

Institution Information

ADDRESS

700 University Avenue

Walker 1-45

CITY

Monroe

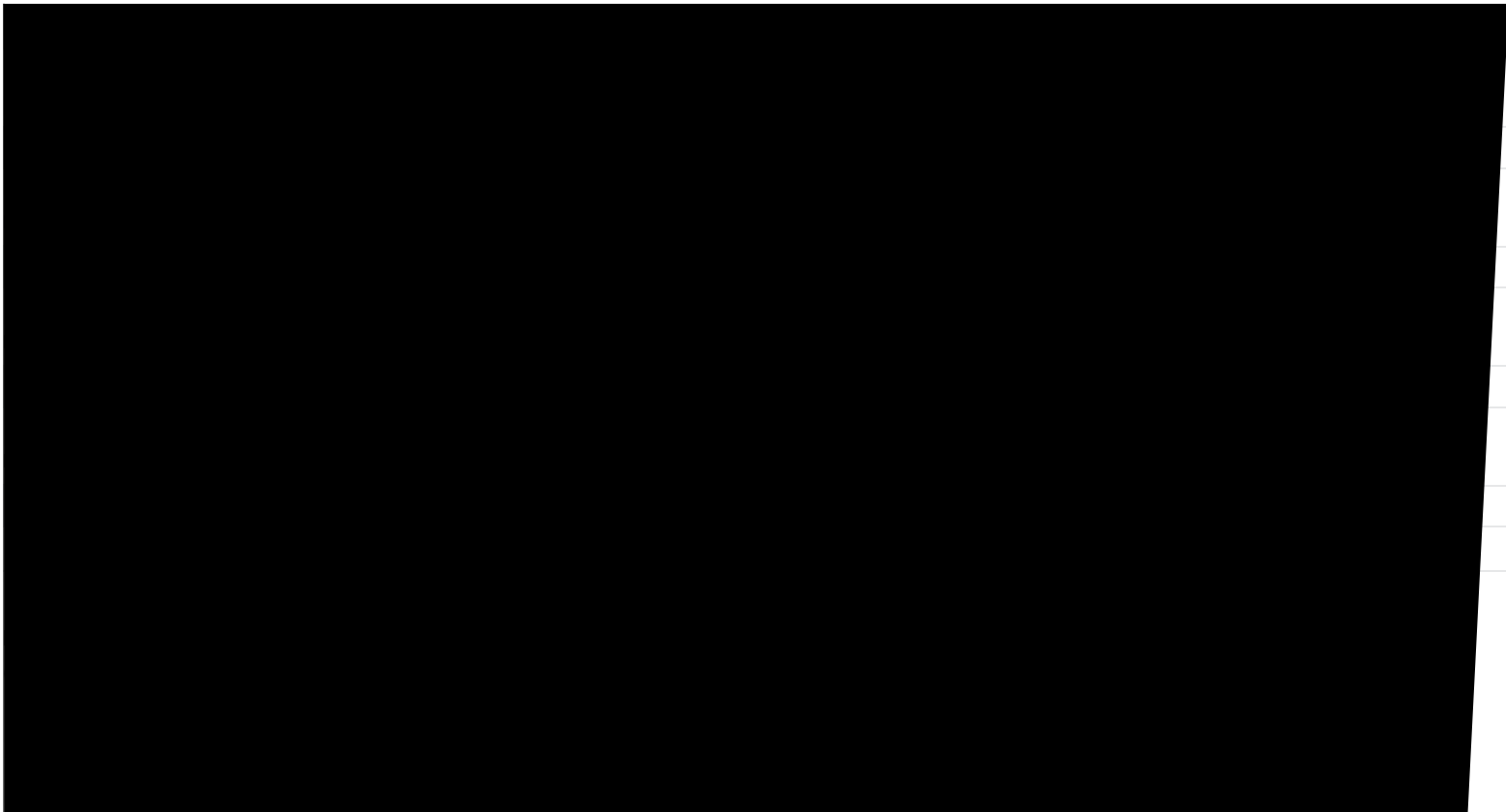
STATE

Louisiana

ZIP

71209

SALUTATION



Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
MAT Secondary Education (Grades 6-12) - Minor/Concentration: Biology	No	
MAT Secondary Education (Grades 6-12) - Minor/Concentration: Chemistry	No	
MAT Secondary Education (Grades 6-12) - Minor/Concentration: Earth Science	No	
MAT Secondary Education (Grades 6-12) - Minor/Concentration: English	No	
MAT Secondary Education (Grades 6-12) - Minor/Concentration: French	No	

1 R

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 was the median GPA of individuals accepted into the program in academic year 2015-16?

4. 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.)

5. What was the median GPA of individuals completing the program in academic year 2015-16?

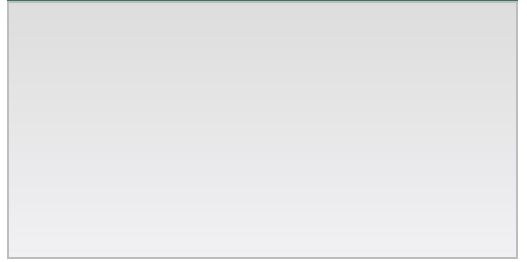
6. Please provide any additional information about the information provided above:

Postgraduate Requirements

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

Teachers Prepared

THIS PAGE INCLUDES:



Program Completers

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[Program Completers](#)

On this page, enter the total number of individuals who completed the program in AY 2015-16 and the two prior academic years. If you submitted an IPRC last year, the number of program completers for the two prior academic years are pre-loaded from your prior year's report.

A program completer is a person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as a criterion for determining who is a program completer.

An individual cannot be classified as both enrolled and as a program completer at the same time. An enrolled individual is not a program completer. Once an individual has met all the requirements of a state-approved teacher preparation program and becomes a program completer, the individual is no longer classified as enrolled.

After entering the program completers, save the page using the floating save box at the bottom of the page.

Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years.

2015-16	<input type="text" value="35"/>
2014-15	<input type="text" value="37"/>
2013-14	<input type="text" value="32"/>

Annual Goals

On this page, review the annual goals in each subject area listed below. If you submitted an IPRC last year, the goals you entered last year are pre-loaded from your prior year's report. Please respond to the questions to report on progress towards the goals, and set new goals for the next academic year.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

[Annual Goals - Mathematics](#)

[Annual Goals - Science](#)

[Annual Goals - Special Education](#)

[Annual Goals - Instruction of Limited English Proficient Students](#)

[Assurances](#)

Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential 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\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2015-16

1. Did your program prepare teachers in mathematics in 2015-16?

- Yes
- No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in mathematics in 2015-16?

5

3. Did your program meet the goal for prospective teachers set in mathematics in 2015-16?

- Yes
- No
- Not applicable

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:

The School of Education is working with the Graduate School to develop a recruitment plan. This will include cohesive literature that will be shared with the Graduate School intended to direct students to the MAT (alternative route) program. There is also going to be stronger collaboration with the Mathematics Department in the School of Sciences to counsel students with a degree in Mathematics into the MAT program if they are interested in exploring options for a higher degree.

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

professional development programs) or alternative route to state credential 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\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

1. Did your program prepare teachers in special education in 2015-16?

2. How many prospective teachers did your program plan to add in special education in 2015-16?

15

3. Did your program meet the goal for prospective teachers set in special education in 2015-16?

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

The School of Education has convinced many students that there is a benefit to dual-certification because it makes the candidate more marketable and flexible to find a position in the school or area that he or she desires. There is also a need for dual-certified teachers which increases the candidate's chance of finding a position.

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:

7. Is your program preparing teachers in special education in 2016-17?

8. How many prospective teachers did your program plan to add in special education in 2016-17?

15

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

10. Will your program prepare teachers in special education in 2017-18?

Yes

No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in special education in 2017-18?

20

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

Annual Goals - Instruction of Limited English Proficient Students

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 to state credential program, and that enrolls students receiving Federal assistance under

1. Did your program prepare teachers in instruction of limited English proficient students in 2015-16?

2. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2015-16?

3. Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2015-16?

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:

7. Is your program preparing teachers in instruction of limited English proficient students in 2016-17?

