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	6
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	3
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	1
13.1328	Teacher Education - History	3
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text" value="1"/>
13.99	Education - Other Specify: <input type="text" value="Gov't=1, Econ=2, Soc=1, Geog=1"/>	<input type="text" value="5"/>

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2020-21. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

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

[What are CIP Codes?](#)

Does this teacher preparation provider grant degrees upon completion of its programs?

- Yes
 No

No teachers prepared in academic year 2020-21

If this provider does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or [clear responses already entered](#)).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	<input type="text" value="11"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="59"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text" value="7"/>
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	<input type="text"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	<input type="text"/>
13.1306	Teacher Education - Foreign Language	<input type="text"/>
13.1307	Teacher Education - Health	<input type="text"/>

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	<input type="text"/>
13.1312	Teacher Education - Music	<input type="text"/>
13.1314	Teacher Education - Physical Education and Coaching	<input type="text"/>
13.1315	Teacher Education - Reading	4
13.1316	Teacher Education - General Science	<input type="text"/>
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	<input type="text"/>
13.1320	Teacher Education - Trade and Industrial	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	<input type="text"/>
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1328	Teacher Education - History	<input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	1
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>
01	Agriculture	<input type="text"/>
03	Natural Resources and Conservation	<input type="text"/>
05	Area, Ethnic, Cultural, and Gender Studies	<input type="text"/>
09	Communication or Journalism	<input type="text"/>

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	<input type="text"/>
12	Personal and Culinary Services	<input type="text"/>
14	Engineering	<input type="text"/>
16	Foreign Languages, Literatures, and Linguistics	5
19	Family and Consumer Sciences/Human Sciences	<input type="text"/>
21	Technology Education/Industrial Arts	<input type="text"/>
22	Legal Professions and Studies	<input type="text"/>
23	English Language/Literature	20
24	Liberal Arts/Humanities	<input type="text"/>
25	Library Science	<input type="text"/>
26	Biological and Biomedical Sciences	9
27	Mathematics and Statistics	5
30	Multi/Interdisciplinary Studies	<input type="text"/>
38	Philosophy and Religious Studies	<input type="text"/>
40	Physical Sciences	<input type="text"/>
41	Science Technologies/Technicians	<input type="text"/>
42	Psychology	<input type="text"/>
44	Public Administration and Social Service Professions	<input type="text"/>
45	Social Sciences	<input type="text"/>
46	Construction	<input type="text"/>
47	Mechanic and Repair Technologies	<input type="text"/>
50	Visual and Performing Arts	20
51	Health Professions and Related Clinical Sciences	<input type="text"/>
52	Business/Management/Marketing	<input type="text"/>
54	History	9

CIP Code	Academic Major	Number Prepared
99	Other Specify: <input data-bbox="289 121 1263 163" type="text" value="Health and Human Perf=2, Gov't=1, Econ=2, Goeg=1, Soc=1"/>	<input data-bbox="1295 90 1572 132" type="text" value="7"/>

Program Assurances

THIS PAGE INCLUDES:

>> [Program Assurances](#)

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

Program Assurances

Note: This section is preloaded from the prior year's IPRC.

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

- Yes
 No

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

- Yes
 No

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

- Yes
 No
 Program does not prepare special education teachers

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

- Yes
 No

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

- Yes
 No

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

- Yes
 No

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

- Yes
 No

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

The UM educator preparation program works closely with partners across campus, local and state P-12 schools, and national colleagues and programs to meet the needs of teacher candidates and new teachers. We have regular meetings of the Professional Education Council and College of Education Advisory Council which include P-12 representatives, survey program completers and employers, and meet frequently with local teachers and administrators to adapt and plan clinical experiences and course content. We participate in regular statewide meetings with other post-secondary education programs in the state and the Montana Office of Public Instruction and participate in a statewide recruitment and retention task force. We recently started rural education scholarships, online special education coursework, and ESL clinical experiences in direct result of these partnerships. In Montana, special education teachers must also complete a general education teacher preparation program as special education is not a stand-alone

licensure area. All general education teachers complete courses in exceptionalities, literacy (including instruction to limited English proficient students), and educational psychology and are assessed and evaluated within these areas.

Annual Goals: Mathematics

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

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

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

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

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

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

- Yes
 No

2. Describe your goal.

Our goal for 20-21 was to increase our program numbers in mathematics education by one.

3. Did your program meet the goal?

- Yes
 No

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

Our longtime faculty member in mathematics in the College of Education retired at the end of the 19-20 academic year. We have worked to maintain the relationships we have built with students and faculty in the Math Department and hope to hire a new faculty member to fill this position. It will be important to maintain our current students and recruitment efforts in mathematics during this period of transition. With the global pandemic and impacts on post-secondary education resulting from this situation, our goal is to maintain our quality and completer numbers despite challenges faced by the University as a whole.

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

Our relationships with students in a recruitment and mentorship role and work with the Math Department have primarily contributed to our ability to meet

our goal in prior years. We have been experience stable and slightly lower completer numbers in mathematics due, at least in part, to a decline in overall University enrollment. We will continue to work closely with the Math Department and K-12 teachers across the region to attract more students into math education. We have also started a collegiate chapter of Educators Rising to more keenly focus on recruitment and retention of current University students into the field of education. Steps toward this began in 20-21 and will move forward more directly in 22-23. In addition, we are continuing the process of revising our graduate licensure program to attract more career changers by providing a streamlined and distance-available program. The intent is for this revised program to be approved and available in Autumn 2023.

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

Review Current Year's Goal (2021-22)

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

- Yes
 No

8. Describe your goal.

Our goal for 21-22 is to increase prospective mathematics teachers by one as an initial step in getting back to our prior 10-year average number of overall completers.

Set Next Year's Goal (2022-23)

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

- Yes
 No

10. Describe your goal.

Our goal for 22-23 is to increase prospective mathematics teachers by one as another small step in getting back to our prior 10-year average number of overall completers.

Annual Goals: Science

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

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

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

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

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

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

- Yes
 No

2. Describe your goal.

Our goal is to increase our number of science completers by one for 20-21. With the global pandemic and impacts on post-secondary education resulting from this situation, our goal is to maintain our quality and completer numbers despite challenges faced by the University as a whole.

3. Did your program meet the goal?

- Yes
 No

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

Faculty have continued to do more outreach to career changes and the department has been working to strengthen advising and mentorship in science education. This likely helped maintain the stability in the program and slight growth in enrollment.

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

We have been experiencing stable and slightly lower completer numbers in science due, at least in part, to a decline in overall University enrollment. We will continue to work closely with faculty in the science departments across campus and K-12 teachers across the region to attract more students into science education. We are started a collegiate chapter of Educators Rising to more keenly focus on recruitment and retention of current University

students into the field of education. Steps toward this began in 20-21 and will move forward more directly in 22-23. In addition, we are continuing the process of revising our graduate licensure program to attract more career changers by providing a streamlined and distance-available program. The intent is for this revised program to be approved and available in Autumn 2023.

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

Review Current Year's Goal (2021-22)

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

- Yes
 No

8. Describe your goal.

Our goal is to increase our number of science completers by one for 21-22.

Set Next Year's Goal (2022-23)

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

- Yes
 No

10. Describe your goal.

Our goal is to increase our number of science completers by one for 22-23.

Annual Goals: Special Education

THIS PAGE INCLUDES:

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

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

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

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

- [Quantifiable Goals](#)

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

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

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

- Yes
 No

2. Describe your goal.

Our goal is to add two special education teachers for 20-21. We will continue our recruitment efforts in this area for both initial licensure and those seeking to add the endorsement to their current teaching license. We will continue to focus efforts on making sure our general education teachers understand how to work with diverse learners and serve as members of IEP teams. We will continue to partner with local school districts on presentations regarding UDL and other areas like trauma-informed practice, as needed. We will continue to offer special education courses online and in blended formats to attract more candidates.

3. Did your program meet the goal?

- Yes
 No

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

We offer all of the special education coursework either online or in a blended and remote model during the traditional academic year to attract more students and current teachers into the endorsement program. Beyond initial licensure programs, we have increased outreach to currently licensed teachers and districts for those wanting to add this endorsement area, particularly to serve Montana's more rural schools. Additionally, we have made a concerted effort in our advising for our initial licensure students to make them aware of the special education endorsement and the marketability and demand for this area in K-12 schools.

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

Please see above.

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

While this report only asks for the information regarding initial licensure candidates, many current teachers return to complete the coursework to add the special education endorsement to their current teaching license. This is an important pipeline for the program and another means to address the teacher shortage area of special education. For example, this adds an additional 4-6 special education teachers to Montana school districts each year.

Review Current Year's Goal (2021-22)

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

- Yes
 No

8. Describe your goal.

Our goal is to add two special education teachers for 21-22. We will continue our recruitment efforts in this area for both initial licensure and those seeking to add the endorsement to their current teaching license. We will continue to focus efforts on making sure our general education teachers understand how to work with diverse learners and serve as members of IEP teams. We will continue to partner with local school districts on presentations regarding UDL and other areas like trauma-informed practice, as needed. We will continue to offer special education courses online and in blended formats to attract more candidates.

Set Next Year's Goal (2022-23)

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

- Yes
 No

10. Describe your goal.

Our goal is to add two special education teachers for 22-23. We will continue our recruitment efforts in this area for both initial licensure and those seeking to add the endorsement to their current teaching license. We will continue to focus efforts on making sure our general education teachers understand how to work with diverse learners and serve as members of IEP teams. We will continue to partner with local school districts on presentations regarding UDL and other areas like trauma-informed practice, as needed. We will continue to offer special education courses online and in blended formats to attract more candidates.

Annual Goals: Instruction of Limited English Proficient Students

THIS PAGE INCLUDES:

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

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

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

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

- [Quantifiable Goals](#)

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

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

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

- Yes
 No

2. Describe your goal.

Our goal will be to add one prospective teacher in ESL in 20-21. We will also continue to work on better preparing our general education candidates to work with limited English proficient students. As described earlier in the report, we do so across our coursework and will review and revise this content, as needed. Universal Design for Learning is included in the required exceptionalities coursework and is also implemented across subject-specific methods courses which all teacher candidates complete. More specifically, working with students who are limited English proficient is also incorporated into EDU 331 Children's Literature and Literacy, EDU 397 Early Literacy P-3, EDU 339 Methods: PK-8 Language Arts, EDU 497 Methods: 4-8 Reading, and EDU 481 Content Area Literacy. Additionally, as part of our overall program assessment system, the program gathers evidence via completer and employer surveys on completers' ability to differentiate instruction on learners' development, for English Language Learners, and the learning needs of all students. In our field experiences, we started a pilot program having all candidates work with K-12 limited English proficient students during Level 2 of our elementary and early childhood programs. This was a successful program in 19-20 and will be enhanced and expanded for 20-21.

3. Did your program meet the goal?

- Yes
 No

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

Not applicable as we did not meet this goal.

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

Our ESL program is very small and our ten-year average number of completers is between 1-3. Our 20-21 number of one completer fits within that range. The English as a Second Language (ESL) program at UM is very small and only offered at the junior, senior, and graduate level and is more closely geared toward teaching English abroad. There have been ongoing conversations regarding strengthening a program in instruction of English Language Learners, but limited faculty and University resources have slowed this effort.

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

Review Current Year's Goal (2021-22)

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

- Yes
 No

8. Describe your goal.

Our goal will be to add one prospective teacher in ESL in 21-22. We will continue conversations with the College of Humanities and Sciences on progress toward strengthening our programs for instruction of English Language Learners. We will also continue to work on better preparing our general education candidates to work with limited English proficient students. As described earlier in the report, we do so across our coursework and will review and revise this content, as needed. Universal Design for Learning is included in the required exceptionalities coursework and is also implemented across subject-specific methods courses which all teacher candidates complete. More specifically, working with students who are limited English proficient is also incorporated into EDU 331 Children's Literature and Literacy, EDU 397 Early Literacy P-3, EDU 339 Methods: PK-8 Language Arts, EDU 497 Methods: 4-8 Reading, and EDU 481 Content Area Literacy. Additionally, as part of our overall program assessment system, the program gathers evidence via completer and employer surveys on completers' ability to differentiate instruction on learners' development, for English Language Learners, and the learning needs of all students. In our field experiences, we started a pilot program having all candidates work with K-12 limited English proficient students during Level 2 of our elementary and early childhood programs. This was a successful program in 19-20 and while hindered due to field placement restrictions related to Covid in 20-21, it will be enhanced for 21-22.

Set Next Year's Goal (2022-23)

9. Will your program prepare teachers in instruction of limited English proficient students in 2022-23? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

Our goal will be to add one prospective teacher in ESL in 21-22. We will also continue to work on better preparing our general education candidates to work with limited English proficient students. As described earlier in the report, we do so across our coursework and will review and revise this content, as needed. Universal Design for Learning is included in the required exceptionalities coursework and is also implemented across subject-specific methods courses which all teacher candidates complete. More specifically, working with students who are limited English proficient is also incorporated into EDU 331 Children's Literature and Literacy, EDU 397 Early Literacy P-3, EDU 339 Methods: PK-8 Language Arts, EDU 497 Methods: 4-8 Reading, and EDU 481 Content Area Literacy. Additionally, as part of our overall program assessment system, the program gathers evidence via completer and employer surveys on completers' ability to differentiate instruction on learners' development, for English Language Learners, and the

learning needs of all students. We now required all elementary and early childhood candidates to complete a clinical experience specifically working with K-12 limited English proficient students. This was a successful pilot program in 19-20 and was enhanced and expanded for 20-21 and 21-22 despite some adjustments during the pandemic.

Assessment Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. [\(§205\(a\)\(1\)\(B\)\)](#)

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact RTI's Title II Support Center and your testing company representative.

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

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

Assessment Pass Rates

Your state does not require assessments for an initial teaching credential; thus, this section is not applicable. To acknowledge, please select "This Page is Completed" at the bottom of the page, and click "Save".

Summary Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. ([§205\(a\)\(1\)\(B\)](#))

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact RTI's Title II Support Center and your testing company representative.

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

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

Summary Pass Rates

Your state does not require assessments for an initial teaching credential; thus, this section is not applicable. To acknowledge, please select "This Page is Completed" at the bottom of the page, and click "Save".

Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

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

Note: This section is preloaded from the prior year's IPRC.

Low-Performing

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

- Yes
- No

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

- State
- CAEP
- AAQEP
- Other specify:

NCATE (continuing until CAEP review in Spring 2022 with accreditation decision in Autumn 2022)

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

- Yes
- No

Use of Technology

THIS PAGE INCLUDES:

>> [Use of Technology](#)

On this page, review the questions regarding your program's use of technology, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

Use of Technology

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

Does your program prepare teachers to:

- a. integrate technology effectively into curricula and instruction

Yes

No

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

Yes

No

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

Yes

No

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

Yes

No

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

Teacher candidates at both the undergraduate and graduate levels are required to take a specific technology course. In addition to teaching candidates how to incorporate technology into their classrooms, there is also instruction on teaching in online modalities such as Google classroom. The course also contains an introduction to accessibility issues and technology. During this course along with methods coursework and their final capstone project, the teacher candidates also learn to collect, manage, and analyze data. In their methods courses, they are required to use technology in lessons. We also try to place all of our students in technology rich environments. As a program capstone with student teaching, all teacher candidates complete an applied research and reflective practice project involving assessment to analyze data to improve student achievement. The clinical experience assessments throughout the program specifically assess how well teacher candidates maintain accurate records and communicate with families, use assessment in instruction, and reflect on teaching, all of which involve the use of technology. Universal Design for Learning is introduced in the required exceptionalities course and implemented in methods courses which all teacher candidates complete. As documented during our state and NCATE accreditation visit, the initial licensure program has an assessment system which contains information on all candidates and is reviewed by the program and all related programs across the Professional Education Unit to evaluate and improve teaching and learning. This system contains the information described above. Additionally, as part of this process, the program gathers evidence via completer and employer surveys on completers' ability to differentiate instruction on learners' development, for English Language Learners, and the learning needs of all students. It also includes a specific question on the completers' ability to purposefully use instructional technology.

Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

Note: This section is preloaded from the prior year's IPRC.

Teacher Training

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

a. Teach students with disabilities effectively

EDU 345 Exceptionalities and Classroom Management or EDU 346 Exceptionalities is required for all licensure students and covers this topic. The syllabi state the student in this course will be able to: identify the cognitive and behavioral characteristics of exceptionalities as well as the principles of the Individuals with Disabilities Education Act (IDEA); explain the function of Individual Education Programs (IEP) as well as Response to Intervention (RTI) strategies and discern the roles of the classroom teacher in each; cultivate instructional methods and adaptations as well as an array of curricular content including Indian Education for All to meet the needs of all learners; utilize resources supported by Universal Design for Learning (UDL) to embolden lessons that meet the needs of all learners; understand the key aspects of Positive Behavior Interventions and Supports (PBIS); and integrate Functional Behavior Assessments (FBA) to support positive behavior. Universal Design for Learning is also implemented across subject-specific methods courses which all teacher candidates complete. Additionally, as part of our overall program assessment system, the program gathers evidence via completer and employer surveys on completers' ability to differentiate instruction on learners' development, for English Language Learners, and the learning needs of all students.

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

The role of the classroom teacher within IEP teams is a clear component of the licensure programs as articulated as a key component in the required exceptionalities course. EDU 345 Exceptionalities and Classroom Management or EDU 346 Exceptionalities is required for all licensure students and covers this topic. The syllabi state the student in this course will be able to: identify the cognitive and behavioral characteristics of exceptionalities as well as the principles of the Individuals with Disabilities Education Act (IDEA); explain the function of Individual Education Programs (IEP) as well as Response to Intervention (RTI) strategies and discern the roles of the classroom teacher in each; cultivate instructional methods and adaptations as well as an array of curricular content including Indian Education for All to meet the needs of all learners; utilize resources supported by Universal Design for Learning (UDL) to embolden lessons that meet the needs of all learners; understand the key aspects of Positive Behavior Interventions and Supports (PBIS); and integrate Functional Behavior Assessments (FBA) to support positive behavior. Universal Design for Learning is also implemented across subject-specific methods courses which all teacher candidates complete. Additionally, as part of our overall program assessment system, the program gathers evidence via completer and employer surveys on completers' ability to differentiate instruction on learners' development, for English Language Learners, and the learning needs of all students.

c. Effectively teach students who are limited English proficient.

As described above, Universal Design for Learning is included in the required exceptionalities coursework and is also implemented across subject-specific methods courses which all teacher candidates complete. More specifically, working with students who are limited English proficient is also incorporated into EDU 331 Children's Literature and Literacy, EDU 397 Early Literacy P-3, EDU 339 Methods: PK-8 Language Arts, EDU 497 Methods: 4-8 Reading, and EDU 481 Content Area Literacy. The elementary and early childhood licensure programs also contain a clinical experience specifically focused on working with limited English proficient students. Additionally, as part of our overall program assessment system, the program gathers evidence via completer and employer surveys on completers' ability to differentiate instruction on learners' development, for English Language Learners, and the learning needs of all students.

2. Does your program prepare special education teachers?

Yes

No

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

a. Teach students with disabilities effectively

All students in the Teacher Education Program are required to take EDU 345 Exceptionalities and Classroom Management or EDU 346 Exceptionalities as described above. Those teacher candidates who are seeking an endorsement in special education are required to take 24 more credits (8 courses) in special education. These credits include literacy diagnosis and assessment, early intervention, assessment, transitions and community supports, advanced academic interventions, low incidence disabilities, positive behavior supports, and special education law which delve into these topics in more depth. Seven of the eight required courses also required an embedded clinical experience. Additionally, all special education teacher candidates complete a separate 10-week special education student teaching experience.

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

All students in the Teacher Education Program are required to take EDU 345 Exceptionalities and Classroom Management or EDU 346 Exceptionalities as described above. This provides the overview of individualized education program teams. Teacher candidates then go on to learn about this topic in much greater depth across 24 more credits in special education. These credits include literacy diagnosis and assessment, early intervention, assessment, transitions and community supports, advanced academic interventions, low incidence disabilities, positive behavior supports, and special education law which delve into these topics in more depth. Seven of the eight required courses also required an embedded clinical experience. Additionally, all special education teacher candidates complete a separate 10-week special education student teaching experience. IEP teams are clearly a focus within these additional courses, including special education law and policy.

c. Effectively teach students who are limited English proficient.

As described above, Universal Design for Learning is included in the required exceptionalities coursework, implemented across subject-specific methods courses, and explored in greater depth across the 24 credits of special education-specific coursework. Since special education licensure in Montana also requires one to complete a general education licensure program, teacher candidates learn to teach limited English proficient students in their general education coursework as well. As mentioned previously, this includes, EDU 331 Children's Literature and Literacy, EDU 397 Early Literacy P-3, EDU 339 Methods: PK-8 Language Arts, EDU 497 Methods: 4-8 Reading, and EDU 481 Content Area Literacy.

Contextual Information

On this page, review the questions regarding your program's use of technology, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

THIS PAGE INCLUDES:

>> [Contextual Information](#)

Contextual Information

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

UM is currently NCATE and state accredited. We completed an NCATE site visit in April 2013 and received the accreditation review continuing our full accreditation in October 2013. Our next state and CAEP accreditation visit was held in April 2022. The CAEP and Montana Board of Public Education final decisions regarding accreditation status will be made in fall meetings of both of those organizations.

Supporting Files

No files have been provided.

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

Report Card Certification

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

Certification of submission

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

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

TITLE:

Certification of review of submission

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

NAME OF REVIEWER:

TITLE: