

Annual Report to the Faculty Senate

From The

University Council on Teacher Education

Academic Year

September 1, 2004 - August 31, 2005

College of Education and Human Services

Utah State University

INTRODUCTION

During the past year, September 2004 - August 2005, 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 College of Education and Human Services, who serves as Chairperson, the Vice Provost for Undergraduate Studies and Research, representatives from the departments within the 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 College of Education and Human Services selected to serve on the University Educational Policies Committee (EPC) is appointed by the Dean of the 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 College of Education and Human Service's Senator who has the privilege of one vote. An alternate student is designated to attend in the absence of the College of Education and Human Services Senator. The membership of the Council for the 2004- 2005 academic year is identified on page 11 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 Departments of Communicative Disorders and Deaf Education, Elementary Education, Secondary Education, and Special Education were approved to change their dual majors to composite majors.

* Elementary Education/Special Education - Mild/Moderate
Special Education - Mild/Moderate/Elementary Education

- * Elementary Education/Special Education - Severe
Special Education - Severe/Elementary Education
- * Early Childhood Education/Special Education - Early Childhood
Special Education - Early Childhood/Early Childhood Education
- * Elementary Education/Deaf Education
Deaf Education/Elementary Education
- * Secondary Education/Special Education - Mild/Moderate
Special Education - Mild/Moderate/Secondary Education
- * Secondary Education/Special Education - Severe
Special Education - Severe/Secondary Education

2. The Department of Theatre Arts was approved to change their theatre education major and minor so that these programs would better meet the National Association for Schools of Theatre (NAST) standards and better prepare Theatre Education students for No Child Left Behind (NCLB). The new requirements for the BFA Degree in Theatre Arts with a Theatre Education Emphasis (TEE) will involve 7 additional credits. Two new courses are in the process of being created to accommodate these additions – THEA 5360, Drama Methods for Secondary Teachers, and THEA 5340, Production Methods for Educators. The minor course requirements will be increased from 19 to 28 credits. This will ensure that students will be able to meet “highly qualified” status as part of NCLB.
3. The Department of Special Education’s proposal to waive the El Ed 3000, Foundation Studies/Practicum, requirement for students pursuing an Early Childhood Special Education teaching license was approved. The approval of this proposal will allow the

Early Childhood Special Education program to better align with NCATE/CEC standards since this licensing is only birth to age five.

4. The Department of Engineering and Technology Education's proposal to have INST 3500, Technology Tools for Secondary Teachers, waived for their students graduating with a BS degree in Engineering and Technology Education (ETE) with an emphasis in Technology Education, was approved. ETE students acquire the INST 3500 competencies throughout their ETE course work.
5. Several curriculum changes were approved through various departmental course approval forms. Programs involved with curricular changes included the Early Childhood Special Education, English as a Second Language Minor/Endorsement, and Health Education

Policy Changes

1. Because of new Utah State Office of Education licensure requirements, CTE established and approved the following policy requiring our teacher education students to take and pass the Utah State Office of Education (USOE) approved content exam prior to student teaching. The approved policy is as follows:

Effective July 1, 2005, all Utah State University teacher education candidates will be required to take and pass the content exam approved by the Utah State Office of Education (USOE) in their major content area prior to student teaching. Current USOE approved content exams include Educational Testing Service's (ETS) Praxis II content exams. Teacher candidates will not be allowed to begin their student teaching until verification has been received that they have passed their appropriate USOE content exam. Pass scores for each exam are set by the USOE. Students must provide documentation of their Praxis II content test scores as soon as it is available to USU's Office of Teacher Education, Graduation and Educator Licensing. Student test scores will be added to USU's Teacher Education database.

2. CTE also agreed that students involved in USOE's alternative licensing program (ARL)

could complete SPED 4000, Education of Exceptional Individuals, which is considered a non-teaching major course. However, ARL students will not be allowed to take any USU's teacher education courses offered within the Elementary, Secondary, or Special Education majors.

3. CTE approved the extended use of the Department of Elementary Education's pilot procedures for their San Juan Dine's Elementary Education Grant admission procedures involving the teacher education writing exam for other Native American students involved in any USU teacher education program. This procedure allows Native American students to work with designated writing mentors who are familiar with the Native American culture at the various sites to remediate any writing deficiencies.

Information Items

1. Joseph Dulin, from the Office Risk Management, informed CTE that students enrolled in University sponsored work experiences and career exploration programs with cooperating employers and who receive no compensation for such internships, are afforded workers' compensation medical coverage by the University. In order for this coverage to be assured, each semester a list of students involved in these experiences must be provided to the University Human Resources Office.
2. USU's teacher education programs will complete their NCATE accreditation visit in Fall, November 7-12, 2008. Teacher education programs will be required to have 3 years of assessment data at the time of the review.

3. New USOE teacher licensing fees will become effective July 1, 2005. Initial licensing fees have increased to \$50 and endorsement fees have increased to \$25. The USOE fingerprinting fees have also increased to \$69.
4. The Department of Secondary Education informed CTE of their new policy recently adopted by the Department of Secondary Education which will allow under special circumstances, advisor request for their students to take Level 1 courses concurrently with Level II courses.
5. The Department of English has informed CTE that the Writing Center will be increasing their fees for the Skills Development Process from \$20 to \$100 effective Fall 2004. Charlene Hirschi, Director of the Writing Center, will be conducting pre-training sessions. This pre-training session is required to begin the Skills Development Process.
6. The Department of Secondary Education is now requiring a Student Orientation meeting. This Orientation meeting must be attended prior to admission into Secondary teacher education. This Orientation meeting is available on the YETC website for students who miss the orientation or for distance students.

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 Teacher Education, Graduation, and Educator Licensing in the 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 681 students were admitted into the undergraduate Teacher Education Program during the period September 1, 2004 through August 31, 2005. This represents an decrease of 5 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 2003-2004 and 2004-2005. 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 GPAs. A review of this data indicates that ACT scores and GPAs of students admitted into the Teacher Education Program continue to compare favorably with the ACT scores and GPA' of their counterparts at the University. Three hundred and forty-six (346) students admitted into the Teacher Education Program during the 2004-2005 academic year submitted ACT scores. The mean composite ACT score of these 346 students was 24.31. During the same period of time, the mean composite ACT scores of entering freshmen at Utah State University was 24.1. The 346 students admitted into the Teacher Education Program had a mean USU GPA of 3.36 and a mean cumulative GPA of 3.35. The Office of Institutional Research at the University reported the following GPA's for all students at USU for the 2003-2004 academic year:

Fall Semester 2004: Mean GPA =3.023

Spring Semester 2005: Mean GPA = 3.137

In addition there were 184 students admitted to post-bachelors education licensing programs (AS/C, Endorsements, Library Media, Counseling, Communicative Disorders, and Alternative Special Education.)

Graduates Recommended for Certification. There were six hundred ninety-four (694) students recommended for educator licensing and endorsements. This is a increase of 14.1 percent in 2005 as compared to 2004 (see Table 6). Five hundred forty-four (544) students were recommended for initial licensing in 2005. This is a increase of 19.3 percent in the number of initial licenses granted.

Placement of Program Graduates. The job placement rate of program graduates continues to be of interest to the Council. In 2005 a total of 565 pre-service teachers were recommended to the Utah State Office of Education for initial licensing. Three hundred fifty-eight students (65.8%) responded to our placement survey. Of these, 233 were employed in Utah and 36 accepted teaching contracts out-of-state. This is a placement rate of 49.2 percent of all responders or an 87.7 percent placement rate of those seeking teaching positions (see Table 7). The 2005 placement rate is higher than the rate achieved in 2004. Some teaching majors have a much higher placement rate than others, and students seeking admission into the pre-service teacher preparation program should be made aware that the probability for employment may not be as favorable in all teaching areas.

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 2004-2005 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 the public schools. This, 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 over 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 preservice teacher education program compares favorably with and, in some instances, exceeds the performance of their peers in other academic programs.

TABLE 1 (cont.)

**UTAH STATE UNIVERSITY
COUNCIL ON TEACHER EDUCATION MEMBERSHIP
2005-06 through 2007-2008***

College and Number	Department or Area	2004-05	2005-06	2006-07
Dean, CEHS (1)	Chairman			Carol Strong
Associate Dean, CEHS (1)				Francine Johnson
Administration (1)	Vice Provost			Joyce Kinkead
Agriculture (1)	Ag. Education			Rudy Tarpley
Business (1)	Business Education			Karen Forcht
Education (7)	Elementary Education			Bernie Hayes
	Inst Tech			Sheri Haderlie
	Com Dis & Deaf Education			Jim Blair
	Special Education & Rehabilitation			Ben Lignugaris/Kraft
	HPER			Craig Kelsey
	Psychology	<i>PENDING</i>		
	Secondary Education			Barry Franklin
Engineering (1)	ITE	Gary Stewardson		
Family, Consumer & Human Services (1)	Human Development	<i>PENDING</i>		
Humanities, Arts & Social Sciences (3)	English			Jennifer Sinor
	Fine Arts	Thomas Rohrer		
	Theater Arts			David Sidwell
Natural Resources (1)	Geography		Cliff Craig	
Science (2)	Mathematics			Jim Cangelosi
	Biology	Richard Mueller		
State Department of Public Instruction (1)	Teacher Personnel			Joan Patterson
University (1)	Educ. Policy Com.			Scott Allgood
UEA (1)	Public Schools			Kimilee Campbell

TABLE 1 (cont.)

Society of Supts. (1)	Superintendents			Steve Norton
ASUSU (1)	ASUSU	Shelly Ryan		

TABLE 1

A COMPARISON OF STUDENTS ACCEPTED INTO THE TEACHER EDUCATION PROGRAM, 2004-05 AND 2003-2004 BY TEACHING MAJOR

MAJOR	2003-04	2004-05	DIFFERENCE
Elementary Education	232	156	-76
Early Childhood	7	15	8
Dual, Elem Educ & Early Child	51	51	0
Dual, Elem Educ & Com Dis	0	0	0
Dual, Elem Edu & Deaf Educ	n/a	8	8
Dual, Elem Educ & Spec Educ	26	12	-14
Special Education	39	34	-5
Secondary Education Majors			
Chemistry	1	1	0
English	14	20	6
Geography	3	2	-1
Health Education	7	6	-1
History	17	22	5
Languages	12	6	-6
Mathematics	36	25	-11
P.E.	24	12	-12
Physics	0	0	0
Political Science	1	0	-1

TABLE 1 (cont.)

MAJOR	2003-04	2004-05	DIFFERENCE
Psychology	2	3	1
Sociology	0	0	0
Theatre Arts	4	6	2
Composite Majors			
Agriculture Education	16	7	-9
Art Education	6	9	3
Biological Science	6	7	1
Business Education	11	8	-3
Earth Science	2	1	-1
Family & Consumer Sciences Education	8	10	2
Marketing Education	1	2	1
Music	13	18	5
Physical Science	4	6	2
Social Studies	8	8	0
TIED	4	3	-1
Undergraduate TOTAL	555	458	-97
Post Bachelors Licensing Programs			
Administrative Supervisory	38	49	11
Communicative Disorders	16	19	3
Early Childhood Endorsement	9	4	-5
English as a Second Language	5	24	19
Gifted & Talented Endorsement	37	36	-1
Library Media	5	17	12

TABLE 1 (cont.)

Alternative Special Education	50	74	24
Reading Endorsement	1	n/a	-1
Post BS TOTAL	161	223	62
Grand TOTAL	716	681	-35

TABLE 2**STUDENTS ADMITTED INTO THE TEACHER EDUCATION PROGRAM CATEGORIZED BY
ADMISSION CRITERIA
2004-2005**

CATEGORY	NUMBER OF STUDENTS ADMITTED			
	2003-2004	% of Total	2004-2005	% of Total
ACT Scores \geq 21 in <u>ALL</u> four areas	188	30	175	25
ACT Scores \geq 21 in at least one area	157	25	149	22
ACT Scores $<$ 21 in <u>ALL</u> four areas	16	3	14	2
BS Degree (GPA of \geq 2.75 on last 45 credits)	23	4	31	5
No ACT Score available	253	40	319	46
TOTAL	547		688	

TABLE 3

**ACT SCORES OF STUDENTS ADMITTED TO TEACHER EDUCATION
BY TEST AREA
2003- 2004 AND 2004-2005**

ACT TEST AREA	NUMBER OF STUDENTS ADMITTED			
	2003-2004		2004-2005	
	ACT \geq 21	ACT <21	ACT > 21	ACT <21
English	<u>254 (69%)</u>	<u>107 (29%)</u>	<u>274 (81%)</u>	<u>71 (21%)</u>
Mathematics	<u>224 (61%)</u>	<u>137 (37%)</u>	<u>244 (72%)</u>	<u>100 (30%)</u>
Social Sciences	<u>286 (78%)</u>	<u>75 (20%)</u>	<u>271 (80%)</u>	<u>71 (21%)</u>
Natural Sciences	<u>239 (65%)</u>	<u>122 (33%)</u>	<u>265 (78%)</u>	<u>75 (22%)</u>
	N-364		338	

TABLE 4

**STUDENTS ADMITTED INTO THE TEACHER EDUCATION PROGRAM CATEGORIZED BY
ADMISSION CRITERIA, BY MAJOR
SEPTEMBER 1, 2004 - AUGUST 31, 2005**

<u>Teaching Major</u>	<u>Total # of Students Admitted</u>	<u># students with ACT scores > 21 in at least one area</u>	<u># of students with ACT scores < 21 in all areas</u>	<u># students with B.S. degree</u>	<u># of students with no ACT scores</u>
<u>Agricultural Education</u>	<u>7</u>	<u>3</u>	<u>0</u>	<u>0</u>	<u>4</u>
<u>Art Education</u>	<u>9</u>	<u>3</u>	<u>0</u>	<u>1</u>	<u>6</u>
<u>Biological Science</u>	<u>7</u>	<u>2</u>	<u>0</u>	<u>0</u>	<u>5</u>
<u>Business Education</u>	<u>8</u>	<u>5</u>	<u>0</u>	<u>1</u>	<u>3</u>
<u>Chemistry</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>Communicative Disorders</u>	<u>19</u>	<u>0</u>	<u>0</u>	<u>19</u>	<u>19</u>
<u>Early Childhood</u>	<u>15</u>	<u>15</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>Earth Science</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>Elementary Education</u>	<u>156</u>	<u>147</u>	<u>9</u>	<u>0</u>	<u>0</u>
<u>English</u>	<u>20</u>	<u>6</u>	<u>0</u>	<u>1</u>	<u>14</u>
<u>Dual, El Ed & ECH</u>	<u>51</u>	<u>50</u>	<u>1</u>	<u>1</u>	<u>0</u>
<u>Dual, El Ed & Deaf Educ</u>	<u>8</u>	<u>8</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>Dual, El Ed & ComD</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>Dual, El Ed & Spec Educ</u>	<u>12</u>	<u>12</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>Dual, Spec Ed & Early Child</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>FCSE</u>	<u>10</u>	<u>3</u>	<u>1</u>	<u>0</u>	<u>6</u>
<u>Geography</u>	<u>6</u>	<u>2</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>Health Education</u>	<u>6</u>	<u>2</u>	<u>0</u>	<u>2</u>	<u>4</u>
<u>History</u>	<u>22</u>	<u>12</u>	<u>0</u>	<u>0</u>	<u>10</u>
<u>Language</u>	<u>6</u>	<u>3</u>	<u>0</u>	<u>1</u>	<u>3</u>
<u>Marketing Education</u>	<u>2</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>1</u>

<u>Math</u>	<u>25</u>	<u>12</u>	<u>0</u>	<u>1</u>	<u>123</u>
<u>Music</u>	<u>18</u>	<u>13</u>	<u>0</u>	<u>0</u>	<u>5</u>
<u>Physical Education</u>	<u>12</u>	<u>6</u>	<u>1</u>	<u>2</u>	<u>5</u>
<u>Physical Science</u>	<u>6</u>	<u>4</u>	<u>0</u>	<u>0</u>	<u>2</u>
<u>Physics</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>Political Science</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>Psychology</u>	<u>3</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>2</u>
<u>Social Studies</u>	<u>8</u>	<u>5</u>	<u>0</u>	<u>1</u>	<u>3</u>
<u>Sociology</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>Special Education</u>	<u>34</u>	<u>8</u>	<u>3</u>	<u>1</u>	<u>23</u>
<u>Theatre Arts</u>	<u>6</u>	<u>5</u>	<u>1</u>	<u>0</u>	<u>0</u>
<u>TIED</u>	<u>3</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>3</u>
<u>TOTAL</u>	<u>478</u>	<u>330</u>	<u>16</u>	<u>32</u>	<u>132</u>

TABLE 5

STUDENTS' MEAN COMPOSITE ACT SCORES, USU GPA,
CUMULATIVE GPA BY MAJOR, AT THE TIME OF ADMISSION INTO THE TEACHER EDUCATION
PROGRAM
SEPTEMBER 2004 THROUGH AUGUST 2005

<u>Teaching Major</u>	<u>No. of Students Admitted</u>	<u>Students with ACT Scores</u>	<u>Students w/o ACT Scores</u>	<u>No. of Students with BS</u>	<u>Mean ACT Score</u>	<u>Mean USU GPA</u>	<u>Mean Cum GPA</u>
<u>Agricultural Education</u>	<u>7</u>	<u>3</u>	<u>5</u>	<u>0</u>	<u>23.3</u>	<u>3.11</u>	<u>3.14</u>
<u>Art Education</u>	<u>9</u>	<u>3</u>	<u>6</u>	<u>1</u>	<u>24.66</u>	<u>3.54</u>	<u>3.54</u>
<u>Biological Science</u>	<u>7</u>	<u>2</u>	<u>5</u>	<u>0</u>	<u>24.25</u>	<u>3.13</u>	<u>3.23</u>
<u>Business Education</u>	<u>8</u>	<u>5</u>	<u>3</u>	<u>1</u>	<u>23.05</u>	<u>2.26</u>	<u>3.3</u>
<u>Chemistry</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>20</u>	<u>3.21</u>	<u>3.21</u>
<u>Early Childhood Education</u>	<u>15</u>	<u>15</u>	<u>0</u>	<u>0</u>	<u>22.53</u>	<u>3.46</u>	<u>3.42</u>
<u>Earth Science</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>25</u>	<u>2.92</u>	<u>2.92</u>
<u>Elementary Education</u>	<u>156</u>	<u>156</u>	<u>0</u>	<u>0</u>	<u>23.49</u>	<u>3.37</u>	<u>3.36</u>
<u>English</u>	<u>20</u>	<u>6</u>	<u>14</u>	<u>1</u>	<u>25.8</u>	<u>3.48</u>	<u>3.48</u>
<u>Dual, El Ed & ECH</u>	<u>51</u>	<u>51</u>	<u>0</u>	<u>1</u>	<u>24.18</u>	<u>3.49</u>	<u>3.49</u>
<u>Dual, El Ed & Deaf Educ</u>	<u>8</u>	<u>8</u>	<u>0</u>	<u>0</u>	<u>24.9</u>	<u>3.7</u>	<u>3.7</u>
<u>Dual, El Ed & ComD</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>Dual, El Ed & Spec Educ</u>	<u>12</u>	<u>12</u>	<u>0</u>	<u>0</u>	<u>25.14</u>	<u>3.64</u>	<u>3.64</u>
<u>Dual, Spec Educ & ECH</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>FCSE</u>	<u>10</u>	<u>4</u>	<u>6</u>	<u>0</u>	<u>22.5</u>	<u>3.33</u>	<u>3.33</u>
<u>Geography</u>	<u>2</u>	<u>2</u>	<u>0</u>	<u>0</u>	<u>22</u>	<u>3.79</u>	<u>3.26</u>
<u>Health Education</u>	<u>6</u>	<u>2</u>	<u>4</u>	<u>0</u>	<u>20.13</u>	<u>3.06</u>	<u>3.09</u>
<u>History</u>	<u>22</u>	<u>12</u>	<u>10</u>	<u>2</u>	<u>30.58</u>	<u>3.23</u>	<u>3.25</u>
<u>Language</u>	<u>6</u>	<u>3</u>	<u>3</u>	<u>1</u>	<u>23.83</u>	<u>3.57</u>	<u>3.56</u>

<u>Teaching Major</u>	<u>No. of Students Admitted</u>	<u>Students with ACT Scores</u>	<u>Students w/o ACT Scores</u>	<u>No. of Students with BS</u>	<u>Mean ACT Score</u>	<u>Mean USU GPA</u>	<u>Mean Cum GPA</u>
Marketing Education	<u>2</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>21.86</u>	<u>3.41</u>	<u>3.45</u>
Math	<u>25</u>	<u>12</u>	<u>13</u>	<u>1</u>	<u>26</u>	<u>3.4</u>	<u>3.46</u>
Music	<u>18</u>	<u>13</u>	<u>5</u>	<u>0</u>	<u>24.52</u>	<u>3.28</u>	<u>3.31</u>
Physical Education	<u>12</u>	<u>7</u>	<u>5</u>	<u>2</u>	<u>20.75</u>	<u>3.26</u>	<u>3.30</u>
Physical Science	<u>6</u>	<u>4</u>	<u>2</u>	<u>0</u>	<u>29.38</u>	<u>3.38</u>	<u>3.34</u>
Physics	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Political Science	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Psychology	<u>3</u>	<u>1</u>	<u>2</u>	<u>0</u>	<u>31</u>	<u>3.39</u>	<u>3.39</u>
Social Studies	<u>8</u>	<u>5</u>	<u>3</u>	<u>1</u>	<u>27.35</u>	<u>3.36</u>	<u>3.38</u>
Sociology	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Special Education	<u>34</u>	<u>11</u>	<u>23</u>	<u>1</u>	<u>22.17</u>	<u>3.35</u>	<u>3.36</u>
Theatre Arts	<u>6</u>	<u>6</u>	<u>0</u>	<u>0</u>	<u>23.65</u>	<u>3.41</u>	<u>3.42</u>
TIED	<u>3</u>	<u>0</u>	<u>3</u>	<u>0</u>	<u>0</u>	<u>3.06</u>	<u>3.06</u>
<u>TOTAL</u>	<u>459</u>	<u>346</u>	<u>113</u>	<u>31</u>	<u>24.31</u>	<u>3.36</u>	<u>3.35</u>

TABLE 6

TEACHER EDUCATION PROGRAM GRADUATES
RECOMMENDED FOR TEACHER LICENSING
1998-2005

	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>
<u>Dual</u>	<u>11</u>	<u>34</u>	<u>34</u>	<u>23</u>	<u>33</u>	<u>25</u>	<u>29</u>	<u>34</u>
<u>Early Childhood</u>	<u>31</u>	<u>9</u>	<u>8</u>	<u>12</u>	<u>10</u>	<u>12</u>	<u>9</u>	<u>8</u>
<u>Elementary</u>	<u>173</u>	<u>177</u>	<u>170</u>	<u>167</u>	<u>162</u>	<u>187</u>	<u>175</u>	<u>163</u>
<u>Secondary</u>	<u>193</u>	<u>169</u>	<u>117</u>	<u>153</u>	<u>125</u>	<u>109</u>	<u>147</u>	<u>125</u>
<u>Ungraded</u>	<u>146</u>	<u>164</u>	<u>127</u>	<u>42</u>	<u>83</u>	<u>88</u>	<u>43</u>	<u>134</u>
<u>Art</u>	<u>9</u>	<u>10</u>	<u>6</u>	<u>4</u>	<u>4</u>	<u>5</u>	<u>2</u>	<u>8</u>
<u>ComD</u>	<u>n/a</u>	<u>n/a</u>	<u>14</u>	<u>25</u>	<u>16</u>	<u>19</u>	<u>28</u>	<u>14</u>
<u>HPER</u>	<u>n/a</u>	<u>n/a</u>	<u>n/a</u>	<u>n/a</u>	<u>n/a</u>	<u>24</u>	<u>21</u>	<u>24</u>
<u>Lib Media</u>	<u>10</u>	<u>11</u>	<u>10</u>	<u>34</u>	<u>23</u>	<u>8</u>	<u>17</u>	<u>17</u>
<u>Music</u>	<u>11</u>	<u>1</u>	<u>9</u>	<u>8</u>	<u>10</u>	<u>17</u>	<u>11</u>	<u>13</u>
<u>School Counseling</u>	<u>57</u>	<u>5</u>	<u>5</u>	<u>46</u>	<u>51</u>	<u>27</u>	<u>29</u>	<u>31</u>
<u>School Psychology</u>	<u>5</u>	<u>n/a</u>	<u>4</u>	<u>4</u>	<u>5</u>	<u>2</u>	<u>4</u>	<u>4</u>
<u>Special Education</u>	<u>29</u>	<u>38</u>	<u>65</u>	<u>92</u>	<u>81</u>	<u>109</u>	<u>93</u>	<u>119</u>
<u>TOTAL</u>	<u>675</u> (490)	<u>608</u> (513)	<u>623</u> (452)	<u>591</u> (455)	<u>603</u> (452)	<u>632</u> (490)	<u>608</u> (456)	<u>694</u> (544)

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

TABLE 7

PLACEMENT OF TEACHER EDUCATION PROGRAM GRADUATES
RECOMMENDED FOR INITIAL LICENSING FOR THE PERIOD
SEPTEMBER 1, 2004 THROUGH AUGUST 31, 2005

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
Ag Ed	13	10	4	2	0	1	3	0	60%	86%
Art Ed	8	6	3	2	0	0	1	0	83%	83%
Biological Science	7	5	3	1	0	0	0	1	80%	100%
Business	11	7	3	0	0	2	1	1	43%	60%
Chemistry	0	0	0	0	0	0	0	0	n/a	n/a
Com Dis	14	6	3	2	0	0	1	0	83%	100%
Earth Science	2	2	2	0	0	0	0	0	100%	100%
All Dual Majors	34	27	15	2	3	0	7	0	63%	85%
Early Childhood	8	7	7	0	0	1	0	0	100%	100%
Elem Educ	163	116	72	11	13	5	13	2	72%	82%
English	20	16	7	4	0	0	4	1	69%	100%
FCS	15	12	6	0	0	2	4	0	50%	67%
Geography	1	1	0	0	0	1	0	0	0%	100%
Health Education	6	2	2	0	0	0	0	0	100%	100%
History	15	12	7	3	1	0	0	1	83%	90%

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 Seeking Employment
ITE/TIED	5	4	3	0	1	0	0	1	75%	75%
Marketing Ed	5	3	0	1	2	0	0	0	33%	33%
Mod Languages	2	2	2	0	0	0	0	0	100%	100%
Math	17	12	8	0	0	0	2	2	67%	89%
Music Ed	13	8	4	2	0	1	1	0	50%	86%
PE	18	12	6	3	2	0	1	0	75%	82%
Physical Science	4	4	3	0	1	0	0	0	75%	100%
Physics	1	1	0	0	0	1	0	0	0%	0%
Psychology	2	1	1	0	0	0	0	0	100%	100%
Political Science	2	1	0	1	0	0	0	0	100%	100%
School Psychology	4	1	1	0	0	0	0	0	100%	100%
Social Studies	3	3	2	1	0	0	0	0	100%	100%
Special Education	46	38	31	1	1	0	4	0	82%	97%
Special Education Alternative	73	37	37	0	0	0	0	0	100%	100%
Speech/Theater	5	2	1	0	1	0	0	0	50%	50%
Library Media	17	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
School Counselor	31	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
TOTALS	565	358	233	36	24	14	42	7	75%	87%

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

- No data available

*graduate may be teaching in major or minor content area

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