

We are aware that PDF downloads are currently unavailable. We apologize for the inconvenience and are working to correct the issue.



Colorado College

Traditional

Report AY 2020-21

Colorado



REPORT COMPLETE

STATUS: 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

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

CITY

STATE

ZIP

SALUTATION

FIRST NAME

LAST NAME

Mortenson

PHONE

(719) 389-6472

EMAIL

dmortenson@coloradocollege.edu

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), 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](#)

List of Programs

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1202	Elementary Education	Both	
13.1302	Teacher Education - Art	Both	
13.1305	Teacher Education - English/Language Arts	Both	
13.1306	Teacher Education - Foreign Language	Both	
13.1316	Teacher Education - General Science	Both	
13.1311	Teacher Education - Mathematics	Both	
13.1312	Teacher Education - Music	Both	
13.1318	Teacher Education - Social Studies	Both	

Total number of teacher preparation programs:

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

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	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

Element	Admission	Completion
Interview	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: Successful completion of Teacher Candidate Performance Assessment	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> 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:

At the undergraduate level, teacher candidates are required to achieve at least a C on the Teacher Candidate Performance Assessment (TCPA) to be recommended for licensure. However, the internal policy is that clinical supervisors choose to continue working with and mentoring teacher candidates until they demonstrate proficiency on all teacher quality standards for new teachers and dispositions for culturally responsive teaching to ensure equitable access to education for all K12 students.

Postgraduate Requirements

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	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

Element	Admission	Completion
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: Successful completion of Teacher Candidate Performance Assessment and Mast...	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> 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

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.)

3

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

If an applicant to the Master of Arts in Teaching program completed undergraduate coursework over 10 years ago, the GPA requirement is not weighed as heavily, as the admission team believes a candidates' ability to complete coursework currently is not necessarily informed by academic performance that long ago. The teacher candidates must demonstrate proficiency on all teacher quality standards for new teachers and dispositions for culturally responsive teaching to ensure equitable access to education for all K12 students.

Supervised Clinical Experience

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)

Number of clock hours of supervised clinical experience required prior to student teaching

225

Number of clock hours required for student teaching

600

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

Number of years required for 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

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

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

Number of students in supervised clinical experience during this academic year

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

Average hours calculated using undergraduate elementary, undergraduate secondary, MAT elementary and MAT secondary. Number of cooperating teachers is higher than number of students because some students worked with 2 cooperating teacher during their student teaching experience. Adjunct faculty are all content experts and either current or former teachers who taught in same content area as the students they are supervising.

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

2020-21 Total	
Total Number of Individuals Enrolled	17
Subset of Program Completers	7

Gender	Total Enrolled	Subset of Program Completers
Male	6	2
Female	10	4
Non-Binary/Other	1	1
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Hispanic/Latino of any race	3	2
Native Hawaiian or Other Pacific Islander	0	0
White	11	4

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	3	1
No Race/Ethnicity Reported	0	0

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.

THIS PAGE INCLUDES:

- >> [Teachers Prepared by Subject Area](#)
- >> [Teachers Prepared by Academic Major](#)

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 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>).

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	<input type="text"/>

CIP Code	Subject Area	Number Prepared
13.1202	Teacher Education - Elementary Education	3
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	1
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	1
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	
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	2
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>

Teachers Prepared by Academic Major

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](#)).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	<input type="text"/>
13.1202	Teacher Education - Elementary Education	<input type="text"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text"/>
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	<input type="text"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	<input type="text"/>
13.1306	Teacher Education - Foreign Language	<input type="text"/>

CIP Code	Academic Major	Number Prepared
13.1307	Teacher Education - Health	<input type="text"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	<input type="text"/>
13.1312	Teacher Education - Music	<input type="text"/>
13.1314	Teacher Education - Physical Education and Coaching	<input type="text"/>
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - General Science	<input type="text"/>
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	<input type="text"/>
13.1320	Teacher Education - Trade and Industrial	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	<input type="text"/>
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1328	Teacher Education - History	<input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	Education - Other Specify: <input type="text" value="Social Justice Education"/>	2
01	Agriculture	<input type="text"/>
03	Natural Resources and Conservation	<input type="text"/>
05	Area, Ethnic, Cultural, and Gender Studies	<input type="text"/>

CIP Code	Academic Major	Number Prepared
09	Communication or Journalism	<input type="text"/>
11	Computer and Information Sciences	<input type="text"/>
12	Personal and Culinary Services	<input type="text"/>
14	Engineering	<input type="text"/>
16	Foreign Languages, Literatures, and Linguistics	<input type="text"/>
19	Family and Consumer Sciences/Human Sciences	<input type="text"/>
21	Technology Education/Industrial Arts	<input type="text"/>
22	Legal Professions and Studies	<input type="text"/>
23	English Language/Literature	1 <input type="text"/>
24	Liberal Arts/Humanities	<input type="text"/>
25	Library Science	<input type="text"/>
26	Biological and Biomedical Sciences	<input type="text"/>
27	Mathematics and Statistics	1 <input type="text"/>
30	Multi/Interdisciplinary Studies	<input type="text"/>
38	Philosophy and Religious Studies	<input type="text"/>
40	Physical Sciences	<input type="text"/>
41	Science Technologies/Technicians	<input type="text"/>
42	Psychology	1 <input type="text"/>
44	Public Administration and Social Service Professions	<input type="text"/>
45	Social Sciences	<input type="text"/>
46	Construction	<input type="text"/>
47	Mechanic and Repair Technologies	<input type="text"/>
50	Visual and Performing Arts	<input type="text"/>
51	Health Professions and Related Clinical Sciences	<input type="text"/>
52	Business/Management/Marketing	<input type="text"/>

CIP Code	Academic Major	Number Prepared
54	History	2
99	Other Specify: <input data-bbox="285 199 1260 243" type="text"/>	<input data-bbox="1292 170 1572 214" type="text"/>

Program Assurances

THIS PAGE INCLUDES:

>> [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\(b\)](#))

Program Assurances

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:

The teacher preparation program at Colorado College has been designed to intentionally ensure our teacher candidates have the skills, resources, dispositions and passion to teach ALL learners. Diversity, equity, inclusion and access are embedded and threaded throughout the entire teacher preparation curriculum. Required courses include Culturally Responsive Teaching and Disciplinary Literacy Methods, Diversity and Equity in Education, Multicultural Education, Teaching Culturally and Linguistically Diverse Learners, Data Driven Assessment for Diverse Learners in the 21st Century and Teachers & Teaching Identities. The last academic years, we have also offered Rural Education, to highlight the unique challenges and strengths' of Colorado's rural communities. These courses emphasize self-reflection, asking teacher candidates to identify their own racial identity and how positionality affects the classroom and environment and learning. These courses challenge our students to think holistically about what a truly inclusive classroom looks like. You will find the syllabi for these classes attached in Section VII. In each methods course, instructors are intentional about providing context of student learning, including the identified needs of local schools, curriculum and instruction demands. Instructors and supervisors guide

intentional reflections and practices to inform inclusive practices for working with diverse learners (race, culture, language, religion, gender, physical disability, neurodivergent, etc) and work to dismantle systemic practices that marginalize and devalue diverse perspectives and experiences. An important new element of the teacher preparation program's curriculum is embedding culturally responsive family, school and community engagement into each course, scaffolding real-world experiences with families in appropriate ways from the very first class through student teaching. Colorado College's teacher preparation program meets the new state requirement of 24 semester hours of coursework and practicum experience specific to working with culturally and linguistically diverse students. Our program prioritizes biography driven pedagogy and a culturally responsive indicator scale to foster dialogue on values, attitudes and praxis in working with diverse student populations.

Annual Goals: Mathematics

THIS PAGE INCLUDES:

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

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](#)

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

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

2. Describe your goal.

We hoped to prepare two teachers of mathematics in 2020-21. With the current pandemic situation and uncertainty around whether colleges/universities and K-12 schools will re-open, we know that enrollment might decrease. We only prepared one teacher in mathematics in 2020-21. As predicted CoVid negatively impacted our enrollment numbers.

3. Did your program meet the goal?

- Yes
 No

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

We did prepare one teacher in mathematics, but had hoped for more. Colorado College's program is small (typically no more than 10 in a cohort), so we were happy to have that one student entering the field of teaching in a shortage area.

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

The teaching field is in crisis right now, with educators leaving the field in unprecedented numbers and a shortage of individuals wanting to join at a difficult time. That statement is true for teachers at every grade level and discipline, but we are seeing a sharp decline in math and science students even considering the field when given a choice to pursue graduate/PhD studies or take high paying jobs. Colorado College's teacher preparation program focuses on education and teaching as social justice work. That is the strategy we must push into. We will not convince people to become teachers if we're not pushing in to the need to improve equitable access for all learners. The teachers that thrive in our program are those that already believe that they have the most important job in the world, we need to push into that focus on education/teaching as critical work for society.

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

Review Current Year's Goal (2021-22)

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

- Yes
 No

8. Describe your goal.

We will prepare one math teacher in the 2021-22 year.

Set Next Year's Goal (2022-23)

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

- Yes
 No

10. Describe your goal.

We plan to prepare one math teacher in the 2022-23 year.

Annual Goals: Science

THIS PAGE INCLUDES:

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

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](#)

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

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.

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)

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 2021-22 year was the last year of a National Science Foundation grant to support STEM teachers. We had hoped this scholarship would incentivize students to complete the Master of Arts in Teaching program in STEM fields. While we did have one student pursue licensure in math, we had zero students in the sciences. The incentive to pursue high paying jobs or PhD programs in the sciences was significant for the students in our pipeline.

Set Next Year's Goal (2022-23)

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

Yes

No

10. Describe your goal.

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)

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

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)

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

- Yes
 No

8. Describe your goal.

Set Next Year's Goal (2022-23)

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

- Yes
 No

10. Describe your goal.

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\(a\)](#)

THIS PAGE INCLUDES:

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

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 (2020-21)

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.

The goal is for all teacher candidates who are recommended for licensure by Colorado College have the knowledge, skills, resources, dispositions and praxis to support all learners in their classroom, specifically in reference to this goal, their culturally and linguistically diverse learners.

3. Did your program meet the goal?

- Yes
 No

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

Five years ago the teacher preparation team revised our curriculum to embed multicultural education practices and culturally responsive pedagogy into every class. The team recognizes the importance of providing teacher candidates with the tools and resources to effectively teach ALL learners. We understand diversity as presenting through race, ethnicity, language, religion, socioeconomic status, physical, emotional and behavioral disability and LGBTQ+ identification, but recognize that English language learners do have unique challenges. Our program also recognizes that having the tools to teach all learners does not automatically equate to the practice. Two Colorado College faculty researched and then created a dispositional index scale that measures individuals' diversity related beliefs, values and attitudes that are critical to multicultural teaching. The Dispositions for Culturally Responsive Teaching Scale measures three domains: dispositions for community, social justice and praxis. This scale is used to guide conversations, reflections and assignments to ensure all students are committed to teaching all diverse learners. In 2019, our program submitted documentation to the state of Colorado to be recognized as a program that provides the new legislatively requirement for 24 semester hours of coursework and practicum experience in working with culturally and linguistically diverse learners. Our program was approved and all graduates from Colorado College's teacher preparation program meet the state requirement for working with CLD learners.

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

The teacher preparation team is committed to ensuring that all teacher candidates receive training, skills and resources to support culturally and linguistically diverse learners. Further, the team commits to providing space and time for deep and meaningful dialogue to reinforce why this is a priority.

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

Review Current Year's Goal (2021-22)

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.

The goal is for all teacher candidates who are recommended for licensure by Colorado College have the knowledge, skills, resources, dispositions and praxis to support all learners in their classroom, specifically in reference to this goal, their culturally and linguistically diverse learners.

Set Next Year's Goal (2022-23)

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.

The goal is for all teacher candidates who are recommended for licensure by Colorado College have the knowledge, skills, resources, dispositions and praxis to support all learners in their classroom, specifically in reference to this goal, their culturally and linguistically diverse learners.

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. [\(S205\(a\)\(1\)\(B\)\)](#)

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

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2020-21	3			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2019-20	3			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2018-19	4			
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2020-21	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2019-20	3			
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2018-19	4			
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2020-21	3			
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2019-20	3			
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2018-19	4			
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2020-21	3			
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2019-20	3			
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2018-19	4			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) Other enrolled students	1			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2020-21	2			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2018-19	3			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	2			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	3			

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. [\(S205\(a\)\(1\)\(B\)\)](#)

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.

THIS PAGE INCLUDES:

[>> Summary Pass Rates](#)

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

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2020-21	7		
All program completers, 2019-20	6		
All program completers, 2018-19	12	12	100
All program completers, combined 3 academic years	25	25	100

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\(a\)\(1\)\(E\)](#))

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:

- State
- CAEP
- AAQEP
- Other specify:

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

- Yes
- No

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

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.

Teacher candidates are required to complete a course called Data Driven Instruction for Diverse Learners in the 21st Century which requires an exploration of a variety of instructional technology tools (e.g., SMART Board; interactive whiteboard; iPad; Kahoot; PollEverywhere; Quizlet; Brain Pop, etc.) to increase student motivation, decrease off-task challenging behaviors, and collect student data (e.g., screen capture; Class DoJo, etc.). The same course also provides elementary and secondary school teachers with a foundation in analyzing and interpreting a variety of data to inform rich and appropriate instruction, extension, and remediation. The goal is for teachers to evaluate varying assessment practices and utilize that information to make appropriate instructional decisions that increase learning for both general and special education students. Additionally, students will learn how to integrate instructional technology methods into their teaching to engage students, increase student motivation, and to collect data to gauge student progress and to inform their teaching practice. Using technology effectively is a critical strategy in ensuring equitable access to learning for all students. The last two years, teacher candidates were forced to utilize technology in new and innovative ways. Literally overnight, teacher candidates had to learn how to effectively utilize the a variety of online developmentally appropriate online tools, platforms and websites, all while ensuring equitable access to learning for students with disparate access and comfort with technology. Exit survey data showed that teacher candidates felt more prepared to utilize educational technology in effective, meaningful and engaging ways than they ever would have imagined. Students enrolled in the Master of Arts in Teaching program also complete an action research project, during which they design a research study focused on practices and strategies that will

improve their own teaching. The study requires design, data collection, analysis, and synthesis to further their skills in utilizing data for more effective instruction.

Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

Teacher Training

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

a. Teach students with disabilities effectively

There are two courses offered that prepare K-12 general education teachers to work with students with a variety of disabilities (learning, behavioral and physical) and to participate effectively as the member of a student's individualized education program (IEP) team. ED 205 Disability and Society and ED 466/566 Data Driven Instruction for Diverse Learners in the 21st Century require graduate and undergraduate students to analyze the components of high quality IEPs using SMART (specific, measurable, attainable, relevant, and time-bound) indicators with actual IEPs. When IEPs are lacking sufficient Present Level of Academic and Functional Performance (PLAFP) for students and non-SMART IEP goals, students are tasked with re-writing these sections to ensure that a student's right to a Free Appropriate Public Education (FAPE) is not violated. Additionally, students in these courses learn about evidence-based practices and systematic instruction for teaching students with disabilities using differentiated instruction and culturally responsive teaching practices. To supplement the very specific coursework noted above, students also take a class specifically about Classroom Management. The content of this class is intentionally created to support teachers with skills and resources so that all students have equitable access to education. This course examines traditional classroom management organizational procedures as well as Multi-tiered Systems of Support (MTSS), Response to Intervention (RtI), and Positive Behavior Intervention Supports (PBIS). Specific focus will explore and utilize principles of Applied Behavior Analysis (ABA) within applied settings in general education classrooms to address common off-task and challenging behaviors teachers face. Students will research evidence-based classroom behavioral intervention strategies to understand the impact of behavioral principles to make data-based decisions to positively address student behavior. The syllabus is included in Section VII.

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*.

There are two courses offered that prepare K-12 general education teachers the ability work with students with a variety of disabilities and to participate effectively as the member of a student's individualized education program (IEP) team. ED 205 Disability and Society and ED 466/566 Data Driven Instruction for Diverse Learners in the 21st Century require graduate and undergraduate students to analyze the components of high quality IEPs using SMART (specific, measurable, attainable, relevant, and time-bound) indicators with actual IEPs. When IEPs are lacking sufficient Present Level of Academic and Functional Performance (PLAFP) for students and non-SMART IEP goals, students are tasked with re-writing these sections to ensure that a student's right to a Free Appropriate Public Education (FAPE) is not violated. Additionally, students in these courses learn about evidence-based practices and systematic instruction for teaching students with disabilities using differentiated instruction and culturally responsive teaching practices.

c. Effectively teach students who are limited English proficient.

Five years ago the teacher preparation team revised our curriculum to embed multicultural education practices and culturally responsive pedagogy into every class. The team recognizes the importance of providing teacher candidates with the tools and resources to effectively teach ALL learners. We understand diversity as presenting through race, ethnicity, language, religion, socioeconomic status, physical, emotional and behavioral disability and LGBTQ+ identification, but recognize that English language learners do have unique challenges. Our program also recognizes that having the tools to teach all learners does not automatically equate to the practice. Two Colorado College faculty researched and then created a dispositional index scale that measures individuals' diversity related beliefs, values and attitudes that are critical to multicultural teaching. The Dispositions for Culturally Responsive Teaching Scale measures three domains: dispositions for community, social justice and praxis. This scale is used to guide conversations, reflections and assignments to ensure all students are committed to teaching all diverse learners. In 2019, our program submitted documentation to the state of Colorado to be recognized as a program that provides the new legislatively requirement for 24 semester hours of coursework and practicum experience in working with culturally and linguistically diverse learners. Our program was approved and all graduates from Colorado College's teacher preparation program meet the state requirement for working with CLD learners.

Contextual Information

THIS PAGE INCLUDES:

>> [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.

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

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.

Colorado College's teacher preparation programs have been recognized by Colorado Department of Education and Colorado Department of Higher Education as having a strong commitment to diversity, equity, access and anti-racist education, a progressive and inclusive pedagogical approach, comprehensive and genuine care for the students and strong collaborative partnerships with local school districts. The teacher preparation program at Colorado College assumes that the qualities, skills and dispositions necessary for teaching are the same for all educators, so all students take the same foundations and methods coursework as part of the program. Students work with content experts to strategize how their learned knowledge and skills are differentiated for their content area, and complete their student teaching with master teachers in their content area. The teacher preparation program will participate in statewide reauthorization in 23-24, as well as an external review of all education programs offered (educator major, minor, teacher licensure, Master of Arts in Teaching Licensure and Master of Arts in Teaching Dyslexia Specialist) that same academic year. The most recent reauthorization took place in 2017. Colorado College's program prioritizes preparing teachers to value and teach to all diverse experiences, however we also recognize the critical need for more teachers of color. Research is clear that students of color, specifically BIPOC students, benefit profoundly from having even one teacher of color throughout their education. In Spring 2021, Colorado College began a partnership with the Sachs Foundation, a local Colorado Springs organization whose purpose is to identify, financially support and mentor future Black educators. The pipeline teacher development program starts with academic and summer internships, supports completing the Master of Arts in Teaching program and provides 3 years of professional development, mentorship and a stipend for teachers who teach in the Pikes Peak region. Since summer 2021, eight students have benefited from scholarships and \$65,000 has been awarded. The first MAT Sachs Fellow graduated in May 2022 and two more MAT's are enrolled in the 22-23 year.

Supporting Files

Teacher Candidate Performance Assessment	
Teaching Culturally and Linguistically Diverse Learners	
Disability & Society	
Critical Pedagogies in Multicultural Education	
Science of Literacy & Linguistics	
Diversity & Equity in Education	
Data Driven Instruction for Diverse Learners	
Culturally Responsive Teaching	
Inclusive Pedagogies	
Teachers and Teaching Identities	

[CLD Authorization Letter](#)

[Culturally Responsive Dispositions Scale](#)

[Colorado College & Sachs Foundation Partnership](#)

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:

Debra Yazulla Mortenson

TITLE:

Director, Teacher Educator Programs

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:

Howard Drossman

TITLE:

Interim Chair, Education Department