Title II Higher Education Act

Menu Secondary

Karla Cartrite Program User

Select Academic Year Menu

<select>2020-21 Academic Year Data</select>

2022 Title II Reports National Teacher Preparation Data
Alma College

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- Home

MI
Alma College Traditional Report AY 2020-21 Michigan
Report CompleteStatus: Certified

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 [168591]
☐ THIS INSTITUTION HAS NO IPEDS ID

If no IPEDS ID, please provide an explanation [ ]
Address [614 W. Superior St]
Address line 2: [ ]
City [Alma]
State
[Michigan]
Zip [48801-1421]
Salutation
[Dr.]
First Name [Jessie]
Last Name [Store]
Phone [(989) 463-7185]
Email [storejc@alma.edu]
[Save/Stay]

[Reset]

[Print]
Section I: Program Information

List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Institution Information 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

This Page Includes:

- List of Programs

List of Programs

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List of Programs

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	UG	• Edit • Delete
13.1202	Elementary Education	UG	• Edit • Delete
13.1203	Junior High/Intermediate/Middle School Education and Teaching	UG	• Edit • Delete
13.1	Special Education	UG	• Edit • Delete
13.1322	Teacher Education - Biology	UG	• Edit • Delete
13.1303	Teacher Education - Business	UG	• Edit • Delete
13.1323	Teacher Education - Chemistry	UG	• Edit • Delete
13.1305	Teacher Education - English/Language Arts	UG	• Edit • Delete
13.1306	Teacher Education - Foreign Language	UG	• Edit • Delete

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1316	Teacher Education - General Science	UG	• Edit • Delete
13.1328	Teacher Education - History	UG	• Edit • Delete
13.1311	Teacher Education - Mathematics	UG	• Edit • Delete
13.1312	Teacher Education - Music	UG	• Edit • Delete
13.1314	Teacher Education - Physical Education and Coaching	UG	• Edit • Delete
13.1329	Teacher Education - Physics	UG	• Edit • Delete
13.1318	Teacher Education - Social Studies	UG	• Edit • Delete
	[▼]	UG, PG, or Both ○ UG ○ PG ○ Both ○	• Insert • Cancel

Total number of teacher preparation programs: [16]

Save Option

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Section I: Program Information

Program Requirements

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

This Page Includes:

Undergraduate Requirements

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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.

Undergraduate Requirements

Element	Admission	Completion
Transcript	Required for Entry ◯ Yes ◉ No ◯	Required for Exit ◉ Yes ◯ No ◯
Fingerprint check	Required for Entry ◯ Yes ◉ No ◯	Required for Exit ◉ Yes ◯ No ◯
Background check	Required for Entry ◯ Yes ◉ No ◯	Required for Exit ◉ Yes ◯ No ◯
Minimum number of courses/credits/semester hours completed	Required for Entry ◯ Yes ◉ No ◯	Required for Exit ◉ Yes ◯ No ◯
Minimum GPA	Required for Entry ◉ Yes ◯ No ◯	Required for Exit ◉ Yes ◯ No ◯
Minimum GPA in content area coursework	Required for Entry ◯ Yes ◉ No ◯	Required for Exit ◉ Yes ◯ No ◯
Minimum GPA in professional education coursework	Required for Entry ◯ Yes ◉ No ◯	Required for Exit ◉ Yes ◯ No ◯
Minimum ACT score	Required for Entry ◯ Yes ◉ No ◯	Required for Exit ◯ Yes ◉ No ◯
Minimum SAT score	Required for Entry ◯ Yes ◉ No ◯	Required for Exit ◯ Yes ◉ No ◯
Minimum basic skills test score	Required for Entry ◯ Yes ◉ No ◯	Required for Exit ◯ Yes ◉ No ◯
Subject area/academic content test or other subject matter verification	Required for Entry ◯ Yes ◉ No ◯	Required for Exit ◉ Yes ◯ No ◯
Recommendation(s)	Required for Entry ◯ Yes ◉ No ◯	Required for Exit ◉ Yes ◯ No ◯
Essay or personal statement	Required for Entry ◉ Yes ◯ No ◯	Required for Exit ◉ Yes ◯ No ◯
Interview	Required for Entry ◯ Yes ◉ No ◯	Required for Exit ◯ Yes ◉ No ◯
Other Specify: Other specify: ["basic skills" considered:N]	Required for Entry ◉ Yes ◯ No ◯	Required for Exit ◉ 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.)
[2.75]

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.)
[2.75]

4. Please provide any additional information about the information provided above: For acceptance into TEP (Teacher Education Program) (generally SO (sophomore) year), students are admitted with a 3.0 cumulative GPA if they meet all other requirements. Those with a 2.75-2.99 cumulative GPA are waitlisted. If they meet all other requirements, waitlisted students may be admitted to TEP if their GPA does not lower the cohort GPA to below 3.0.

[For acceptance into TEP (Teacher Education Program) (generally SO (sophomore) year), students are admitted with a 3.0 cumulative GPA if they meet all other requirements. Those with a]

Postgraduate Requirements

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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.

Postgraduate Requirements

Element	Admission	Completion

Transcript	Required for Entry ○ Yes ○ No ◉	Required for Exit ○ Yes ○ No ◉
Fingerprint check	Required for Entry ○ Yes ○ No ◉	Required for Exit ○ Yes ○ No ◉
Background check	Required for Entry ○ Yes ○ No ◉	Required for Exit ○ Yes ○ No ◉
Minimum number of courses/credits/semester hours completed	Required for Entry ○ Yes ○ No ◉	Required for Exit ○ Yes ○ No ◉
Minimum GPA	Required for Entry ○ Yes ○ No ◉	Required for Exit ○ Yes ○ No ◉
Minimum GPA in content area coursework	Required for Entry ○ Yes ○ No ◉	Required for Exit ○ Yes ○ No ◉
Minimum GPA in professional education coursework	Required for Entry ○ Yes ○ No ◉	Required for Exit ○ Yes ○ No ◉
Minimum ACT score	Required for Entry ○ Yes ○ No ◉	Required for Exit ○ Yes ○ No ◉
Minimum SAT score	Required for Entry ○ Yes ○ No ◉	Required for Exit ○ Yes ○ No ◉
Minimum basic skills test score	Required for Entry ○ Yes ○ No ◉	Required for Exit ○ Yes ○ No ◉
Subject area/academic content test or other subject matter verification	Required for Entry ○ Yes ○ No ◉	Required for Exit ○ Yes ○ No ◉
Recommendation(s)	Required for Entry ○ Yes ○ No ◉	Required for Exit ○ Yes ○ No ◉
Essay or personal statement	Required for Entry ○ Yes ○ No ◉	Required for Exit ○ Yes ○ No ◉
Interview	Required for Entry ○ Yes ○ No ◉	Required for Exit ○ Yes ○ No ◉
Other Specify:		
Other specify: [ ]	Required for Entry ○ Yes ○ No ◉	Required for Exit ○ 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

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Provide the following information about supervised clinical experience in 2020-21. (§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)
Programs with student teaching models (most traditional programs)

Number of clock hours of supervised clinical experience required prior to student teaching	Number of clock hours of supervised clinical experience required prior to student teaching [123]
Number of clock hours required for student teaching	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)
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	Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom [ ]
Number of years required for teaching as the teacher of record in a classroom	Number of years required for teaching as the teacher of record in a classroom [ ]

If there are no programs with a student teacher model or teacher of record model, please describe the teaching model(s) used:

[ ]

All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) | 2 |

[Optional tool](#) **for automatically calculating full-time equivalent faculty in the system**

Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)

Number of adjunct faculty supervising clinical experience during this academic year (IHE staff) | 4 |

Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year

Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year | 103 |

Number of students in supervised clinical experience during this academic year

Number of students in supervised clinical experience during this academic year | 97 |

Please provide any additional information about or descriptions of the supervised clinical experiences: Clinical experience hours: 118 hours for secondary education; 128 hours for elementary education; several students also complete either 60 hours for early childhood or 110 hours for special education. Student teaching: 560 hours required for elementary or secondary education; several students do an additional student teaching in early childhood or special education, not included in average. We have included number of students across all our clinical experiences, unduplicated. Many students have more than one placement in an academic year. We have included full-time and adjunct faculty who visit candidates in clinical experiences (student teaching) but not instructors who are responsible for placements linked to courses.

| Clinical experience hours: 118 hours for secondary education; 128 hours for elementary education; several students also complete either 60 hours for early childhood or 110 hours for |

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Calculate Full-Time Equivalent Faculty in the System

For any other part-time faculty supervising clinical experience, indicate the number of faculty and the percentage that represents the part-time employment rate for those faculty members (for example, 25% for a faculty member employed at a quarter of the time compared to a full-time faculty member)

Employment Rate (%)	Number of Faculty	Update
100% (Full-Time)		
50% (Half-Time)		
75% Employment Rate (%)	Number of Faculty	Delete
25% Employment Rate (%)	Number of Faculty	Delete

Add Row

Calculate FTE

Section I: Program Information

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.

This Page Includes:

- Enrollment and Program Completers

Enrollment and Program Completers

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Enrollment and Completer Totals

2020-21 Total

Total Number of Individuals Enrolled Total Number of Individuals Enrolled in 2020-21 | 78 |

Subset of Program Completers   Subset of Program Completers in 2020-21 | 22 |

Program Enrollment and Completers By Gender

Gender	Total Enrolled	Subset of Program Completers
Male	Male Enrollment 21	Male Completers 3
Female	Female Enrollment 57	Female Completers 19
Non-Binary/Other	Non-Binary/Other Enrollment 0	Non-Binary/Other Completers 0
No Gender Reported	Nonreported gender Enrollment 0	Nonreported gender Completers 0

Program Enrollment and Completers By Race/Ethnicity

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	American Indian or Alaska Native Enrollment 0	American Indian or Alaska Native Completers 0
Asian	Asian Enrollment 1	Asian Completers 0
Black or African American	Black or African American Enrollment 1	Black or African American Completers 1
Hispanic/Latino of any race	Hispanic/Latino of any race enrollment 2	Hispanic/Latino of any race Completers 0
Native Hawaiian or Other Pacific Islander	Native Hawaiian or Other Pacific Islander Enrollment 0	Native Hawaiian or Other Pacific Islander Completers 0
White	White Enrollment 72	White Completers 21
Two or more races	Two or more races Enrollment 0	Two or more races Completers 0
No Race/Ethnicity Reported	Nonreported race/ethnicity Enrollment 2	Nonreported race/ethnicity Completers 0

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Section I: Program Information

Teachers Prepared

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

This Page Includes:

- Teachers Prepared by Subject Area
- Teachers Prepared by Academic Major

Teachers Prepared by Subject Area

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Please provide the number of teachers prepared by subject area for academic year 2020-21.

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 2020-21

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).

Teachers Prepared by Subject Area

CIP Code	Subject Area	Number Prepared	
13.10	Teacher Education - Special Education	Number Prepared	3
13.1202	Teacher Education - Elementary Education	Number Prepared	15
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	Number Prepared	7
13.1210	Teacher Education - Early Childhood Education	Number Prepared	3
13.1301	Teacher Education - Agriculture	Number Prepared	
13.1302	Teacher Education - Art	Number Prepared	
13.1303	Teacher Education - Business	Number Prepared	
13.1305	Teacher Education - English/Language Arts	Number Prepared	4
13.1306	Teacher Education - Foreign Language	Number Prepared	
13.1307	Teacher Education - Health	Number Prepared	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	Number Prepared	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	Number Prepared	
13.1311	Teacher Education - Mathematics	Number Prepared	2
13.1312	Teacher Education - Music	Number Prepared	3

Teachers Prepared by Subject Area

CIP Code	Subject Area	Number Prepared
13.1314	Teacher Education - Physical Education and Coaching	Number Prepared [1]
13.1315	Teacher Education - Reading	Number Prepared [ ]
13.1316	Teacher Education - Science Teacher Education/General Science	Number Prepared [1]
13.1317	Teacher Education - Social Science	Number Prepared [ ]
13.1318	Teacher Education - Social Studies	Number Prepared [4]
13.1320	Teacher Education - Trade and Industrial	Number Prepared [ ]
13.1321	Teacher Education - Computer Science	Number Prepared [ ]
13.1322	Teacher Education - Biology	Number Prepared [ ]
13.1323	Teacher Education - Chemistry	Number Prepared [ ]
13.1324	Teacher Education - Drama and Dance	Number Prepared [ ]
13.1328	Teacher Education - History	Number Prepared [1]
13.1329	Teacher Education - Physics	Number Prepared [ ]
13.1331	Teacher Education - Speech	Number Prepared [ ]
13.1337	Teacher Education - Earth Science	Number Prepared [ ]
13.14	Teacher Education - English as a Second Language	Number Prepared [ ]
13.99	Education - Other Specify: Other specify: [ ]	Number Prepared [ ]

Teachers Prepared by Academic Major

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Please provide the number of teachers prepared by academic major for academic year 2020-21. 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?

Do participants earn a degree upon completion of the program? ⦿ Yes
◯ No
☐ No teachers prepared in academic year 2020-21

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

Teachers Prepared by Academic Major

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	Number Prepared [3]
13.1202	Teacher Education - Elementary Education	Number Prepared [15]
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	Number Prepared [7]
13.1210	Teacher Education - Early Childhood Education	Number Prepared [ ]
13.1301	Teacher Education - Agriculture	Number Prepared [ ]
13.1302	Teacher Education - Art	Number Prepared [ ]
13.1303	Teacher Education - Business	Number Prepared [ ]
13.1305	Teacher Education - English/Language Arts	Number Prepared [3]

Teachers Prepared by Academic Major

CIP Code	Academic Major	Number Prepared	
13.1306	Teacher Education - Foreign Language	Number Prepared	
13.1307	Teacher Education - Health	Number Prepared	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	Number Prepared	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	Number Prepared	
13.1311	Teacher Education - Mathematics	Number Prepared	
13.1312	Teacher Education - Music	Number Prepared	3
13.1314	Teacher Education - Physical Education and Coaching	Number Prepared	1
13.1315	Teacher Education - Reading	Number Prepared	
13.1316	Teacher Education - General Science	Number Prepared	1
13.1317	Teacher Education - Social Science	Number Prepared	
13.1318	Teacher Education - Social Studies	Number Prepared	5
13.1320	Teacher Education - Trade and Industrial	Number Prepared	
13.1321	Teacher Education - Computer Science	Number Prepared	
13.1322	Teacher Education - Biology	Number Prepared	
13.1323	Teacher Education - Chemistry	Number Prepared	
13.1324	Teacher Education - Drama and Dance	Number Prepared	
13.1328	Teacher Education - History	Number Prepared	1
13.1329	Teacher Education - Physics	Number Prepared	
13.1331	Teacher Education - Speech	Number Prepared	
13.1337	Teacher Education - Earth Science	Number Prepared	
13.14	Teacher Education - English as a Second Language	Number Prepared	
13.99	Education - Other Specify: Other specify:	Number Prepared	
01	Agriculture	Number Prepared	
03	Natural Resources and Conservation	Number Prepared	
05	Area, Ethnic, Cultural, and Gender Studies	Number Prepared	
09	Communication or Journalism	Number Prepared	
11	Computer and Information Sciences	Number Prepared	
12	Personal and Culinary Services	Number Prepared	
14	Engineering	Number Prepared	
16	Foreign Languages, Literatures, and Linguistics	Number Prepared	
19	Family and Consumer Sciences/Human Sciences	Number Prepared	
21	Technology Education/Industrial Arts	Number Prepared	
22	Legal Professions and Studies	Number Prepared	
23	English Language/Literature	Number Prepared	
24	Liberal Arts/Humanities	Number Prepared	
25	Library Science	Number Prepared	
26	Biological and Biomedical Sciences	Number Prepared	
27	Mathematics and Statistics	Number Prepared	
30	Multi/Interdisciplinary Studies	Number Prepared	

CIP Code	Academic Major	Number Prepared	
38	**Philosophy and Religious Studies**	Number Prepared	
40	**Physical Sciences**	Number Prepared	
41	**Science Technologies/Technicians**	Number Prepared	
42	**Psychology**	Number Prepared	
44	**Public Administration and Social Service Professions**	Number Prepared	
45	**Social Sciences**	Number Prepared	
46	**Construction**	Number Prepared	
47	**Mechanic and Repair Technologies**	Number Prepared	
50	**Visual and Performing Arts**	Number Prepared	
51	**Health Professions and Related Clinical Sciences**	Number Prepared	
52	**Business/Management/Marketing**	Number Prepared	
54	**History**	Number Prepared	
99	**Other Specify:** Other specify: [ ]	Number Prepared	

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Section I: Program Information

Program Assurances

Respond to the following assurances. Note: 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))**

This Page Includes:

- Program Assurances

Program Assurances

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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 respond to local needs, we meet twice a year with our Teacher Education Program Advisory Council to share information and ideas with our local teachers and administrators. We have initiated several new partnerships with local

schools and communities in recent years. From such meetings, we have developed our special education non-certification minor that teacher candidates may choose to do to support their teaching profession. To link our program preparation with schools and teacher decision-making, we are in regular contact, formally and informally, with local teachers and administrators. For example, we have invited teachers from across local schools in different grades and subject areas to discuss our assessment instruments and give us feedback. We have started providing professional development for our alumni who are in their first years of teaching. Alumni choose a topic such as Supporting Struggling learners that they need support on and we design a Professional Development of their chosen topic. In addition to the elementary or secondary education major, all K-12 special education (LD) prospective teachers must also complete an academic teaching major (secondary) or a teaching major or 2 teaching minors (elementary.) Elementary program teachers must also complete 30 credit hours of cognate classes in the multiple content areas of the elementary (K-8) curriculum. All students are well prepared in core subject areas. All prospective general education students are required to pass (with a C or better) EDC 373 Special education for classroom teachers, which includes work with P12 students. In addition, all students must pass (with a C or better) EDC 370 Instructional and assistive technology, which includes a large component focused on the needs of students with disabilities. All methods classes require students to consider the diverse needs of students in assessment, planning, and instruction. All elementary education prospective students are required to pass (with a C or better) ENG 225 General Linguistics which addresses the needs of limited English proficient students. All secondary students are required to pass (with a C or better) EDC 346 Teaching Reading in Middle and Senior High School which addresses the interrelatedness of language and culture. All methods classes for secondary and elementary prospective teachers address the impact of culture and poverty on learning. All prospective students are well-prepared to teach in rural schools and low SES schools (as the college is situated in a rural area, there is a local need to address the issues of rural schools). Prospective teachers are encouraged to take advantage of multiple experiences offered through

To respond to local needs, we meet twice a year with our Teacher Education Program Advisory Council to share information and ideas with our local teachers and administrators. We have

the department and the institution and may select to student teach in urban centers in Michigan or in Chicago.

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Section II: Annual Goals

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 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))**

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

- Quantifiable Goals

This Page Includes:

- Report Progress on Last Year's Goal (2020-21)
- Review Current Year's Goal (2021-22)
- Set Next Year's Goal (2022-23)

Report Progress on Last Year's Goal (2020-21)

Back To Top

1. Did your program prepare teachers in mathematics in 2020-21?

If no, leave remaining questions for 2020-21 blank (or clear responses already entered).

● Yes
○ No

The department's goal was to have at least 3 math completers for 2020-21.

2. Describe your goal. The department's goal was to have at least 3 math completers for 2020-21.

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: Provide a tutoring service and certification test vouchers. Partner with Teacher Cadet programs to increase our recruitment efforts.

Provide a tutoring service and certification test vouchers. Partner with Teacher Cadet programs to increase our recruitment efforts.

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

Review Current Year's Goal (2021-22)

Back To Top

7. Is your program preparing teachers in mathematics in 2021-22? If no, leave the next question blank. ⦿ Yes
○ No

The department's goal is to have at least 3 math completers for 2021-22.

8. Describe your goal. The department's goal is to have at least 3 math completers for 2021-22.

Set Next Year's Goal (2022-23)

Back To Top

9. Will your program prepare teachers in mathematics in 2022-23? If no, leave the next question blank. ⦿ Yes
○ No

The department's goal is to have at least 3 math completers for 2022-23.

10. Describe your goal. The department's goal is to have at least 3 math completers for 2022-23.

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Section II: Annual Goals

Annual Goals: Science

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))**

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

- Quantifiable Goals

This Page Includes:

Report Progress on Last Year's Goal (2020-21)

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1. Did your program prepare teachers in science in 2020-21?

If no, leave remaining questions for 2020-21 blank (or clear responses already entered).

◉ Yes
◯ No

2. Describe your goal. The department's goal was to have at least 3 science completers for 2020-21.

> The department's goal was to have at least 3 science completers for 2020-21.

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: Provide a tutoring service and certification test vouchers. Partner with Teacher Cadet programs to increase our recruitment efforts.

> Provide a tutoring service and certification test vouchers. Partner with Teacher Cadet programs to increase our recruitment efforts.

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

Review Current Year's Goal (2021-22)

Back To Top

7. Is your program preparing teachers in science in 2021-22? If no, leave the next question blank. ◉ Yes
◯ No

8. Describe your goal. The department's goal is to have at least 3 science completers for 2021-22.

> The department's goal is to have at least 3 science completers for 2021-22.

Set Next Year's Goal (2022-23)

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9. Will your program prepare teachers in science in 2022-23? If no, leave the next question blank. ◉ Yes
◯ No

10. Describe your goal. The department's goal is to have at least 3 science completers for 2022-23.

> The department's goal is to have at least 3 science completers for 2022-23.

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Section II: Annual Goals

Annual Goals: Special Education

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))**

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

- Quantifiable Goals

This Page Includes:

- Report Progress on Last Year's Goal (2020-21)
- Review Current Year's Goal (2021-22)
- Set Next Year's Goal (2022-23)

Report Progress on Last Year's Goal (2020-21)

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1. Did your program prepare teachers in special education in 2020-21?

If no, leave remaining questions for 2020-21 blank (or clear responses already entered).

⊙ Yes
○ No

Our goal was to have 7 special education completers for 2020-2021.

2. Describe your goal. Our goal was to have 7 special education completers for 2020-2021.

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: Provide a tutoring service and certification test

Provide a tutoring service and certification test vouchers. Partner with Teacher Cadet programs to increase our recruitment efforts.

vouchers. Partner with Teacher Cadet programs to increase our recruitment efforts.

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

Review Current Year's Goal (2021-22)

Back To Top

7. Is your program preparing teachers in special education in 2021-22? If no, leave the next question blank. ⊙ Yes
○ No

Our goal is to have 7 special education completers

8. Describe your goal. Our goal is to have 7 special education completers for 2021-2022.

for 2021-2022.

Set Next Year's Goal (2022-23)

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9. Will your program prepare teachers in special education in 2022-23? If no, leave the next question blank. ⦿ Yes
○ No

Our goal is to have 7 special education completers for 2022-23.

10. Describe your goal. Our goal is to have 7 special education completers for 2022-23.

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Section II: Annual Goals

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 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))**

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

- Quantifiable Goals

This Page Includes:

- Report Progress on Last Year's Goal (2020-21)
- Review Current Year's Goal (2021-22)
- Set Next Year's Goal (2022-23)

Report Progress on Last Year's Goal (2020-21)

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1. Did your program prepare teachers in instruction of limited English proficient students in 2020-21?

If no, leave remaining questions for 2020-21 blank (or clear responses already entered).

○ Yes
⦿ No

2. Describe your goal.

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 (2021-22)

Back To Top

7. Is your program preparing teachers in instruction of limited English proficient students in 2021-22? If no, leave the next question blank. ○ Yes
◉ No

8. Describe your goal.

Set Next Year's Goal (2022-23)

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9. Will your program prepare teachers in instruction of limited English proficient students in 2022-23? If no, leave the next question blank. ○ Yes
◉ No

10. Describe your goal.

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Section III: Program Pass Rates

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 Westat'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

This Page Includes:

Assessment Pass Rates

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Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
017 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2019-20	2			
017 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2018-19	1			
098 -BUS. MANAGEMENT MARKETG & TECH Evaluation Systems group of Pearson All program completers, 2018-19	1			
018 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2018-19	1			
103 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	15	253	15	100
103 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	10	250	10	100
103 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	11	253	11	100
002 -ENGLISH Evaluation Systems group of Pearson All program completers, 2020-21	2			
002 -ENGLISH Evaluation Systems group of Pearson All program completers, 2019-20	1			
002 -ENGLISH Evaluation Systems group of Pearson All program completers, 2018-19	2			
009 -HISTORY Evaluation Systems group of Pearson All program completers, 2020-21	1			
009 -HISTORY Evaluation Systems group of Pearson All program completers, 2019-20	1			
009 -HISTORY Evaluation Systems group of Pearson All program completers, 2018-19	3			
022 -MATHEMATICS (SECONDARY) Evaluation Systems group of Pearson All program completers, 2020-21	1			
022 -MATHEMATICS (SECONDARY) Evaluation Systems group of Pearson All program completers, 2019-20	1			
022 -MATHEMATICS (SECONDARY) Evaluation Systems group of Pearson All program completers, 2018-19	1			
099 -MUSIC EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	3			
099 -MUSIC EDUCATION Evaluation Systems group of Pearson	4			

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
All program completers, 2019-20				
044 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	1			
084 -SOCIAL STUDIES (SECONDARY) Evaluation Systems group of Pearson All program completers, 2020-21	1			
084 -SOCIAL STUDIES (SECONDARY) Evaluation Systems group of Pearson All program completers, 2018-19	2			
095 -VISUAL ARTS EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	1			

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Section III: Program Pass Rates

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 Westat'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

This Page Includes:

- Summary Pass Rates

Summary Pass Rates

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Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2020-21	22	22	100
All program completers, 2019-20	19	19	100
All program completers, 2018-19	19	19	100

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Section IV: Low-Performing

Low-Performing

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

This Page Includes:

- Low-Performing

Low-Performing

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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: ☑ State
☑ CAEP
☐ AAQEP
☐ Other specify:
Other specify: [_____]

2. Is your teacher preparation program currently under a designation as "low-performing" by the state? ○ Yes
◉ No

Save Option

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Section V: Use of Technology

Use of Technology

On this page, review the questions regarding your program's use of technology. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

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

This Page Includes:

- Use of Technology

Use of Technology

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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:
   1. integrate technology effectively into curricula and instruction ◉ Yes
      ○ No
   2. use technology effectively to collect data to improve teaching and learning ◉ Yes
      ○ No
   3. use technology effectively to manage data to improve teaching and learning ◉ Yes

      ○ No

4. 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. All teacher candidates take an Assistive and Instructional Technology course. Through this course, students prepare a portfolio to demonstrate their readiness to enact technology standards for Michigan teachers which include UDL principles. This International Society for Technology in Education (ISTE) portfolio includes evidence of completing Google for Education certification training, IRIS training for assistive technology, and membership to a professional organization for instructional technology. Through ISTE standard 2.7, Analyst, candidates demonstrate how 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. Candidates are assessed by mentor teachers using a rubric on their technology integration practices before and during student teaching. Technology integration is also assessed in the candidates' teaching discipline through the unit and lesson plans.

> All teacher candidates take an Assistive and
> Instructional Technology course. Through this
> course, students prepare a portfolio to
> demonstrate their readiness to enact technology

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Section VI: Teacher Training

Teacher Training

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

This Page Includes:

- Teacher Training

Teacher Training

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1. Provide a description of the activities that prepare general education teachers to:
   1. Teach students with disabilities effectively All teacher candidates are prepared to teach students with disabilities effectively. All students are introduced to issues of diverse learners and differentiating instruction in introductory courses (e.g. EDC 100- Diverse Learners for Elementary, EDC 230-Child Development, etc) and subsequent courses. All general education students (except special education teacher candidates) are required to take a specific special education course (EDC 373 Special Education for Classroom Teachers) that includes working with students identified as being at risk or with a disability. The department's Special Education faculty/director who began in August 2015 was a long-time special education teacher in the local schools and provides personalized clinical experiences linked closely to coursework. The course addresses multiple aspects of differentiation, includes an 8-hour practicum, and emphasizes methodology appropriate for instructing exceptional learners in inclusive classrooms. Now that we have a special education major, those students play an important role in all of our courses. For example, we have invited those students to lead sessions with all students on Tier I differentiation after all students have an introduction to important frameworks such as UDL and RtI. We have also added significant content to several

   > All teacher candidates are prepared to teach
   > students with disabilities effectively. All students
   > are introduced to issues of diverse learners and
   > differentiating instruction in introductory courses

   courses as we work more closely with special education faculty and students.

   2. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act.* In the course of their preparation from initial placement to student teaching, all teacher candidates work with IEPs and IEP teams. Specific training to participate fully on these teams occurs in the course called Special Education for Classroom Teachers which introduces them to Individualized Education Programs. All student teachers are expected to attend an IEP and to talk with classroom and special education teachers about their special needs students.

   > In the course of their preparation from initial
   > placement to student teaching, all teacher
   > candidates work with IEPs and IEP teams.

| Specific training to participate fully on these teams |

3. Effectively teach students who are limited English proficient. All students are introduced to issues of diverse learners and differentiating instruction in introductory courses (e.g. EDC 100- Diverse Learners for Elementary, EDC 230-Child Development, etc) and subsequent courses; special topics include working with culturally and linguistically diverse students in general education classrooms. All teacher candidates take courses treating exceptional learners such as those who are limited English proficient. Courses treating language acquisition topics and literacy issues which include theory, methods and strategies are General Linguistics and Teaching the Struggling Reader (for elementary) and Teaching Reading in Middle and Senior High (for secondary). They also work with these students in the local schools. All students must also take an Instructional and Assistive Technology course which includes more attention to the needs of children with disabilities or limited English proficiency. This course is now taught by a tenured math education faculty member with an additional graduate degree in Educational Technology. The student teaching evaluation and state survey include a section on the use of technology for multiple purposes including data management, assessment, planning, instruction, and modifying instruction. They also evaluate student teachers' work with

| All students are introduced to issues of diverse learners and differentiating instruction in introductory courses (e.g. EDC 100- Diverse Learners for Elementary, EDC 230-Child |

special needs populations.

2. Does your program prepare special education teachers? ⦿ Yes
   ◯ No

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

   1. Teach students with disabilities effectively All special education teaching candidates must complete a 36 credit hour Special Education-Learning Disabilities major. The major requires candidates to complete clinical experiences in multiple K-12 special education settings including a special education teaching internship semester. The department's Special Education faculty/director who began in August 2015 was a long-time special education teacher in the local schools and provides personalized clinical experiences linked closely to coursework. Special education teacher candidates are required to participate in a

   | All special education teaching candidates must complete a 36 credit hour Special Education-Learning Disabilities major. The major requires candidates to complete clinical experiences in |

   culminating course that includes a rotation through multiple different special education classrooms.

   2. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act.* Special education candidates have theoretical and practical experiences that are very closely and clearly related to the special education curriculum and state standards; all are very highly supervised. They all work with IEPs and IEP teams from initial placement through two student teaching placements.

   | Special education candidates have theoretical and practical experiences that are very closely and clearly related to the special education curriculum and state standards; all are very highly supervised. |

   3. Effectively teach students who are limited English proficient. All students are introduced to issues of diverse learners and differentiating instruction in introductory courses (e.g. EDC 100- Diverse Learners for Elementary, EDC 230-Child Development, etc) and subsequent courses; special topics include working with culturally and linguistically diverse students in general education classrooms. All teacher candidates take courses treating topics related to exceptional learners such as those who are limited English proficient. Courses treating language acquisition topics and literacy issues which include theory, methods and strategies are General Linguistics and Teaching the Struggling Reader (for elementary) and Teaching Reading in Middle and Senior High (for secondary). They also work with these students in the local schools. All students must also take an Instructional and Assistive Technology course which includes more attention to the needs of children with disabilities or limited English proficiency. The student teaching evaluation and state survey include a section on the use of technology for multiple purposes including data management, assessment, planning, instruction, and modifying instruction. They also

   | All students are introduced to issues of diverse learners and differentiating instruction in introductory courses (e.g. EDC 100- Diverse Learners for Elementary, EDC 230-Child |

   evaluate student teachers' work with special needs populations.

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Contextual Information

On this page, review the contextual information about your program. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

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- Contextual Information

Contextual Information

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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.

In Fall 2014, we began to implement our Tk20 data management system (now Watermark.) In 2014-15, all student teachers used this system for key assignments while their teachers and field instructors used it for their evaluations. We also introduced it for earlier classroom placements in our secondary and elementary education programs. Finally, we used it for our Teacher Education Program applications and our Student Teacher applications. In summer 2015, we created data reports and met together to review the data and make appropriate changes to forms, processes, data collection and reporting, and our program. In the 2015-16 year, we made many improvements and added placement experiences for the special education program and early childhood program to Tk20, enabling us to gather more data. We continued our summer review of data, this time being able to compare across years. In 2016-17, we collected lesson and unit plans from methods courses, and had a departmental review of the plans submitted, the related assignments, and how well they met the rating sheets created by the department. We will continue to have these extensive review sessions each summer, along with regular review of state data throughout the year, as it is received. We are now revising assessment materials as a result of departmental conversations and feedback from local educators. We continue to gather information from our classes and across the program and make changes to both. During the 2017-2018 academic year, we hired an External Reviewer who observed a representative sample of our alumni's teaching and got feedback from the principals of our alumni on their performance. The External Reviewer also rated our student-created artifacts, giving us more data on our students' preparation. These data were compiled and reviewed in 2018-2019 and will be used for program improvement. After a site visit from CAEP in April 2019, the Accreditation Council of the Council for the Accreditation of Educator Preparation (CAEP) met on October 21, 2019, and granted our program accreditation status at the initial-licensure level until 2026. Currently, we have a newly state-approved PK-6 program, and we are preparing new programs in new grade bands to submit to the Michigan Department of Education in November 2022 (Secondary Math and ELA) and in April 2023 (Secondary Science). Though COVID-19 very much affected department and program activities Fall 2020 through Winter 2021, programs functioned as usual with in-person courses and supervised field placements; program
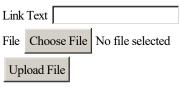
requirements were not adjusted.

> In Fall 2014, we began to implement our Tk20 data management system (now Watermark.) In 2014-15, all student teachers used this system for key assignments while their teachers and field

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.

Link Text [   ]

File [Choose File] No file selected

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Report Card Certification

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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: Jessie Store

Title: Education Department Ch

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: Jessie Store

Title: Education Department Ch

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