

Annual Report to the Faculty Senate
from The
University Council on Teacher Education

Academic Year
September 1, 2013 - August 31, 2014

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College of Education and Human Services
Utah State University

INTRODUCTION

During the past year, September 2013 - August 2014, 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 23 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 2013-2014 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

New Programs:

The Council approved the following licensing programs:

1. Business Education Degree - developed by the School of Applied Sciences, Technology and Education in conjunction with Regional Campus and Distance Education. This program will be offered at USU's regional campus sites and Logan campus students beginning Fall 2014.

2. Math for America - a federally funded graduate program to improve math education in the public schools. This program provides financial aid to students committed to math education.
3. Literacy Teaching Minor or Endorsement - a new on-line minor/endorsement for secondary education teaching majors or licensed secondary teachers.

Program Changes:

The Council approved the following program changes:

1. Elementary Education
Math 2020, Math for Elementary School Teachers, will be a pre-requisite to the program effective Fall 2015
2. Biology Composite Teaching Major
 - * Additional chemistry courses are now required. Students can now complete a chemistry minor (17 credits) within this major.
 - * Additional geology courses have been added.
3. English Teaching Majors may now take ENGL 4220, Teaching Literacy in the Diverse Classroom, OR SCED 4200, Language, Literacy, and Learning in the Content Areas. Because both courses cover the same material, only one is required.
4. Secondary Student Teaching Seminars were approved to assign a letter grade rather than a pass/fail grade. Individual departments may elect to offer their student teaching seminar as a letter graded course. Departments must submit a proposal to the School of Teacher

Education and Leadership if they choose to provide a letter grade. Course approvals and a syllabus will need to be reviewed and approved by the Council.

* LING 5500, Student Teaching Seminar, was approved to be a letter graded course

Policy Changes

The Council approved the following policy changes:

1. Minimum Program Course Grade Requirement will now be a B- for all Elementary Education level courses (effective Fall 2015).
2. Secondary Teacher Education Program (STEP) has adjusted the number of credits required at admission to a range of 30-60 completed credits. This will allow students to complete some of their professional education course work currently with some of their content course work.
3. The Utah Office of Education passed new policies impacting teacher education
 - * USOE policy states that students have up to five years from their graduation to complete their licensing application. The Council approved that USU students will be given a two-year window from the date of their graduation to license.
 - * New USOE Admission Requirements (R277-502-3) - The Council approved:
 - * Require a minimum GPA 3.0 using college GPA (USU GPA)
 - * Use ACT or SAT rather than a Board approved basic skills test
 - * Implement USOE ACT/SAT minimum requirements
 - * ACT - Composite 21; Verbal 20; Math 19
 - * SAT - Passing 1000; Math and Verbal 450 (minimum)

- * Regardless of waiver provision, background check will never be waived as an admission requirement
- * Implement Waiver program for the following populations
 - * Non-traditional Students - at least 25 years of age or if under 25 having sole caregiver responsibility for a family member or a legally designated custodial responsibility for another individual
 - * Secondary Education Students - requirements for the needed content expertise of the teaching major can be met without the generalized knowledge represented by a minimum GPA or test scores. Flexibility will be provided in the generalized knowledge requirement when it falls outside the teaching content major/minor.
 - * Under-represented population students - Member of a population demographic that is not well represented in the teaching ranks for a specific field
- 4. Student teaching GPA requirement remains at 2.75 in light of the new admission GPA requirement of 3.0.
- 5. Special Education - ELED 3000, Foundation Studies/Practicum (4 credits), will no longer be required. MATH 2020, Mathematics for Elementary Teachers, and ELED 3100, Classroom Reading Instruction, will now be required. This provides Special Education Majors with additional content knowledge required to teach the Common Core Curriculum.

6. Art Education K-12 - Secondary Education Art students can opt to complete a K-12 teaching license in Art. Courses required for this additional elementary education license include:
 - * FCHD 1500, Human Development Across the Life Span, OR PSY 1100, Life Span Development
 - * ART 3700, Elementary Art
 - * PSY 3660, Educational Psychology for Teachers

Information Items

1. USU's Teacher Preparation programs received national accreditation from the Teacher Education Accreditation Council (TEAC) July 2012. TEAC and NCATE have since been consolidated under an umbrella organization called the Council for the Accreditation of Educator Preparation (CAEP). USU's Teacher Preparation programs will be reviewed by CAEP in 2019. CAEP requires that program reviews be completed three years prior to the unit review so USU's individual teacher education programs will complete program reviews in 2016.
2. ETS will discontinue paper delivery of the Praxis II exams beginning September 1, 2014.
3. The Utah State Office of Education will begin requiring Annual Teacher Education Reports from all institutions beginning July 2014. This annual report also requires content reviews for each content teaching major and/or minor offered by the university.
4. The Interstate Compact Agreement across states for educator licensing is diminishing because of federal requirements. Each state must submit a proposal to the US Office of Education indicating how they meet federal requirements. Each state's requirements are

now changing. USU students are being advised to obtain your Utah license upon graduation but other states will accept Utah's license as a provisional license and require their additional state requirements. (E.g., Nevada requires the ETS Praxis I test even though our students have completed the ETS Praxis II and PLT tests).

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 450 undergraduate students were admitted into the Teacher Education Program during the period September 1, 2013 through August 31, 2014. This total represents a decrease of 8.7 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 2012-2013 and 2013-2014. 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. Three hundred sixty-nine (369) students admitted into the Teacher Education Program during the 2013-2014 academic year submitted ACT scores. The mean composite ACT score of these 369 students was 26.07. During the same period of time, the mean composite ACT scores of entering freshmen at Utah State University was 23.2. The 450 students admitted into the Teacher Education Program had a mean USU GPA of 3.42 and a mean cumulative GPA of 3.41. The Registrar's Office at the University reported the following mean GPA's for all sophomores at USU for the 2013-2014 academic year.

Fall Semester 2013: Mean GPA = 3.05

In addition, there were 161 students admitted to post-bachelors education licensing programs. This represents a 19.3% increase. These programs include: Administrative Supervisory Certificate (AS/C), Alternative Special Education; Communicative Disorders (Speech Language Pathology), Secondary Education Graduate Route to Licensure, and School Counseling.

Graduates Recommended for Certification. There were six hundred one (601) students recommended for educator licensing and endorsements. This total is an increase of 4.2 percent in 2014 as compared to 2013 (see Table 6). Four hundred fifty-seven (457) students were recommended for initial licensing in 2014. This total is a decrease of 2.8 percent in the number of initial licenses granted.

Praxis Content Testing. Table 7 shows that there were 1860 tests attempted in the ETS Praxis II Content test in the student's major area. One thousand three hundred seventy three (1373) or 74% passed and will receive NCLB "highly qualified status" when they receive their Utah Level I teaching license. Pass rates for each content area ranged from 50% to 100%. The following content areas had a 100% pass rate: Biology, Business, Early Childhood, Elementary Education (5014), Geography, Health, Library Media, Marketing, Music, Physical Education, Physics, Reading, School Psychology, Special Education (5354, 5545), Technology Engineering Education, and Theatre.

Although students are not required to take the Praxis Principles of Learning and Teaching Test (PLT) until they apply for their Level 2 teaching license, USU strongly encourages students to take the exam prior to graduation to enhance their marketability with school districts. One hundred seventy-five(175) students attempted the PLT and 166 passed the exam, resulting in a 95% pass rate.

Placement of Program Graduates. The job placement rate of program graduates continues to be of interest to the Council. In 2014 a total of 601 graduates were recommended to the Utah State Office of Education for initial licensing or additional endorsement areas. Three hundred eighty (63%) responded to our placement survey. Of these, 313 (82%) were employed in Utah and 24 (6.3%) accepted teaching contracts out-of-state. These percentages represent a 94 percent placement rate for those seeking teaching positions (see Table 8). The 2014 placement rate is higher than the rate achieved in 2013, which was 89 percent. Some teaching majors have a much higher placement rate than others, and students seeking admission into the pre-service

teacher preparation program are 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 41% to 100%. The following majors had placement rates less than 75% : Agriculture, Art, Biological Science, Chemistry, Early Childhood, Elementary (K-6), Geography, History, Math, Physical Science, Physics, Psychology, School Psychology, Spanish, and Speech/Theatre. Additional statistics are as follows: twelve (3.2%) were still seeking a teaching position; twenty (5.3%) were not seeking a teaching position; seventeen (4.5%) had secured other employment, and three (.08%) 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 2013-2014 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
2013-2014 through 2015-2016**

College and Number	Department or Area	2013-13	2014-15	2015-16
Dean, CEHS (1)	Chairman			Beth Foley
Associate Dean, CEHS (1)				Francine Johnson
Administration (1)	Vice Provost			PENDING
Agriculture (2)	Ag. Education, Family, Consumer Sci		Brian Warnick	Julie Wheeler
	Engineering (TEE)			Kurt Becker
Education (6)	Teacher Education and Leadership			Martha Dever
	Inst Tech			Sheri Haderlie
	Com Dis & Deaf Education		Debbie Golos Schmidt	
	Special Education & Rehabilitation			Ben Lignugaris/Kraft
	HPER			Dennis Dolny
	Psychology	Carrie Madden*		
Humanities and Social Sciences (2)	English			Sonia Manuel Dupont
	History		Daniel McInerney	
Caine College of Arts (2)	Fine Arts			
	Theater Arts			Matt Omasta
Natural Resources (1)	Geography			PENDING
Science (2)	Mathematics	Jim Cangelosi*		
	Biology	Richard Mueller*		
State Department of Public Instruction (1)	Teacher Personnel			Linda Alder
University (1)	Educ. Policy Com.			PENDING
UEA (1)	Public Schools	Tom Nedreberg*		
Society of Supts. (1)	Superintendents			Steve Norton
USUSA (1)	USUSA	Matthew Ditto		

* Terms expire May 30

TABLE 1

A COMPARISON OF STUDENTS ACCEPTED INTO THE TEACHER EDUCATION PROGRAM, 2012-13 AND 2013-2014, BY PROGRAMS

MAJOR	2012-13	2013-14	DIFFERENCE
Early Childhood	32	26	-6
Elementary Education (1-8)	149	125	-24
Elementary Education (K-6)	21	20	-1
Composite, Elem Educ & Deaf	7	5	-2
Composite, Elem Educ & Spec Educ	30	17	-13
Composite, Spec Educ & Early Child	9	4	-5
Special Education	90	28	-19
Secondary Education Majors			
Chemistry	1	0	-1
English	21	38	17
French	0	0	0
Geography	0	3	3
German	0	0	0
Health Education	4	8	-4
History	11	16	5
Mathematics	8	10	2
P.E.	7	12	5
Physics	1	0	-1
Spanish	4	2	-2

TABLE 1 (cont.)

MAJOR	2012-13	2013-14	DIFFERENCE
Composite Majors			
Agricultural Education	11	18	7
Art Education	6	9	3
Biological Science	6	18	12
Earth Science	0	1	1
Family & Consumer Sciences Education	21	18	-3
Mathematics/Statistics	10	18	8
Music	15	13	-2
Physical Science	3	3	0
Social Studies	20	22	2
Technology Engineering Educ (TEE, ETE, TIED)	5	11	6
Theatre Arts	1	5	4
Teacher Education-Majors TOTAL	493	450	-43
Secondary Education Minors * (Numbers not included in Total Admits)			
American Sign Language	n/a	0	0
Chemistry	n/a	15	15
Chinese	n/a	0	0
English	n/a	9	9
Geography	n/a	1	1
Health Education	n/a	0	0
History	n/a	10	10

TABLE 1 (cont.)

MAJOR	2012-13	2013-14	DIFFERENCE
Latin	n/a	1	1
Math	n/a	1	1
P.E./Coaching	n/a	8	8
Physics	n/a	0	0
Political Science	n/a	6	6
Psychology	n/a	21	21
School Library Media	n/a	5	5
Spanish	n/a	6	6
Sociology	n/a	5	5
Speech Communication	n/a	2	2
Theatre Arts	n/a	1	1
Post Bachelors Licensing Program-4			
Administrative Supervisory Certificate	56	52	-4
Communicative Disorders (SLP)	24	17	-7
Alternative Special Education	25	37	12
Graduate Route Licensing SCED	4	8	4
School Counseling	26	47	21
Post BS TOTAL	135	161	26
Grand TOTAL	628	611	-17

**STUDENTS ADMITTED INTO THE TEACHER EDUCATION PROGRAM CATEGORIZED BY ADMISSION CRITERIA
2013-2014**

CATEGORY	NUMBER OF STUDENTS ADMITTED			
	2012-2013	% of Total	2013-2014	% of Total
ACT Scores \geq 21 in <u>ALL</u> four areas	226	46%	261	58%
ACT Scores \geq 21 in at least one area	114	23%	116	26%
ACT Scores $<$ 21 in <u>ALL</u> four areas	7	14%	3	.7%
2 nd BS Degree (GPA of \geq 2.75 on last 45 credits)	13	2.6%	11	2%
No ACT Score available	133	27%	70	16%
TOTAL	493		450	

TABLE 3**ACT SCORES OF STUDENTS ADMITTED TO TEACHER EDUCATION
BY TEST AREA
2012- 2013 AND 2013-2014**

ACT TEST AREA	NUMBER OF STUDENTS ADMITTED			
	2012-2013		2013-2014	
	ACT \geq 21	ACT <21	ACT \geq 21	ACT <21
English	306 (88%)	36 (10%)	332 (87%)	44 (12%)
Mathematics	274 (79%)	70 (20%)	323 (61%)	54 (14%)
Social Sciences	309 (89%)	31 (9%)	340 (90%)	34 (.09%)
Natural Sciences	296 (85%)	44 (13%)	329 (87%)	45 (12%)
	N=347		N=380	

TABLE 4

**STUDENTS ADMITTED INTO THE TEACHER EDUCATION PROGRAM CATEGORIZED BY ADMISSION CRITERIA,
BY PROGRAM
SEPTEMBER 1, 2013 - AUGUST 31, 2014**

Program	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	18	13	0	0	5
Art Education	9	6	0	0	3
Biological Science	18	12	0	0	6
Chemistry	0	0	0	0	0
Composite, El Ed & Deaf Educ	5	5	0	0	0
Composite, El Ed & Spec Educ	17	15	0	0	2
Composite, Spec Ed & Early Child	4	1	0	0	3
Early Childhood	26	8	0	0	18
Earth Science	1	1	0	0	0
Elem Education (1-8)	125	116	1	3	8
Elem Education (K-6)	20	19	0	0	1
English	38	21	0	2	17
FCSE	18	11	0	1	7
French	0	0	0	0	0
Geography	3	0	0	0	3
German	0	0	0	0	0
Health Education	8	4	0	0	4
History	16	4	2	0	10
Math	10	6	0	1	4
Math/Stat	18	11	0	1	7

Program	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
Music	13	8	0	0	5
Physical Education	12	1	0	0	11
Physical Science	3	1	0	0	2
Physics	0	0	0	0	0
Social Studies	22	10	0	2	12
Spanish	2	1	0	0	1
Special Education	28	24	0	0	4
Technology Engineering Educ	11	5	0	0	6
Theatre Arts	5	4	0	0	1
TOTAL	450	307	3	10	140

TABLE 5

**STUDENTS' MEAN COMPOSITE ACT SCORES, USU GPA,
CUMULATIVE GPA BY PROGRAM, AT THE TIME OF ADMISSION INTO THE TEACHER EDUCATION PROGRAM
SEPTEMBER 2013 THROUGH AUGUST 2014**

Program	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	18	13	5	0	21.25	3.27	3.31
Art Education	9	6	3	0	25.25	3.53	3.49
Biological Science	18	12	6	0	27.50	3.45	3.53
Chemistry	0	0	0	0	n/a	n/a	n/a
Composite, EI Ed & Deaf Ed	5	5	0	0	22.5	3.60	3.58
Composite, EI Ed & Spec Ed	17	15	2	0	24.5	3.51	3.51
Composite, Spec Educ & EC	4	1	3	0	24.25	3.12	3.19
Early Childhood Education	26	8	18	0	22.75	3.62	3.56
Earth Science	1	1	0	0	27	3.30	3.30
Elem Education (1-8)	125	117	8	3	32.5	3.55	3.52
Elem Education (K-6)	20	19	1	0	26	3.57	3.54
English	38	21	17	2	19.5	3.39	3.38
FCSE	18	11	7	1	27	3.50	3.51
French	0	0	0	0	n/a	n/a	n/a
Geography	3	0	3	0	n/a	3.12	3.31
German	0	0	0	0	n/a	n/a	n/a
Health Education	8	4	4	0	21.75	3.46	3.26
History	16	6	10	0	23	3.27	3.18
Math	10	6	4	1	26.5	3.32	3.40

Program	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
Math/Stat	18	11	7	1	23.5	3.58	3.60
Music	13	8	5	0	30.25	3.53	3.55
Physical Education	12	1	11	0	27.25	3.13	3.24
Physical Science	3	1	2	0	33.25	3.69	3.65
Physics	0	0	0	0	n/a	n/a	n/a
Social Studies	22	10	12	2	23.5	3.28	3.34
Spanish	2	1	1	0	29.5	3.29	3.43
Special Education	28	24	4	0	23	3.41	3.42
Tech Engineering Ed (TEE)	11	5	6	0	24.75	3.31	3.29
Theatre Arts	5	4	1	0	27.75	3.64	3.65
TOTAL	450	309	140	10	24.56	3.42	3.43

TABLE 6
TEACHER EDUCATION PROGRAM GRADUATES
RECOMMENDED FOR TEACHER LICENSING
2007-2014

	2007	2008	2009	2010	2011	2012	2013	2014
Composite	34	44	44	31	29	8	8	29
Early Childhood	5	6	0	4	4	17	17	19
Elementary	172	156	149	112	123	109	139	138
Elementary K-6	n/a	n/a	n/a	8	7	17	15	11
Secondary	111	143	113	105	167	113	117	127
Endorsements	127	131	57	46	79	85	107	120
Art	6	3	3	2	8	5	7	5
ComD	16	26	23	13	20	13	28	21
HPER	8	22	16	20	17	27	16	17
Lib Media	6	22	11	15	1	4	4	2
Music	11	9	9	10	10	8	9	15
School Counseling	19	53	18	34	19	52	26	47
School Psychology	4	5	2	1	2	3	5	3
Special Education	123	113	120	94	89	75	79	82
TOTAL	642 (475)	733 (548)	565 (466)	495 (425)	558 (416)	536 (407)	577 (470)	601 (457)

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

Table 7

**PRAXIS RESULTS OF TEACHER EDUCATION PROGRAM GRADUATES
RECOMMENDED FOR LICENSING
2010-2014**

Program	Praxis Test Number and Name	Passing Score	2010		2011		2012		2013		2014	
			Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed
Administrative/ Supervisory Certificate	0411/5411-Educational Leadership & Supervision	151	25	25 (96%)	44	43 (98%)	60	55 (91%)	43	39 (91%)	54	49 (91%)
Ag Education	0700-Agriculture	520	22	20 (91%)	8	8 (100%)	7	6 (88%)	12	10 (83%)	14	13 (93%)
Art Education	0134/5134- Art: Content Knowledge	158 #	18	17 (94%)	7	7 (100%)	5	5 (100%)	4	3 (75%)	11	10 (91%)
Biology	0235/5235- Biology: Content Knowledge	149	8	8 (100%)	17	17 (100%)	8	8 (100%)	6	6 (100%)	10	10 (100%)
Business	5101-Business Education: Content Knowledge	154	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2	2 (100%)
Chemistry	0245/5245-Chemistry: Content Knowledge	151	0	0	9	7 (78%)	3	2 (67%)	5	3 (60%)	8	4 (50%)
Chinese	5665-Chinese-Mandarin World Language	164#	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1	0
Earth Science	0571/5571- Earth Sci: Content Knowledge	153	0	0	0	0	0	0	0	0	3	0
Early Childhood	0022/5022 Early Childhood	160	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4	4 (100%)
Elementary Education	0014/5014–Elementary Educ: Content Knowledge	150	130	125 (96%)	78	74 (95%)	89	79 (89%)	19	17 (89%)	2	2 (100%)
Elementary Education Early Childhood Early Childhood/Deaf Ed Early Childhood/Elem Ed Elem/Deaf Education Elem/Special Education Special Education	5032-Elementary Ed Reading/Language	165	n/a	n/a	n/a	n/a	n/a	n/a	275	227 (83%)	307	247 (80%)
	5033-Elementary Ed Mathematics	165	n/a	n/a	n/a	n/a	n/a	n/a	308	180 (58%)	384	234 (61%)
	5034-Elementary Ed Social Studies	155	n/a	n/a	n/a	n/a	n/a	n/a	289	196 (68%)	340	245 (72%)
	5035-Elementary Ed Science	159	n/a	n/a	n/a	n/a	n/a	n/a	290	218 (75%)	312	249 (80%)
English	0041/5041-English Lang: Literature & Composition: Content Knowledge	168	44 (86%)	22 (50%)	32	22 (69%)	25	19 (76%)	19	17 (89%)	2	1 (50%)

Program	Praxis Test Number and Name	Passing Score	2010		2011		2012		2013		2014	
			Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed
English	5038- English Language Arts-Content Knowledge	162#	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	33	32 (97%)
Family & Consumer Science	0121/5121-Family & Consumer Sciences	159	26	24 (92%)	19	19 (100%)	13	12 (92%)	13	12 (92%)	19	18 (95%)
French	5174-French: Content Knowledge	160 #	0	0	0	0	3	2 (67%)	5	4 (80%)	4	1 (25%)
Geography	0921/0920-: Geography	630	4	4 (100%)	1	1 (100%)	0	0	0	0	1	1 (100%)
German	5183-German: Content Knowledge	160 #	2	2 (100%)	0	0	1	1 (100%)	0	0	0	0
Health Education	5551 Health Educ	670	11	11 (100%)	1	1 (100%)	11	7 (66%)	5	5 (100%)	7	7 (100%)
History	0941/5941- World & US History: Content Knowledge	156	45	23 (51%)	48	29 (60%)	39	20 (51%)	32	20 (63%)	20	10 (50%)
Integrated Science	0435/5435-General Sci: Content Knowledge	166	0	0	0	0	19	11 (58%)	7	4 (57%)	15	11 (73%)
Library Media Endorsement	0311/5311-Library Media Endorsement	141#	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3	3 (100%)
Latin	0600-Latin	610	0	0	0	0	2	2 (100%)	2	2 (100%)	0	0
Marketing	0561- Marketing Education	144#	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1	1 (100%)
Math Level II Endorsement	0069/5169-Middle School Mathematics	145	14	13 (93%)	51	50 (98%)	59	55 (93%)	99	85 (86%)	92	48 (52%)
Mathematics/ Math/Stats	0061/5061-Mathematics: Content Knowledge	138	59	48 (81%)	34	26 (76%)	53	43 (81%)	42	38 (90%)	39	25 (64%)
Music	5113-Music Content Knowledge	156	11	11 (100%)	20	19 (95%)	8	6 (75%)	22	18 (82%)	6	6 (100%)
Physical Education/ PE/Coaching	0091/5091- Physical Ed: Content Knowledge	152	7	6 (86%)	7	5 (71%)	0	0	7	7 (100%)	12	12 (100%)
Physical Science	0070-Chemistry, Physics, General Sci	570	4	2 (50%)	0	0	1	1 (100%)	1	1 (100%)	0	0
Physical Science	0481-Physical Sci: Content Knowledge	150	3	3 (100%)	1	1 (100%)	1	1 (100%)	0	0	6	5 (83%)

Program	Praxis Test Number and Name	Passing Score	2010		2011		2012		2013		2014	
			Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed
Physics	0265/5265- Physics: Content Knowledge	136	1	0	4	2 (50%)	9	6 (69%)	4	4 (10%)	8	8 (100%)
Political Science	0930/5931–Government/ Political Sci	660 #	4	3 (75%)	9	7 (78%)	0	0	2	2 (100%)	2	1 (50%)
Psychology	0390- Psychology	620	2	2 (100%)	4	3 (75%)	3	3 (100%)	0	0	0	0
Reading Endorsement	0204/5204-Teaching Reading	154	n/a	n/a	n/a	n/a	13	12 (92%)	5	4 (80%)	10	10 (100%)
Sch Counseling	0421/5421-Sch Guidance & Counseling	156 #	39	38 (97%)	19	18 (95%)	63	58 (92%)	18	18 (100%)	51	50 (98%)
Sch Psychology	0401/5401- School Psychologist	165	1	1 (100%)	7	7 (100%)	5	5 (100%)	4	4 (100%)	1	1 (100%)
Social Studies	0081/5081-Social Studies: Content Knowledge	159	11	6 (55%)	22	17 (77%)	2	2 (100%)	24	13 (54%)	26	22 (85%)
Sociology	0950-Sociology	550 #	0	0	0	0	0	0	0	0	0	0
Speech	0220/5221-Speech Communication	144 #	0	0	0	0	0	0	0	0	0	0
Spanish	0191-Spanish: Content Knowledge	165 #	21	17 (81%)	3	3 (100%)	0	0	9	7 (78%)	n/a	n/a
Spanish	5195 Spanish World Language	168	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3	2 (67%)
Special Education	0354/5354-Educ of Exceptional Students: Core Content Knowledge	151 #	17	17 (100%)	0	0	1	1 (100%)	6	6 (100%)	6	6 (100%)
Special Education	0543/5543-Special Education Core Knowledge Mild Moderate	158#	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6	5 (83%)
Special Education	5545- Special Education Core Knowledge & Severe to profound Applic	158#	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2	2 (100%)
Special Education	5047-Middle School English/Language Arts	155	13	10 (77%)	2	2 (100%)	7	4 (57%)	7	4 (57%)	24	7 (29%)
Technology Engineering Education	0051/5051-Technology Education	159 #	3	3 (100%)	4	4 (100%)	3	3 (100%)	8	8 (100%)	6	6 (100%)

Program	Praxis Test Number and Name	Passing Score	2010		2011		2012		2013		2014	
			Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed
Theatre	0640/0641-Theatre	630	1	1 (100%)	2	2 (100%)	0	0	1	1 (100%)	3	3 (100%)
		TOTAL	633	530 (84%)	527	443 (84%)	621	526 (85%)	1593	1183 (74%)	1860	1373 (74%)

Praxis Test Test Number	Praxis Test Number and Name	Passing Score	2010		2011		2012		2013		2014	
			Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed
Principles of Teaching & Learning: Early Childhood	0621/5621	160	8	8 (100%)	10	10 (100%)	5	5 (100%)	6	5 (83%)	1	1 (100%)
Principles of Teaching & Learning: Grades K-6	0622/5622	160	130	117 (90%)	75	72 (96%)	70	66 (94%)	81	80 (99%)	93	85 (91%)
Principles of Teaching & Learning: Grades 5-9	0623/5623	160	4	4 (100%)	3	2 (67%)	3	3 (100%)	5	4 (80%)	3	3 (100%)
Principles of Teaching & Learning: Grades 7-12	0624/5624	160	156	144 (92%)	118	113 (96%)	90	84 (93%)	57	52 (91%)	78	77 (99%)
		TOTAL:	298	273 (92%)	206	198 (96%)	168	158 (94%)	149	141 (95%)	175	166 (95%)

- No Utah cut-off score established

TABLE 8

**PLACEMENT OF TEACHER EDUCATION PROGRAM GRADUATES
RECOMMENDED FOR INITIAL LICENSING FOR THE PERIOD
SEPTEMBER 1, 2013 THROUGH AUGUST 31, 2014**

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	38	17	6	1	6	4	0	0	41%	41%
Ag Ed	8	4	4	0	0	0	0	0	100%	100%
American Sign Lang	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Art Ed	3	1	1	0	0	0	0	0	100%	100%
Biological Science	10	8	8	0	0	0	0	0	100%	100%
Chemistry	9	5	5	0	0	0	0	0	100%	100%
Chinese	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Com Dis	25	7	4	2	1	0	0	0	86%	86%
Composite Majors	30	23	19	0	1	0	2	1	86%	95%
Early Childhood	4	2	1	0	0	0	1	0	50%	100%
Earth Science	1	0	0	0	0	0	0	0	n/a	n/a
Elem Educ (1-8)	132	102	88	3	2	1	7	1	89%	97%
Elem Edu (K-6)	9	6	6	0	0	0	0	0	100%	100%
English	29	19	16	1	1	1	0	0	89%	89%
FCSE	22	16	14	0	0	2	0	0	88%	88%
French	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Geography	2	1	1	0	0	0	0	0	100%	100%
German	1	0	0	0	0	0	0	0	n/a	n/a
Health Education	7	1	0	0	0	0	1	0	n/a	n/a

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
History	20	13	12	1	0	0	0	0	100%	100%
Math	40	30	27	1	0	0	2	0	93%	100%
Music Ed	17	8	2	2	1	1	1	1	50%	67%
PE	20	12	10	0	0	1	1	0	83%	91%
Physical Science	1	1	1	0	0	0	0	0	100%	100%
Physics	4	4	3	0	0	0	1	0	75%	100%
Political Science	1	1	1	0	0	0	0	0	100%	100%
Psychology	8	5	4	1	0	0	0	0%	100%	100%
Sch Library Media	2	0	0	0	0	0	0	0	n/a	n/a
School Counselor	43	15	11	0	2	1	1	0	73%	79%
Sch Psychology	3	1	1	0	0	0	0	0	100%	100%
Social Studies	13	9	6	1	1	1	0	0	78%	78%
Sociology	1	0	0	0	0	0	0	0	n/a	n/a
Spanish	4	4	4	0	0	0	0	0	100%	100%
Special Education	48	36	31	1	1	0	3	0	89%	97%
Special Education Alternative	40	28	26	1	1	0	0	0	96%	96%
Speech/Theater	4	1	1	0	0	0	0	0	100%	100%
TEE/ETE/ITE/TIED	2	0	0	0	0	0	0	0	n/a	n/a
TOTALS	601	380	313	24	17	12	20	3	89%	94%

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