

[Title II Higher Education Act](#)

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Melissa M. Beene Program User

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2020-21 Academic Year Data ▾

2022 Title II Reports National Teacher Preparation Data
Texas A&M University - San Antonio

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TX

Texas A&M University - San Antonio Traditional Report AY 2020-21 Texas
Report CompleteStatus: Certified

Institution Information

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

- [Academic year](#)
- [IPEDS ID](#)

IPEDS ID

THIS INSTITUTION HAS NO IPEDS ID

If no IPEDS ID, please provide an explanation

Address

Address line 2:

City

State

▾

Zip

Salutation

▾

First Name

Last Name

Phone

Email

Section I: Program Information

List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Institution Information Postgraduate level (PG), or both. [\(\\$205\(a\)\(C\)\)](#)

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

- [Teacher Preparation Program](#)

This Page Includes:

- [List of Programs](#)

List of Programs

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List of Programs			
CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1202	Elementary Education	UG	<ul style="list-style-type: none"> • Edit • Delete
13.1203	Junior High/Intermediate/Middle School Education and Teaching	UG	<ul style="list-style-type: none"> • Edit • Delete
13.1	Special Education	UG	<ul style="list-style-type: none"> • Edit • Delete
13.1322	Teacher Education - Biology	UG	<ul style="list-style-type: none"> • Edit • Delete
13.1305	Teacher Education - English/Language Arts	UG	<ul style="list-style-type: none"> • Edit • Delete
13.1328	Teacher Education - History	UG	<ul style="list-style-type: none"> • Edit • Delete
13.1311	Teacher Education - Mathematics	UG	<ul style="list-style-type: none"> • Edit • Delete
13.1314	Teacher Education - Physical Education and Coaching	UG	<ul style="list-style-type: none"> • Edit • Delete
13.1318	Teacher Education - Social Studies	UG	<ul style="list-style-type: none"> • Edit • Delete

CIP Code

Teacher Preparation Programs

UG, PG, or Both

Update

UG, PG, or Both UG PG Both• • Total number of teacher preparation programs: **Save Option**

To save this page, indicate whether it is still in progress (indicating you may have entered data, but have not yet completed all portions of the page) or completed (indicating you have completed all portions of the page). When pages are marked as complete, the red dot next to the section on the right side menu will change to a green dot. You will still be able to edit all pages of your report until you certify the full report through the Certification link.

 This Page is in Progress This Page is Completed**Section I: Program Information****Program Requirements**

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. ([§205\(a\)\(1\)\(C\)\(i\)](#))

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

- [Full-time equivalent faculty supervising clinical experience](#)
- [Adjunct faculty supervising clinical experience](#)
- [Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience](#)
- [Supervised clinical experience](#)

This Page Includes:

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

Undergraduate Requirements[Back To Top](#)1. Are there initial teacher certification programs at the undergraduate level? Yes No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the undergraduate level. If no, leave the table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Undergraduate Requirements

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

Undergraduate Requirements

Element	Admission	Completion
Interview	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify:	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No
Other specify: <input type="text" value="Writing Essay"/>		

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

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

4. Please provide any additional information about the information provided above: Passing scores for reading, mathematics and writing are required with assessment exams taken (e.g., ACT, SAT, Accuplacer) or TSI Exemption (e.g., Associates degree). Background checks are required by school districts during student placements for Field Residency 1, 2 and Clinical Teaching. All prior to students completing certification requirements. Minimum GPA 2.75 required in courses constituting the

Passing scores for reading, mathematics and writing are required with assessment exams taken (e.g., ACT, SAT, Accuplacer) or TSI Exemption (e.g., Associates degree). Background checks

teaching field and delivery system.

Postgraduate Requirements

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1. Are there initial teacher certification programs at the postgraduate level? Yes No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the postgraduate level. If no, leave the table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Postgraduate Requirements

Element	Admission	Completion
Transcript	Required for Entry <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>	Required for Exit <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>
Fingerprint check	Required for Entry <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>	Required for Exit <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>
Background check	Required for Entry <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>	Required for Exit <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>
Minimum number of courses/credits/semester hours completed	Required for Entry <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>	Required for Exit <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>
Minimum GPA	Required for Entry <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>	Required for Exit <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>
Minimum GPA in content area coursework	Required for Entry <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>	Required for Exit <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>
Minimum GPA in professional education coursework	Required for Entry <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>	Required for Exit <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>
Minimum ACT score	Required for Entry <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>	Required for Exit <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>
Minimum SAT score	Required for Entry <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>	Required for Exit <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>
Minimum basic skills test score	Required for Entry <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>	Required for Exit <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>
Subject area/academic content test or other subject matter verification	Required for Entry <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>	Required for Exit <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>
Recommendation(s)	Required for Entry <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>	Required for Exit <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>
Essay or personal statement	Required for Entry <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>	Required for Exit <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>
Interview	Required for Entry <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>	Required for Exit <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>
Other Specify:	Required for Entry <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>	Required for Exit <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>
Other specify: <input type="text"/>		

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

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

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

Supervised Clinical Experience

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Provide the following information about supervised clinical experience in 2020-21. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models? Yes

No

If yes, provide the next two responses. If no, leave them blank.

Programs with student teaching models (most traditional programs)
Programs with student teaching models (most traditional programs)

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

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

Number of clock hours required for student teaching

Number of clock hours required for student teaching

Are there programs in which candidates are the teacher of record? Yes

No

If yes, provide the next two responses. If no, leave them blank.

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)
Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)

Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom

Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom

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

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

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

All Programs
All Programs

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

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

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

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

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

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

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

Number of students in supervised clinical experience during this academic year

Number of students in supervised clinical experience during this academic year

Please provide any additional information about or descriptions of the supervised clinical experiences: 1 semester of field based residency at 30 hrs or 2 semesters of field based residency at 30 hrs each, 1 semester of clinical teaching at 560 - 640 hrs Numbers above represent all students involved in supervised clinical experience prior to and during clinical teaching for 2 semesters. *Numbers above may represent duplicated entries for a single candidate.

1 semester of field based residency at 30 hrs or 2 semesters of field based residency at 30 hrs each, 1 semester of clinical teaching at 560 - 640 hrs
Numbers above represent all students involved in

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Calculate Full-Time Equivalent Faculty in the System

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

Employment Rate (%)	Number of Faculty	Update
100% (Full-Time)	<input type="text"/>	
50% (Half-Time)	<input type="text"/>	
<input type="text" value="75%"/> Employment Rate (%)	<input type="text"/> Number of Faculty	<input type="button" value="Delete"/>
<input type="text" value="25%"/> Employment Rate (%)	<input type="text"/> Number of Faculty	<input type="button" value="Delete"/>

Section I: Program Information

Enrollment and Program Completers

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year. [\(§205\(a\)\(1\)\(C\)\(ii\)\)](#)

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

- [Enrolled Student](#)
- [Program Completer](#)

This Page Includes:

- [Enrollment and Program Completers](#)

Enrollment and Program Completers

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Enrollment and Completer Totals

2020-21 Total

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

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

Program Enrollment and Completers By Gender

Gender	Total Enrolled	Subset of Program Completers
Male	Male Enrollment <input type="text" value="79"/>	Male Completers <input type="text" value="24"/>
Female	Female Enrollment <input type="text" value="459"/>	Female Completers <input type="text" value="131"/>
Non-Binary/Other	Non-Binary/Other Enrollment <input type="text" value="0"/>	Non-Binary/Other Completers <input type="text" value="0"/>
No Gender Reported	Nonreported gender Enrollment <input type="text" value="0"/>	Nonreported gender Completers <input type="text" value="0"/>

Program Enrollment and Completers By Race/Ethnicity

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	American Indian or Alaska Native Enrollment <input type="text" value="3"/>	American Indian or Alaska Native Completers <input type="text" value="1"/>
Asian	Asian Enrollment <input type="text" value="4"/>	Asian Completers <input type="text" value="2"/>

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Black or African American	Black or African American Enrollment 15	Black or African American Completers 1
Hispanic/Latino of any race	Hispanic/Latino of any race enrollment 438	Hispanic/Latino of any race Completers 121
Native Hawaiian or Other Pacific Islander	Native Hawaiian or Other Pacific Islander Enrollment 0	Native Hawaiian or Other Pacific Islander Completers 0
White	White Enrollment 76	White Completers 29
Two or more races	Two or more races Enrollment 2	Two or more races Completers 1
No Race/Ethnicity Reported	Nonreported race/ethnicity Enrollment 0	Nonreported race/ethnicity Completers 0

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Info

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Print

Reset Page

Save

Section I: Program Information

Teachers Prepared

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

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

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

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

- [Academic Major](#)

This Page Includes:

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

Teachers Prepared by Subject Area

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

For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. **(\$205(b)(1)(H))**

[What are CIP Codes?](#)

No teachers prepared in academic year 2020-21

If your program has no teachers prepared, check the box above and leave the table below blank (or [clear responses already entered](#)).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (<https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>).

Teachers Prepared by Subject Area		
CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	Number Prepared <input type="text" value="20"/>
13.1202	Teacher Education - Elementary Education	Number Prepared <input type="text" value="122"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	Number Prepared <input type="text" value="1"/>
13.1210	Teacher Education - Early Childhood Education	Number Prepared <input type="text"/>
13.1301	Teacher Education - Agriculture	Number Prepared <input type="text"/>
13.1302	Teacher Education - Art	Number Prepared <input type="text"/>
13.1303	Teacher Education - Business	Number Prepared <input type="text"/>
13.1305	Teacher Education - English/Language Arts	Number Prepared <input type="text" value="1"/>
13.1306	Teacher Education - Foreign Language	Number Prepared <input type="text"/>
13.1307	Teacher Education - Health	Number Prepared <input type="text"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	Number Prepared <input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	Number Prepared <input type="text"/>
13.1311	Teacher Education - Mathematics	Number Prepared <input type="text" value="2"/>
13.1312	Teacher Education - Music	Number Prepared <input type="text"/>
13.1314	Teacher Education - Physical Education and Coaching	Number Prepared <input type="text" value="11"/>
13.1315	Teacher Education - Reading	Number Prepared <input type="text"/>
13.1316	Teacher Education - Science Teacher Education/General Science	Number Prepared <input type="text"/>
13.1317	Teacher Education - Social Science	Number Prepared <input type="text"/>
13.1318	Teacher Education - Social Studies	Number Prepared <input type="text" value="9"/>
13.1320	Teacher Education - Trade and Industrial	Number Prepared <input type="text"/>
13.1321	Teacher Education - Computer Science	Number Prepared <input type="text"/>
13.1322	Teacher Education - Biology	Number Prepared <input type="text"/>
13.1323	Teacher Education - Chemistry	Number Prepared <input type="text"/>
13.1324	Teacher Education - Drama and Dance	Number Prepared <input type="text"/>
13.1328	Teacher Education - History	Number Prepared <input type="text" value="4"/>
13.1329	Teacher Education - Physics	Number Prepared <input type="text"/>
13.1331	Teacher Education - Speech	Number Prepared <input type="text"/>
13.1337	Teacher Education - Earth Science	Number Prepared <input type="text"/>
13.14	Teacher Education - English as a Second Language	Number Prepared <input type="text"/>
13.99	Education - Other Specify: Other specify: <input type="text"/>	Number Prepared <input type="text"/>

Teachers Prepared by Academic Major

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Please provide the number of teachers prepared by academic major for academic year 2020-21. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education-Chemistry" category.

What are CIP Codes?

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

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

Teachers Prepared by Academic Major		
CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	Number Prepared <input type="text"/>
13.1202	Teacher Education - Elementary Education	Number Prepared <input type="text"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	Number Prepared <input type="text"/>
13.1210	Teacher Education - Early Childhood Education	Number Prepared <input type="text"/>
13.1301	Teacher Education - Agriculture	Number Prepared <input type="text"/>
13.1302	Teacher Education - Art	Number Prepared <input type="text"/>
13.1303	Teacher Education - Business	Number Prepared <input type="text"/>
13.1305	Teacher Education - English/Language Arts	Number Prepared <input type="text" value="1"/>
13.1306	Teacher Education - Foreign Language	Number Prepared <input type="text"/>
13.1307	Teacher Education - Health	Number Prepared <input type="text"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	Number Prepared <input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	Number Prepared <input type="text"/>
13.1311	Teacher Education - Mathematics	Number Prepared <input type="text" value="2"/>
13.1312	Teacher Education - Music	Number Prepared <input type="text"/>
13.1314	Teacher Education - Physical Education and Coaching	Number Prepared <input type="text" value="11"/>
13.1315	Teacher Education - Reading	Number Prepared <input type="text"/>
13.1316	Teacher Education - General Science	Number Prepared <input type="text"/>
13.1317	Teacher Education - Social Science	Number Prepared <input type="text"/>
13.1318	Teacher Education - Social Studies	Number Prepared <input type="text" value="9"/>
13.1320	Teacher Education - Trade and Industrial	Number Prepared <input type="text"/>
13.1321	Teacher Education - Computer Science	Number Prepared <input type="text"/>
13.1322	Teacher Education - Biology	Number Prepared <input type="text"/>
13.1323	Teacher Education - Chemistry	Number Prepared <input type="text"/>
13.1324	Teacher Education - Drama and Dance	Number Prepared <input type="text"/>
13.1328	Teacher Education - History	Number Prepared <input type="text" value="4"/>
13.1329	Teacher Education - Physics	Number Prepared <input type="text"/>
13.1331	Teacher Education - Speech	Number Prepared <input type="text"/>
13.1337	Teacher Education - Earth Science	Number Prepared <input type="text"/>
13.14	Teacher Education - English as a Second Language	Number Prepared <input type="text"/>
13.99	Education - Other Specify: Other specify: <input type="text"/>	Number Prepared <input type="text"/>
01	Agriculture	Number Prepared <input type="text"/>

CIP Code	Academic Major	Number Prepared
03	Natural Resources and Conservation	Number Prepared <input type="text"/>
05	Area, Ethnic, Cultural, and Gender Studies	Number Prepared <input type="text"/>
09	Communication or Journalism	Number Prepared <input type="text"/>
11	Computer and Information Sciences	Number Prepared <input type="text"/>
12	Personal and Culinary Services	Number Prepared <input type="text"/>
14	Engineering	Number Prepared <input type="text"/>
16	Foreign Languages, Literatures, and Linguistics	Number Prepared <input type="text"/>
19	Family and Consumer Sciences/Human Sciences	Number Prepared <input type="text"/>
21	Technology Education/Industrial Arts	Number Prepared <input type="text"/>
22	Legal Professions and Studies	Number Prepared <input type="text"/>
23	English Language/Literature	Number Prepared <input type="text"/>
24	Liberal Arts/Humanities	Number Prepared <input type="text"/>
25	Library Science	Number Prepared <input type="text"/>
26	Biological and Biomedical Sciences	Number Prepared <input type="text"/>
27	Mathematics and Statistics	Number Prepared <input type="text"/>
30	Multi/Interdisciplinary Studies	Number Prepared <input type="text"/>
38	Philosophy and Religious Studies	Number Prepared <input type="text"/>
40	Physical Sciences	Number Prepared <input type="text"/>
41	Science Technologies/Technicians	Number Prepared <input type="text"/>
42	Psychology	Number Prepared <input type="text"/>
44	Public Administration and Social Service Professions	Number Prepared <input type="text"/>
45	Social Sciences	Number Prepared <input type="text"/>
46	Construction	Number Prepared <input type="text"/>
47	Mechanic and Repair Technologies	Number Prepared <input type="text"/>
50	Visual and Performing Arts	Number Prepared <input type="text"/>
51	Health Professions and Related Clinical Sciences	Number Prepared <input type="text"/>
52	Business/Management/Marketing	Number Prepared <input type="text"/>
54	History	Number Prepared <input type="text"/>
99	Other Specify: Other specify: <input type="text" value="Interdisciplinary Studies ("/>	Number Prepared <input type="text" value="145"/>

Save Option

To save this page, indicate whether it is still in progress (indicating you may have entered data, but have not yet completed all portions of the page) or completed (indicating you have completed all portions of the page). When pages are marked as complete, the red dot next to the section on the right side menu will change to a green dot. You will still be able to edit all pages of your report until you certify the full report through the Certification link.

[Info](#)

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Section I: Program Information

Program Assurances

Respond to the following assurances. Note: Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the

This Page Includes:

- [Program Assurances](#)

Program Assurances

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1. Program preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends. Yes
 No
2. Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom. Yes
 No
3. Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects. Yes
 No
 Program does not prepare special education teachers
4. Prospective general education teachers are prepared to provide instruction to students with disabilities. Yes
 No
5. Prospective general education teachers are prepared to provide instruction to limited English proficient students. Yes
 No
6. Prospective general education teachers are prepared to provide instruction to students from low-income families. Yes
 No
7. Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable. Yes
 No
8. Describe your institution's most successful strategies in meeting the assurances listed above: Training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institutions 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 recommendations of courses we modified the needs of students and the school districts. Prospective special education pre-service 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.

Training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institutions graduates are likely to teach, based on

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Section II: Annual Goals

Annual Goals: Mathematics

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

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

- [Quantifiable Goals](#)

This Page Includes:

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

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

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

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

Yes

No

2. Describe your goal. The Educator Preparation Program (EPP) at Texas A&M University-San Antonio implemented two initiatives in order to improve student recruitment in this high needs field: 1) New Student Orientation; 2) Update degree plans with the Mathematics Department to ensure the degree plan supports the

standards.

3. Did your program meet the goal? Yes

No

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

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

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

Review Current Year's Goal (2021-22)

[Back To Top](#)

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

No

8. Describe your goal. The Educator Preparation Program (EPP) at Texas A&M University-San Antonio implemented two initiatives in order to improve student recruitment in this high needs field: 1) New Student Orientation; 2) Update degree plans with the Mathematics Department to ensure the degree plan supports the

standards.

Set Next Year's Goal (2022-23)

[Back To Top](#)

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

No

10. Describe your goal. The Educator Preparation Program (EPP) at Texas A&M University-San Antonio implemented two initiatives in order to improve student recruitment in this high needs field: 1) New Student Orientation; 2) Update degree plans with the Mathematics Department to ensure the degree plan supports the

standards.

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Section II: Annual Goals

Annual Goals: Science

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

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

- [Quantifiable Goals](#)

This Page Includes:

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

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

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

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

Yes

No

2. Describe your goal. The Educator Preparation Program (EPP) at Texas A&M University-San Antonio implemented two initiatives in order to improve student recruitment/retention into these high needs field: 1) New Student Orientation presentations to incoming freshman and transfe

The Educator Preparation Program (EPP) at Texas A&M University-San Antonio implemented two initiatives in order to improve student recruitment/retention into these high needs

3. Did your program meet the goal? Yes

No

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

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

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

Review Current Year's Goal (2021-22)

[Back To Top](#)

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

No

8. Describe your goal. The Educator Preparation Program (EPP) at Texas A&M University-San Antonio implemented two initiatives in order to improve student recruitment/retention into these high needs field: 1) New Student Orientation presentations to incoming freshman and transfer students. During these meetings specific information will be shared regarding the high needs teaching field area of science; 2) Update degree plans with the College of Arts and Science to ensure the degree

The Educator Preparation Program (EPP) at Texas A&M University-San Antonio implemented two initiatives in order to improve student recruitment/retention into these high needs

plans supports the standards.

Set Next Year's Goal (2022-23)

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

No

10. Describe your goal. The Educator Preparation Program (EPP) at Texas A&M University-San Antonio implemented two initiatives in order to improve student recruitment/retention into these high needs field: 1) New Student Orientation presentations to incoming freshman and transfer students. During these meetings specific information will be shared regarding the high needs teaching field area of science; 2) Update degree plans with the College of Arts and Science to ensure the degree

The Educator Preparation Program (EPP) at Texas A&M University-San Antonio implemented two initiatives in order to improve student recruitment/retention into these high needs

plans supports the standards.

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Section II: Annual Goals

Annual Goals: Special Education

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

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

- [Quantifiable Goals](#)

This Page Includes:

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

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

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

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

Yes

No

2. Describe your goal. The Educator Preparation Program (EPP) at Texas A&M University-San Antonio implemented two initiatives in order to improve student recruitment in this high needs field: 1) New Student Orientation; 2) Update degree plan with the Special Education Program t

The Educator Preparation Program (EPP) at Texas A&M University-San Antonio

implemented two initiatives in order to improve student recruitment in this high needs field: 1)

3. Did your program meet the goal? Yes
 No

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

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

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

Review Current Year's Goal (2021-22)

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

8. Describe your goal. The Educator Preparation Program (EPP) at Texas A&M University-San Antonio implemented two initiatives in order to improve student recruitment in this high needs field: 1) New Student Orientation; 2) Update degree plan with the Special Education Program to ensure the degree plan supports the

standards.
The Educator Preparation Program (EPP) at Texas A&M University-San Antonio implemented two initiatives in order to improve student recruitment in this high needs field: 1)

Set Next Year's Goal (2022-23)

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

10. Describe your goal. The Educator Preparation Program (EPP) at Texas A&M University-San Antonio implemented two initiatives in order to improve student recruitment in this high needs field: 1) New Student Orientation; 2) Update degree plan with the Special Education Program to ensure the degree plan supports the

standards.
The Educator Preparation Program (EPP) at Texas A&M University-San Antonio implemented two initiatives in order to improve student recruitment in this high needs field: 1)

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Section II: Annual Goals

Annual Goals: Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for

increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(i\)](#), [§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

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

- [Quantifiable Goals](#)

This Page Includes:

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

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

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

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

Yes

No

2. Describe your goal. The Educator Preparation Program (EPP) at Texas A&M University-San Antonio implemented two initiatives in order to improve student recruitment in this high needs field: 1) New Student Orientation; 2) Update degree plan with the with the Bilingual Education Program to ensure the degree plan supports

the standards.

3. Did your program meet the goal? Yes

No

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

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

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

Review Current Year's Goal (2021-22)

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

No

8. Describe your goal. The Educator Preparation Program (EPP) at Texas A&M University-San Antonio implemented two initiatives in order to improve student recruitment in this high needs field: 1) New Student Orientation; 2) Update degree plan with the with the Bilingual Education Program to ensure the degree plan supports

the standards.

Set Next Year's Goal (2022-23)

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

10. Describe your goal. The Educator Preparation Program (EPP) at Texas A&M University-San Antonio implemented two initiatives in order to improve student recruitment in this high needs field: 1) New Student Orientation; 2) Update degree plan with the with the Bilingual Education Program to ensure the degree plan supports

The Educator Preparation Program (EPP) at Texas A&M University-San Antonio implemented two initiatives in order to improve student recruitment in this high needs field: 1)

the standards.

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Section III: Program Pass Rates

Assessment Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. ([§205\(a\)\(1\)\(B\)](#))

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

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

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

This Page Includes:

- [Assessment Pass Rates](#)

Assessment Pass Rates

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Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
806 -CORE SUBJECTS 4-8 ELAR Evaluation Systems group of Pearson All program completers, 2020-21	1			
806 -CORE SUBJECTS 4-8 ELAR Evaluation Systems group of Pearson All program completers, 2019-20	12	247	10	83
806 -CORE SUBJECTS 4-8 ELAR Evaluation Systems group of Pearson All program completers, 2018-19	12	256	10	83
807 -CORE SUBJECTS 4-8 MATHEMATICS Evaluation Systems group of Pearson All program completers, 2020-21	1			
807 -CORE SUBJECTS 4-8 MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	12	259	10	83
807 -CORE SUBJECTS 4-8 MATHEMATICS	12	262	12	100

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
Evaluation Systems group of Pearson All program completers, 2018-19 809 -CORE SUBJECTS 4-8 SCIENCE	1			
Evaluation Systems group of Pearson All program completers, 2020-21 809 -CORE SUBJECTS 4-8 SCIENCE	12	252	11	92
Evaluation Systems group of Pearson All program completers, 2019-20 809 -CORE SUBJECTS 4-8 SCIENCE	12	260	12	100
Evaluation Systems group of Pearson All program completers, 2018-19 808 -CORE SUBJECTS 4-8 SOCIAL STUDIES	1			
Evaluation Systems group of Pearson All program completers, 2020-21 808 -CORE SUBJECTS 4-8 SOCIAL STUDIES	12	248	10	83
Evaluation Systems group of Pearson All program completers, 2019-20 808 -CORE SUBJECTS 4-8 SOCIAL STUDIES	12	255	12	100
Evaluation Systems group of Pearson All program completers, 2018-19 901 -CORE SUBJECTS EC-6 - ELA AND READING	9			
Evaluation Systems group of Pearson All enrolled students who have completed all noncl 901 -CORE SUBJECTS EC-6 - ELA AND READING	4			
Evaluation Systems group of Pearson Other enrolled students 905 -CORE SUBJECTS EC-6 - FINE ARTS HEALTH AND PHYS ED	9			
Evaluation Systems group of Pearson All enrolled students who have completed all noncl 905 -CORE SUBJECTS EC-6 - FINE ARTS HEALTH AND PHYS ED	4			
Evaluation Systems group of Pearson Other enrolled students 801 -CORE SUBJECTS EC-6 ELAR	37	257	37	100
Evaluation Systems group of Pearson All enrolled students who have completed all noncl 801 -CORE SUBJECTS EC-6 ELAR	21	239	12	57
Evaluation Systems group of Pearson Other enrolled students 801 -CORE SUBJECTS EC-6 ELAR	118	257	110	93
Evaluation Systems group of Pearson All program completers, 2020-21 801 -CORE SUBJECTS EC-6 ELAR	149	256	139	93
Evaluation Systems group of Pearson All program completers, 2019-20 801 -CORE SUBJECTS EC-6 ELAR	124	261	119	96
Evaluation Systems group of Pearson All program completers, 2018-19 805 -CORE SUBJECTS EC-6 FINE ARTS HEALTH AND PE	37	254	37	100
Evaluation Systems group of Pearson All enrolled students who have completed all noncl 805 -CORE SUBJECTS EC-6 FINE ARTS HEALTH AND PE	21	241	15	71
Evaluation Systems group of Pearson Other enrolled students 805 -CORE SUBJECTS EC-6 FINE ARTS HEALTH AND PE	118	254	110	93
Evaluation Systems group of Pearson All program completers, 2020-21 805 -CORE SUBJECTS EC-6 FINE ARTS HEALTH AND PE	149	253	136	91
Evaluation Systems group of Pearson				

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
All program completers, 2019-20				
805 -CORE SUBJECTS EC-6 FINE ARTS HEALTH AND PE Evaluation Systems group of Pearson	124	258	118	95
All program completers, 2018-19				
802 -CORE SUBJECTS EC-6 MATHEMATICS Evaluation Systems group of Pearson	37	255	37	100
All enrolled students who have completed all noncl				
802 -CORE SUBJECTS EC-6 MATHEMATICS Evaluation Systems group of Pearson	21	232	6	29
Other enrolled students				
802 -CORE SUBJECTS EC-6 MATHEMATICS Evaluation Systems group of Pearson	118	253	105	89
All program completers, 2020-21				
802 -CORE SUBJECTS EC-6 MATHEMATICS Evaluation Systems group of Pearson	149	255	132	89
All program completers, 2019-20				
802 -CORE SUBJECTS EC-6 MATHEMATICS Evaluation Systems group of Pearson	124	259	117	94
All program completers, 2018-19				
804 -CORE SUBJECTS EC-6 SCIENCE Evaluation Systems group of Pearson	37	251	37	100
All enrolled students who have completed all noncl				
804 -CORE SUBJECTS EC-6 SCIENCE Evaluation Systems group of Pearson	21	235	12	57
Other enrolled students				
804 -CORE SUBJECTS EC-6 SCIENCE Evaluation Systems group of Pearson	118	250	101	86
All program completers, 2020-21				
804 -CORE SUBJECTS EC-6 SCIENCE Evaluation Systems group of Pearson	149	249	124	83
All program completers, 2019-20				
804 -CORE SUBJECTS EC-6 SCIENCE Evaluation Systems group of Pearson	124	253	115	93
All program completers, 2018-19				
803 -CORE SUBJECTS EC-6 SOCIAL STUDIES Evaluation Systems group of Pearson	37	256	37	100
All enrolled students who have completed all noncl				
803 -CORE SUBJECTS EC-6 SOCIAL STUDIES Evaluation Systems group of Pearson	21	232	10	48
Other enrolled students				
803 -CORE SUBJECTS EC-6 SOCIAL STUDIES Evaluation Systems group of Pearson	118	250	98	83
All program completers, 2020-21				
803 -CORE SUBJECTS EC-6 SOCIAL STUDIES Evaluation Systems group of Pearson	149	248	121	81
All program completers, 2019-20				
803 -CORE SUBJECTS EC-6 SOCIAL STUDIES Evaluation Systems group of Pearson	124	253	108	87
All program completers, 2018-19				
902 -CORE SUBJECTS EC-6 - MATHEMATICS Evaluation Systems group of Pearson	9			
All enrolled students who have completed all noncl				
902 -CORE SUBJECTS EC-6 - MATHEMATICS Evaluation Systems group of Pearson	4			
Other enrolled students				
904 -CORE SUBJECTS EC-6 - SCIENCE Evaluation Systems group of Pearson	9			
All enrolled students who have completed all noncl				

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
904 -CORE SUBJECTS EC-6 - SCIENCE Evaluation Systems group of Pearson Other enrolled students	4			
903 -CORE SUBJECTS EC-6 - SOCIAL STUDIES Evaluation Systems group of Pearson All enrolled students who have completed all noncl	9			
903 -CORE SUBJECTS EC-6 - SOCIAL STUDIES Evaluation Systems group of Pearson Other enrolled students	4			
117 -ENG LANGUAGE ARTS AND READING 4-8 Evaluation Systems group of Pearson All program completers, 2018-19	2			
231 -ENG LANGUAGE ARTS AND READING 7-12 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
231 -ENG LANGUAGE ARTS AND READING 7-12 Evaluation Systems group of Pearson Other enrolled students	1			
231 -ENG LANGUAGE ARTS AND READING 7-12 Evaluation Systems group of Pearson All program completers, 2020-21	1			
231 -ENG LANGUAGE ARTS AND READING 7-12 Evaluation Systems group of Pearson All program completers, 2019-20	11	236	6	55
231 -ENG LANGUAGE ARTS AND READING 7-12 Evaluation Systems group of Pearson All program completers, 2018-19	8			
233 -HISTORY 7-12 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
233 -HISTORY 7-12 Evaluation Systems group of Pearson Other enrolled students	1			
233 -HISTORY 7-12 Evaluation Systems group of Pearson All program completers, 2020-21	4			
233 -HISTORY 7-12 Evaluation Systems group of Pearson All program completers, 2019-20	6			
233 -HISTORY 7-12 Evaluation Systems group of Pearson All program completers, 2018-19	1			
238 -LIFE SCIENCE 7-12 Evaluation Systems group of Pearson All program completers, 2020-21	1			
115 -MATHEMATICS 4-8 Evaluation Systems group of Pearson All program completers, 2019-20	2			
115 -MATHEMATICS 4-8 Evaluation Systems group of Pearson All program completers, 2018-19	1			
235 -MATHEMATICS 7-12 Evaluation Systems group of Pearson All program completers, 2020-21	2			
235 -MATHEMATICS 7-12 Evaluation Systems group of Pearson All program completers, 2019-20	1			
235 -MATHEMATICS 7-12	1			

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
Evaluation Systems group of Pearson All program completers, 2018-19 160 -PEDAGOGY-PROF RESP EC-12	4			
Evaluation Systems group of Pearson All enrolled students who have completed all noncl 160 -PEDAGOGY-PROF RESP EC-12	1			
Evaluation Systems group of Pearson Other enrolled students 160 -PEDAGOGY-PROF RESP EC-12	105	259	97	92
Evaluation Systems group of Pearson All program completers, 2020-21 160 -PEDAGOGY-PROF RESP EC-12	167	260	156	93
Evaluation Systems group of Pearson All program completers, 2019-20 160 -PEDAGOGY-PROF RESP EC-12	156	262	151	97
Evaluation Systems group of Pearson All program completers, 2018-19 158 -PHYSICAL EDUCATION EC-12	11	257	11	100
Evaluation Systems group of Pearson All enrolled students who have completed all noncl 158 -PHYSICAL EDUCATION EC-12	6			
Evaluation Systems group of Pearson Other enrolled students 158 -PHYSICAL EDUCATION EC-12	11	256	11	100
Evaluation Systems group of Pearson All program completers, 2020-21 158 -PHYSICAL EDUCATION EC-12	13	263	13	100
Evaluation Systems group of Pearson All program completers, 2019-20 158 -PHYSICAL EDUCATION EC-12	19	259	19	100
Evaluation Systems group of Pearson All program completers, 2018-19 116 -SCIENCE 4-8	2			
Evaluation Systems group of Pearson Other enrolled students 116 -SCIENCE 4-8	2			
Evaluation Systems group of Pearson All program completers, 2020-21 116 -SCIENCE 4-8	1			
Evaluation Systems group of Pearson All program completers, 2019-20 293 -SCIENCE OF TEACHING READING	10	268	10	100
Evaluation Systems group of Pearson All enrolled students who have completed all noncl 293 -SCIENCE OF TEACHING READING	1			
Evaluation Systems group of Pearson Other enrolled students 118 -SOCIAL STUDIES 4-8	1			
Evaluation Systems group of Pearson All enrolled students who have completed all noncl 118 -SOCIAL STUDIES 4-8	1			
Evaluation Systems group of Pearson All program completers, 2020-21 118 -SOCIAL STUDIES 4-8	2			
Evaluation Systems group of Pearson All program completers, 2019-20 232 -SOCIAL STUDIES 7-12	3			
Evaluation Systems group of Pearson				

Assessment code - Assessment name

Test Company
GroupNumber
taking
testsAvg.
scaled
scoreNumber
passing
testsPass
rate
(%)

All enrolled students who have completed all noncl				
232 -SOCIAL STUDIES 7-12	7			
Evaluation Systems group of Pearson				
All program completers, 2020-21				
232 -SOCIAL STUDIES 7-12	7			
Evaluation Systems group of Pearson				
All program completers, 2019-20				
232 -SOCIAL STUDIES 7-12	8			
Evaluation Systems group of Pearson				
All program completers, 2018-19				
161 -SPECIAL EDUCATION EC-12	5			
Evaluation Systems group of Pearson				
All enrolled students who have completed all noncl				
161 -SPECIAL EDUCATION EC-12	1			
Evaluation Systems group of Pearson				
Other enrolled students				
161 -SPECIAL EDUCATION EC-12	7			
Evaluation Systems group of Pearson				
All program completers, 2020-21				
161 -SPECIAL EDUCATION EC-12	18	257	16	89
Evaluation Systems group of Pearson				
All program completers, 2019-20				
161 -SPECIAL EDUCATION EC-12	13	261	13	100
Evaluation Systems group of Pearson				
All program completers, 2018-19				

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Section III: Program Pass Rates**Summary Pass Rates**

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. ([§205\(a\)\(1\)\(B\)](#))

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

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

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

This Page Includes:

- [Summary Pass Rates](#)

Summary Pass Rates

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2020-21	151	122	81
All program completers, 2019-20	205	160	78
All program completers, 2018-19	180	152	84

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Section IV: Low-Performing**Low-Performing**

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

This Page Includes:

- [Low-Performing](#)

Low-Performing[Back To Top](#)

1. Is your teacher preparation program currently approved or accredited? Yes

No

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

CAEP

AAQEP

Other specify:

Other specify:

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

No

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Section V: Use of Technology**Use of Technology**

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

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

This Page Includes:

- [Use of Technology](#)

Use of Technology

[Back To Top](#)

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

Does your program prepare teachers to:

1. integrate technology effectively into curricula and instruction Yes
 No
 2. use technology effectively to collect data to improve teaching and learning Yes
 No
 3. use technology effectively to manage data to improve teaching and learning Yes
 No
 4. use technology effectively to analyze data to improve teaching and learning Yes
 No
2. Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place. All students are required to complete critical assignments related to technology competencies and standards. In addition, technology is integrated throughout the curriculum which has been aligned to state

standards.

All students are required to complete critical assignments related to technology competencies and standards. In addition, technology is integrated throughout the curriculum which has

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Section VI: Teacher Training

Teacher Training

Provide the following information about your teacher preparation program. ([§205\(a\)\(1\)\(G\)](#))

This Page Includes:

- [Teacher Training](#)

Teacher Training

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1. Provide a description of the activities that prepare general education teachers to:
 1. Teach students with disabilities effectively All students are required to take EDSE 3345. Survey of Exceptional Individuals. 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 4311. Second Language Acquisition and Literacy Development for English Language Learners. 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.

All students are required to take EDSE 3345. Survey of Exceptional Individuals. This course is a survey of special education with attention devoted to mildly to moderately disabled
2. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*. All students are required to take EDSE 3345. Survey of Exceptional Individuals. 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 4311. Second Language Acquisition and Literacy Development for English Language Learners. 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.

All students are required to take EDSE 3345. Survey of Exceptional Individuals. This course is a survey of special education with attention devoted to mildly to moderately disabled

3. Effectively teach students who are limited English proficient. All students are required to take EDSE 3345. Survey of Exceptional Individuals. 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 4311. Second Language Acquisition and Literacy Development for English Language Learners. 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

All students are required to take EDSE 3345. Survey of Exceptional Individuals. This course is a survey of special education with attention devoted to mildly to moderately disabled

language learning and teaching.

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

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

1. Teach students with disabilities effectively All students are required to take EDSE 3345. Survey of Exceptional Individuals. 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 4311. Second Language Acquisition and Literacy Development for English Language Learners. 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

All students are required to take EDSE 3345. Survey of Exceptional Individuals. This course is a survey of special education with attention devoted to mildly to moderately disabled

learning and teaching.

2. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*. All students are required to take EDSE 3345. Survey of Exceptional Individuals. 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 4311. Second Language Acquisition and Literacy Development for English Language Learners. 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.

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Contextual Information

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

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

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

Supporting Files

No files have been provided.

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

Link Text

File No file selected

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Report Card Certification

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

Certification of submission

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

Name of responsible representative for teacher preparation program:

Title:

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:

Title: