



VIEW TITLE II REPORTS

SUBMIT REPORTS

About Title II Contacts

Login

Webinars

Technical Assistance

User Manuals

Texas A&M University - San Antonio  
Alternative, IHE-based Program

2016 Title II Reports

Complete Report Card

AY 2014-15

Institution Information

Name of Institution: Texas A&M University - San Antonio  
Institution/Program Type: Alternative, IHE-based  
Academic Year: 2014-15  
State: Texas

Address: One University Way

San Antonio, TX, 78224

Contact Name: Dr. Eric Lopez  
Phone: 210-784-2501  
Email: eric.lopez@tamusa.tamus.edu

Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education? (<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>)

No

If yes, provide the following:

- Award year:
- Grantee name:
- Project name:
- Grant number:
- List partner districts/LEAs:
- List other partners:
- Project Type:

Section I.a Program Information

List each teacher preparation program included in your alternative, ihe-based 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 <http://www2.ed.gov/about/offices/list/oii/tqp/index.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Agricultural Science and Technology (Grades 6-12)	No
Art EC-12	No
Bilingual Generalist Spanish 4-8	No
Bilingual Generalist Spanish EC-6	No
Business Education 6-12	No
Chemistry 7-12	No
Computer Science 8-12	No
Core Subjects 4-8	No
Core Subjects EC-6	No
English as a Second Language Generalist 4-8	No
English as a Second Language Generalist EC-6	No
English Language Arts and Reading 4-8	No

English Language Arts and Reading / 1-12	Yes
English Language Arts and Reading/Social Studies 4-8	No
Family and Consumer Science 6-12	No
Generalist 4-8	No
Generalist EC-6	No
Health EC-12	No
History 7-12	No
Journalism 7-12	No
Languages Other Than English Spanish EC-12	No
Life Science 7-12	No
Mathematics 4-8	No
Mathematics 7-12	No
Mathematics/Science 4-8	No
Music EC-12	No
Physical Education EC-12	No
Physical Science 6-12	No
Science 4-8	No
Science 7-12	No
Social Studies 4-8	No
Social Studies 7-12	No
Special Education EC-12	No
Speech 7-12	No
Technology Applications 8-12	No
Technology Applications EC-12	No
Theatre EC-12	No
Total number of teacher preparation programs: 37	

### Section I.b Admissions

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

Does your initial teacher certification program conditionally admit students?  
No

Provide a link to your website where additional information about admissions requirements can be found:  
<http://www.tamusa.edu/collegeofeducationandhumandevlopment/epcc/gtcp/index.html>

Please provide any additional comments about or exceptions to the admissions information provided above:  
graduate level program only

### Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (S205(a)(1)(C)(i))

Are there initial teacher certification programs at the undergraduate level?  
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.

Element	Required for Entry	Required for Exit
Transcript	Data not reported	Data not reported
Fingerprint check	Data not reported	Data not reported
Background check	Data not reported	Data not reported
Minimum number of courses/credits/semester hours completed	Data not reported	Data not reported
Minimum GPA	Data not reported	Data not reported
Minimum GPA in content area coursework	Data not reported	Data not reported
Minimum GPA in professional education coursework	Data not reported	Data not reported
Minimum ACT score	Data not reported	Data not reported
Minimum SAT score	Data not reported	Data not reported
Minimum basic skills test score	Data not reported	Data not reported
Subject area/academic content test or other subject matter verification	Data not reported	Data not reported
Recommendation(s)	Data not reported	Data not reported

Essay or personal statement	Data not reported	Data not reported
Interview	Data not reported	Data not reported
Other	Data not reported	Data not reported

What is the minimum GPA required for admission into the program?

What was the median GPA of individuals accepted into the program in academic year 2014-15

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2014-15

Please provide any additional comments about the information provided above:

### Section I.b Postgraduate Requirements

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

Are there initial teacher certification programs at the postgraduate level?

Yes

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.

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

What is the minimum GPA required for admission into the program?

2.75

What was the median GPA of individuals accepted into the program in academic year 2014-15

3.1

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2014-15

3.9

Please provide any additional comments about the information provided above:

Background checks are required prior to internship or clinical teaching and processed by partnering school districts. MAT scores required for certification program due to graduate level program.

### Section I.c Enrollment

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.

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 2014-15:	128
Unduplicated number of males enrolled in 2014-15:	30

Unsupervised number of females enrolled in 2014-15: 90

2014-15	Number enrolled
<b>Ethnicity</b>	
Hispanic/Latino of any race:	78
<b>Race</b>	
American Indian or Alaska Native:	1
Asian:	1
Black or African American:	2
Native Hawaiian or Other Pacific Islander:	0
White:	46
Two or more races:	0

### Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2014-15.

Average number of clock hours of supervised clinical experience required prior to student teaching	45
Average number of clock hours required for student teaching	640
Average number of clock hours required for mentoring/induction support	60
Number of full-time equivalent faculty supervising clinical experience during this academic year	1
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	0
Number of students in supervised clinical experience during this academic year	17

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

All students in the Graduate Teacher Certification alternative program are prepared through a paid one-year internship and serve as teacher of record on a probationary certificate. Effective Fall 2013, students were provided the option of a semester long clinical teaching program (640 clock hours required) in lieu of the yearlong internship.

### Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2014-15. 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))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	10
Teacher Education - Early Childhood Education	14
Teacher Education - Elementary Education	14
Teacher Education - Junior High/Intermediate/Middle School Education	1
Teacher Education - Secondary Education	12
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	3
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	

Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	1
Education - Other Specify:	

### Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2014-15. 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))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	

Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify: Certification only program (no declared major) - grad level	17

### Section I.f Program Completers

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

2014-15: 17

2013-14: 20

2012-13: 12

### Section II 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 <http://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 2014-15

Did your program prepare teachers in mathematics in 2014-15?

Yes

How many prospective teachers did your program plan to add in mathematics in 2014-15?

3

Did your program meet the goal for prospective teachers set in mathematics in 2014-15?

No

Description of strategies used to achieve goal, if applicable:

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

The program will begin use of the PACT precertification exam in Mathematics in order to prequalify candidates for Mathematics certifications.

Academic year 2015-16

Is your program preparing teachers in mathematics in 2015-16?

Yes

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

3

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Will your program prepare teachers in mathematics in 2016-17?

Yes

How many prospective teachers does your program plan to add in mathematics in 2016-17?

3

Provide any additional comments, exceptions and explanations below:

Aggressive recruitment activities for alternative certification students in these areas will begin with the implementation of newly structured alternative certification plan in the fall of 2016.

## Section II 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. (5205(a)(1)(A)(i), 5206(a))

Information about teacher shortage areas can be found at <http://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 2014-15

Did your program prepare teachers in science in 2014-15?

Yes

How many prospective teachers did your program plan to add in science in 2014-15?

4

Did your program meet the goal for prospective teachers set in science in 2014-15?

No

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

The program will begin use of the PACT pre certification exam in Science in order to prequalify candidates for Science certifications.

Academic year 2015-16

Is your program preparing teachers in science in 2015-16?

Yes

How many prospective teachers did your program plan to add in science in 2015-16?

5

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Will your program prepare teachers in science in 2016-17?

Yes

How many prospective teachers does your program plan to add in science in 2016-17?

5

Provide any additional comments, exceptions and explanations below:

Aggressive recruitment activities for alternative certification students in these areas will begin with the implementation of newly structured alternative certification plan in the fall of 2016.

**Section II 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 <http://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 2014-15

Did your program prepare teachers in special education in 2014-15?

Yes

How many prospective teachers did your program plan to add in special education in 2014-15?

30

Did your program meet the goal for prospective teachers set in special education in 2014-15?

No

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Candidate interest in this area continues, however; students have not been meeting existing criteria for full admission to the graduate program at the university in order to continue. Changes are being made to this policy effective Fall 2016.

Academic year 2015-16

Is your program preparing teachers in special education in 2015-16?

Yes

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

30

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Will your program prepare teachers in special education in 2016-17?

Yes

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

30

Provide any additional comments, exceptions and explanations below:

**Section II 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 <http://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 2014-15

Did your program prepare teachers in instruction of limited English proficient students in 2014-15?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2014-15?

10

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2014-15?

No

Description of strategies used to achieve goal, if applicable:

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



Candidate interest in this area continues, however; students have not been meeting existing criteria for full admission to the graduate program at the university in order to continue. Changes are being made to this policy effective Fall 2016.

Academic year 2015-16

Is your program preparing teachers in instruction of limited English proficient students in 2015-16?

Yes

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

10

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Will your program prepare teachers in instruction of limited English proficient students in 2016-17?

Yes

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2016-17?

10

Provide any additional comments, exceptions and explanations below:

### Section II 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.

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

Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

Yes

Prospective general education teachers are prepared to provide instruction to students with disabilities.

Yes

Prospective general education teachers are prepared to provide instruction to limited English proficient students.

Yes

Prospective general education teachers are prepared to provide instruction to students from low-income families.

Yes

Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

Yes

Describe your institution's most successful strategies in meeting the assurances listed above:

Training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institution's graduates are likely to teach, based on past hiring and recruitment trends. The program partners with area school districts and charter schools. School districts tell us their needs and we in turn respond by making appropriate program adjustments. Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions novice teachers face in the classroom. The program has undergone a curriculum alignment process. Based on data analysis, we modified our courses to meet the needs of students and the school districts. Prospective special education preservice teachers receive coursework in core academic subjects and receive training in the delivery of instruction in core academic subjects. Special Education teachers are required to pass the same core academic subjects and state mandated examination as other students in the other certification fields.

### Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TEX192-BILINGUAL GENERALIST EC - 6 Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
TEX192-BILINGUAL GENERALIST EC - 6 Educational Testing Service (ETS) Other enrolled students	3			
TEX192-BILINGUAL GENERALIST EC - 6 Educational Testing Service (ETS) All program completers, 2014-15	1			
TEX192-BILINGUAL GENERALIST EC - 6 Educational Testing Service (ETS) All program completers, 2013-14	1			

TEX192-GENERALIST EC - 6 Educational Testing Service (ETS) All program completers, 2012-13	1			
TEX190-BTLPT - SPANISH Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
TEX190-BTLPT - SPANISH Educational Testing Service (ETS) Other enrolled students	7			
TEX190-BTLPT - SPANISH Educational Testing Service (ETS) All program completers, 2014-15	1			
TEX190-BTLPT - SPANISH Educational Testing Service (ETS) All program completers, 2013-14	1			
TEX190-BTLPT - SPANISH Educational Testing Service (ETS) All program completers, 2012-13	1			
TEX801-CORE SUBJECTS EC - 6 ELAR Educational Testing Service (ETS) Other enrolled students	1			
TEX805-CORE SUBJECTS EC - 6 FINE ARTS HEALTH AND PE Educational Testing Service (ETS) Other enrolled students	1			
TEX802-CORE SUBJECTS EC - 6 MATHEMATICS Educational Testing Service (ETS) Other enrolled students	1			
TEX804-CORE SUBJECTS EC - 6 SCIENCE Educational Testing Service (ETS) Other enrolled students	1			
TEX803-CORE SUBJECTS EC - 6 SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	1			
TEX131-ENG LANGUAGE ARTS AND READING 8-12 Educational Testing Service (ETS) All program completers, 2013-14	1			
TEX131-ENG LANGUAGE ARTS AND READING 8-12 Educational Testing Service (ETS) All program completers, 2012-13	1			
TEX111-GENERALIST 4 - 8 Educational Testing Service (ETS) Other enrolled students	2			
TEX111-GENERALIST 4 - 8 Educational Testing Service (ETS) All program completers, 2012-13	1			
TEX191-GENERALIST EC - 6 Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
TEX191-GENERALIST EC - 6 Educational Testing Service (ETS) Other enrolled students	16	241	10	63
TEX191-GENERALIST EC - 6 Educational Testing Service (ETS) All program completers, 2014-15	11	251	10	91
TEX191-GENERALIST EC - 6 Educational Testing Service (ETS) All program completers, 2013-14	6			
TEX191-GENERALIST EC - 6 Educational Testing Service (ETS) All program completers, 2012-13	4			
TEX115-MATHEMATICS 4 - 8 Educational Testing Service (ETS) All program completers, 2014-15	1			
TEX135-MATHEMATICS 8 -12 Educational Testing Service (ETS) Other enrolled students	1			
TEX135-MATHEMATICS 8 -12 Educational Testing Service (ETS) All program completers, 2014-15	1			

TEX160-PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) Other enrolled students				
TEX160-PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) All program completers, 2014-15	15	269	15	100
TEX160-PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) All program completers, 2013-14	16	265	16	100
TEX160-PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) All program completers, 2012-13	12	264	12	100
TEX158-PHYSICAL EDUCATION EC-12 Educational Testing Service (ETS) All program completers, 2013-14	2			
TEX116-SCIENCE 4-8 Educational Testing Service (ETS) Other enrolled students	2			
TEX116-SCIENCE 4-8 Educational Testing Service (ETS) All program completers, 2012-13	1			
TEX136-SCIENCE 8-12 Educational Testing Service (ETS) Other enrolled students	1			
TEX136-SCIENCE 8-12 Educational Testing Service (ETS) All program completers, 2013-14	1			
TEX132-SOCIAL STUDIES 8-12 Educational Testing Service (ETS) All program completers, 2014-15	1			
TEX132-SOCIAL STUDIES 8-12 Educational Testing Service (ETS) All program completers, 2012-13	2			
TEX161-SPECIAL EDUCATION EC-12 Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
TEX161-SPECIAL EDUCATION EC-12 Educational Testing Service (ETS) Other enrolled students	15	257	15	100
TEX161-SPECIAL EDUCATION EC-12 Educational Testing Service (ETS) All program completers, 2014-15	10	262	10	100
TEX161-SPECIAL EDUCATION EC-12 Educational Testing Service (ETS) All program completers, 2013-14	7			
TEX161-SPECIAL EDUCATION EC-12 Educational Testing Service (ETS) All program completers, 2012-13	2			

### Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2014-15	17	16	94
All program completers, 2013-14	17	17	100
All program completers, 2012-13	12	12	100

### Section IV Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?

Yes

If yes, please specify the organization(s) that approved or accredited your program:

State

Applying for CAEP

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)?

No

### Section V Use of Technology

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.

Does your program prepare teachers to:

- integrate technology effectively into curricula and instruction  
Yes
- use technology effectively to collect data to improve teaching and learning  
Yes
- use technology effectively to manage data to improve teaching and learning  
Yes
- use technology effectively to analyze data to improve teaching and learning  
Yes

Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

All students are required to complete EDED 5310. Microcomputers in Education. This course emphasizes techniques to enhance learning, use of media and technology, learning styles of different students and ways to use media and technology to accommodate different learning styles.

### Section VI 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.

Does your program prepare general education teachers to:

- teach students with disabilities effectively  
Yes
- participate as a member of individualized education program teams  
Yes
- teach students who are limited English proficient effectively  
Yes

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.

All students are required to take EDSE 5360. Accommodating Diverse Populations in the Classroom. This course is a survey of special education with attention devoted to mildly to moderately disabled individuals in the sociocultural context: family, community, educational and vocational. This course requires students to create an IEP based on case study data. All students are required to take EDBL 5377. Teaching English as a Second Language. This course covers first and second language acquisition theories for English Language Learners; educational implications of those theories; design of English language curricula consistent with current theories of second language learning and teaching.

---

Does your program prepare special education teachers to:

- teach students with disabilities effectively  
Yes
- participate as a member of individualized education program teams  
Yes
- teach students who are limited English proficient effectively  
Yes

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.

All students are required to take EDSE 5360. Accommodating Diverse Populations in the Classroom. This course is a survey of special education with attention devoted to mildly to moderately disabled individuals in the sociocultural context: family, community, educational and vocational. This course requires students to create an IEP based on case study data. All students are required to take EDBL 5377. Teaching English as a Second Language. This course covers first and second language acquisition theories for English Language Learners; educational implications of those theories; design of English language curricula consistent with current theories of second language learning and teaching.

### Section VII 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. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

The Graduate Teacher Certification Program is a university, graduate level, initial teacher preparation pathway.

### Supporting Files

Complete Report Card

AY 2014-15

