



Sam Houston State University  
Traditional Report AY 2017-18  
Texas



REPORT COMPLETE  
STATUS: CERTIFIED

## Institution Information

### ADDRESS

Box 2119

### CITY

Huntsville

### STATE

Texas

### ZIP

77341

### SALUTATION

Dr.

### FIRST NAME

Sandra

### LAST NAME

Stewart

### PHONE

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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?

<https://www2.ed.gov/programs/tqpartnership/awards.html>

- Yes  
 No

If yes, provide the following:

**AWARD YEAR**

**GRANTEE NAME**

**PROJECT NAME**

**GRANT NUMBER**

**LIST PARTNER DISTRICTS/LEAS (ONE PER LINE)**

**LIST OTHER PARTNERS (ONE PER LINE)**

**PROJECT TYPE**

- Residency**
- Pre-baccalaureate**
- Both Residency and Pre-baccalaureate**

## List of Programs

On this page, review the list of teacher preparation programs offered by your institution of higher education (IHE) or organization. If you submitted an IPRC last year, this list of programs is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to enter the programs in the appropriate reports. For the traditional report, list all traditional programs within the IHE. For the alternative report, list all alternative programs within the IHE. You may edit, delete, and insert new rows as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page. The system will automatically total the number of programs for you.

THIS PAGE INCLUDES:

>> [Program Information](#)

## Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <https://www2.ed.gov/programs/tqpartnership/awards.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Agricultural Science and Technology (Grades 6-12)	No	
Art (Grades EC-12)	No	
Core Subjects (Grades 4-8)	No	
Core Subjects (Grades EC-6)	No	
Dance (Grades 8-12)	No	
English Language Arts and Reading (Grades 4-8)	No	
English Language Arts and Reading (Grades 7-12)	No	
English Language Arts and Reading/Social Studies (Grades 4-8)	No	
Family and Consumer Sciences (Grades 6-12)	No	
Health (Grades EC-12)	No	
History (Grades 7-12)	No	
Journalism (Grades 7-12)	No	
Languages Other Than English - Spanish (Grades EC-12)	No	
Life Sciences (Grades 7-12)	No	

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Mathematics (Grades 4-8)	No	
Mathematics (Grades 7-12)	No	
Mathematics / Science (Grades 4-8)	No	
Music (Grades EC-12)	No	
Physical Education (Grades EC-12)	No	
Physical Science (Grades 6-12)	No	
Science (Grades 4-8)	No	
Science (Grades 7-12)	No	
Social Studies (Grades 4-8)	No	
Social Studies (Grades 7-12)	No	
Special Education (Grades EC-12)	No	
Speech (Grades 7-12)	No	
Technology Education (Grades 6-12)	No	
Theatre (Grades EC-12)	No	
Trade and Industrial Education (Grades 6-12)	No	

**Total number of teacher preparation programs: 29**

# Program Requirements

## THIS PAGE INCLUDES:

- >> [Admissions](#)
- >> [Undergraduate Requirements](#)
- >> [Postgraduate Requirements](#)
- >> [Supervised Clinical Experience](#)

On this page, review and enter information about the program requirements for admission into the program, program completion, and supervised clinical experience. If you submitted an IPRC last year, much of this page is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to specify the requirements in the appropriate reports. For the traditional report, provide the requirements for traditional programs within the IHE. For the alternative report, provide the requirements for the alternative programs within the IHE.

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

## Admissions

1. Indicate when students are formally admitted into your initial teacher certification program:

Other



If Other, please specify:

Most will be sophomores or juniors when applying to EPP.

2. Does your initial teacher certification program conditionally admit students?

Yes

No

3. Provide a link to your website where additional information about admissions requirements can be found:

<http://www.shsu.edu/academics/education/educator-preparation-services/program-admission.html>

4. Please provide any additional information about or exceptions to the admissions information provided above:

Candidates normally apply in the first course where field experience is completed, which we label Level I field experience and are reviewed before Level II. To participate in Level II or III, the candidate must be admitted to the program. Level II involves interaction with students with some teaching, Level III is student teaching. Graduate candidates will usually apply prior to enrollment.

## Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. ([§205\(a\)\(1\)\(C\)\(i\)](#))

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 rest of the page blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Required for Entry	Required for Exit
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
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 Student 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 was the median GPA of individuals accepted into the program in academic year 2017-18?

3.18

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

2.75

5. What was the median GPA of individuals completing the program in academic year 2017-18?

3.3

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

Candidates primarily apply in their first education course (CIEE 2333, SPED 2301, or CIEE 3374). All candidates must be fully admitted to the EPP before placement into the first field experience placement, Literacy Block. Benchmarks prior to Content Methods and clinical teaching include GPA of 2.75, a C or better in Literacy Block and pre-requisite course requirements.

# Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. ([§205\(a\)\(1\)\(C\)\(i\)](#))

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 rest of the page blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Required for Entry	Required for Exit
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
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 Student Teaching or 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.)

2.75

3. What was the median GPA of individuals accepted into the program in academic year 2017-18?

3.3

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

3

5. What was the median GPA of individuals completing the program in academic year 2017-18?

3.81

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

Texas requires an interview or another screening instrument. At SHSU, two separate screening activities in entry level courses provide information about the appropriateness for the certification sought.

## Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2017-18. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

[Additional guidance on reporting supervised clinical experience and nonclinical coursework.](#)

Average number of clock hours of supervised clinical experience required prior to student teaching	240
Average number of clock hours required for student teaching	420
Average number of clock hours required for mentoring/induction support	8
Number of full-time equivalent faculty supervising clinical experience during this academic year	23
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	715
Number of students in supervised clinical experience during this academic year	433

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



# Enrollment

THIS PAGE INCLUDES:

>> [Enrollment](#)

On this page, enter the number of candidates for an initial teaching credential who are enrolled in the initial teacher preparation programs within your institution of higher education (IHE) or organization. **Do not** report on the total number of students enrolled in the entire IHE. **Do not** include individuals who currently hold a teaching credential and are seeking additional licenses or endorsements, or individuals preparing for school-based careers other than classroom teachers (e.g., administrators, guidance counselors).

The Department recognizes that in many cases, candidates voluntarily report their race/ethnicity and gender data, and that in some cases, candidates may choose not to report this information. Please report on the race/ethnicity data you have available, though the data may not be complete. It is not expected that the sum of the enrolled students reported by race/ethnicity or by gender will necessarily equal the total number of students enrolled.

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

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

## Enrollment

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

### [Additional guidance on reporting race and ethnicity data.](#)

Total number of students enrolled in 2017-18	<input type="text" value="1075"/>
Unduplicated number of males enrolled in 2017-18	<input type="text" value="163"/>
Unduplicated number of females enrolled in 2017-18	<input type="text" value="912"/>

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled. ([§205\(a\)\(1\)\(C\)\(ii\)\(H\)](#))

2017-18	Number Enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race	<input type="text" value="263"/>
<i>Race</i>	

2017-18

Number Enrolled

American Indian or Alaska Native

0

Asian

14

Black or African American

93

Native Hawaiian or Other Pacific Islander

0

White

680

Two or more races

25

## 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](#)

## Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2017-18. 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\(b\)\(1\)\(H\)](#))

[Additional guidance on reporting teachers prepared by subject area.](#)

### [What are CIP Codes?](#)

No teachers prepared in academic year 2017-18

CIP Code	Subject Area	Number Prepared
13.01	Education - General	<input type="text"/>
13.10	Teacher Education - Special Education	51
13.1210	Teacher Education - Early Childhood Education	220
13.1202	Teacher Education - Elementary Education	220
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	47
13.1205	Teacher Education - Secondary Education	166
13.1206	Teacher Education - Multiple Levels	71

CIP Code	Subject Area	Number Prepared
13.1301	Teacher Education - Agriculture	26
13.1302	Teacher Education - Art	221
13.1303	Teacher Education - Business	0
13.1305	Teacher Education - English/Language Arts	243
13.1306	Teacher Education - Foreign Language	0
13.1307	Teacher Education - Health	220
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	267
13.1312	Teacher Education - Music	261
13.1314	Teacher Education - Physical Education and Coaching	239
13.1315	Teacher Education - Reading	243
13.1316	Teacher Education - Science Teacher Education/General Science	233
13.1317	Teacher Education - Social Science	0
13.1318	Teacher Education - Social Studies	238
13.1319	Teacher Education - Technical Education	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	2
13.1323	Teacher Education - Chemistry	0
13.1324	Teacher Education - Drama and Dance	226
13.1325	Teacher Education - French	0
13.1326	Teacher Education - German	0
13.1328	Teacher Education - History	28
13.1329	Teacher Education - Physics	0
13.1330	Teacher Education - Spanish	4

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	4
13.1332	Teacher Education - Geography	0
13.1333	Teacher Education - Latin	0
13.1335	Teacher Education - Psychology	0
13.1337	Teacher Education - Earth Science	0
13.14	Teacher Education - English as a Second Language	242
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	19
13.99	Education - Other Specify: <input type="text"/>	0

## Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2017-18. 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.

[Additional guidance on reporting teachers prepared by academic major.](#)

### What are CIP Codes?

No teachers prepared in academic year 2017-18

CIP Code	Academic Major	Number Prepared
13.01	Education - General	
13.10	Teacher Education - Special Education	
13.1210	Teacher Education - Early Childhood Education	
13.1202	Teacher Education - Elementary Education	216
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	44
13.1205	Teacher Education - Secondary Education	
13.1301	Teacher Education - Agriculture	

CIP Code	Academic Major	Number Prepared
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"/>
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 - Science	<input type="text"/>
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	<input type="text"/>
13.1319	Teacher Education - Technical Education	<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"/>
13.1325	Teacher Education - French	<input type="text"/>
13.1326	Teacher Education - German	<input type="text"/>
13.1328	Teacher Education - History	<input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>
13.1330	Teacher Education - Spanish	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>

CIP Code	Academic Major	Number Prepared
13.1332	Teacher Education - Geography	<input type="text"/>
13.1333	Teacher Education - Latin	<input type="text"/>
13.1335	Teacher Education - Psychology	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	<input type="text"/>
13.03	Education - Curriculum and Instruction	<input type="text"/>
13.09	Education - Social and Philosophical Foundations of Education	<input type="text"/>
24	Liberal Arts/Humanities	<input type="text"/>
42	Psychology	<input type="text"/>
45.01	Social Sciences	<input type="text"/>
45.02	Anthropology	<input type="text"/>
45.06	Economics	<input type="text"/>
45.07	Geography and Cartography	<input type="text"/>
45.10	Political Science and Government	<input type="text"/>
45.11	Sociology	<input type="text"/>
50	Visual and Performing Arts	<input type="text" value="47"/>
54	History	<input type="text" value="34"/>
16	Foreign Languages	<input type="text" value="4"/>
19	Family and Consumer Sciences/Human Sciences	<input type="text" value="3"/>
23	English Language/Literature	<input type="text" value="13"/>
38	Philosophy and Religious Studies	<input type="text"/>
01	Agriculture	<input type="text" value="27"/>
09	Communication or Journalism	<input type="text" value="9"/>
14	Engineering	<input type="text"/>

CIP Code	Academic Major	Number Prepared
26	Biology	2
27	Mathematics and Statistics	9
40.01	Physical Sciences	
40.02	Astronomy and Astrophysics	
40.04	Atmospheric Sciences and Meteorology	
40.05	Chemistry	
40.06	Geological and Earth Sciences/Geosciences	
40.08	Physics	
52	Business/Business Administration/Accounting	2
11	Computer and Information Sciences	
99	<b>Other Specify:</b> <input data-bbox="289 926 1260 968" type="text" value="Criminal Justice(1),General Studies (3),Kinesiology(19)"/>	23



## Program Completers

On this page, enter the total number of individuals who completed the program in AY 2017-18 and the two prior academic years. If you submitted an IPRC last year, the number of program completers for the two prior academic years are pre-loaded from your prior year's report.

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

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

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

THIS PAGE INCLUDES:

>> [Program Completers](#)

## Program Completers

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

2017-18	<input type="text" value="433"/>
2016-17	<input type="text" value="431"/>
2015-16	<input type="text" value="437"/>

# Annual Goals

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

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

## THIS PAGE INCLUDES:

- >> [Annual Goals - Mathematics](#)
- >> [Annual Goals - Science](#)
- >> [Annual Goals - Special Education](#)
- >> [Annual Goals - Instruction of Limited English Proficient Students](#)
- >> [Assurances](#)

## Annual Goals - Mathematics

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

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

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

### Academic year 2017-18

1. Did your program prepare teachers in mathematics in 2017-18?

- Yes  
 No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in mathematics in 2017-18?

10

3. Did your program meet the goal for prospective teachers set in mathematics in 2017-18?

- Yes  
 No  
 Not applicable

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

Our recruitment activities increased in the high schools and community colleges; SHSU added a staff position in the College of Education that was primarily focused on recruitment and communication.

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

Recruitment efforts for increasing the number of teacher candidates in mathematics included; recruiting in area high schools, transfer recruiting in community colleges, and identifying mathematics majors in specialized programs, such as 4+1 and year-long residency. Though we did not meet our goal of increasing mathematics certifications by 10, we did increase by 7 more candidates.

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

The goals for 2018-2019 are a continuation of the 2017-2018 goals since these goals take two-three years to begin seeing benefits.

### Academic year 2018-19

7. Is your program preparing teachers in mathematics in 2018-19?

- Yes  
 No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in mathematics in 2018-19?

5

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

### Academic year 2019-20

10. Will your program prepare teachers in mathematics in 2019-20?

- Yes  
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in mathematics in 2019-20?

10

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

## Annual Goals - Science

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

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

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

### Academic year 2017-18

1. Did your program prepare teachers in science in 2017-18?

- Yes  
 No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in science in 2017-18?

5

3. Did your program meet the goal for prospective teachers set in science in 2017-18?

- Yes  
 No  
 Not applicable

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

We did not meet our goal of increasing by 5 teacher candidates for the 2018-2019 school year. Our recruitment activities increased in the high schools and community colleges; SHSU added a staff position in the College of Education that was primarily focused on recruitment and communication.

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

Recruitment efforts for increasing the number of teacher candidates in science included; recruiting in area high schools, transfer recruiting in community colleges, and identifying science majors in specialized programs, such as 4+1 and year-long residency.

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

The goals for 2018-2019 are a continuation of the 2017-2018 goals since these goals take two-three years to begin seeing benefits.

### Academic year 2018-19

7. Is your program preparing teachers in science in 2018-19?

- Yes  
 No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in science in 2018-19?

5

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

### Academic year 2019-20

10. Will your program prepare teachers in science in 2019-20?

- Yes  
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in science in 2019-20?

5

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

# 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 to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

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

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

## Academic year 2017-18

1. Did your program prepare teachers in special education in 2017-18?

- Yes  
 No (leave remaining questions for year blank)

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

5

3. Did your program meet the goal for prospective teachers set in special education in 2017-18?

- Yes  
 No  
 Not applicable

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

Our recruitment activities increased in the high schools and community colleges; SHSU added a staff position in the College of Education that was primarily focused on recruitment and communication.

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

The EPP increased in SPED teacher candidate finishers by 9, almost double our goal of 5. Efforts to increase SPED teacher candidates included recruitment in high school programs such as Ready, Set, Teach and TAFE organization. In addition, recruitment efforts in transfer fairs at community colleges and grow your own programs with district partners.

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

The goals for 2018-2019 are a continuation of the 2017-2018 goals; because our goal was exceeded in 2017-18 we feel it is reasonable by 5 more in the coming year.

## Academic year 2018-19

7. Is your program preparing teachers in special education in 2018-19?

- Yes  
 No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in special education in 2018-19?

5

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

### Academic year 2019-20

10. Will your program prepare teachers in special education in 2019-20?

- Yes  
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in special education in 2019-20?

10

12. 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.

## Annual Goals - Instruction of Limited English Proficient Students

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

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

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

### Academic year 2017-18

1. Did your program prepare teachers in instruction of limited English proficient students in 2017-18?

- Yes  
 No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2017-18?

10

3. Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2017-18?

- Yes  
 No  
 Not applicable

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

Our recruitment activities increased in the high schools and community colleges; SHSU added a staff position in the College of Education that was primarily focused on recruitment and communication.

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

Recruitment efforts for increasing the number of teacher candidates in LEP included; recruiting in area high schools, transfer recruiting in community colleges, and identifying majors in specialized programs, such as 4+1 and year-long residency.

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

The goals for 2018-2019 are a continuation of the 2017-2018 goals since these goals take two-three years to begin seeing benefits.

Academic year 2018-19

7. Is your program preparing teachers in instruction of limited English proficient students in 2018-19?

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

8. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2018-19?

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

Academic year 2019-20

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

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

11. How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2019-20?

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

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

## Assurances

Please certify that your institution is in compliance with the following assurances. ([§205\(a\)\(1\)\(A\)\(iii\)](#), [§206\(b\)](#)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

1. 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 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 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.



## Assessment Pass Rates

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

On this page, review the assessment pass rates. 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.

After reviewing, save the page using the floating save box at the bottom of the page.

## Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
172 -AG SCIENCE AND TECHNOLOGY 6-12 Evaluation Systems group of Pearson All program completers, 2016-17	1			
172 -AG SCIENCE AND TECHNOLOGY 6-12 Evaluation Systems group of Pearson All program completers, 2015-16	18	266	18	100
272 -AGRICULTURE FOOD AND NATURAL RESOURCES 6-12 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
272 -AGRICULTURE FOOD AND NATURAL RESOURCES 6-12 Evaluation Systems group of Pearson Other enrolled students	4			
272 -AGRICULTURE FOOD AND NATURAL RESOURCES 6-12 Evaluation Systems group of Pearson All program completers, 2017-18	26	268	26	100
272 -AGRICULTURE FOOD AND NATURAL RESOURCES 6-12 Evaluation Systems group of Pearson All program completers, 2016-17	10	271	10	100
178 -ART EC-12 Evaluation Systems group of Pearson All program completers, 2017-18	1			
178 -ART EC-12 Evaluation Systems group of Pearson All program completers, 2016-17	1			
178 -ART EC-12 Evaluation Systems group of Pearson All program completers, 2015-16	5			
176 -BUSINESS EDUCATION 6-12 Evaluation Systems group of Pearson All program completers, 2016-17	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 All enrolled students who have completed all noncl	102	261	98	96
801 -CORE SUBJECTS EC-6 ELAR Evaluation Systems group of Pearson Other enrolled students	25	260	23	92
801 -CORE SUBJECTS EC-6 ELAR Evaluation Systems group of Pearson All program completers, 2017-18	207	263	202	98
801 -CORE SUBJECTS EC-6 ELAR Evaluation Systems group of Pearson All program completers, 2016-17	232	265	228	98
801 -CORE SUBJECTS EC-6 ELAR Evaluation Systems group of Pearson All program completers, 2015-16	161	262	160	99
805 -CORE SUBJECTS EC-6 FINE ARTS HEALTH AND PE Evaluation Systems group of Pearson All enrolled students who have completed all noncl	102	258	99	97
805 -CORE SUBJECTS EC-6 FINE ARTS HEALTH AND PE Evaluation Systems group of Pearson Other enrolled students	25	263	25	100
805 -CORE SUBJECTS EC-6 FINE ARTS HEALTH AND PE Evaluation Systems group of Pearson All program completers, 2017-18	207	260	203	98
805 -CORE SUBJECTS EC-6 FINE ARTS HEALTH AND PE Evaluation Systems group of Pearson All program completers, 2016-17	232	261	227	98
805 -CORE SUBJECTS EC-6 FINE ARTS HEALTH AND PE Evaluation Systems group of Pearson All program completers, 2015-16	161	258	161	100
802 -CORE SUBJECTS EC-6 MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	102	264	99	97
802 -CORE SUBJECTS EC-6 MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	25	262	24	96
802 -CORE SUBJECTS EC-6 MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	207	264	197	95
802 -CORE SUBJECTS EC-6 MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	232	264	223	96
802 -CORE SUBJECTS EC-6 MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	161	263	160	99

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 enrolled students who have completed all noncl	102	253	92	90
804 -CORE SUBJECTS EC-6 SCIENCE Evaluation Systems group of Pearson Other enrolled students	25	256	22	88
804 -CORE SUBJECTS EC-6 SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	207	254	193	93
804 -CORE SUBJECTS EC-6 SCIENCE Evaluation Systems group of Pearson All program completers, 2016-17	232	257	224	97
804 -CORE SUBJECTS EC-6 SCIENCE Evaluation Systems group of Pearson All program completers, 2015-16	161	256	158	98
803 -CORE SUBJECTS EC-6 SOCIAL STUDIES Evaluation Systems group of Pearson All enrolled students who have completed all noncl	102	250	85	83
803 -CORE SUBJECTS EC-6 SOCIAL STUDIES Evaluation Systems group of Pearson Other enrolled students	25	253	21	84
803 -CORE SUBJECTS EC-6 SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2017-18	207	254	196	95
803 -CORE SUBJECTS EC-6 SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2016-17	232	254	220	95
803 -CORE SUBJECTS EC-6 SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2015-16	161	253	159	99
279 -DANCE 6-12 Evaluation Systems group of Pearson Other enrolled students	1			
179 -DANCE 8-12 Evaluation Systems group of Pearson All program completers, 2016-17	1			
113 -ENG LANG ARTS -READSOC STUDIES 4-8 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
113 -ENG LANG ARTS -READSOC STUDIES 4-8 Evaluation Systems group of Pearson Other enrolled students	2			
113 -ENG LANG ARTS -READSOC STUDIES 4-8 Evaluation Systems group of Pearson All program completers, 2017-18	10	256	10	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
113 -ENG LANG ARTS -READSOC STUDIES 4-8 Evaluation Systems group of Pearson All program completers, 2016-17	12	259	12	100
113 -ENG LANG ARTS -READSOC STUDIES 4-8 Evaluation Systems group of Pearson All program completers, 2015-16	14	258	14	100
117 -ENG LANGUAGE ARTS AND READING 4-8 Evaluation Systems group of Pearson Other enrolled students	3			
117 -ENG LANGUAGE ARTS AND READING 4-8 Evaluation Systems group of Pearson All program completers, 2016-17	1			
231 -ENG LANGUAGE ARTS AND READING 7-12 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5			
231 -ENG LANGUAGE ARTS AND READING 7-12 Evaluation Systems group of Pearson All program completers, 2017-18	11	257	10	91
231 -ENG LANGUAGE ARTS AND READING 7-12 Evaluation Systems group of Pearson All program completers, 2016-17	20	252	19	95
231 -ENG LANGUAGE ARTS AND READING 7-12 Evaluation Systems group of Pearson All program completers, 2015-16	11	252	11	100
200 -FAMILY-CONSUMER SCIENCE Other All program completers, 2017-18	3			
200 -FAMILY-CONSUMER SCIENCE Other All program completers, 2016-17	3			
191 -GENERALIST EC-6 Evaluation Systems group of Pearson All program completers, 2016-17	6			
191 -GENERALIST EC-6 Evaluation Systems group of Pearson All program completers, 2015-16	61	256	61	100
157 -HEALTH EC-12 Evaluation Systems group of Pearson Other enrolled students	2			
157 -HEALTH EC-12 Evaluation Systems group of Pearson All program completers, 2015-16	2			
233 -HISTORY 7-12 Evaluation Systems group of Pearson Other enrolled students	4			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
233 -HISTORY 7-12 Evaluation Systems group of Pearson All program completers, 2017-18	23	250	19	83
233 -HISTORY 7-12 Evaluation Systems group of Pearson All program completers, 2016-17	12	259	12	100
233 -HISTORY 7-12 Evaluation Systems group of Pearson All program completers, 2015-16	14	251	11	79
256 -JOURNALISM 7-12 Evaluation Systems group of Pearson Other enrolled students	1			
238 -LIFE SCIENCE 7-12 Evaluation Systems group of Pearson All program completers, 2017-18	2			
238 -LIFE SCIENCE 7-12 Evaluation Systems group of Pearson All program completers, 2016-17	3			
238 -LIFE SCIENCE 7-12 Evaluation Systems group of Pearson All program completers, 2015-16	2			
613 -LOTE: SPANISH EC-12 Evaluation Systems group of Pearson All program completers, 2017-18	4			
613 -LOTE: SPANISH EC-12 Evaluation Systems group of Pearson All program completers, 2016-17	4			
613 -LOTE: SPANISH EC-12 Evaluation Systems group of Pearson All program completers, 2015-16	3			
115 -MATHEMATICS 4-8 Evaluation Systems group of Pearson Other enrolled students	34	261	30	88
115 -MATHEMATICS 4-8 Evaluation Systems group of Pearson All program completers, 2017-18	25	260	23	92
115 -MATHEMATICS 4-8 Evaluation Systems group of Pearson All program completers, 2016-17	16	262	16	100
115 -MATHEMATICS 4-8 Evaluation Systems group of Pearson All program completers, 2015-16	24	258	24	100
235 -MATHEMATICS 7-12 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
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, 2017-18	9			
235 -MATHEMATICS 7-12 Evaluation Systems group of Pearson All program completers, 2016-17	9			
235 -MATHEMATICS 7-12 Evaluation Systems group of Pearson All program completers, 2015-16	11	255	10	91
114 -MATHSCIENCE 4-8 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
114 -MATHSCIENCE 4-8 Evaluation Systems group of Pearson Other enrolled students	4			
114 -MATHSCIENCE 4-8 Evaluation Systems group of Pearson All program completers, 2017-18	10	258	9	90
114 -MATHSCIENCE 4-8 Evaluation Systems group of Pearson All program completers, 2016-17	15	256	14	93
114 -MATHSCIENCE 4-8 Evaluation Systems group of Pearson All program completers, 2015-16	9			
177 -MUSIC EC-12 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
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, 2017-18	40	254	39	98
177 -MUSIC EC-12 Evaluation Systems group of Pearson All program completers, 2016-17	37	253	35	95
177 -MUSIC EC-12 Evaluation Systems group of Pearson All program completers, 2015-16	27	256	27	100
160 -PEDAGOGY-PROF RESP EC-12 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	71	264	69	97

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	21	261	20	95
160 -PEDAGOGY-PROF RESP EC-12 Evaluation Systems group of Pearson All program completers, 2017-18	390	262	369	95
160 -PEDAGOGY-PROF RESP EC-12 Evaluation Systems group of Pearson All program completers, 2016-17	405	266	397	98
160 -PEDAGOGY-PROF RESP EC-12 Evaluation Systems group of Pearson All program completers, 2015-16	399	264	394	99
158 -PHYSICAL EDUCATION EC-12 Evaluation Systems group of Pearson All program completers, 2017-18	16	265	16	100
158 -PHYSICAL EDUCATION EC-12 Evaluation Systems group of Pearson All program completers, 2016-17	10	262	10	100
158 -PHYSICAL EDUCATION EC-12 Evaluation Systems group of Pearson All program completers, 2015-16	25	262	25	100
116 -SCIENCE 4-8 Evaluation Systems group of Pearson Other enrolled students	2			
236 -SCIENCE 7-12 Evaluation Systems group of Pearson Other enrolled students	2			
236 -SCIENCE 7-12 Evaluation Systems group of Pearson All program completers, 2017-18	1			
236 -SCIENCE 7-12 Evaluation Systems group of Pearson All program completers, 2016-17	2			
118 -SOCIAL STUDIES 4-8 Evaluation Systems group of Pearson Other enrolled students	1			
232 -SOCIAL STUDIES 7-12 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
232 -SOCIAL STUDIES 7-12 Evaluation Systems group of Pearson Other enrolled students	3			
232 -SOCIAL STUDIES 7-12 Evaluation Systems group of Pearson All program completers, 2017-18	8			

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, 2016-17	6			
161 -SPECIAL EDUCATION EC-12 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
161 -SPECIAL EDUCATION EC-12 Evaluation Systems group of Pearson Other enrolled students	3			
161 -SPECIAL EDUCATION EC-12 Evaluation Systems group of Pearson All program completers, 2017-18	45	260	45	100
161 -SPECIAL EDUCATION EC-12 Evaluation Systems group of Pearson All program completers, 2016-17	38	258	37	97
161 -SPECIAL EDUCATION EC-12 Evaluation Systems group of Pearson All program completers, 2015-16	40	263	39	98
129 -SPEECH 7-12 Evaluation Systems group of Pearson All program completers, 2017-18	4			
129 -SPEECH 7-12 Evaluation Systems group of Pearson All program completers, 2016-17	1			
180 -THEATRE EC-12 Evaluation Systems group of Pearson Other enrolled students	1			
180 -THEATRE EC-12 Evaluation Systems group of Pearson All program completers, 2017-18	3			
180 -THEATRE EC-12 Evaluation Systems group of Pearson All program completers, 2016-17	3			
180 -THEATRE EC-12 Evaluation Systems group of Pearson All program completers, 2015-16	2			



## Summary Pass Rates

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

On this page, review the summary pass rates. 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.

After reviewing, save the page using the floating save box at the bottom of the page.

## Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2017-18	409	366	89
All program completers, 2016-17	414	391	94
All program completers, 2015-16	403	393	98

## Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

On this page, review the questions regarding your program's approval/accreditation and whether your program has been designated as low performing by the state. 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.

## Low-Performing

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

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  
 NCATE  
 TEAC  
 CAEP  
 Other specify:

2. Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

- 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.

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](#)

On this page, review the questions about how your program trains general education teachers and special education teachers. For the purposes of these questions, general education teachers means those who are not specifically prepared as special education teachers. 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.

## Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.  [\(§205\(a\)\(1\)\(G\)\)](#)

1. Does your program prepare general education teachers to:

a. teach students with disabilities effectively

- Yes  
 No

b. participate as a member of individualized education program teams

- Yes  
 No

c. teach students who are limited English proficient effectively

- Yes  
 No

2. Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

General education teachers participate in coursework that provides an overview of various disabilities, related laws, and research based strategies for teaching special education students. These courses include field experiences in inclusion classrooms. All EC-6 and 4-8 candidates are prepared for certification as ESL teachers in addition to the generalist certification. In addition, the special education program is nationally recognized by the Council for Exceptional Children.

3. Does your program prepare special education teachers to:

a. teach students with disabilities effectively

- Yes  
 No  
 Program does not prepare special education teachers

b. participate as a member of individualized education program teams

- Yes
- No
- Program does not prepare special education teachers

c. teach students who are limited English proficient effectively

- Yes
- No
- Program does not prepare special education teachers

4. Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

SPED teachers participate in the courses required for general education teachers, as described above, and prepared for SPED certification as well. The special education teacher also develops expertise in emotional and behavioral disorders, behavioral principals, behavioral assessment intervention and evaluation, student-centered planning and learning, the study of learning and learning disabilities, behavioral interventions and family involvement, diagnostic assessment of exceptional children and youth, cognitive and low incidence disabilities, collaborative partnerships across the life span, and learning and instruction for young children with disabilities. The special education program is a recognized SPA and meets all required NCATE/CAEP standards. All EC-6 and 4-8 certifications include 9-12 hours of coursework and field experience in both SPED and ESL.

## Contextual Information

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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.

Faculty have redesigned curriculum for all degrees ensuring the alignment to the new Texas Teacher Standards. All Council for the Accreditation of Educator Preparation (CAEP) standards and assessments are aligned to provide meaningful data for program evaluation, review, and curriculum adjustments as needed. The numbers of FTE faculty (field) supervisors and adjunct campus (site) supervisors was calculated differently from the previous submission. We believe the numbers and method used this year provides a more accurate picture of our clinical experience data. Regarding the FTE faculty (field) supervisors, we consider 6 supervised candidates as 1 course, or 1/3 FTE. With 433 candidates completing, this gives us 24 FTE equivalent faculty. 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.

## 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.

## Enrollment Confirmation

Total Title II enrollment from Section I: Program Information, Enrollment is **1075**.

Number of program completers from Section I: Program Information, Program Completers is **433**.

For a total enrollment of **1508**.

## 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:

Data 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, Ph.D.

TITLE:

Associate Dean for Planning and Assessment

## Comparison with Last Year

Item	Last Year	This Year	Change
<a href="#">Total Enrollment</a>	903	1075	19.05%
<a href="#">Male Enrollment</a>	152	163	7.24%
<a href="#">Female Enrollment</a>	750	912	21.60%
<a href="#">Hispanic/Latino Enrollment</a>	197	263	33.50%
<a href="#">American Indian or Alaska Native Enrollment</a>	7	0	
<a href="#">Asian Enrollment</a>	16	14	-12.50%
<a href="#">Black or African American Enrollment</a>	69	93	34.78%
<a href="#">Native Hawaiian or Other Pacific Islander Enrollment</a>	0	0	



Item	Last Year	This Year	Change
<a href="#">White Enrollment</a>	597	680	13.90%
<a href="#">Two or more races Enrollment</a>	16	25	56.25%
<a href="#">Average number of clock hours required prior to student teaching</a>	240	240	0.00%
<a href="#">Average number of clock hours required for student teaching</a>	420	420	0.00%
<a href="#">Average number of clock hours required for mentoring</a>	8	8	0.00%
<a href="#">Number of full-time equivalent faculty in supervised clinical experience during this academic year</a>	24	23	-4.17%
<a href="#">Number of adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)</a>	721	715	-0.83%
<a href="#">Number of students in supervised clinical experience during this academic year</a>	421	433	2.85%
<a href="#">Total completers for current academic year</a>	431	433	0.46%
<a href="#">Total completers for prior academic year</a>	437	431	-1.37%
<a href="#">Total completers for second prior academic year</a>	446	437	-2.02%