Institution Information

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

- Academic year
- IPEDS ID

IPEDS ID

174358

☐ **THIS INSTITUTION HAS NO IPEDS ID**

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

1104 7th Ave S

CITY

Moorhead

STATE

Minnesota

ZIP

56563

SALUTATION

Dr.

FIRST NAME

Kristen

LAST NAME

Carlson

PHONE

(218) 477-2721

EMAIL

kristen.carlson@mnstate.edu

SECTION I: PROGRAM INFORMATION

List of Programs

THIS PAGE INCLUDES:

>> List of Programs

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

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

- Teacher Preparation Program

List of Programs

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

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	UG	
13.1202	Elementary Education	UG	
13.1	Special Education	UG	
13.1302	Teacher Education - Art	UG	
13.1322	Teacher Education - Biology	UG	
13.1323	Teacher Education - Chemistry	UG	
13.1337	Teacher Education - Earth Science	UG	
13.1305	Teacher Education - English/Language Arts	UG	
13.1307	Teacher Education - Health	UG	
13.1311	Teacher Education - Mathematics	UG	
13.1312	Teacher Education - Music	UG	
13.1314	Teacher Education - Physical Education and Coaching	UG	
13.1329	Teacher Education - Physics	UG	
13.1318	Teacher Education - Social Studies	UG	

Total number of teacher preparation programs:

15

SECTION I: PROGRAM INFORMATION

Program Requirements

THIS PAGE INCLUDES:

>> Undergraduate Requirements

>> Postgraduate Requirements

>> Supervised Clinical Experience

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

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

- Full-time equivalent faculty supervising clinical experience
- Adjunct faculty supervising clinical experience
- Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience
- Supervised clinical experience

Undergraduate Requirements

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

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

- (●) **Yes**
- ( ) **No**

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

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

Element	Admission	Completion
Essay or personal statement	(●) Yes ( ) No	( ) Yes (●) No
Interview	( ) Yes (●) No	( ) Yes (●) No
Other Specify: edTPA	( ) Yes (●) No	(●) Yes ( ) No

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

2.5

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

2.5

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

Minimum GPA for admission and completion differs across programs. SpEd, Early Childhood, Elementary require a 2.75 while Secondary/K-12 Programs (e.g., math, science, health, physical education) require a 2.5. Therefore we have indicated the lower requirement above.

Postgraduate Requirements

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

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

( ) **Yes**
(●) **No**

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

Element	Admission	Completion
Transcript	( ) Yes ( ) No	( ) Yes ( ) No
Fingerprint check	( ) Yes ( ) No	( ) Yes ( ) No
Background check	( ) Yes ( ) No	( ) Yes ( ) No
Minimum number of courses/credits/semester hours completed	( ) Yes ( ) No	( ) Yes ( ) No
Minimum GPA	( ) Yes ( ) No	( ) Yes ( ) No
Minimum GPA in content area coursework	( ) Yes ( ) No	( ) Yes ( ) No
Minimum GPA in professional education coursework	( ) Yes ( ) No	( ) Yes ( ) No
Minimum ACT score	( ) Yes ( ) No	( ) Yes ( ) No
Minimum SAT score	( ) Yes ( ) No	( ) Yes ( ) No
Minimum basic skills test score	( ) Yes ( ) No	( ) Yes ( ) No

Element	Admission	Completion
Subject area/academic content test or other subject matter verification	Yes No	Yes No
Recommendation(s)	Yes No	Yes No
Essay or personal statement	Yes No	Yes No
Interview	Yes No	Yes No
Other Specify:	Yes No	Yes No

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

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

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

Supervised Clinical Experience

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

Provide the following information about supervised clinical experience in 2023-24. (§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))

Are there programs with student teaching models?

- (●) **Yes**
- ( ) **No**

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

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	142
Number of clock hours required for student teaching	560

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

- ( ) **Yes**
- (●) **No**

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

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

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

All Programs	
Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) Optional tool for automatically calculating full-time equivalent faculty in the system	11
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	17
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	339
Number of students in supervised clinical experience during this academic year	447

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

There are field components tied to specific courses within the foundations coursework that are common to all teacher education majors. Per state rule, candidates are required to have a minimum of 100 hours of clinical field experiences prior to student teaching. The minimum number of clinical experiences hours prior to student teaching for any of our programs is 142 hours, which is the number of hours required for all secondary/k-12 programs. The elementary education, early childhood education, and special education programs which have embedded field experiences hours require more that 142 hours. During designated blocks of courses candidates complete a field experience aligned with coursework. Within Secondary/K-12 content area programming a major content area experience the semester prior to student teaching offers candidates preparation for the student teaching experience. Currently, per state rule, students are required to complete a minimum of 12 weeks of student teaching. Students completing the Elementary Inclusive Education program complete 15 weeks. Students in the K-12 licensure programs complete 17 weeks. Students in the early childhood program complete 18 weeks. Students pursuing secondary licensure programs complete 14 weeks of student teaching. Students completing multiple licensure areas complete anywhere from 16 to 19 weeks.

SECTION I: PROGRAM INFORMATION

Enrollment and Program Completers

THIS PAGE INCLUDES:

>> Enrollment and Program Completers

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year. **(§205(a)(1)(C)(ii))**

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

- Enrolled Student
- Program Completer

Enrollment and Program Completers

2023-24 Total	
Total Number of Individuals Enrolled	630
Subset of Program Completers	137

Gender	Total Enrolled	Subset of Program Completers
Male	167	34
Female	463	103
No Gender Reported	1	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	11	0
Asian	7	0
Black or African American	9	1
Hispanic/Latino of any race	19	0
Native Hawaiian or Other Pacific Islander	1	0
White	560	129
Two or more races	21	6

Race/Ethnicity	Total Enrolled	Subset of Program Completers
No Race/Ethnicity Reported	2	1

SECTION I: PROGRAM INFORMATION

Teachers Prepared

THIS PAGE INCLUDES:

>> Teachers Prepared by Subject Area

>> Teachers Prepared by Academic Major

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

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

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

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

- Academic Major

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2023-24.

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

What are CIP Codes?

☐ **No teachers prepared in academic year 2023-24**

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

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

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	0
13.1202	Teacher Education - Elementary Education	133

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	59
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	28
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	15
13.1306	Teacher Education - Foreign Language	0
13.1307	Teacher Education - Health	21
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	11
13.1312	Teacher Education - Music	10
13.1314	Teacher Education - Physical Education and Coaching	7
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	41
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	2
13.1323	Teacher Education - Chemistry	3
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	0
13.1331	Teacher Education - Speech	

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	3
13.14	Teacher Education - English as a Second Language	5
13.99	Education - Other Specify:	

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2023-24. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

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

What are CIP Codes?

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

- (●) Yes
- ( ) No

☐ **No teachers prepared in academic year 2023-24**

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

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	0
13.1202	Teacher Education - Elementary Education	133
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	59
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	28
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	15
13.1306	Teacher Education - Foreign Language	0
13.1307	Teacher Education - Health	21

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	11
13.1312	Teacher Education - Music	10
13.1314	Teacher Education - Physical Education and Coaching	7
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	41
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	2
13.1323	Teacher Education - Chemistry	3
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	0
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	3
13.14	Teacher Education - English as a Second Language	5
13.99	Education - Other Specify:	
01	Agriculture	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	
09	Communication or Journalism	

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

CIP Code	Academic Major	Number Prepared
99	Other Specify:	

SECTION I: PROGRAM INFORMATION

Program Assurances

THIS PAGE INCLUDES:

>> Program Assurances

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

Program Assurances

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

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

- (●) Yes
- ( ) No

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

- (●) Yes
- ( ) No

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

- (●) Yes
- ( ) No
- ( ) Program does not prepare special education teachers

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

- (●) Yes
- ( ) No

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

- (●) Yes
- ( ) No

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

- (●) Yes
- ( ) No

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

- (●) Yes
- ( ) No

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

To address the ongoing teacher shortage and promote greater diversity within the teaching workforce, we have continued our partnerships with two area school districts to offer Introduction to Education (ED 205) as a concurrent/dual enrollment course. These partnerships are designed to introduce high school students to the teaching profession and support the recruitment of diverse future educators. During the 2023–2024 academic year, a total of 21 high school students enrolled in Introduction to Education as dual enrollment students across those districts. To support local school needs and expand access to licensure pathways, we offer an online degree completion track in elementary education, designed for paraprofessionals and other nontraditional students. As of 2023–2024, students were enrolled in this elementary education online track. In addition, students pursuing this pathway have the option to pursue additional licensure in special education. This year, our Early Childhood Education program (Birth–Grade 3 licensure) began

enrolling students in a fully online track. Undergraduate candidates pursuing special education licensure are required to also complete licensure requirements in either K–6 general education or a content area in K–12 or 5–12. This ensures that special education candidates are well prepared to deliver core content instruction. All elementary and early childhood education candidates are required to complete SPED 225: Individuals with Exceptionalities. Additional special education licensure standards are embedded in required courses so students are prepared with instructional strategies to teach students with disabilities. For secondary and K–12 licensure programs, candidates complete SPED 413: Teaching in Inclusive Environments, which focuses on evidence-based instructional strategies for students with disabilities and other diverse needs. As part of this course, candidates complete field experiences in at least two different special education settings within their placement. To prepare candidates to design inclusive and equitable instruction, all candidates are required to use a unit-wide lesson plan template that incorporates culturally responsive strategies. Candidates also complete the edTPA during student teaching, which includes a work sample component requiring differentiation for students with disabilities and English learners. In addition, 2023–2024 marked our first year of implementing the CPAST (Candidate Preservice Assessment of Student Teaching) tool to provide formative and summative feedback during student teaching. This implementation has helped to better align supervisor and cooperating teacher feedback with national standards and candidate support goals. In our educational foundations course, candidates complete a field experience in an alternative education setting to deepen their understanding of community-based educational environments. Examples of these settings include Basic Education/GED settings, School District Welcome Centers for non-English speaking learners in the district and Umoja Writing Workshops for BIPOC students. Our commitment to continuous improvement includes ongoing updates to technology integration within coursework. The required technology course for elementary and early childhood candidates was revised to include new tools but also to ensure candidates can design learning experiences for virtual or technology-rich environments. Secondary and K–12 candidates gain experience developing digital content through a continued partnership with an area school district, where they create online lessons to support gifted and talented programming. Field placements across our programs continue to be carefully designed to provide depth and breadth of clinical experience. Candidates are placed in diverse settings across both rural and urban communities.

SECTION II: ANNUAL GOALS

Annual Goals: Mathematics

THIS PAGE INCLUDES:

- Report Progress on Last Year's Goal (2023-24)
- Review Current Year's Goal (2024-25)
- Set Next Year's Goal (2025-26)

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.
(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))

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

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

- Quantifiable Goals

Report Progress on Last Year's Goal (2023-24)

1. Did your program prepare teachers in mathematics in 2023-24?

If no, leave remaining questions for 2023-24 blank (or clear responses already entered).

- (●) **Yes**
- ( ) **No**

2. Describe your goal.

Three secondary math education majors and one elementary major with a math endorsement.

3. Did your program meet the goal?

- (●) **Yes**
- ( ) **No**

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

We have continued recruitment through the math department sending personal letters to prospective students that included high school students interested in math education. Scholarships designated for both freshman and transfer students have been awarded annually to provide financial incentive to select MSUM for math education.

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

To help with preparation and engagement math education majors are hired as learning assistants and tutors in both the math learning center and the math dept tutoring rooms.

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

Two transfer students in math education started at MSUM in 2023-2024 along with three freshmen who started in the fall 2023 that have continued with math education and an Elementary Education major declaring a math minor which will lead to a math endorsement.

Review Current Year's Goal (2024-25)

7. Is your program preparing teachers in mathematics in 2024-25? If no, leave the next question blank.

- (●) **Yes**
- ( ) **No**

8. Describe your goal.

Four secondary math education majors and 1 elementary with a math minor. Two freshman scholarships and two transfer scholarships are offered by the math department in the amounts of $1,000 to recruit new math and math education majors.

Set Next Year's Goal (2025-26)

9. Will your program prepare teachers in mathematics in 2025-26? If no, leave the next question blank.

- (●) **Yes**
- ( ) **No**

10. Describe your goal.

Three secondary math education majors and 1 elementary with a math minor. We will offer another STEAM Day as a recruitment event in the Fall of 2025 to attract high school sophomores through seniors to MSUM and showcase opportunities for students. Two freshman scholarships and two transfer scholarships are offered by the math department in the amount of $1,000 to recruit new math and math education majors.

SECTION II: ANNUAL GOALS

Annual Goals: Science

THIS PAGE INCLUDES:

- Report Progress on Last Year's Goal (2023-24)
- Review Current Year's Goal (2024-25)
- Set Next Year's Goal (2025-26)

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.
(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))

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

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

- Quantifiable Goals

Report Progress on Last Year's Goal (2023-24)

1. Did your program prepare teachers in science in 2023-24?

If no, leave remaining questions for 2023-24 blank (or clear responses already entered).

- (●) **Yes**
- ( ) **No**

2. Describe your goal.

5

3. Did your program meet the goal?

- (●) **Yes**
- ( ) **No**

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

We have continued to offer science-focused advising and course options and to highlight high-demand licensure areas in outreach, but our candidate pool remains limited.

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

While we continue to promote science education as a viable career path, we have identified several systemic barriers to recruitment and retention. These include the rigor of prerequisite coursework in math and science, the lack of large-scale financial incentives for students pursuing licensure in STEM fields and increasing competition from more lucrative or flexible career paths in science-related disciplines. As institutional admissions policies shift to support access and equity for underrepresented and lower-income students, we are seeing a correlation between increased access and

challenges in persistence within the most academically intensive majors. Considering these realities, we are actively engaged in broader discussions about program viability, delivery models, and interdisciplinary pathways that may be more sustainable and appealing for future candidates.

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

As of 2023–2024, the number of new science education majors has continued to decline. Current projections indicate that our last remaining science education student is expected to student teach in Spring 2026. Unless new strategies or institutional priorities emerge, there is increased concern regarding the formal closure or suspension of the four science education programs soon. This is not due to a lack of faculty effort or interest, but rather a reflection of ongoing trends in enrollment, student preparation, and market competition for STEM-capable students.

Review Current Year's Goal (2024-25)

7. Is your program preparing teachers in science in 2024-25? If no, leave the next question blank.

- (●) **Yes**
- ( ) **No**

8. Describe your goal.

3. We have been doing a good job retaining most of the juniors in the program, although timelines have moved a little with the number of double majors. We did have to advise 1 student out of the program who was not able to keep up due to family issues at home. He may continue with education, but not the formal licensure program in the short term.

Set Next Year's Goal (2025-26)

9. Will your program prepare teachers in science in 2025-26? If no, leave the next question blank.

- (●) **Yes**
- ( ) **No**

10. Describe your goal.

The last 4 students in the program are scheduled to student teaching (and hopefully graduate) next year. 2 math/science and 1 earth/life science double majors in the fall and a life science education major in the spring.

SECTION II: ANNUAL GOALS

Annual Goals: Special Education

THIS PAGE INCLUDES:

- Report Progress on Last Year's Goal (2023-24)
- Review Current Year's Goal (2024-25)
- Set Next Year's Goal (2025-26)

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.
(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))

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

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

- Quantifiable Goals

Report Progress on Last Year's Goal (2023-24)

1. Did your program prepare teachers in special education in 2023-24?

If no, leave remaining questions for 2023-24 blank (or clear responses already entered).

- (●) **Yes**
- ( ) **No**

2. Describe your goal.

During the 23/24 calendar year, 9 teacher candidates will earn the Academic Behavioral Strategist (ABS) license from Minnesota State University Moorhead, 6 candidates graduated the Fall 2023 semester and 3 will graduate the spring 2024 semester. One of the key strategic objectives of our undergraduate special education program at MSUM is to attract teacher candidates who are interested in pursuing either the undergraduate ABS license or the special education minor. Although it remains a challenge, we had hoped to recruit and add 10-12 teachers obtaining the licensure area of Academic Behavioral Strategists (ABS) during the 23-24.We maintain our commitment to prioritizing the recruitment and training of exceptional candidates for Special Education licensure (ABS). Additionally, MSUM offers a robust minor in special education. Departments like Social Work, Speech Language Hearing Sciences, Secondary Education, and Elementary Inclusive Education see numerous students declaring special education as their minor.

3. Did your program meet the goal?

- ( ) **Yes**
- (●) **No**

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

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

We have fully implemented our online track creating more accessibility for the program. We have also partnered with five regional cooperatives on state funded pipeline grants which support paraprofessionals who are interested in returning to school to earn teaching licensure. We also participate in a Teach SPED MN recruitment event twice per year and this has resulted in admitting new students to the program.

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

We have seen an enrollment increase through the pipeline grants and anticipate graduating higher numbers of candidates licensed in special education within the next couple of years.

Review Current Year's Goal (2024-25)

7. Is your program preparing teachers in special education in 2024-25? If no, leave the next question blank.

- (●) **Yes**
- ( ) **No**

8. Describe your goal.

Minnesota State University Moorhead undergraduate special education program is predicted to prepare 15 preservice teachers to be licensed as an Academic Behavioral Strategist (ABS) during or after the 24-25 calendar year. We maintain our commitment to prioritizing the recruitment and training of exceptional candidates for Special Education licensure (ABS). Additionally, MSUM offers a robust minor in special education. Departments like Social Work, Speech Language Hearing Sciences, Secondary Education, and Elementary Inclusive Education see numerous students declaring special education as their minor.

Set Next Year's Goal (2025-26)

9. Will your program prepare teachers in special education in 2025-26? If no, leave the next question blank.

- (●) **Yes**
- ( ) **No**

10. Describe your goal.

15 This is the year we anticipate being able to meet our goal of licensing 15 candidates with the special education academic behavior strategist. This is due to a large group of paraprofessionals beginning the online track of our program in the summer of 2024. Many paraprofessional are transfer students or students who had already completed some college, so their path to completion is shorter than a traditional 4-year program.

SECTION II: ANNUAL GOALS

Annual Goals: Instruction of Limited English Proficient Students

THIS PAGE INCLUDES:

- Report Progress on Last Year's Goal (2023-24)
- Review Current Year's Goal (2024-25)
- Set Next Year's Goal (2025-26)

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.
(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))

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

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

- Quantifiable Goals

Report Progress on Last Year's Goal (2023-24)

1. Did your program prepare teachers in instruction of limited English proficient students in 2023-24?

If no, leave remaining questions for 2023-24 blank (or clear responses already entered).

- (●) **Yes**
- ( ) **No**

2. Describe your goal.

Graduate currently enrolled students.

3. Did your program meet the goal?

- (●) **Yes**
- ( ) **No**

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

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

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

Review Current Year's Goal (2024-25)

7. Is your program preparing teachers in instruction of limited English proficient students in 2024-25? If no, leave the next question blank.

- (●) Yes
- ( ) No

8. Describe your goal.

Graduate last students in the program.

Set Next Year's Goal (2025-26)

9. Will your program prepare teachers in instruction of limited English proficient students in 2025-26? If no, leave the next question blank.

- ( ) Yes
- (●) No

10. Describe your goal.

SECTION III: PROGRAM PASS RATES

Assessment Pass Rates

THIS PAGE INCLUDES:

>> Assessment Pass Rates

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

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

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

- Pass rate
- Scaled score
- Teacher credential assessment

Assessment Pass Rates

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

SECTION III: PROGRAM PASS RATES

Summary Pass Rates

THIS PAGE INCLUDES:

>> Summary Pass Rates

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

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

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

- Pass rate
- Scaled score
- Teacher credential assessment

Summary Pass Rates

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

SECTION IV: LOW-PERFORMING

Low-Performing

THIS PAGE INCLUDES:

>> Low-Performing

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

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

Low-Performing

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

- (●) Yes
- ( ) No

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

- [x] State
- [x] CAEP
- [ ] AAQEP
- [ ] Other specify:

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

- ( ) Yes
- (●) No

SECTION V: USE OF TECHNOLOGY

Use of Technology

THIS PAGE INCLUDES:

>> Use of Technology

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

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

Use of Technology

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

   Does your program prepare teachers to:

   a. **integrate technology effectively into curricula and instruction**

   - (●) **Yes**
   - ( ) **No**

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

   - (●) **Yes**
   - ( ) **No**

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

   - (●) **Yes**
   - ( ) **No**

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

   - (●) **Yes**
   - ( ) **No**

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

   To ensure teacher candidates are prepared to integrate technology effectively into curricula and instruction—and to use technology to collect, manage, and analyze data to improve teaching and learning—we use multiple sources of evidence, including common metrics surveys, performance assessments, and alignment with state standards. In alignment with Minnesota state requirements, we implement a series of Common Metrics Surveys: • Exit Survey (completed by candidates at the end of the program) • Transition to Teaching Survey (administered during a candidate's first year of teaching) • Supervisor Survey (completed by the candidate's employer/supervisor during their first year of teaching) These surveys contain parallel items that provide consistent measures across stakeholders. Items related to technology include: • Uses digital and interactive technologies to achieve instructional goals. • Engages students in using a range of technology tools to achieve learning goals. In the 2023–2024 academic year, we transitioned to a new student teaching evaluation tool, the Candidate Preservice Assessment of Student Teaching (CPAST). The CPAST instrument includes evaluation criteria specific to candidates' technology integration and data use. Relevant items include: • Candidate discusses and uses a variety of developmentally appropriate technologies (digital tools and resources) that: 1) are relevant to learning objectives/targets of the lesson, 2) engage learners in the demonstration of knowledge or skills, and 3) extend learners' understanding of concepts. • Candidate uses data-informed decisions (trends and patterns) to set short- and long-term goals for future instruction and assessment and uses contemporary tools for learner data record-keeping and analysis. Additionally, we are in the process of aligning our program to Minnesota's newly revised Standards of Effective Practice (SEPs), which emphasize technology integration for both instructional and professional purposes. These include standards such as: • The teacher explores and applies instructional design principles to create innovative digital learning environments that engage and support learning. • The teacher uses

technology to create, adapt, and personalize learning experiences that foster independent learning and accommodate learner differences and needs. • The teacher demonstrates continual growth in knowledge and skills of current and emerging technologies and applies them to improve personal productivity and professional practice. As we align our coursework and clinical experiences with these updated SEPs, we are collecting evidence to ensure that candidates receive explicit instruction and formative feedback on their proficiency in applying these standards. Finally, principles of Universal Design for Learning (UDL) are embedded within our coursework and aligned to the new SEPs. Through lesson planning, instructional design tasks, and field experiences, candidates learn to apply UDL by incorporating flexible methods and materials, using technology to support multiple means of engagement, representation, and expression. Ongoing program updates will continue to reinforce and assess candidate proficiency in UDL-aligned technology integration.

SECTION VI: TEACHER TRAINING

Teacher Training

THIS PAGE INCLUDES:

>> Teacher Training

Provide the following information about your teacher preparation program. **(§205(a)(1)(G))**

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

Teacher Training

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

   a. **Teach students with disabilities effectively**

   All elementary and early childhood teacher candidates at MSUM must take SPED 225: Individuals with Exceptionalities. Per the course description, this course helps students develop skills to meet the shared responsibility of educating students with exceptional learning needs. Disability laws are addressed along with an introduction to accommodations/modifications and Universal Design for Learning principles. Elementary and Early Childhood candidates are further prepared to teach students with disabilities effectively with the infusion of core special education content in several courses across their preparation. This involves a series of Responsive Teaching courses focused on using technology effectively to meet all student needs, differentiation, creating responsive and inclusive learning environments, and collaboration and team-decision making. Beginning in Spring 2022, secondary/k-12 majors are required to complete SPED 413, Teaching in Inclusive Environments. This course provides foundational knowledge on special education and students with disabilities, but focuses more on instructional strategies. This change provides students with an additional field experience to provide students with more preparation in teaching students with disabilities. For example, during the required field experience for this course, students are required to spend time in at least two different learner support (i.e., special education) settings. This offers teacher education students the opporutnity to work directly with students with disabilities in order to be better prepared to teach students with identified learning needs in the general education classroom. The course also requires candidates to plan lessons for students with a variety of different learning needs and students are required to apply concepts such as positive niche construction (Armstrong, 2018) and universal design for learning into their planning.

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

   All elementary and early childhood candidates are required to complete the course SPED 225. This course covers the principles of IDEA. During the course, students are introduced to the IEP and participate in a mock IEP team as indicated by one of the major course objectives: By the end of the course, students will understand educational laws within and other relevant legislation affecting educational settings (this objective would include participation in IEP teams). Additionally, the Responsive Teaching courses for the Elementary Inclusive Education and Early Childhood Education degrees infuse special education standards into coursework along with embedded field experiences. These courses and field experiences provide candidates with opportunities to work with students with and without disabilities. As well candidates are placed in diverse placements where they have opportunities to work with ELL students and other students with diverse needs. In coursework, candidates participate in a mock child study and IEP meeting with a faculty member who has both elementary and special education teaching experience. The newly revised degrees began implementation in fall 2019 and the Responsive Teaching courses make more explicit the preparation candidates are receiving for teaching in diverse classrooms that include students with disabilities. MSUM also has a minor in special education that can be pursued by any teacher licensure candidate. This coursework would further prepare candidates to work with diverse learners in the classroom and many candidates pursue the special education minor. Additionally, we have a track for any teacher education candidate to add on an Academic Behavior Strategist Special Education license. This license focuses on mild disabilities and is cross-categorical. Beginning in Spring 2022, secondary/k-12 candidates are taking SPED 413 instead of SPED 225. The course provides information on specific accommodations and modifications that often appear on IEPs for students participating in inclusive classroom environments. Students will be guided to consider other options and how they can contribute to the IEP team when planning for inclusion of students in their classrooms. The principles of IDEA are studied in the class, along with an emphasis on collaboration and productive team membership to ensure they are contributing and participatory members of IEP teams.

   c. **Effectively teach students who are limited English proficient.**

   The Responsive Teaching courses and field experiences provide candidates with opportunities to work with students in diverse settings. Candidates are placed in diverse placements where they have opportunities to work with ELL students and other students with diverse needs. SPED 225 does

ensure candidates understand the difference between a language difference and language disorder. Additionally, an increased emphasis among faculty has been placed on understanding students who are limited English proficient. Several courses infuse readings and other activities designed to help students understand culturally relevant pedagogy and appropriate strategies for teaching English learners. One of the units in SPED 413 focuses on the elements of inclusive schools for students who are limited English proficient. Discussion focuses on the difference between students with disabilities and students who are limited English proficient. Throughout the semester a variety of strategies appropriate for meeting student needs in inclusive environments are studied. Teacher education students engage in discussion helping them to think about strategies that might be appopriate for meeting the needs of both sets of learners in their classrooms.

2. Does your program prepare special education teachers?

- (●) **Yes**
- ( ) **No**

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

a. Teach students with disabilities effectively

All students pursuing the Academic Behavior Strategist (ABS) special education licensure must take SPED 403: Methods Mild Disabilities. This is a four-credit course focused on effective teaching methods for students with mild disabilities. Additionally, candidates must complete methods coursework in reading, math, social studies, and science as part of their dual licensure. Further methods coursework includes a Transition Planning course and an IEP Policies and Methods course. These courses are required for all candidates pursuing special education licensure. Because special education licensure is a K-12 license, candidates also complete field experiences at the elementary, middle, and high school levels. They are required to successfully teach lessons during all of these field experiences.

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

Students completing special education licensure are required to complete SPED 414: IEP Policies and Methods. This two-credit course is heavily focused on preparing students to write effective IEPs. As well, it helps students to prepare to facilitate IEP meetings and collaborate with families and other IEP team members. The objectives for the course include: a) Work collaboratively with family members, including children and youth, in designing, implementing, and evaluating individual educational plans and programs, b) Facilitate and mange student-specific teams, including those for child study, individualized education program planning, and planning for transitions, c) Design and implement individualized education program plans, considering a range of educational placement options and required levels of support in the least restrictive environment, that integrate student strengths, needs, assessment results, and student and family priorities, incorporating academic and nonacademic goals. During their special education field experiences, candidates are required to attend IEP meetings with their cooperating teachers. During student teaching, candidates are required to develop an IEP and lead an IEP meeting under the supervision of their cooperating teachers.

c. Effectively teach students who are limited English proficient.

Students pursuing special education licensure are earning dual licensure, mostly in elementary education. In the responsive teaching courses, students learn about how to create responsive learning environments that address the needs of culturally diverse students. The unit has also created a new lesson planning template and a component of the template requires candidates to consider strategies that are culturally responsive. The lesson plan also requires candidates to plan for content-area vocabulary along with academic language so that all learners, including limited English proficient learners, can participate in the classroom.

Contextual Information

On this page, review the contextual information about your program, and update as needed.

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

THIS PAGE INCLUDES:

>> Contextual Information

Contextual Information

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

Minnesota State University Moorhead (MSUM) continues to be deeply committed to high-quality educator preparation and ongoing continuous improvement. Despite ongoing enrollment challenges, we remain steadfast in preparing skilled, student-centered, and equity-minded educators to serve local and regional needs across Minnesota and beyond. This year, our continuous improvement efforts have centered on innovation, access, program alignment, and assessment quality. Highlights include: 1. Expanding Pathways into Teaching Building on prior dual credit initiatives, we have launched a new Teacher Cadet program in collaboration with a local school district. This initiative allows high school students to explore teaching as a profession and gain early exposure to coursework aligned with our teacher preparation curriculum. This pipeline program is part of a broader effort to diversify and expand the future teaching workforce. 2. Enhanced Student Teaching Evaluation We have fully implemented the Candidate Preservice Assessment for Student Teaching (CPAST), a research-based, valid, and reliable instrument. CPAST promotes a collaborative approach to candidate assessment through structured triad meetings between the university supervisor, cooperating teacher, and teacher candidate. This model ensures high-quality feedback and goal setting throughout the student teaching experience. 3. Online Degree Pathways and Program Redesign In an effort to increase access and meet student demand, MSUM launched an online track for our Elementary Inclusive Education degree with the option to add a Special Education licensure. Building on its success, we are now preparing to launch a similar fully online pathway for Early Childhood Education. These initiatives support adult learners, transfer students, and rural candidates who may face barriers to traditional, in-person programs. 4. Statewide Alignment and Standards Integration MSUM faculty have been actively engaged in cross-institutional, system-wide collaboration to align Minnesota's new Standards of Effective Practice with program coursework and clinical experiences. These efforts ensure our candidates are well-prepared to meet evolving licensure expectations and serve the diverse needs of PK–12 students. 5. Program Accreditation and Continuous Review During our recent program renewal process through the Professional Educator Licensing and Standards Board (PELSB), MSUM voluntarily discontinued admissions to our World Languages – Spanish and English as a Second Language licensure programs due to declining enrollment. These programs remain in "teach out" status, and we are committed to supporting all currently enrolled students through program completion. As part of the renewal process, all reading and literacy coursework underwent a rigorous audit aligned with Minnesota's READ Act and the Science of Reading. Our early childhood, elementary, and special education literacy preparation received commendations from PELSB reviewers for exemplary alignment with evidence-based practices and structured literacy instruction. 5. Equity 2030 and Transfer Pathways Alignment MSUM remains aligned with the Minnesota State system's Equity 2030 initiative, which aims to eliminate educational equity gaps across race, ethnicity, socioeconomic status, and geographic location by 2030. Our educator preparation programs are actively working to embed culturally responsive pedagogy, inclusive teaching practices, and diverse field experiences into every program. Additionally, we continue to support and enhance Transfer Pathways that allow community college students to seamlessly transition into our teacher education programs. This includes ongoing work to map coursework and reduce barriers for transfer students—especially first-generation and underrepresented learners—who are integral to the future educator workforce.

Supporting Files

No files have been provided.

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

Report Card Certification

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

Certification of submission

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

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

TITLE:

Certification of review of submission

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

NAME OF REVIEWER:

TITLE: