



Sam Houston State University
Traditional Report AY 2019-20
Texas



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

Stewart

PHONE

(936) 294-1148

EMAIL

sks050@shsu.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
13.121	Early Childhood Education	Both	
13.1202	Elementary Education	Both	
13.01	General Education (alternative programs/programs providing pedagogy only)	PG	
13.1203	Junior High/Intermediate/Middle School Education and Teaching	Both	
13.1	Special Education	Both	
13.1301	Teacher Education - Agriculture	Both	
13.1302	Teacher Education - Art	Both	
13.1322	Teacher Education - Biology	Both	
13.1321	Teacher Education - Computer Science	Both	
13.1324	Teacher Education - Drama and Dance	Both	
13.14	Teacher Education - English as a Second Language	Both	
13.1305	Teacher Education - English/Language Arts	Both	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	Both	
13.1306	Teacher Education - Foreign Language	Both	
13.1316	Teacher Education - General Science	Both	
13.1328	Teacher Education - History	Both	
13.1311	Teacher Education - Mathematics	Both	

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1312	Teacher Education - Music	Both	
13.1314	Teacher Education - Physical Education and Coaching	Both	
13.1318	Teacher Education - Social Studies	Both	
13.1331	Teacher Education - Speech	Both	
13.1309	Teacher Education - Technology/Industrial Arts	Both	
13.1320	Teacher Education - Trade and Industrial	Both	

Total number of teacher preparation programs:

21

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 type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" 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 checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Recommendation(s)	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Essay or personal statement	<input type="radio"/> Yes <input checked="" 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: <input type="text" value="Success on Capstone Portfolio and in clinical teaching."/>	<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.)

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:

Students apply in the EDUC 1101 or CISE 3384 course and must meet all requirements for admissions. Teacher candidates complete four semesters of field experience for a total of 550-720 hours in diverse school settings. All teacher candidates must be fully admitted into the Educator Preparation Program (EPP) before Field I (first semester of the Junior year) for EC-6 and 4-8 majors. Secondary education minors complete are admitted in CISE 4380 (second semester of the Junior Year). Candidates are placed in four field experiences prior to graduation. Teacher candidates will obtain 550-720 hours in diverse field placements. Dispositions are assessed extensively at entry to the EPP, during the first field experience, and at the end of the program. Additionally, a short form of the dispositions checklist is assessed in every course by the professor. The two associate deans review the checklists for teacher candidates that are deemed as needing support in dispositions. Candidates that have minimum needs receive an email and are placed on the watch list. Candidates with serious dispositional issues meet face-to-face with the ADs and are placed on a growth plan or counseled out of the teacher education program.

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 type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" 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 type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input checked="" 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

Element	Admission	Completion
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 type="radio"/> Yes <input checked="" type="radio"/> No
Recommendation(s)	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Essay or personal statement	<input type="radio"/> Yes <input checked="" 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: <input type="text" value="Success on Capstone Portfolio, and in Teaching Internship"/>	<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:

Students apply in the EDUC 1101 or CISE 3384 course and must meet all requirements for admissions. Teacher candidates complete four semesters of field experience for a total of 550-720 hours in diverse school settings. All teacher candidates must be fully admitted into the Educator Preparation Program (EPP) before Field I (first semester of the Junior year) for EC-6 and 4-8 majors. Secondary education minors complete are admitted in CISE 4380 (second semester of the Junior Year). Candidates are placed in four field experiences prior to graduation. Teacher candidates will obtain 550-720 hours in diverse field placements. Dispositions are assessed extensively at entry to the EPP, during the first field experience, and at the end of the program. Additionally, a short form of the dispositions checklist is assessed in every course by the professor. The two associate deans review the checklists for teacher candidates that are deemed as needing support in dispositions. Candidates that have minimum needs receive an email and are placed on the watch list. Candidates with serious dispositional issues meet face-to-face with the ADs and are placed on a growth plan or counseled out of the teacher education program.

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2019-20. ([§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	<input type="text" value="240"/>
Number of clock hours required for student teaching	<input type="text" value="490"/>

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

30

Number of years required for teaching as the teacher of record in a classroom

1

All Programs

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

15

[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)

25

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

593

Number of students in supervised clinical experience during this academic year

524

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

Traditional students will complete either a full semester of student teaching, or a year-long residency that includes a semester of student teaching. The post graduate students will complete a one year internship. The COE has a full-time communications/recruiter with teacher education recruitment plan. Innovative programs are growing in number and quality. Teacher candidates are provided specific and focused field-based experiences, integrating content, SPED, and ELL coursework and field experiences. The T-TESS, Texas Teacher Evaluation System, is used in all four field experiences for teacher candidates. T-TESS evaluations are progressive from Field I to final field experience.

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

2019-20 Total	
Total Number of Individuals Enrolled	1669
Subset of Program Completers	475

Gender	Total Enrolled	Subset of Program Completers
Male	266	63
Female	1403	412
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	13	4
Asian	25	8
Black or African American	146	48
Hispanic/Latino of any race	389	112
Native Hawaiian or Other Pacific Islander	0	0
White	1006	278

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	51	16
No Race/Ethnicity Reported	39	9

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

Please provide the number of teachers prepared by subject area for academic year 2019-20.

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 2019-20

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" value="48"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="287"/>

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	53
13.1210	Teacher Education - Early Childhood Education	287
13.1301	Teacher Education - Agriculture	24
13.1302	Teacher Education - Art	287
13.1303	Teacher Education - Business	0
13.1305	Teacher Education - English/Language Arts	317
13.1306	Teacher Education - Foreign Language	6
13.1307	Teacher Education - Health	287
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	3
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1311	Teacher Education - Mathematics	328
13.1312	Teacher Education - Music	317
13.1314	Teacher Education - Physical Education and Coaching	14
13.1315	Teacher Education - Reading	317
13.1316	Teacher Education - Science Teacher Education/General Science	296
13.1317	Teacher Education - Social Science	0
13.1318	Teacher Education - Social Studies	292
13.1320	Teacher Education - Trade and Industrial	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	3
13.1323	Teacher Education - Chemistry	1
13.1324	Teacher Education - Drama and Dance	293
13.1328	Teacher Education - History	26
13.1329	Teacher Education - Physics	1
13.1331	Teacher Education - Speech	0

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	<input type="text" value="1"/>
13.14	Teacher Education - English as a Second Language	<input type="text" value="340"/>
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 2019-20. 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 2019-20

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" value="48"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="287"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text" value="53"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text" value="287"/>
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"/>
13.1307	Teacher Education - Health	<input type="text"/>

CIP Code	Academic Major	Number Prepared
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"/>	<input type="text"/>
01	Agriculture	24
03	Natural Resources and Conservation	<input type="text"/>
05	Area, Ethnic, Cultural, and Gender Studies	<input type="text"/>
09	Communication or Journalism	<input type="text"/>

CIP Code	Academic Major	Number Prepared
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	6
19	Family and Consumer Sciences/Human Sciences	3
21	Technology Education/Industrial Arts	<input type="text"/>
22	Legal Professions and Studies	<input type="text"/>
23	English Language/Literature	11
24	Liberal Arts/Humanities	<input type="text"/>
25	Library Science	<input type="text"/>
26	Biological and Biomedical Sciences	2
27	Mathematics and Statistics	7
30	Multi/Interdisciplinary Studies	<input type="text"/>
38	Philosophy and Religious Studies	<input type="text"/>
40	Physical Sciences	1
41	Science Technologies/Technicians	<input type="text"/>
42	Psychology	<input type="text"/>
44	Public Administration and Social Service Professions	<input type="text"/>
45	Social Sciences	5
46	Construction	<input type="text"/>
47	Mechanic and Repair Technologies	<input type="text"/>
50	Visual and Performing Arts	36
51	Health Professions and Related Clinical Sciences	<input type="text"/>
52	Business/Management/Marketing	<input type="text"/>
54	History	21

CIP Code	Academic Major	Number Prepared
99	Other Specify: <input data-bbox="289 121 1263 163" type="text" value="Kinesiology"/>	<input data-bbox="1295 90 1572 132" type="text" value="14"/>

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:

All elementary and middle level teachers are required to prepare for ESL/LEP certification in addition to preparation in their content area. Professional dispositions measurement is integrated into all programs and regularly assessed as candidates move through the programs. The three field experiences prior to clinical teaching provide more than 500 hours in Texas public schools. All candidates have opportunities to conduct meaningful field experiences in a variety of diverse settings, including rural and urban schools. The EPP currently has articulation agreements with over 70 partner schools, ranging from 2A-6A in rural, suburban, and urban settings. The core curriculum for EC-6 Generalist, EC-Bilingual, and EC-6 Special Education, and 4-8 certification include 6 hours in special education instruction and 9 hours in ESL instruction. New teacher education programs such as, 4+1, year-long residency, and EdAide provide more opportunities for teacher candidates to participate in innovative clinical teaching programs. The SHIPS (Sam Houston Innovative Partnership Schools) meets twice a year to discuss areas of need and how the EPP can support those needs.

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 \(2019-20\)](#)
- >> [Review Current Year's Goal \(2020-21\)](#)
- >> [Set Next Year's Goal \(2021-22\)](#)

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in mathematics in 2019-20?

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

To increase the number of secondary mathematics teacher candidates by 10 through collaborative curriculum alignment and recruitment efforts.

3. Did your program meet the goal?

- Yes
 No

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

N/A

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

Due to the unusual conditions of the 2019-2020 AY, the EPP was focused on meeting student needs, shifting coursework delivery modality, and ensuring campus safety for students, faculty and staff. We can apply some of the lesson learned from preparing teachers during a crisis situation to our future practices.

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

Due to the challenges presented by the COVID 19 pandemic in the spring of 2020, recruitment opportunities were limited and we were unable to meet this goal.

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in mathematics in 2020-21? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

With the implementation of the BS in Education and Mathematics beginning in the fall of 2020, the COE expects an increase in the number of candidates seeking teacher certification. The addition of teacher education coursework and field experiences will increase knowledge and skills in both mathematics and pedagogy.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in mathematics in 2021-22? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

As the BS in Education and Mathematics that began in the fall of 2020 continues to grow, the COE expects an increase in the number of candidates seeking teacher certification. The addition of teacher education coursework and field experiences will increase knowledge and skills in both mathematics and pedagogy.

Annual Goals: Science

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2019-20\)](#)
- >> [Review Current Year's Goal \(2020-21\)](#)
- >> [Set Next Year's Goal \(2021-22\)](#)

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 (2019-20)

1. Did your program prepare teachers in science in 2019-20?

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

We seek to grow the enrollments in all science certifications, with an emphasis on the Composite Science degree.

3. Did your program meet the goal?

- Yes
 No

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

The establishment of the new composite science minor (and now) double major has been the key to meeting this goal.

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

Due to the unusual conditions of the 2019-2020 AY, the EPP was focused on meeting student needs, shifting coursework delivery modality, and ensuring campus safety for students, faculty and staff. We can apply some of the lesson learned from preparing teachers during a crisis situation to our future practices.

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

Due to the challenges presented by the COVID 19 pandemic in the spring of 2020, recruitment opportunities were limited and we were unable to meet this goal.

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in science in 2020-21? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

With the implementation of the BS in Education and Composite Science, Biology, or Chemistry beginning in the fall of 2020, the COE expects an increase in the number of candidates by 10 candidates seeking teacher certification in the Sciences. The addition of teacher education coursework and field experiences will increase knowledge and skills in both the sciences and pedagogy. Composite Science numbers have increased by 8 in the past year and are growing annually.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in science in 2021-22? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

As the BS in Education and Composite Science that began in the fall of 2020 continue to grow, the COE expects an additional increase in the number of candidates by 10 candidates seeking teacher certification in the Sciences. The addition of teacher education coursework and field experiences will increase knowledge and skills in both the sciences and pedagogy. Composite Science numbers have increased by 8 in the past year and are growing annually.

Annual Goals: Special Education

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2019-20\)](#)
- >> [Review Current Year's Goal \(2020-21\)](#)
- >> [Set Next Year's Goal \(2021-22\)](#)

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 (2019-20)

1. Did your program prepare teachers in special education in 2019-20?

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

Increase the number of teacher candidates in the EC-6 SPED program by 10%. The Texas Education Agency identifies one of the greatest needs for teachers in SPED. EC-6 with SPED candidates participate in both general education inclusion classrooms, as well as SPED field blocks for low-high incidence and resource to life-skills. These quality field experiences support recruiting efforts.

3. Did your program meet the goal?

- Yes
 No

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

SPED faculty have been engaged in a number of recruitment activities in collaboration with recruitment coordinator.

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

Due to the unusual conditions of the 2019-2020 AY, the EPP was focused on meeting student needs, shifting coursework delivery modality, and ensuring campus safety for students, faculty and staff. We can apply some of the lesson learned from preparing teachers during a crisis situation to our future practices.

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

We expect a higher number of teacher candidate finishers in SPED due to recruitment efforts in the traditional undergraduate program and the new EdAide program that will graduate our first cohort in May 2019. Due to the challenges presented by the COVID 19 pandemic in the spring of 2020, recruitment opportunities were limited and we were unable to meet this goal.

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in special education in 2020-21? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

The numbers of teacher candidates have increased in the EC-6 with SPED certification area. Increased field experiences hours in SPED for both EC-6 Core and EC-6 Core with SPED are integrated in the curriculum with all content areas. Expected outcomes include increased numbers of candidates seeking SPED certification and a higher score on the principal survey in first-year teacher preparedness in working with children with special needs.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in special education in 2021-22? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

Because the SPED program was able to increase the number of teacher candidates in the EC-6 SPED program by 10%, the goal for the next AY is to further increase the number of candidates by 5%. The Texas Education Agency identifies one of the greatest needs for teachers in SPED. EC-6 with SPED candidates participate in both general education inclusion classrooms, as well as SPED field blocks for low-high incidence and resource to life-skills. These quality field experiences support recruiting efforts.

Annual Goals: Instruction of Limited English Proficient Students

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2019-20\)](#)
- >> [Review Current Year's Goal \(2020-21\)](#)
- >> [Set Next Year's Goal \(2021-22\)](#)

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 (2019-20)

1. Did your program prepare teachers in instruction of limited English proficient students in 2019-20?

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

ELL faculty created modules, aligned to the TExES exam standards, in order to support more teacher candidates passing the exam since the majority of districts in our partnership require ESL certification for all teachers.

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:

Due to the challenges presented by the COVID 19 pandemic in the spring of 2020, recruitment opportunities were limited and we were unable to meet this goal. Due to the pandemic, a lower number of students were able to take the certification exam.

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in instruction of limited English proficient students in 2020-21? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

The numbers of teacher candidates have increased in the EC-6 with SPED certification area. Increased field experiences hours in SPED for both EC-6 Core and EC-6 Core with SPED are integrated in the new curriculum with all content areas. Expected outcomes include increased numbers of candidates seeking SPED certification and a higher score on the principal survey in first-year teacher preparedness in working with children with special needs. Increasing EC-6 with Bilingual enrollment by 10 candidates is the goal for 2020-2021.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in instruction of limited English proficient students in 2021-22? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

Based on the EdAide program and new growth in the students majoring in EDUC in EC-6 with Bilingual, we anticipate growth by at least 10 students.

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](#)

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
272 -AGRICULTURE FOOD AND NATURAL RESOURCES 6-12 Evaluation Systems group of Pearson Other enrolled students	11	264	11	100
272 -AGRICULTURE FOOD AND NATURAL RESOURCES 6-12 Evaluation Systems group of Pearson All program completers, 2019-20	20	261	19	95
272 -AGRICULTURE FOOD AND NATURAL RESOURCES 6-12 Evaluation Systems group of Pearson All program completers, 2018-19	36	265	36	100
272 -AGRICULTURE FOOD AND NATURAL RESOURCES 6-12 Evaluation Systems group of Pearson All program completers, 2017-18	26	268	26	100
178 -ART EC-12 Evaluation Systems group of Pearson All program completers, 2018-19	1			
178 -ART EC-12 Evaluation Systems group of Pearson All program completers, 2017-18	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
801 -CORE SUBJECTS EC-6 ELAR Evaluation Systems group of Pearson Other enrolled students	87	261	83	95
801 -CORE SUBJECTS EC-6 ELAR Evaluation Systems group of Pearson All program completers, 2019-20	191	260	181	95
801 -CORE SUBJECTS EC-6 ELAR Evaluation Systems group of Pearson All program completers, 2018-19	233	261	231	99
801 -CORE SUBJECTS EC-6 ELAR Evaluation Systems group of Pearson All program completers, 2017-18	213	263	207	97
805 -CORE SUBJECTS EC-6 FINE ARTS HEALTH AND PE Evaluation Systems group of Pearson Other enrolled students	87	260	84	97
805 -CORE SUBJECTS EC-6 FINE ARTS HEALTH AND PE Evaluation Systems group of Pearson All program completers, 2019-20	191	256	184	96
805 -CORE SUBJECTS EC-6 FINE ARTS HEALTH AND PE Evaluation Systems group of Pearson All program completers, 2018-19	233	259	230	99
805 -CORE SUBJECTS EC-6 FINE ARTS HEALTH AND PE Evaluation Systems group of Pearson All program completers, 2017-18	213	260	210	99
802 -CORE SUBJECTS EC-6 MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	87	267	83	95
802 -CORE SUBJECTS EC-6 MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	191	262	176	92
802 -CORE SUBJECTS EC-6 MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	233	262	230	99
802 -CORE SUBJECTS EC-6 MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	213	264	204	96
804 -CORE SUBJECTS EC-6 SCIENCE Evaluation Systems group of Pearson Other enrolled students	87	257	79	91
804 -CORE SUBJECTS EC-6 SCIENCE Evaluation Systems group of Pearson All program completers, 2019-20	191	253	160	84
804 -CORE SUBJECTS EC-6 SCIENCE Evaluation Systems group of Pearson All program completers, 2018-19	233	255	226	97

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
804 -CORE SUBJECTS EC-6 SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	213	255	204	96
803 -CORE SUBJECTS EC-6 SOCIAL STUDIES Evaluation Systems group of Pearson Other enrolled students	87	254	73	84
803 -CORE SUBJECTS EC-6 SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2019-20	191	249	156	82
803 -CORE SUBJECTS EC-6 SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2018-19	233	254	222	95
803 -CORE SUBJECTS EC-6 SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2017-18	213	254	202	95
279 -DANCE 6-12 Evaluation Systems group of Pearson All program completers, 2019-20	1			
279 -DANCE 6-12 Evaluation Systems group of Pearson All program completers, 2018-19	1			
113 -ENG LANG ARTS -READSOC STUDIES 4-8 Evaluation Systems group of Pearson Other enrolled students	4			
113 -ENG LANG ARTS -READSOC STUDIES 4-8 Evaluation Systems group of Pearson All program completers, 2019-20	8			
113 -ENG LANG ARTS -READSOC STUDIES 4-8 Evaluation Systems group of Pearson All program completers, 2018-19	4			
113 -ENG LANG ARTS -READSOC STUDIES 4-8 Evaluation Systems group of Pearson All program completers, 2017-18	10	256	10	100
117 -ENG LANGUAGE ARTS AND READING 4-8 Evaluation Systems group of Pearson Other enrolled students	1			
231 -ENG LANGUAGE ARTS AND READING 7-12 Evaluation Systems group of Pearson Other enrolled students	4			
231 -ENG LANGUAGE ARTS AND READING 7-12 Evaluation Systems group of Pearson All program completers, 2019-20	9			
231 -ENG LANGUAGE ARTS AND READING 7-12 Evaluation Systems group of Pearson All program completers, 2018-19	17	256	17	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
231 -ENG LANGUAGE ARTS AND READING 7-12 Evaluation Systems group of Pearson All program completers, 2017-18	13	257	13	100
200 -FAMILY-CONSUMER SCIENCE Evaluation Systems group of Pearson Other enrolled students	1			
200 -FAMILY-CONSUMER SCIENCE Evaluation Systems group of Pearson All program completers, 2019-20	3			
233 -HISTORY 7-12 Evaluation Systems group of Pearson Other enrolled students	3			
233 -HISTORY 7-12 Evaluation Systems group of Pearson All program completers, 2019-20	10	267	10	100
233 -HISTORY 7-12 Evaluation Systems group of Pearson All program completers, 2018-19	16	257	15	94
233 -HISTORY 7-12 Evaluation Systems group of Pearson All program completers, 2017-18	25	249	20	80
238 -LIFE SCIENCE 7-12 Evaluation Systems group of Pearson Other enrolled students	1			
238 -LIFE SCIENCE 7-12 Evaluation Systems group of Pearson All program completers, 2018-19	1			
238 -LIFE SCIENCE 7-12 Evaluation Systems group of Pearson All program completers, 2017-18	2			
613 -LOTE: SPANISH EC-12 Evaluation Systems group of Pearson Other enrolled students	2			
613 -LOTE: SPANISH EC-12 Evaluation Systems group of Pearson All program completers, 2019-20	5			
613 -LOTE: SPANISH EC-12 Evaluation Systems group of Pearson All program completers, 2018-19	8			
613 -LOTE: SPANISH EC-12 Evaluation Systems group of Pearson All program completers, 2017-18	4			
115 -MATHEMATICS 4-8 Evaluation Systems group of Pearson Other enrolled students	18	254	18	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
115 -MATHEMATICS 4-8 Evaluation Systems group of Pearson All program completers, 2019-20	18	253	16	89
115 -MATHEMATICS 4-8 Evaluation Systems group of Pearson All program completers, 2018-19	32	266	31	97
115 -MATHEMATICS 4-8 Evaluation Systems group of Pearson All program completers, 2017-18	25	260	23	92
235 -MATHEMATICS 7-12 Evaluation Systems group of Pearson Other enrolled students	2			
235 -MATHEMATICS 7-12 Evaluation Systems group of Pearson All program completers, 2019-20	5			
235 -MATHEMATICS 7-12 Evaluation Systems group of Pearson All program completers, 2018-19	12	263	12	100
235 -MATHEMATICS 7-12 Evaluation Systems group of Pearson All program completers, 2017-18	10	265	10	100
114 -MATHSCIENCE 4-8 Evaluation Systems group of Pearson Other enrolled students	9			
114 -MATHSCIENCE 4-8 Evaluation Systems group of Pearson All program completers, 2019-20	3			
114 -MATHSCIENCE 4-8 Evaluation Systems group of Pearson All program completers, 2018-19	7			
114 -MATHSCIENCE 4-8 Evaluation Systems group of Pearson All program completers, 2017-18	10	258	9	90
177 -MUSIC EC-12 Evaluation Systems group of Pearson Other enrolled students	3			
177 -MUSIC EC-12 Evaluation Systems group of Pearson All program completers, 2019-20	25	256	24	96
177 -MUSIC EC-12 Evaluation Systems group of Pearson All program completers, 2018-19	34	256	34	100
177 -MUSIC EC-12 Evaluation Systems group of Pearson All program completers, 2017-18	40	254	40	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
160 -PEDAGOGY-PROF RESP EC-12 Evaluation Systems group of Pearson Other enrolled students	120	261	115	96
160 -PEDAGOGY-PROF RESP EC-12 Evaluation Systems group of Pearson All program completers, 2019-20	270	261	270	100
160 -PEDAGOGY-PROF RESP EC-12 Evaluation Systems group of Pearson All program completers, 2018-19	433	260	418	97
160 -PEDAGOGY-PROF RESP EC-12 Evaluation Systems group of Pearson All program completers, 2017-18	412	261	398	97
158 -PHYSICAL EDUCATION EC-12 Evaluation Systems group of Pearson Other enrolled students	2			
158 -PHYSICAL EDUCATION EC-12 Evaluation Systems group of Pearson All program completers, 2019-20	5			
158 -PHYSICAL EDUCATION EC-12 Evaluation Systems group of Pearson All program completers, 2018-19	15	260	15	100
158 -PHYSICAL EDUCATION EC-12 Evaluation Systems group of Pearson All program completers, 2017-18	17	264	17	100
116 -SCIENCE 4-8 Evaluation Systems group of Pearson Other enrolled students	1			
116 -SCIENCE 4-8 Evaluation Systems group of Pearson All program completers, 2018-19	1			
236 -SCIENCE 7-12 Evaluation Systems group of Pearson All program completers, 2019-20	1			
236 -SCIENCE 7-12 Evaluation Systems group of Pearson All program completers, 2017-18	1			
232 -SOCIAL STUDIES 7-12 Evaluation Systems group of Pearson Other enrolled students	2			
232 -SOCIAL STUDIES 7-12 Evaluation Systems group of Pearson All program completers, 2019-20	3			
232 -SOCIAL STUDIES 7-12 Evaluation Systems group of Pearson All program completers, 2018-19	10	253	10	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
232 -SOCIAL STUDIES 7-12 Evaluation Systems group of Pearson All program completers, 2017-18	8			
161 -SPECIAL EDUCATION EC-12 Evaluation Systems group of Pearson All program completers, 2019-20	20	254	16	80
161 -SPECIAL EDUCATION EC-12 Evaluation Systems group of Pearson All program completers, 2018-19	20	255	17	85
161 -SPECIAL EDUCATION EC-12 Evaluation Systems group of Pearson All program completers, 2017-18	47	259	47	100
129 -SPEECH 7-12 Evaluation Systems group of Pearson All program completers, 2017-18	4			
180 -THEATRE EC-12 Evaluation Systems group of Pearson Other enrolled students	2			
180 -THEATRE EC-12 Evaluation Systems group of Pearson All program completers, 2019-20	4			
180 -THEATRE EC-12 Evaluation Systems group of Pearson All program completers, 2018-19	4			
180 -THEATRE EC-12 Evaluation Systems group of Pearson All program completers, 2017-18	5			

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

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2019-20	329	270	82
All program completers, 2018-19	441	413	94
All program completers, 2017-18	422	391	93

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:

NCATE

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

- Yes
- No

Use of Technology

THIS PAGE INCLUDES:

>> [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.

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.

TEA Technology standards and ISTE National standards are integrated in coursework throughout all teacher certification programs. In the new curriculum, beginning fall 2017, all candidates will provide evidence of implementing instructional technology in lesson planning and teaching through demonstration in the Innovative classroom. Two classrooms have been designated as Innovative classrooms for the purpose of teaching using instructional technologies such as, Google Glasses, Swivl, Smart Boards and Tables, Mondopads, robots, educational gaming centers, Echos, and 3-D scanners and printers. Every candidate will be responsible for teaching and recording one lesson using the majority of technologies in the classroom. Candidates will write a reflection to be placed in their portfolio. All teaching candidates are required to plan for integrating technology as they design lessons in the subject areas they will teach. This integration is practiced and assessed in a variety of field experiences. External evaluation of the candidate's master of the Texas Technology Standards is completed by the classroom mentor teacher and the University Supervisor in student teaching. Universal design for learning is introduced and applied in the field experiences at public schools as required in two special education courses in the undergraduate program.

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

All EC-6 Core and 4-8 candidates are required to take 9 hours of coursework, 6 hours are integrated into two semesters of field-experience, ensuring both knowledge and practice for working with children with special needs in the general education classroom. In the Secondary Education with Content double majors that began in the fall of 2020, has specific coursework in meeting the needs of students with special needs in the high school classroom.

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*.

In two required SPED courses in the EC-6 Core curriculum, teacher candidates learn about all laws and policies regarding working with and accommodating for children with special needs. Candidates are required to include modifications on their lesson plans in the field and review IEPs with the mentor teacher.

c. Effectively teach students who are limited English proficient.

All EC-6 Core and 4-8 teacher candidates are prepared to instruct second-language learners and sit for the TExES ESL certification exam. Candidates are required to take 9 hours of coursework, including 6 hours of integrated field-experience. In the Secondary Education with Content double majors, all teacher candidates for high school will participate in specific course content related to working with second-language learners.

2. Does your program prepare special education teachers?

- Yes
 No

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

a. Teach students with disabilities effectively

In addition to the EC-6 Core requirements, candidates that add SPED to their certification complete a SPED block that includes coursework and field experience focused on low incidence - high incidence and elementary to secondary diverse placements. In the clinical teaching experience, all EC-6 with SPED candidates are placed in general education inclusion classrooms and resource or life-skills classrooms.

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

All EC-6 Core with SPED candidates participate in reviewing IEPs and on IEP teams during SPED block and clinical teaching.

c. Effectively teach students who are limited English proficient.

All EC-6 Core with SPED candidates are prepared to instruct second-language learners and sit for the TExES ESL certification exam. Candidates are required to take 9 hours of coursework, including 6 hours of integrated field-experience.

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.

THIS PAGE INCLUDES:

>> [Contextual Information](#)

Contextual Information

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

Note that EC-6 Generalist / Core Subjects candidates' certification allows them to teach any subject in grades EC- 6th, including but not exclusive to English, math, science, social studies, and other subjects, such as art or PE or music, though the fine arts and music are uncommon for our EC-6. The common elementary subjects and courses are included on the page showing certifications, so, for example, in addition to specifically trained English subject candidates, the EC-6 candidates are included in these counts. In the areas of need section, such as science or math, we do not include the EC-6 Generalist or Core Subjects in our counts of teachers prepared as we are look at specific training certifications. Secondary education teacher candidates complete double majors in Mathematics, Composite Science, History, English, Spanish, Mass Communications, Interdisciplinary Agriculture, Kinesiology, Biology, and Composite Science. These double major degrees will include increased education/pedagogy coursework in SPED, ELL/ESL, and added field experience coursework. These degrees will ensure teacher candidates are more effectively prepared to instruct content in Texas high schools.

Supporting Files

No files have been provided.

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

Report Card Certification

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

Certification of submission

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

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Andrew Oswald

TITLE:

Analyst

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:

Jannah Nerren

TITLE:

Associate Dean for Planning and Assessment