

Annual Report to the Faculty Senate

From The

University Council on Teacher Education

Academic Year

September 1, 2008 - August 31, 2009

Emma Eccles Jones

College of Education and Human Services

Utah State University

INTRODUCTION

During the past year, September 2008 - August 2009, the University Council on Teacher Education has continued to exercise its responsibility for the coordination and regulation of the Teacher Education Program at Utah State University. Operating within the framework of the Utah State University Code of Policies and Procedures, the Council has concerned itself with the:

1. development of teacher education curricula.
2. approval of all teacher education curricula.
3. admission and counseling procedures for students desiring to enter teacher education programs.
4. graduation requirements and the recommendation of graduates for professional licensure.

MEMBERSHIP

The University Council on Teacher Education is composed of 25 voting members consisting of the Dean of the Emma Eccles Jones College of Education and Human Services, who serves as Chairperson, the Vice Provost for Undergraduate Studies and Research, representatives from the departments within the Emma Eccles Jones College of Education and Human Services involved in the preparation of teachers, and representatives of the colleges offering teaching majors and minors. These members are nominated by the respective deans, in consultation with their staffs, and appointed by the Senate. The term of office is for three years with staggered appointments. The faculty member from the Emma Eccles Jones College of Education and Human Services selected to serve on the University Educational Policies Committee (EPC) is appointed by the Dean of the Emma Eccles Jones College of Education and Human Services to serve on the Council. Inasmuch as all curriculum matters relating to any

teacher licensure program should receive consideration by the Council prior to submission to the EPC, this appointment provides the necessary correlation and communication between the two bodies. In addition, the State Department of Public Instruction, the Utah Education Association, and the Society of Superintendents are represented on the Council by one voting member from each respective organization. Students at the University are represented by the Senator from the Emma Eccles Jones College of Education and Human Services who has the privilege of one vote. An alternate student is designated to attend in the absence of the College's Senator. The membership of the Council for the 2008- 2009 academic year is identified on page 12 of the report.

The Council meets regularly on the third Monday of each month. Attendance at the meetings is indicative of the involvement of Council members in the affairs of the Council. During the past year, approximately 65 percent of the membership was in attendance at all meetings.

ACTIVITIES OF THE COUNCIL

Action Items

Program Changes

1. The Council approved the changes to the English as a Second Language (ESL) Endorsement and minor. The proposed changes include: Secondary education students will take LING 4400, and elementary students will take TEAL 4740/6760. Student will now receive the information that best matches their grade level teaching assignment. In addition, secondary education minor students will be required to take additional field work, TEAL 3300/4300 and 5600.

2. The Council approved the Department of History's changes to the History Teaching Major. The History Teaching Major will still require 39 credits but will require students to complete the following: 1) Take both halves of the American History Survey courses (HIST 2700 and HIST 2710); 2) Take POLS 1100 - United States Government and Politics; and 3) Reduce the number of required upper division history credits from 24 to 21.
3. The Council approved a request from the Department of Health, Physical Education, and Recreation to rename their BS in Physical Education to BS in Human Movement Sciences.
4. The Council approved a proposal from the School of Teacher Education and Leadership for a new Masters Degree Specialization in Instructional Leadership. This program will streamline the process for prospective administrators.
5. The Council approved proposed curriculum changes by the Departments of Communicative Disorders and Deaf Education; Health, Physical Education, and Recreation; Psychology; Special Education and Rehabilitation; and the School of Teacher Education and Leadership. These changes involved multiple departmental course approval forms.

Policy Changes

1. Elementary and Secondary Teacher Education programs will now require that the fingerprint application be completed as part of their admission process into teacher education. This requirement will ensure that students are cleared prior to their early field experiences. Students will also be expected to inform their advisors in the School of Teacher Education and Leadership of any arrest or conviction which may occur after the

initial background check. Students will be required to sign a form stating that they understand and comply with the self reporting requirement. In addition, once the semester has begun students who receive notification about not passing their background will be allowed to continue their current courses. The teacher education block will be placed back on the student's record in Banner once UPPAC notification has been received and will be removed off the student's record in Banner once UPPAC approval has been received.

2. The Higher Education Opportunity Act - Title II Teacher Education Requirements have been modified to include competencies in working with gifted and talented students. A discussion was initiated to determine how USU's teacher education programs will meet the new standards. Plans are being drafted by the School of Teacher Education and Leadership as to how these new standards will be met. These plans will be acted upon during the 2009-2010 academic year.
3. The Council approved a request from the English Department to accept MATH 1030 for English Teaching Majors in place of MATH 1050 or STAT 1040.
4. The Council voted to retain the same admission criteria for licensed teachers entering a new teacher education program that are currently being required for initial licensure students.
5. The Council approved a motion for second bachelors students in secondary education to be admitted based on their GPA for the last 60 credits rather than the most recent 30 credits. This procedure will be effective Fall 2010.
6. The Council approved that students who score high enough for admission into calculus on the USU Math Placement Test, do not have to take MATH 1050 in order to be

admitted into Teacher Education. Currently students who receive an ACT 25 in math do not have to complete Math 1050.

7. The Council voted to continue to require a teaching minor for all secondary education teaching majors with the exception of composite teaching majors.

Information Items

1. USU's teacher education programs will be nationally reviewed by the Teacher Education Accreditation Council (TEAC) on November 7-8, 2011.
2. Advisors were reminded of ETS's reporting options for Praxis scores. 1) If students register by mail or phone, scores are sent in the mail. 2) If students register online, scores will be available online for 30 days and then removed off their website. A student who needs a copy of his/her score after this 30-day period, will be assessed a fee.
3. The Teacher Education Assistance for College and Higher Education (TEACH) "Grant" provides \$4,000 per year in grants for graduate and undergraduate students who intend to teach full time, in a high-need area (ESL, Speech/Language Pathology, Foreign Languages, Mathematics, Reading Specialist, Science, and Special Education) for at least four years at schools that serve students from low-income families. Undergraduate students may received \$16,000 and graduate students may receive \$8,000.
4. The Utah State Office of Education has set cut-off scores for Administrative/Supervisory (10410) - 620; Business (20100) - 590; and Family Consumer Sciences (10120) - 590.
5. Students who have had infractions since their initial background clearnce, will be required to complete a second background check at their expense.

6. Concern was expressed that with the upcoming budget cuts, teacher education programs may not be viewed as “essential to the university’s mission” because enrollments may be low. Council members were reminded to share with their departments that there is a nationwide shortage of teachers, and these programs are extremely important to both the state and the nation.
7. Student teachers who complete their student teaching out-of-state are not required to obtain a student teaching license from the Utah State Office of Education (USOE). Because these students will not be in the USOE CACTUS database, these students will not be permitted to complete their licensing application on-line. Students need to be made aware that their licensing approval process may take 6-8 weeks.
8. The Utah State Office of Education’s Student Teaching/Internship License is required for all students completing internships in the public schools including School Counseling and Communicative Disorders programs.
9. Educational Testing Service (ETS) announced that low volume Praxis exams are not offered during every Praxis testing date. The limited testing schedule is as follows:
September, January, April and July – Agriculture 0700, Education of Deaf and Hard of Hearing 0271, French 0173, Geography 0920, Political Science 0930, Physical Science 0481, Speech 0220, Theater 0640. November, March, and June – German 0181, Latin 0600, Psychology 0390, Sociology 0950.
10. The Utah State Office of Education encourages graduates to use the online application at www.teachers-teachers.com to apply for all teaching jobs within Utah.
11. The Utah State Office of Education now requires that universities submit a written notification to them when new teaching majors/minors/endorsements will be offered.

This notification should include: 1) verification that the university's curriculum approval process has been completed; 2) documentation that the institution has notified its accrediting agency (NCATE or TEAC) of the addition to its teacher preparation programs; and 3) inclusion of the program description.

12. Engineering and Technology Education is considering changes to their composite teaching major. Proposed new course requirements would include a common core for all engineering majors. Feedback was sought from the Council to determine the feasibility of this new program.

STUDENT PROFILE

Students in the Teacher Education Program. Admission into the Teacher Education Program at Utah State University requires formal application to the Office of the Associate Dean for Graduation, Educator Licensing and Accreditation in the Emma Eccles Jones College of Education and Human Services as well as the department where the major work is being offered. Students are not permitted to enroll in professional courses in education until they have been admitted to the Teacher Education Program. The current admission guidelines require that an applicant have a cumulative 2.75 GPA and a minimum score of 21 in each of three areas (English, Social Sciences, and Natural Sciences) and 25 in Mathematics of the American College Test (ACT). In those areas where the ACT score is below the minimum, the applicant must complete the required General Education course work with a pre-established GPA.

A total of 420 students were admitted into the Teacher Education Program during the period September 1, 2008 through August 31, 2009. This total represents a decrease of six percent from the previous year. Table 1 presents a comparison of the students admitted into the Teacher Education Program by teaching major for the two-year period 2007-2008 and 2008-

2009. Tables 2, 3, and 4 provide comparative data related to the criteria upon which students were admitted into the program and ACT scores of the applicants. Table 5 provides data related to the mean ACT scores, USU GPA, and cumulative GPA. A review of these data indicate that ACT scores and GPAs of students admitted into the Teacher Education Program continue to compare favorably with the ACT scores and GPAs of their counterparts at the University. Two hundred sixty-four (264) students admitted into the Teacher Education Program during the 2008-2009 academic year submitted ACT scores. The mean composite ACT score of these 264 students was 24.4. During the same period of time, the mean composite ACT scores of entering freshmen at Utah State University was 23.6. The 420 students admitted into the Teacher Education Program had a mean USU GPA of 3.42 and a mean cumulative GPA of 3.44 The Office of Analysis, Assessment and Accreditation at the University reported the following mean GPAs for all students at USU for the 2008-2009 academic year:

Fall Semester 2008: Mean GPA =3.53

Spring Semester 2009: Mean GPA = 3.50

In addition, there were 222 students admitted to post-bachelors education licensing programs [Administrative Supervisory Certificate (AS/C); Endorsements - Early Childhood, English as a Second Language, Gifted and Talented, Reading, Library Media, Counseling; and Alternative Special Education].

Graduates Recommended for Certification. There were five hundred sixty-five (565) students recommended for educator licensing and endorsements. This total is a decrease of 22.9 percent in 2009 as compared to 2008 (see Table 6). Four hundred sixty-six (466) students were recommended for initial licensing in 2009. This total is an decrease of 14.9 percent in the number of initial licenses granted.

Praxis Content Testing. Table 7 shows that there were 520 students who attempted the ETS Praxis II Content test in their major area. Four hundred eight-five (485) or 93.3% passed and thus will receive NCLB “highly qualified status” when they receive their Utah Level I teaching license. Pass rates for each content area ranged from 63% to 100%. The following content areas had a 100% pass rate: Biology, Business, Dual Elementary/Deaf Education, Earth Sciences, Engineering and Technology Education, Family Consumer Science Education, Geography, German, Health, Math Level II, Physical Education, Physical Science, Spanish, and Special Education.

Although students are not required to take the Praxis Principles of Learning and Teaching Test (PLT) until they have received their Level 1 teaching license, USU strongly encourages students to take the exam prior to graduation to enhance their marketability with school districts. Eight-four (84) students attempted the PLT and 83 passed the exam, resulting in a 99% pass rate.

Placement of Program Graduates. The job placement rate of program graduates continues to be of interest to the Council. In 2009 a total of 536 graduates were recommended to the Utah State Office of Education for initial licensing in new concentration areas. Three hundred eighty-eight students (72%) responded to our placement survey. Of these, 337 (87%) were employed in Utah and 16 (4%) accepted teaching contracts out-of-state. These percentages represent an 88 percent placement rate for those seeking teaching positions (see Table 8). The 2009 placement rate is higher than the rate achieved in 2008 which was 82 percent. Some teaching majors have a much higher placement rate than others, and students seeking admission into the pre-service teacher preparation program should be informed that the probability for employment in some majors may not be as favorable as in other teaching areas. Placement rates

for each major ranged from 67% to 100%. The following majors had placement rates less than 75%: Business, Family Consumer Science Education, and Social Studies.

Additional statistics are as follows: eight (2.1%) were still seeking a teaching position; twenty-one (5.4%) were not seeking a teaching position; six (1.6%) had secured other employment, and three (.78%) were continuing their education.

SUMMARY

This report provides the Faculty Senate with an account of the activities of the University Council on Teacher Education and the status of the Teacher Education Program for the 2008-2009 academic year. The Council's primary activities during this period have been directed at maintaining a quality program.

The membership of the Council is cognizant of the need for improving the quality of education offered by our public, private, and charter schools. This need, as a minimum, requires the preparation of highly motivated, well-trained professionally competent teachers. In response to this challenge, the University Council on Teacher Education will continue with its efforts to provide leadership, service, and control for the Teacher Education Program at Utah State University. The intent is to maintain a high quality pre-service teacher preparation program that will attract the "best and brightest" potential teachers. The information in this report provides evidence that the academic performance of students in the pre-service teacher education program compares favorably with and, in some instances, exceeds the performance of their peers in other academic programs.

**UTAH STATE UNIVERSITY
COUNCIL ON TEACHER EDUCATION MEMBERSHIP
2008-09 through 2010-2011**

College and Number	Department or Area	2007-08	2008-09	2009-10
Dean, CEHS (1)	Chairman			Carol Strong
Associate Dean, CEHS (1)				Francine Johnson
Administration (1)	Vice Provost			
Agriculture (1)	Ag. Education			Rudy Tarpley
	Family, Consumer Sci			Lindsey Shirley
Education (7)	Teacher Education and Leadership			Parker Fawson Martha Whitaker
	Inst Tech		Sheri Haderlie	
	Com Dis & Deaf Education			Dee Child (Beth Foley)
	Special Education & Rehabilitation			Ben Lignugaris/Kraft
	HPER			Dennis Dolny
	Psychology			Donna Gilbertson
Engineering (1)	ETE		Gary Stewardson	
Humanities, Arts & Social Sciences (3)	English		Steve Shively	
	Fine Arts			Carolyn Cardenas
	Theater Arts	Robbin Black		
Natural Resources (1)	Geography		Ted Alsop	
Science (2)	Mathematics		Brynja Kohler (Jim Cangelosi)	
	Biology			Richard Mueller
State Department of Public Instruction (1)	Teacher Personnel			Linda Alder
University (1)	Educ. Policy Com.		Scott Hunsaker	
UEA (1)	Public Schools			Kimilee Campbell
Society of Supts. (1)	Superintendents		Marshall Garrett	
ASUSU (1)	ASUSU	Jonathan Kidd		

TABLE 1

A COMPARISON OF STUDENTS ACCEPTED INTO THE TEACHER EDUCATION PROGRAM, 2007-08 AND 2008-2009, BY TEACHING MAJOR

MAJOR	2007-08	2008-09	DIFFERENCE
Communicative Disorders (SLP)*	47	5	-42
Early Childhood	6	7	1
Elementary Education (1-8)	137	114	-23
Elementary Education (K-6)	2	20	18
Dual, Elem Educ & Early Child	45	23	-22
Dual, Elem Educ & Com Dis	0	0	0
Dual, Elem Edu & Deaf Educ	5	2	-3
Dual, Elem Educ & Spec Educ	10	17	7
Dual, Spec Educ & Early Child	1	0	-1
Special Education	36	30	-6
Secondary Education Majors			
Chemistry	0	1	1
English	21	28	7
Geography	1	1	0
Health Education	11	3	-8
History	23	20	-3
Languages	4	14	10
Mathematics	4	10	6
P.E.	8	9	1
Physics	1	0	-1
Political Science	0	0	0
Psychology	1	2	1
Sociology	0	0	0
Theatre Arts	4	2	-2

TABLE 1 (cont.)

MAJOR	2007-08	2008-09	DIFFERENCE
Composite Majors			
Agricultural Education	7	21	14
Art Education	12	4	-8
Biological Science	5	1	-4
Business Education	3	1	-2
Earth Science	0	1	1
Engineering Technology Educ (ETE-TIED)	2	2	0
Family & Consumer Sciences Education	20	27	7
Marketing Education	n/a	n/a	n/a
Mathematics/Statistics	20	22	2
Music	7	19	12
Physical Science	4	5	1
Social Studies	1	9	8
Teacher Education TOTAL	448	420	-28
Post Bachelors Licensing Program			
Administrative Supervisory Certificate	50	29	-21
Alternative Secondary Education	16	0	-16
Alternative Special Education	52	87	35
Early Childhood Endorsement	2	2	0
English as a Second Language Endorsement	27	24	-3
Gifted & Talented Endorsement	60	48	-12
Reading Endorsement	21	2	-19
Library Media Certificate	16	12	-4
School Counseling	54	18	-36

TABLE 1 (cont.)

MAJOR	2007-08	2008-09	DIFFERENCE
Post BS TOTAL	282	222	-57
Grand TOTAL	727	642	-85

* Graduate Teacher Education Program

TABLE 2**STUDENTS ADMITTED INTO THE TEACHER EDUCATION PROGRAM CATEGORIZED BY
ADMISSION CRITERIA
2008-2009**

CATEGORY	NUMBER OF STUDENTS ADMITTED			
	2007-2008	% of Total	2008-2009	% of Total
ACT Scores \geq 21 in <u>ALL</u> four areas	167	32%	140	33%
ACT Scores \geq 21 in at least one area	117	23%	119	28%
ACT Scores < 21 in <u>ALL</u> four areas	4	.5%	5	.5%
BS Degree (GPA of \geq 2.75 on last 45 credits)	34	1%	9	1%
No ACT Score available	197	38%	147	35%
TOTAL	519		420	

TABLE 3

**ACT SCORES OF STUDENTS ADMITTED TO TEACHER EDUCATION
BY TEST AREA
2007- 2008 AND 2008-2009**

ACT TEST AREA	NUMBER OF STUDENTS ADMITTED			
	2007-2008		20087-2009	
	ACT \geq 21	ACT <21	ACT \geq 21	ACT <21
English	147 (51%)	32 (11%)	213 (81%)	43 (16%)
Mathematics	124 (43%)	55 (19%)	184 (70%)	70 (70%)
Social Sciences	159 (55%)	21 (7%)	220 (83%)	30 (11%)
Natural Sciences	140 (140%)	36 (13%)	215 (81%)	36 (14%)
	N=288		N=264	

TABLE 4

**STUDENTS ADMITTED INTO THE TEACHER EDUCATION PROGRAM CATEGORIZED BY
ADMISSION CRITERIA, BY MAJOR
SEPTEMBER 1, 2008 - AUGUST 31, 2009**

Teaching Major	Total # of Students Admitted	# students with ACT scores \geq 21 in at least one area	# of students with ACT scores < 21 in all areas	# students with B.S. degree	# of students with no ACT scores
Agricultural Education	21	14	0	1	7
Art Education	4	1	0	0	3
Biological Science	1	0	0	0	1
Business Education	1	1	0	1	0
Chemistry	1	1	0	0	0
Communicative Disorders	5	1	0	0	4
Early Childhood	7	6	0	0	1
Earth Science	1	0	0	0	1
Elem Education (1-8)	114	109	0	2	5
Elem Education (K-6)	20	19	0	0	1
Engineering Technology Educ (TIED)	2	0	0	0	2
English	28	4	0	0	24
Dual, El Ed & ECH	23	22	1	0	0
Dual, El Ed & ComD	0	0	0	0	0
Dual, El Ed & Deaf Educ	2	2	0	1	0
Dual, El Ed & Spec Educ	17	15	0	0	2
Dual, Spec Ed & Early Child	0	0	0	0	0
FCSE	27	6	0	0	21
Geography	1	1	0	0	0
Health Education	3	0	0	0	3

Teaching Major	Total # of Students Admitted	# students with ACT scores \geq 21 in at least one area	# of students with ACT scores $<$ 21 in all areas	# students with B.S. degree	# of students with no ACT scores
History	20	5	0	0	15
Languages	14	3	0	0	11
Marketing Education	n/a	n/a	n/a	n/a	n/a
Math	10	6	0	0	4
Math/Stat	22	12	0	0	10
Music	19	13	0	0	6
Physical Education	9	1	0	0	8
Physical Science	5	2	0	0	3
Physics	0	0	0	0	0
Political Science	0	0	0	0	0
Psychology	2	1	0	0	1
Social Studies	9	4	0	0	5
Sociology	0	0	0	0	0
Special Education	30	18	3	3	9
Theatre Arts	2	0	0	0	2
TOTAL	420	267	4	9	149

*does not include Alternative Secondary Education, Reading Endorsement, School Counseling

TABLE 5

**STUDENTS' MEAN COMPOSITE ACT SCORES, USU GPA,
CUMULATIVE GPA BY MAJOR, AT THE TIME OF ADMISSION INTO THE TEACHER
EDUCATION PROGRAM
SEPTEMBER 2008 THROUGH AUGUST 2009**

Teaching Major	No. of Students Admitted	Students with ACT Scores	Students w/o ACT Scores	No. of Students with BS	Mean ACT Score	Mean USU GPA	Mean Cum GPA
Agricultural Education	21	14	7	1	24.38	3.42	3.21
Art Education	4	1	3	0	20.75	3.53	3.71
Biological Science	1	0	1	0	n/a	3.3	3.3
Business Education	1	1	0	1	26	3.3	3.3
Chemistry	1	1	0	0	31.5	3.87	3.87
Communicative Disorders	5	1	4	0	20	3.3	3.3
Early Childhood Education	7	6	1	0	26	3.8	3.77
Earth Science	1	0	1	0	n/a	3.06	2.59
Elem Education (1-8)	114	109	5	2	24.11	3.52	3.49
Elem Education (K-6)	20	19	1	0	25.11	3.53	3.46
Engineering Tech Ed (ETE)	2	0	2	0	n/a	3.17	2.73
English	28	4	24	0	23.25	3.59	3.53
Dual, El Ed & ECH	23	23	0	0	24.63	3.64	3.55
Dual, El Ed & ComD	0	0	0	0	n/a	n/a	n/a
Dual, El Ed & Deaf Educ	2	2	0	0	23	3.6	3.74
Dual, El Ed & Spec Educ	17	15	2	1	24.08	3.49	3.54
Dual, Spec Educ & EC	0	0	0	0	n/a	n/a	n/a
FCSE	27	6	21	0	25.9	3.41	3.44

Teaching Major	No. of Students Admitted	Students with ACT Scores	Students w/o ACT Scores	No. of Students with BS	Mean ACT Score	Mean USU GPA	Mean Cum GPA
Geography	1	1	0	0	26	3.8	3.8
Health Education	3	0	3	0	n/a	3.17	3.06
History	20	5	15	0	22.2	3.31	3.31
Languages	14	3	11	0	25	3.49	3.45
Marketing Education	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Math	10	6	4	0	27.5	3.59	3.8
Math/Stat	22	12	10	0	24.52	3.53	3.43
Music	19	13	6	0	25.79	3.61	3.63
Physical Education	9	1	8	0	29.75	3.26	3.12
Physical Science	5	2	3	0	29.63	3.13	3.29
Physics	0	0	0	0	n/a	n/a	n/a
Political Science	0	0	0	0	n/a	n/a	n/a
Psychology	2	1	1	0	28	3.82	3.65
Social Studies	9	4	5	0	23.81	3.5	3.27
Sociology	0	0	0	0	n/a	n/a	n/a
Special Education	30	21	9	3	22.63	3.25	3.24
Theatre Arts	2	0	2	0	n/a	3.1	3.5
TOTAL	420	271	149	9	25.34	3.45	3.42

TABLE 6
TEACHER EDUCATION PROGRAM GRADUATES
RECOMMENDED FOR TEACHER LICENSING
2002-2009

	2002	2003	2004	2005	2006	2007	2008	2009
Dual	33	25	29	34	34	34	44	44
Early Childhood	10	12	9	8	3	5	6	0
Elementary	162	187	175	163	151	172	156	149
Elementary K-6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Secondary	125	109	147	125	92	111	143	113
Ungraded	83	88	43	134	143	127	131	57
Art	4	5	2	8	3	6	3	3
ComD	16	19	28	14	11	16	26	23
HPER	n/a	24	21	24	24	8	22	16
Lib Media	23	8	17	17	13	6	22	11
Music	10	17	11	13	4	11	9	9
School Counseling	51	27	29	31	32	19	53	18
School Psychology	5	2	4	4	3	4	5	2
Special Education	81	109	93	119	92	123	113	120
TOTAL	603 (452)	632 (490)	608 (456)	694 (544)	605 (468)	642 (475)	733 (548)	565 (466)

*Numbers in parenthesis indicate the number of **first** certificates for that year.

Table 7

**PRAXIS RESULTS OF TEACHER EDUCATION PROGRAM GRADUATES
RECOMMENDED FOR INITIAL LICENSING
2008-2013**

Praxis Test Test Number	Praxis Test Number and Name	Passing Score	2008		2009		2010		2011		2012	
			Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed
Administrative/ Supervisory Certificate	0410-Educational Leadership & Supervision	#690	4	#	19	18 (95%)						
Ag Education	0700-Agriculture	#580	12	#	3	#						
Art Education	0133- Art: Content Knowledge	#170	4	#	3	#						
Biology	0235- Biology: Content Knowledge	149	8	8 (100%)	8	8 (100%)						
Business Education Bis Comp & Info Sys	0100-Business Education	#650	3	3 (100%)	5	5 (100%)						
Chemistry	0245-Chemistry: Content Knowledge	151	5	4 (80%)	7	6 (86%)						
Deaf Education	0271-Educ of Deaf & Hard of Hearing Students	#173	0	0	n/a	n/a						
Dual: Early Childhood//Deaf Education	0014-Elementary Educ: Content Knowledge	150	0	0	0	0						
Dual: Early Childhood/ Elementary Education	0014-Elementary Educ: Content Knowledge	150	9	7 (78%)	24	22 (92%)						
Dual: Elementary/Deaf Education	0014-Elementary Educ: Content Knowledge	150	3	3 (100%)	6	6 (100%)						
Dual: Elementary/Special Education	0014-Elementary Educ: Content Knowledge	150	8	8 (100%)	16	15 (94%)						
Early Childhood	0014-Elementary Educ: Content Knowledge	150	2	2 (100%)	0	n/a						
Earth Science	0571- Earth Sci: Content Knowledge	153	1	1 (100%)	2	2 (100%)						

Praxis Test Test Number	Praxis Test Number and Name	Passing Score	2008		2009		2010		2011		2012	
			Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed
Economics	0910- Economics	560	0	0	0	0						
Elementary Education	0014-Elementary Educ: Content Knowledge	150	125	109 (86%)	149	140 (94%)						
Engineering & Technology Education	0050-Technology Education	600	5	5 (100%)	7	7 (100%)						
English	0041-English Lang: Literature & Composition: Content Knowledge	168	27	20 (74%)	22	16 (73%)						
Family & Consumer Science	0120-Family & Consumer Sciences	#640	18	#	11	11 (100%)						
French	0173-French: Content Knowledge	161	1	1 (100%)	0	0						
Geography	0920-: Geography	#680	6	5 (83%)	2	2 (100%)						
German	0181-German: Content Knowledge	153	1	1 (100%)	1	1 (100%)						
Health Education	0550-Health Educ	670	16	16 (100%)	8	8 (100%)						
History	0941- World & US History: Content Knowledge	156	44	23 (52%)	19	12 (63%)						
Integrated Science	0435-General Sci: Content Knowledge	166	0	0	0	0						
Latin	0600-Latin	610	2	1 (50%)	0	0						
Marketing Education	0100-Business Educ	#650	3	3 (100%)	n/a	n/a						
Math Level II Endorsement	0069-Middle School Mathematics	145	10	10 (100%)	15	15 (100%)						
Mathematics/ Math/Stats	0061-Mathematics: Content Knowledge	138	42	31 (74%)	21	20 (95%)						
Music	0113-Music Content Knowledge	#165	4	4 (100%)	9	#						
Physical Education/ PE/Coaching	0091- Physical Ed: Content Knowledge	152	8	8 (100%)	9	9 (100%)						

Praxis Test Test Number	Praxis Test Number and Name	Passing Score	2008		2009		2010		2011		2012	
			Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed
Physical Science	0070-Chemistry, Physics, General Sci	570	0	0	0	0						
Physical Science	0481-Physical Sci: Content Knowledge	#640	2	#	1	1 (100%)						
Physics	0265- Physics: Content Knowledge	136	4	3 (75%)	4	3 (75%)						
Political Science	0930-Government/ Political Sci	#710	6	#	2	#						
Psychology	0390- Psychology	#670	6	#	1	#						
Sch Counseling	0420-Sch Guidance & Counseling	#660	1	#	18	#						
Sch Psychology	0401- School Psychologist	#700	2	2 (100%)	2	#						
Social Studies	0081-Social Studies: Content Knowledge	159	8	7 (86%)	6	5 (83%)						
Sociology	0950-Sociology	#670	1	1 (100%)	0	0						
Speech	0220-Speech Communication	#660	1	#	0	0						
Spanish	0191-Spanish: Content Knowledge	161	3	3 (100%)	13	13 (100%)						
Special Education	0014-Elementary Educ: Content Knowledge	150	22	22 (100%)	41	38 (93%)						
Special Education	0353-Educ of Exceptional Students: Core Content Knowledge	155	13	13 (100%)	22	22 (100%)						
Special Education	0511-Fundamental Subjects: Content Knowledge	150	25	24 (96%)	38	37 (97%)						
Special Education	0069-Middle School Math	145	3	3 (100%)	2	2 (100%)						
Special Education	0049-Middle School English/Language Arts	155	1	1 (100%)	1	1 (100%)						

Praxis Test Test Number	Praxis Test Number and Name	Passing Score	2008		2009		2010		2011		2012	
			Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed
Theatre	0640-Theatre	#700	3	#	3	#						
		TOTAL	472	3 52* (85%)	520	485* (93.3%)						

Praxis Test Test Number	Praxis Test Number and Name	Passing Score	2008		2009		2010		2011		2012		2013	
			Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed
Principles of Teaching & Learning: Early Childhood	0521	160	8	7 (86%)	0	0								
Principles of Teaching & Learning: Grades K-6	0522	160	111	104 (94%)	33	32 (97%)								
Principles of Teaching & Learning: Grades 5-9	0523	160	11	9 (81%)	3	3 (100%)								
Principles of Teaching & Learning: Grades 7-12	0524	160	69	66 (96%)	48	48 (100%)								
		TOTAL:	199	186 (93%)	84	83 (99%)								

- No Utah cut-off score established

* - Percent does not include tests with no cut-off score

TABLE 8

**PLACEMENT OF TEACHER EDUCATION PROGRAM GRADUATES
RECOMMENDED FOR INITIAL LICENSING FOR THE PERIOD
SEPTEMBER 1, 2008 THROUGH AUGUST 31, 2009**

1	2	3	4	5	6	7	8	9	10	11
Teaching Major	Total No. Certified	Total No. Responded	In State	Outside State	Other Employment	Seeking Teaching Position	Not Seeking Teaching Position	Continuing Formal Education	% Placement in Teaching of Total Responded	% Placement in Teaching of Total Seeking Employment
Ad/Supervisory	28	27	22	0	0	0	5	0	81%	100%
Ag Ed	3	3	3	0	0	0	0	0	100%	100%
Art Ed	3	2	2	0	0	0	0	0	100%	100%
Biological Science	8	6	6	0	0	0	0	0	100%	100%
Business	4	3	0	1	0	0	0	0	75%	75%
Chemistry	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Com Dis	23	16	16	0	0	0	0	0	100%	100%
Earth Science	2	2	1	0	0	0	0	1	50%	100%
All Dual Majors	44	35	29	5	0	0	1	0	97%	100%
Early Childhood	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Elem Educ (1-8)	149	103	88	7	1	3	4	0	92%	96%
Elem Edu (K-6)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
English	18	10	9	0	0	1	0	0	90%	90%
ETE/ITE/TIED	7	5	4	0	1	0	0	0	80%	80%
FCSE	11	7	5	0	1	1	0	0	71%	71%
Geography	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Health Education	7	3	1	1	0	0	0	1	67%	100%
History	19	10	8	0	2	0	0	0	89%	89%
Marketing Ed	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Mod Languages	8	4	3	0	0	0	1	0	75%	100%
Math	21	17	14	2	0	0	0	1	94%	100%

1	2	3	4	5	6	7	8	9	10	11
Teaching Major	Total No. Certified	Total No. Responded	In State	Outside State	Other Employment	Seeking Teaching Position	Not Seeking Teaching Position	Continuing Formal Education	% Placement in Teaching of Total Responded	% Placement in Teaching of Total Seeking Employment
Music Ed	9	5	2	1	0	0	2	0	60%	100%
PE	9	3	3	0	0	0	0	0	100%	100%
Physical Science	1	1	1	0	0	0	0	0	100%	100%
Physics	1	1	1	0	0	0	0	0	100%	100%
Psychology	1	1	1	0	0	0	0	0	100%	100%
Political Science	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
School Psychology	2	2	2	0	0	0	0	0	100%	100%
Social Studies	5	3	2	0	0	1	0	0	67%	67%
Special Education	33	25	21	0	0	2	2	0	84%	91%
Special Education Alternative	87	79	79	0	0	0	0	0	100%	100%
Speech/Theater	3	3	3	0	0	0	0	0	100%	100%
Library Media	11	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
School Counselor	18	11	8	0	0	0	3	0	73%	100%
TOTALS	536	388	337	16	6	8	18	3	88%	98%

NOTES: Percent (Column 10) = $\frac{\text{Column 4} + \text{Column 5}}{\text{Column 3}}$

Percent (Column 11) = $\frac{\text{Column 4} + \text{Column 5}}{\text{Column 3} - \text{Column 8} - \text{Column 9}}$

- No data available

*graduate may be teaching in major or minor content area