TX

University of Texas - Rio Grande Valley
Traditional Report AY 2016-17
Texas

REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

ADDRESS

1201 West University Drive

EDCC 3.102

CITY

Edinburg

STATE

Texas

ZIP

78539

SALUTATION

Dr.

FIRST NAME

Alma

LAST NAME

Rodriguez

PHONE

(956) 665-3627

EMAIL

alma.rodriguez@utrgv.edu

Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?
(https://www2.ed.gov/programs/tqpartnership/awards.html)

○ Yes
● No

If yes, provide the following:

AWARD YEAR

GRANTEE NAME

PROJECT NAME

GRANT NUMBER

LIST PARTNER DISTRICTS/LEAS (ONE PER LINE)

LIST OTHER PARTNERS (ONE PER LINE)

PROJECT TYPE

○ **Residency**

○ **Pre-baccalaureate**

○ **Both Residency and Pre-baccalaureate**

List of Programs

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

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

Program Information

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

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Art EC-12	No	
Bilingual Generalist - Spanish EC-6	No	
Chemistry 7-12	No	
Computer Science 8-12	No	
Dance 6-12	No	
English as a Second Language Generalist EC-6	No	
English Language Arts and Reading 4-8	No	
English Language Arts and Reading 7-12	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	

Total number of teacher preparation programs: 30

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Mathematics 7-12	No	
Mathematics/Science 4-8	No	
Music EC-12	No	
Physical Education EC-12	No	
Physical Science 6-12	No	
Physics/Mathematics 7-12	No	
Reserve Officer Training Corps 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	
Theatre EC-12	No	
Total number of teacher preparation programs: 30		

Program Requirements

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

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

THIS PAGE INCLUDES:

>> Admissions

>> Undergraduate Requirements

>> Postgraduate Requirements

>> Supervised Clinical Experience

Admissions

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

Junior year	▼

If Other, please specify:

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

○ **Yes**

● **No**

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

http://www.utrgv.edu/cep/educator-preparation-and-accountability/formal-admission-teacher-education-programs/

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

Students must complete core curriculum requirements and have an overall minimum 2.75 GPA prior to being admitted to the traditional undergraduate Teacher Education Program.

Undergraduate Requirements

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

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

● **Yes**

○ **No**

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

Element	Required for Entry	Required for Exit

Transcript	● Yes	○ No	○ Yes	● No
Fingerprint check	○ Yes	● No	○ Yes	● No
Background check	● Yes	○ No	○ Yes	● No
Minimum number of courses/credits/semester hours completed	● Yes	○ No	● Yes	○ No
Minimum GPA	● Yes	○ No	● Yes	○ No
Minimum GPA in content area coursework	○ Yes	● No	● Yes	○ No
Minimum GPA in professional education coursework	○ Yes	● No	● Yes	○ No
Minimum ACT score	● Yes	○ No	○ Yes	● No
Minimum SAT score	● Yes	○ No	○ Yes	● No
Minimum basic skills test score	● Yes	○ No	○ Yes	● No
Subject area/academic content test or other subject matter verification	● Yes	○ No	● Yes	○ No
Recommendation(s)	○ Yes	● No	○ Yes	● No
Essay or personal statement	○ Yes	● No	○ Yes	● No
Interview	● Yes	○ No	○ Yes	● No
Other Specify:	○ Yes	● No	○ Yes	● No

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

2.75

3. What was the median GPA of individuals accepted into the program in academic year 2016-17?

3.17

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

2.5

5. What was the median GPA of individuals completing the program in academic year 2016-17?

3.29

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

Postgraduate Requirements

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

1. Are there initial teacher certification programs at the postgraduate level?

○ Yes

○
● **No**

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

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

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

3. What was the median GPA of individuals accepted into the program in academic year 2016-17?

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

5. What was the median GPA of individuals completing the program in academic year 2016-17?

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

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2016-17. (§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))

Additional guidance on reporting supervised clinical experience and nonclinical coursework.

Average number of clock hours of supervised clinical experience required prior to student teaching	60
Average number of clock hours required for student teaching	560
Average number of clock hours required for mentoring/induction support	25
Number of full-time equivalent faculty supervising clinical experience during this academic year	17
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	9
Number of students in supervised clinical experience during this academic year	364

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

Enrollment

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

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

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

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

Enrollment

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

Additional guidance on reporting race and ethnicity data.

Total number of students enrolled in 2016-17	1114
Unduplicated number of males enrolled in 2016-17	246
Unduplicated number of females enrolled in 2016-17	868

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

2016-17	Number Enrolled
Ethnicity	
Hispanic/Latino of any race	1047
Race	

2016-17	Number Enrolled
American Indian or Alaska Native	3
Asian	3
Black or African American	1
Native Hawaiian or Other Pacific Islander	0
White	1105
Two or more races	2

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.

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2016-17. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. **(§205(b)(1)(H))**

Additional guidance on reporting teachers prepared by subject area.

What are CIP Codes?

☐ **No teachers prepared in academic year 2016-17**

CIP Code	Subject Area	Number Prepared
13.01	Education - General	
13.10	Teacher Education - Special Education	26
13.1210	Teacher Education - Early Childhood Education	114
13.1202	Teacher Education - Elementary Education	173
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	17
13.1205	Teacher Education - Secondary Education	84
13.1206	Teacher Education - Multiple Levels	100

CIP Code	Subject Area	Number Prepared
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	11
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	21
13.1306	Teacher Education - Foreign Language	7
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	35
13.1312	Teacher Education - Music	44
13.1314	Teacher Education - Physical Education and Coaching	38
13.1315	Teacher Education - Reading	21
13.1316	Teacher Education - Science Teacher Education/General Science	21
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	19
13.1319	Teacher Education - Technical Education	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	3
13.1325	Teacher Education - French	
13.1326	Teacher Education - German	
13.1328	Teacher Education - History	2
13.1329	Teacher Education - Physics	
13.1330	Teacher Education - Spanish	7

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	
13.1332	Teacher Education - Geography	
13.1333	Teacher Education - Latin	
13.1335	Teacher Education - Psychology	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	3
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	33
13.99	Education - Other Specify:	

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2016-17. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

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

Additional guidance on reporting teachers prepared by academic major.

What are CIP Codes?

☐ No teachers prepared in academic year 2016-17

CIP Code	Academic Major	Number Prepared
13.01	Education - General	
13.10	Teacher Education - Special Education	26
13.1210	Teacher Education - Early Childhood Education	114
13.1202	Teacher Education - Elementary Education	173
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	17
13.1205	Teacher Education - Secondary Education	84
13.1301	Teacher Education - Agriculture	

CIP Code	Academic Major	Number Prepared
13.1302	Teacher Education - Art	11
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	
13.1306	Teacher Education - Foreign Language	7
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	35
13.1312	Teacher Education - Music	44
13.1314	Teacher Education - Physical Education and Coaching	38
13.1315	Teacher Education - Reading	21
13.1316	Teacher Education - Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	19
13.1319	Teacher Education - Technical Education	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	21
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	3
13.1325	Teacher Education - French	
13.1326	Teacher Education - German	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1330	Teacher Education - Spanish	7
13.1331	Teacher Education - Speech	

CIP Code	Academic Major	Number Prepared
13.1332	Teacher Education - Geography	
13.1333	Teacher Education - Latin	
13.1335	Teacher Education - Psychology	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	3
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	33
13.03	Education - Curriculum and Instruction	
13.09	Education - Social and Philosophical Foundations of Education	
24	Liberal Arts/Humanities	
42	Psychology	
45.01	Social Sciences	
45.02	Anthropology	
45.06	Economics	
45.07	Geography and Cartography	
45.10	Political Science and Government	
45.11	Sociology	
50	Visual and Performing Arts	
54	History	
16	Foreign Languages	
19	Family and Consumer Sciences/Human Sciences	
23	English Language/Literature	
38	Philosophy and Religious Studies	
01	Agriculture	
09	Communication or Journalism	
14	Engineering	

CIP Code	Academic Major	Number Prepared
26	Biology	
27	Mathematics and Statistics	
40.01	Physical Sciences	
40.02	Astronomy and Astrophysics	
40.04	Atmospheric Sciences and Meteorology	
40.05	Chemistry	
40.06	Geological and Earth Sciences/Geosciences	
40.08	Physics	
52	Business/Business Administration/Accounting	
11	Computer and Information Sciences	
99	Other Specify:	

Program Completers

On this page, enter the total number of individuals who completed the program in AY 2016-17 and the two prior academic years. If you submitted an IPRC last year, the number of program completers for the two prior academic years are pre-loaded from your prior year's report.

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

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

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

Program Completers

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

2016-17	374
2015-16	419
2014-15	519

Annual Goals

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

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

THIS PAGE INCLUDES:

›› Annual Goals - Mathematics

›› Annual Goals - Science

›› Annual Goals - Special Education

›› Annual Goals - Instruction of Limited English Proficient Students

›› Assurances

Annual Goals - Mathematics

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

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

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

Academic year 2016-17

1. Did your program prepare teachers in mathematics in 2016-17?

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

2. How many prospective teachers did your program plan to add in mathematics in 2016-17?

> 25

3. Did your program meet the goal for prospective teachers set in mathematics in 2016-17?

- ● Yes
- ○ No
- ○ Not applicable

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

Our Teacher Education Program continues to recruit at the high school and community college levels. We collaborate with the College of Science in delivery of the UTeach Program, which recruits mathematics and science majors into education. We host a STEM summer camp for high school students.

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

We continue to strive for greater integration of the UTeach program. Faculty from both the Department of Teaching and Learning and College of Sciences have met regularly to discuss administrative processes, data collection systems, and data-driven curriculum improvements. Review of survey data from UTeach program graduates reviewed weaknesses in communicating with parents and in differentiating instruction for special education students and English language learners.

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

From these data driven discussions mentioned above, UTeach is currently developing a cross-college pedagogical plan to better integrate materials on teaching across differences in race, class, culture, language, and ability. Special emphasis on these data drive program improvements focus on differentiating teaching for special education and English language learners. Program faculty from both the College of Education and the College of Sciences are participating in this effort. Regular program and curriculum meetings are being held (one in Fall 2017, three in 2018).

Academic year 2017-18

7. Is your program preparing teachers in mathematics in 2017-18?

○ Yes

○ No (leave remaining questions for year blank)

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

> 30

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

Academic year 2018-19

10. Will your program prepare teachers in mathematics in 2018-19?

○ Yes

○ No (leave remaining questions for year blank)

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

> 35

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

Annual Goals - Science

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

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

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

Academic year 2016-17

1. Did your program prepare teachers in science in 2016-17?

○ Yes

○ **No (leave remaining questions for year blank)**

2. How many prospective teachers did your program plan to add in science in 2016-17?

> 15

3. Did your program meet the goal for prospective teachers set in science in 2016-17?

● **Yes**
○ **No**
○ **Not applicable**

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

Our Teacher Education Program continues to recruit at the high school and community college levels. We collaborate with the College of Sciences in delivery of the UTeach Program, which recruits math and science majors into education. We visited introductory science classes to share information regarding our program, and participated at various recruitment and student organization events on campus, as well as at STEM-related events at schools and in surrounding school districts. We host a STEM summer camp for high school students.

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

We continue to strive for greater collaboration of the UTeach program between both colleges. Faculty from both the Department of Teaching and Learning and College of Sciences have met regularly to discuss administrative processes, data collection systems, and data-driven curriculum improvements. Review of survey data from UTeach program graduates reviewed weaknesses in communicating with parents and in differentiating instruction for special education students and English language learners.

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

From these data driven discussions mentioned above, UTeach is currently developing a cross-college pedagogical plan to better integrate materials on teaching across differences in race, class, culture, language, and ability. Special emphasis on these data drive program improvements focus on differentiating teaching for special education and English language learners. Program faculty from both the College of Education and the College of Sciences are participating in this effort. Regular program and curriculum meetings are being held (one in Fall 2017, three in 2018).

Academic year 2017-18

7. Is your program preparing teachers in science in 2017-18?

● **Yes**
○ **No (leave remaining questions for year blank)**

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

> 20

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

Academic year 2018-19

10. Will your program prepare teachers in science in 2018-19?

● **Yes**
○ **No (leave remaining questions for year blank)**

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

25

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

Annual Goals - Special Education

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

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

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

Academic year 2016-17

1. Did your program prepare teachers in special education in 2016-17?

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

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

30

3. Did your program meet the goal for prospective teachers set in special education in 2016-17?

- ○ Yes
- ● No
- ○ Not applicable

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

Our Teacher Education Program recruits all students who have declared a major within the College of Education and informs them that special education is an option as an academic specialization within the College of Education and P-16 Integration. Meetings are held prior to admission into teacher preparation during which time information is distributed regarding all academic specializations, including special education. Recruitment efforts also consist of disseminating information throughout campus (e.g., program flyers), and participating at various recruitment and student organization events on campus as well as at transfer orientations/fairs at community colleges.

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:

Academic year 2017-18

7. Is your program preparing teachers in special education in 2017-18?

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

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

30

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

Academic year 2018-19

10. Will your program prepare teachers in special education in 2018-19?

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

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

32

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

Annual Goals - Instruction of Limited English Proficient Students

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

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

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

Academic year 2016-17

1. Did your program prepare teachers in instruction of limited English proficient students in 2016-17?

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

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

98

3. Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2016-17?

- ○ Yes
- ● No
- ○ Not applicable

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

We hold recruiting events that promote our bilingual and ESL programs. We have regular program meetings to help students stay on track for graduation and certification. We provide support as students take their certification exams through test preparation workshops and other resources.

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

We have a significant number of students who are bilingual. We emphasize the local public schools need for bilingual education teachers and how this certification will increase their probability of employment. Our Teacher Education Program added an ESL supplemental certification option for students completing the BIS Elementary Education EC-6 route.

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

Academic year 2017-18

7. Is your program preparing teachers in instruction of limited English proficient students in 2017-18?

- ● **Yes**
- ○ **No (leave remaining questions for year blank)**

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

110

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

Academic year 2018-19

10. Will your program prepare teachers in instruction of limited English proficient students in 2018-19?

- ● **Yes**
- ○ **No (leave remaining questions for year blank)**

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

40

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

Due to increased standards for admission to the Teacher Education Program and clinical teaching, in the form of policies, the program anticipates a reduced number of prospective teachers

Assurances

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

1. Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based

on past hiring and recruitment trends.

- ● Yes
- ○ No

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

- ● Yes
- ○ No

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

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

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

- ● Yes
- ○ No

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

- ● Yes
- ○ No

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

- ● Yes
- ○ No

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

- ● Yes
- ○ No

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

All programs have course work and/or field experiences providing opportunities for our students to develop content and pedagogical experience to meet the needs of diverse learners. Further, students are also provide opportunities to work with children and families through community based (e.g., service-learning) experiences that are linked to particular courses.

Assessment Pass Rates

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

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

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TEX178 -ART EC-12 Educational Testing Service (ETS) Other enrolled students	7			
TEX178 -ART EC-12 Educational Testing Service (ETS) All program completers, 2016-17	9			
TEX178 -ART EC-12 Educational Testing Service (ETS) All program completers, 2015-16	13	259	13	100
TEX178 -ART EC-12 Educational Testing Service (ETS) All program completers, 2014-15	4			
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, 2015-16	22	247	22	100
TEX192 -BILINGUAL GENERALIST EC - 6 Educational Testing Service (ETS) All program completers, 2014-15	21	230	11	52
TEX190 -BTLPT - SPANISH Educational Testing Service (ETS) All program completers, 2015-16	1			
TEX190 -BTLPT - SPANISH Educational Testing Service (ETS) All program completers, 2014-15	8			
TEX240 -CHEMISTRY 7-12 Educational Testing Service (ETS) Other enrolled students	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TEX240 -CHEMISTRY 7-12 Educational Testing Service (ETS) All program completers, 2015-16	3			
TEX240 -CHEMISTRY 7-12 Educational Testing Service (ETS) All program completers, 2014-15	1			
TEX801 -CORE SUBJECTS EC - 6 ELAR Educational Testing Service (ETS) Other enrolled students	208	250	179	86
TEX801 -CORE SUBJECTS EC - 6 ELAR Educational Testing Service (ETS) All program completers, 2016-17	163	256	163	100
TEX801 -CORE SUBJECTS EC - 6 ELAR Educational Testing Service (ETS) All program completers, 2015-16	78	256	78	100
TEX801 -CORE SUBJECTS EC - 6 ELAR Educational Testing Service (ETS) All program completers, 2014-15	25	243	20	80
TEX805 -CORE SUBJECTS EC - 6 FINE ARTS HEALTH AND PE Educational Testing Service (ETS) Other enrolled students	208	252	184	88
TEX805 -CORE SUBJECTS EC - 6 FINE ARTS HEALTH AND PE Educational Testing Service (ETS) All program completers, 2016-17	163	255	163	100
TEX805 -CORE SUBJECTS EC - 6 FINE ARTS HEALTH AND PE Educational Testing Service (ETS) All program completers, 2015-16	78	254	78	100
TEX805 -CORE SUBJECTS EC - 6 FINE ARTS HEALTH AND PE Educational Testing Service (ETS) All program completers, 2014-15	25	247	23	92
TEX802 -CORE SUBJECTS EC - 6 MATHEMATICS Educational Testing Service (ETS) Other enrolled students	208	250	172	83
TEX802 -CORE SUBJECTS EC - 6 MATHEMATICS Educational Testing Service (ETS) All program completers, 2016-17	163	258	163	100
TEX802 -CORE SUBJECTS EC - 6 MATHEMATICS Educational Testing Service (ETS) All program completers, 2015-16	78	257	78	100
TEX802 -CORE SUBJECTS EC - 6 MATHEMATICS Educational Testing Service (ETS) All program completers, 2014-15	25	248	21	84
TEX804 -CORE SUBJECTS EC - 6 SCIENCE Educational Testing Service (ETS) Other enrolled students	208	246	162	78

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TEX804 -CORE SUBJECTS EC - 6 SCIENCE Educational Testing Service (ETS) All program completers, 2016-17	163	254	162	99
TEX804 -CORE SUBJECTS EC - 6 SCIENCE Educational Testing Service (ETS) All program completers, 2015-16	78	254	78	100
TEX804 -CORE SUBJECTS EC - 6 SCIENCE Educational Testing Service (ETS) All program completers, 2014-15	25	239	17	68
TEX803 -CORE SUBJECTS EC - 6 SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	208	240	127	61
TEX803 -CORE SUBJECTS EC - 6 SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2016-17	163	252	161	99
TEX803 -CORE SUBJECTS EC - 6 SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2015-16	78	252	78	100
TEX803 -CORE SUBJECTS EC - 6 SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2014-15	25	233	14	56
TEX179 -DANCE 8 - 12 Educational Testing Service (ETS) All program completers, 2016-17	3			
TEX179 -DANCE 8 - 12 Educational Testing Service (ETS) All program completers, 2014-15	2			
TEX117 -ENG LANGUAGE ARTS AND READING 4 - 8 Educational Testing Service (ETS) Other enrolled students	2			
TEX117 -ENG LANGUAGE ARTS AND READING 4 - 8 Educational Testing Service (ETS) All program completers, 2016-17	4			
TEX117 -ENG LANGUAGE ARTS AND READING 4 - 8 Educational Testing Service (ETS) All program completers, 2015-16	7			
TEX117 -ENG LANGUAGE ARTS AND READING 4 - 8 Educational Testing Service (ETS) All program completers, 2014-15	3			
TEX231 -ENG LANGUAGE ARTS AND READING 7-12 Educational Testing Service (ETS) Other enrolled students	10	232	4	40
TEX231 -ENG LANGUAGE ARTS AND READING 7-12 Educational Testing Service (ETS) All program completers, 2016-17	14	249	11	79

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TEX231 -ENG LANGUAGE ARTS AND READING 7-12 Educational Testing Service (ETS) All program completers, 2015-16	14	247	11	79
TEX231 -ENG LANGUAGE ARTS AND READING 7-12 Educational Testing Service (ETS) All program completers, 2014-15	12	239	9	75
TEX131 -ENG LANGUAGE ARTS AND READING 8-12 Educational Testing Service (ETS) All program completers, 2014-15	1			
TEX193 -ESL GENERALIST EC - 6 Educational Testing Service (ETS) All program completers, 2015-16	3			
TEX191 -GENERALIST EC - 6 Educational Testing Service (ETS) Other enrolled students	3			
TEX191 -GENERALIST EC - 6 Educational Testing Service (ETS) All program completers, 2016-17	8			
TEX191 -GENERALIST EC - 6 Educational Testing Service (ETS) All program completers, 2015-16	111	249	110	99
TEX191 -GENERALIST EC - 6 Educational Testing Service (ETS) All program completers, 2014-15	144	247	126	88
TEX233 -HISTORY 7-12 Educational Testing Service (ETS) Other enrolled students	1			
TEX233 -HISTORY 7-12 Educational Testing Service (ETS) All program completers, 2016-17	2			
TEX233 -HISTORY 7-12 Educational Testing Service (ETS) All program completers, 2015-16	5			
TEX238 -LIFE SCIENCE 7-12 Educational Testing Service (ETS) Other enrolled students	9			
TEX238 -LIFE SCIENCE 7-12 Educational Testing Service (ETS) All program completers, 2016-17	15	256	15	100
TEX238 -LIFE SCIENCE 7-12 Educational Testing Service (ETS) All program completers, 2015-16	12	248	9	75
TEX238 -LIFE SCIENCE 7-12 Educational Testing Service (ETS) All program completers, 2014-15	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TEX138 -LIFE SCIENCE 8 -12 Educational Testing Service (ETS) All program completers, 2014-15	1			
TEX613 -LOTE-SPANISH EC - 12 Educational Testing Service (ETS) Other enrolled students	2			
TEX613 -LOTE-SPANISH EC - 12 Educational Testing Service (ETS) All program completers, 2016-17	8			
TEX613 -LOTE-SPANISH EC - 12 Educational Testing Service (ETS) All program completers, 2015-16	12	251	12	100
TEX613 -LOTE-SPANISH EC - 12 Educational Testing Service (ETS) All program completers, 2014-15	4			
TEX115 -MATHEMATICS 4 - 8 Educational Testing Service (ETS) Other enrolled students	10	259	9	90
TEX115 -MATHEMATICS 4 - 8 Educational Testing Service (ETS) All program completers, 2016-17	13	255	11	85
TEX115 -MATHEMATICS 4 - 8 Educational Testing Service (ETS) All program completers, 2015-16	20	261	20	100
TEX115 -MATHEMATICS 4 - 8 Educational Testing Service (ETS) All program completers, 2014-15	16	263	16	100
TEX235 -MATHEMATICS 7-12 Educational Testing Service (ETS) Other enrolled students	17	247	13	76
TEX235 -MATHEMATICS 7-12 Educational Testing Service (ETS) All program completers, 2016-17	22	258	22	100
TEX235 -MATHEMATICS 7-12 Educational Testing Service (ETS) All program completers, 2015-16	13	254	13	100
TEX235 -MATHEMATICS 7-12 Educational Testing Service (ETS) All program completers, 2014-15	13	247	10	77
TEX177 -MUSIC EC-12 Educational Testing Service (ETS) Other enrolled students	15	252	13	87
TEX177 -MUSIC EC-12 Educational Testing Service (ETS) All program completers, 2016-17	42	255	40	95

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TEX177 -MUSIC EC-12 Educational Testing Service (ETS) All program completers, 2015-16	34	255	33	97
TEX177 -MUSIC EC-12 Educational Testing Service (ETS) All program completers, 2014-15	22	258	22	100
TEX160 -PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) Other enrolled students	355	252	305	86
TEX160 -PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) All program completers, 2016-17	374	258	372	99
TEX160 -PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) All program completers, 2015-16	414	257	413	100
TEX160 -PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) All program completers, 2014-15	299	255	274	92
TEX158 -PHYSICAL EDUCATION EC-12 Educational Testing Service (ETS) Other enrolled students	15	250	12	80
TEX158 -PHYSICAL EDUCATION EC-12 Educational Testing Service (ETS) All program completers, 2016-17	31	256	30	97
TEX158 -PHYSICAL EDUCATION EC-12 Educational Testing Service (ETS) All program completers, 2015-16	38	256	38	100
TEX158 -PHYSICAL EDUCATION EC-12 Educational Testing Service (ETS) All program completers, 2014-15	31	257	30	97
TEX237 -PHYSICAL SCIENCE 6-12 Educational Testing Service (ETS) All program completers, 2015-16	1			
TEX237 -PHYSICAL SCIENCE 6-12 Educational Testing Service (ETS) All program completers, 2014-15	2			
TEX243 -PHYSICS MATH 7-12 Educational Testing Service (ETS) All program completers, 2015-16	1			
TEX116 -SCIENCE 4-8 Educational Testing Service (ETS) Other enrolled students	2			
TEX116 -SCIENCE 4-8 Educational Testing Service (ETS) All program completers, 2016-17	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TEX116 -SCIENCE 4-8 Educational Testing Service (ETS) All program completers, 2015-16	4			
TEX116 -SCIENCE 4-8 Educational Testing Service (ETS) All program completers, 2014-15	2			
TEX236 -SCIENCE 7-12 Educational Testing Service (ETS) All program completers, 2016-17	4			
TEX236 -SCIENCE 7-12 Educational Testing Service (ETS) All program completers, 2015-16	4			
TEX232 -SOCIAL STUDIES 7-12 Educational Testing Service (ETS) Other enrolled students	2			
TEX232 -SOCIAL STUDIES 7-12 Educational Testing Service (ETS) All program completers, 2016-17	18	249	15	83
TEX232 -SOCIAL STUDIES 7-12 Educational Testing Service (ETS) All program completers, 2015-16	13	249	12	92
TEX232 -SOCIAL STUDIES 7-12 Educational Testing Service (ETS) All program completers, 2014-15	12	245	10	83
TEX132 -SOCIAL STUDIES 8-12 Educational Testing Service (ETS) All program completers, 2014-15	1			
TEX161 -SPECIAL EDUCATION EC-12 Educational Testing Service (ETS) Other enrolled students	4			
TEX161 -SPECIAL EDUCATION EC-12 Educational Testing Service (ETS) All program completers, 2016-17	25	256	25	100
TEX161 -SPECIAL EDUCATION EC-12 Educational Testing Service (ETS) All program completers, 2015-16	39	256	39	100
TEX161 -SPECIAL EDUCATION EC-12 Educational Testing Service (ETS) All program completers, 2014-15	22	249	19	86

Summary Pass Rates

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

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

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2016-17	374	360	96
All program completers, 2015-16	415	404	97
All program completers, 2014-15	328	268	82

Low-Performing

On this page, review the questions regarding your program's approval/accreditation and whether your program has been designated as low performing by the state. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

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

Low-Performing

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

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

- ● Yes
- ○ No

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

- ☑ State
- ☑ NCATE
- ☐ TEAC
- ☐ CAEP
- ☐ Other specify:

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

- ○ Yes
- ● No

Use of Technology

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

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

Use of Technology

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

   Does your program prepare teachers to:

   a. **integrate technology effectively into curricula and instruction**

   - ● Yes
   - ○ No

   b. **use technology effectively to collect data to improve teaching and learning**

   - ● Yes
   - ○ No

   c. **use technology effectively to manage data to improve teaching and learning**

   - ● Yes
   - ○ No

   d. **use technology effectively to analyze data to improve teaching and learning**

   - ● Yes
   - ○ No

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

   A. Curricula and Instruction: Our Teacher Education Program is effectively preparing teachers to integrate technology into instruction. Students in the College of Education and P-16 Integration are presented with concepts of Universal Design for Learning (UDL) through class work in special education courses and through classroom demonstrations by faculty. Students in the UTeach program are presented with concepts of inquiry based instruction, and are expected to develop inquiry-based lessons with technology integration. B. Collect Data: Students have multiple opportunities throughout their program to utilize data to inform instruction, and these opportunities are expanding in recent curriculum redesign work. Students engage in assessment in order to design and implement lessons that address student needs and ensure learning objectives have been met. In addition, students complete a Teacher Work Sample in which they gather data, design, implement, and assess instruction, and discuss the impact of their instruction on student learning. Students utilize technology for assessment and to document student progress. Moreover, recent program redesign and improvements features expanded field hours, greater teaching time, and an emphasis on data collection and analysis from formative and assumptive assessments. C. Manage Data: Our Teacher Education Program effectively prepares teachers to use technology to manage data and represent student achievement data. Students are taught to use spreadsheet software to organize and report numerical data, create customized grade books, track student data, demonstrate numerical data visually, test and use appropriate grading formulas, and create professional looking reports. In addition, pre-service teachers are taught how to use database management software to organize, maintain, and retrieve records. They also learn how to create customized

records to contain student data, retrieve targeted records, update and edit information, and create reports based on data collected. Emphasized in the Teacher Work Sample, students are required to collect, represent data using technology (spreadsheets, tables, graphs), and reflect on and analyze data. D. Analyze Data: Our Teacher Education Program effectively prepares students to use technology to analyze data to improve teaching and learning. Pre-service teachers are taught to use database management and spreadsheet software not only as productivity tools but as teaching tools as well. With regard to productivity, pre-service teachers learn to use functions within spreadsheet software to compute summary statistics on student performance to analyze the achievement of course objectives and to conduct what-if analyses to determine how changes in data can affect final outcome measures. Pre-service teachers are also prepared to use spreadsheet software as a teaching tool to demonstrate mathematical concepts in action and to enable students to observe changes in mathematical relationships as a result of changes in data.

Teacher Training

On this page, review the questions about how your program trains general education teachers and special education teachers. For the purposes of these questions, general education teachers means those who are not specifically prepared as special education teachers. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

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

Teacher Training

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

1. Does your program prepare general education teachers to:

   a. teach students with disabilities effectively

   ● Yes
   ○ No

   b. participate as a member of individualized education program teams

   ● Yes
   ○ No

   c. teach students who are limited English proficient effectively

   ● Yes
   ○ No

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

Our Teacher Education Program prepares teacher candidates to provide effective instruction to children with disabilities and to participate as a member of Individualized Education Program teams via SPED 4310, Inclusion and Differentiated Instruction in Special Education course. The content of this course includes modifications, adaptations, strategies, and materials for including ensuring access to the general education curriculum to the extent possible by student with exceptionalities. An emphasis is placed on the role of the general education teacher in the special education process. Students gain an understanding of the historic foundations, major state and federal legislation that has affected knowledge, and practice in the education of individuals with disabilities. Students learn current educational terminology and definitions of a variety of disabilities, as well as characteristics and how they manifest in the classroom. Students learn how to differentiate instruction based on student learning needs and how to provide appropriate accommodations to ensure access to the general education curriculum by students with disabilities. Students also learn their role as a general education teacher in the in the development and implementation of the Individualized Education Program. Our Teacher Education Program prepares teacher candidates to provide instruction to teach children with limited English proficiency via EDSL 3310 Emergent Bilingual Students in Schools course. This course is designed to investigate the nature of dual language development in a bilingual setting, beginning with early childhood through the sixth grade. Special emphasis is placed on first and second language development and transference of skills and concepts resulting in balanced bilingualism. Our Teacher Education Program prepares Middle School, High School, and All-Level teacher candidates to provide effective instruction to children with disabilities and to participate as a member of Individualized Education Program teams via EDUC 3303 Teaching in Today's Diverse Classrooms. Students completing the program possess knowledge in the areas of pedagogy and human development, as well as an understanding of diverse student needs including students with disabilities. Students learn how to differentiate instruction based on student learning needs and how to provide appropriate accommodations to ensure access to the general education curriculum by students with disabilities. Students also learn their role as a general education teacher in the development and implementation of the Individualized Education Program. The course also explores

contemporary first and second language acquisition theories as they relate to instruction in content area classrooms.

3. **Does your program prepare special education teachers to:**

   a. **teach students with disabilities effectively**

      ● Yes
      ○ No
      ○ Program does not prepare special education teachers

   b. **participate as a member of individualized education program teams**

      ● Yes
      ○ No
      ○ Program does not prepare special education teachers

   c. **teach students who are limited English proficient effectively**

      ● Yes
      ○ No
      ○ Program does not prepare special education teachers

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

Our Teacher Education Program prepares Special Education teacher candidates to provide effective instruction to children with disabilities and participate as a member of Individualized Education Program teams via a specialization strand of 6 courses which include: SPED 3390 Introduction to Exceptional Children, SPED 4330 Language and Literacy Development of Diverse Exceptional Learners, SPED 4350 Assessing Exceptional Learners, SPED 4370 Instructional Methods for Students with Low Incidence Disabilities, SPED 4380 Instructional Methods for Students with Learning Disabilities, and SPED 4395 Special Education Practicum in Behavior Techniques. In particular, the content of SPED 4310 Inclusion and Differentiated Instruction in Special Education course includes modifications, adaptations, strategies, and materials for including individuals with exceptionalities into the general education classroom. An emphasis is placed on the role of the special education teacher in meeting the needs of students with disabilities in inclusive, resource, and self-contained settings, and serving as support for general educators. As part of the coursework, students learn their role as a special education teacher in the development and delivery of the Individualized Education Program. These students also take EDSL 3310 Emergent Bilingual Students in Schools to provide specific instruction in language development and pedagogy to meet the needs of English learners.

Contextual Information

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

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

THIS PAGE INCLUDES:

›› Contextual Information

Contextual Information

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

Supporting Files

No files have been provided.

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

Report Card Certification

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

Enrollment Confirmation

Total Title II enrollment from Section I: Program Information, Enrollment is **1114**.

Number of program completers from Section I: Program Information, Program Completers is **374**.

For a total enrollment of **1488**.

☐ **I certify the total enrollment shown above is correct.**

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:

Dr. Alma Rodriguez

TITLE:

Interim Dean, College of Education and P-16 Integration

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:

Dr. John A. Jauregui

TITLE:

Director, Office of Educator Preparation and Accountability

Comparison with Last Year

Item	Last Year	This Year	Change
Total Enrollment	835	1114	33.41%
Male Enrollment	205	246	20.00%
Female Enrollment	630	868	37.78%
Hispanic/Latino Enrollment	787	1047	33.04%
American Indian or Alaska Native Enrollment	1	3	200.00%
Asian Enrollment	3	3	0.00%
Black or African American Enrollment	0	1	

Item	Last Year	This Year	Change
Native Hawaiian or Other Pacific Islander Enrollment	0	0	
White Enrollment	828	1105	33.45%
Two or more races Enrollment	3	2	-33.33%
Average number of clock hours required prior to student teaching	60	60	0.00%
Average number of clock hours required for student teaching	560	560	0.00%
Average number of clock hours required for mentoring	30	25	-16.67%
Number of full-time equivalent faculty in supervised clinical experience during this academic year	24	17	-29.17%
Number of adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	10	9	-10.00%
Number of students in supervised clinical experience during this academic year	410	364	-11.22%
Total completers for current academic year	419	374	-10.74%
Total completers for prior academic year	519	419	-19.27%
Total completers for second prior academic year	422	519	22.99%