

**A+ Texas Teachers**

Alternative, not IHE-based Report AY 2017-18

Texas



REPORT COMPLETE

STATUS: **CERTIFIED**

Institution Information

ADDRESS

5599 San Felipe St

Ste 1425

CITY

Houston

STATE

Texas

ZIP

77056

SALUTATION

Mrs.

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Linley

LAST NAME

Dieringer

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

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

- Yes
 No

If yes, provide the following:

AWARD YEAR

GRANTEE NAME

PROJECT NAME

GRANT NUMBER

LIST PARTNER DISTRICTS/LEAS (ONE PER LINE)

LIST OTHER PARTNERS (ONE PER LINE)

PROJECT TYPE

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

List of Programs

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

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

THIS PAGE INCLUDES:

>> [Program Information](#)

Program Information

List each teacher preparation program included in your alternative, not ihe-based route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <https://www2.ed.gov/programs/tqpartnership/awards.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Agriculture, Food, and Natural Resources (Grades 6-12)	No	
American Sign Language (Grades EC-12)	No	
Art (Grades EC-12)	No	
Bilingual Education Supplemental-Mandarin Chinese (Grades NA)	No	
Bilingual Education Supplemental-Spanish (Grades NA)	No	
Bilingual Education Supplemental-Vietnamese (Grades NA)	No	
Business and Finance (Grades 6-12)	No	
Chemistry (Grades 7-12)	No	
Computer Science (Grades 8-12)	No	
Core Subjects (Grades 4-8)	No	
Core Subjects (Grades EC-6)	No	
Dance (Grades 6-12)	No	
English as a Second Language Supplemental (Grades NA)	No	
English Language Arts and Reading (Grades 4-8)	No	

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
English Language Arts and Reading (Grades 7-12)	No	
English Language Arts and Reading/Social Studies (Grades 4-8)	No	
Family and Consumer Sciences (Grades 6-12)	No	
Health (Grades EC-12)	No	
Health Science (Grades 6-12)	No	
History (Grades 7-12)	No	
Journalism (Grades 7-12)	No	
Languages Other Than English - Arabic (Grades EC-12)	No	
Languages Other Than English - French (Grades EC-12)	No	
Languages Other Than English - German (Grades EC-12)	No	
Languages Other Than English - Japanese (Grades EC-12)	No	
Languages Other Than English - Latin (Grades EC-12)	No	
Languages Other Than English - Mandarin Chinese (Grades EC-12)	No	
Languages Other Than English - Russian (Grades EC-12)	No	
Languages Other Than English - Spanish (Grades EC-12)	No	
Languages Other Than English - Vietnamese (Grades EC-12)	No	
Life Science (Grades 7-12)	No	
Marketing (Grades 6-12)	No	
Mathematics (Grades 4-8)	No	
Mathematics (Grades 7-12)	No	
Mathematics/Physical Science/Engineering (Grades 6-12)	No	
Mathematics/Science (Grades 4-8)	No	
Music (Grades EC-12)	No	
Physical Education (Grades EC-12)	No	
Physical Science (Grades 6-12)	No	
Physics/Mathematics (Grade 7-12)	No	
Reserve Officer Training Corps (ROTC) (Grades 6-12)	No	
Science (Grades 4-8)	No	

Total number of teacher preparation programs: 51

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

Total number of teacher preparation programs: 51

Program Requirements

THIS PAGE INCLUDES:

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

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

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

Admissions

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

Other

If Other, please specify:

During senior year or upon graduation

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:

<https://www.texas teachers.org>

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

All candidates go through an interview process which includes questions that measure non-academic qualities such as professionalism, time-management, conflict resolution, and receptiveness to feedback. Candidates must successfully complete all questions as an admission requirement.

Undergraduate Requirements

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

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

- Yes
 No

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

Element	Required for Entry	Required for Exit
---------	--------------------	-------------------

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

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

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

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

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

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

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

2.5

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

3.09

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 2017-18?

3.1

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

Supervised Clinical Experience

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

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

Average number of clock hours of supervised clinical experience required prior to student teaching	182
Average number of clock hours required for student teaching	350
Average number of clock hours required for mentoring/induction support	20
Number of full-time equivalent faculty supervising clinical experience during this academic year	223
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	232
Number of students in supervised clinical experience during this academic year	154

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

Enrollment

THIS PAGE INCLUDES:

>> [Enrollment](#)

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

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

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

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

Enrollment

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

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

Total number of students enrolled in 2017-18	<input type="text" value="52701"/>
Unduplicated number of males enrolled in 2017-18	<input type="text" value="16586"/>
Unduplicated number of females enrolled in 2017-18	<input type="text" value="34152"/>

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

2017-18	Number Enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race	<input type="text" value="7769"/>
<i>Race</i>	

2017-18

Number Enrolled

American Indian or Alaska Native

155

Asian

1098

Black or African American

8694

Native Hawaiian or Other Pacific Islander

38

White

15985

Two or more races

477

Teachers Prepared

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

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

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

THIS PAGE INCLUDES:

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

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2017-18. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. [\(\\$205\(b\)\(1\)\(H\)\)](#)

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

[What are CIP Codes?](#)

No teachers prepared in academic year 2017-18

CIP Code	Subject Area	Number Prepared
13.01	Education - General	<input type="text" value="2464"/>
13.10	Teacher Education - Special Education	<input type="text" value="1024"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text" value="3085"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="3085"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text" value="2645"/>
13.1205	Teacher Education - Secondary Education	<input type="text" value="1610"/>
13.1206	Teacher Education - Multiple Levels	<input type="text" value="1819"/>

CIP Code	Subject Area	Number Prepared
13.1301	Teacher Education - Agriculture	35
13.1302	Teacher Education - Art	139
13.1303	Teacher Education - Business	64
13.1305	Teacher Education - English/Language Arts	629
13.1306	Teacher Education - Foreign Language	156
13.1307	Teacher Education - Health	34
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	46
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	127
13.1311	Teacher Education - Mathematics	405
13.1312	Teacher Education - Music	73
13.1314	Teacher Education - Physical Education and Coaching	273
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	465
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	353
13.1319	Teacher Education - Technical Education	127
13.1321	Teacher Education - Computer Science	10
13.1322	Teacher Education - Biology	115
13.1323	Teacher Education - Chemistry	15
13.1324	Teacher Education - Drama and Dance	87
13.1325	Teacher Education - French	20
13.1326	Teacher Education - German	6
13.1328	Teacher Education - History	70
13.1329	Teacher Education - Physics	16
13.1330	Teacher Education - Spanish	119

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	19
13.1332	Teacher Education - Geography	
13.1333	Teacher Education - Latin	3
13.1335	Teacher Education - Psychology	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	829
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	214
13.99	Education - Other Specify: ASL, Health Science, Journalism, Arabic, Chinese, Japanese, Marketing, Trade & Industry, ROTC	134

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2017-18. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

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

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

What are CIP Codes?

No teachers prepared in academic year 2017-18

CIP Code	Academic Major	Number Prepared
13.01	Education - General	111
13.10	Teacher Education - Special Education	14
13.1210	Teacher Education - Early Childhood Education	58
13.1202	Teacher Education - Elementary Education	12
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1205	Teacher Education - Secondary Education	5
13.1301	Teacher Education - Agriculture	

CIP Code	Academic Major	Number Prepared
13.1302	Teacher Education - Art	2
13.1303	Teacher Education - Business	2
13.1305	Teacher Education - English/Language Arts	4
13.1306	Teacher Education - Foreign Language	1
13.1307	Teacher Education - Health	9
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	1
13.1312	Teacher Education - Music	2
13.1314	Teacher Education - Physical Education and Coaching	34
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science	
13.1317	Teacher Education - Social Science	1
13.1318	Teacher Education - Social Studies	
13.1319	Teacher Education - Technical Education	
13.1321	Teacher Education - Computer Science	1
13.1322	Teacher Education - Biology	1
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	1
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	2
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	4
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	10
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	5
13.03	Education - Curriculum and Instruction	7
13.09	Education - Social and Philosophical Foundations of Education	
24	Liberal Arts/Humanities	672
42	Psychology	511
45.01	Social Sciences	129
45.02	Anthropology	40
45.06	Economics	37
45.07	Geography and Cartography	20
45.10	Political Science and Government	361
45.11	Sociology	141
50	Visual and Performing Arts	340
54	History	275
16	Foreign Languages	134
19	Family and Consumer Sciences/Human Sciences	402
23	English Language/Literature	320
38	Philosophy and Religious Studies	85
01	Agriculture	119
09	Communication or Journalism	476
14	Engineering	142

CIP Code	Academic Major	Number Prepared
26	Biology	315
27	Mathematics and Statistics	101
40.01	Physical Sciences	22
40.02	Astronomy and Astrophysics	14
40.04	Atmospheric Sciences and Meteorology	15
40.05	Chemistry	62
40.06	Geological and Earth Sciences/Geosciences	54
40.08	Physics	28
52	Business/Business Administration/Accounting	834
11	Computer and Information Sciences	95
99	Other Specify: <input data-bbox="289 926 1260 963" type="text" value="Kinesiology, Health Science, Healthcare, Trade & Industry, Recreation/Liesures Studies"/>	561

Program Completers

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

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

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

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

THIS PAGE INCLUDES:

[>> Program Completers](#)

Program Completers

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

2017-18	<input type="text" value="6106"/>
2016-17	<input type="text" value="6022"/>
2015-16	<input type="text" value="4129"/>

Annual Goals

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

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

THIS PAGE INCLUDES:

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

Annual Goals - Mathematics

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

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

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

Academic year 2017-18

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

- Yes
 No (leave remaining questions for year blank)

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

0

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

- Yes
 No
 Not applicable

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

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 2018-19

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

- Yes
 No (leave remaining questions for year blank)

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

0

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

Academic year 2019-20

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

- Yes
 No (leave remaining questions for year blank)

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

0

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

Annual Goals - Science

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

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

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

Academic year 2017-18

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

- Yes
 No (leave remaining questions for year blank)

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

0

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

- Yes
 No
 Not applicable

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

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 2018-19

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

- Yes
 No (leave remaining questions for year blank)

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

0

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

Academic year 2019-20

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

- Yes
 No (leave remaining questions for year blank)

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

0

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

Annual Goals - Special Education

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

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

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

Academic year 2017-18

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

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

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

0

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

- Yes
- No
- Not applicable

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

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 2018-19

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

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

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

0

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

Academic year 2019-20

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

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

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

0

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 2017-18

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

- Yes
 No (leave remaining questions for year blank)

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

0

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

- Yes
 No
 Not applicable

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

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 2018-19

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

- Yes
 No (leave remaining questions for year blank)

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

0

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

Academic year 2019-20

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

- Yes
 No (leave remaining questions for year blank)

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

0

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

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:

n/a

Assessment Pass Rates

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

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

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

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
172 -AG SCIENCE AND TECHNOLOGY 6-12 Evaluation Systems group of Pearson Other enrolled students	20	245	14	70
172 -AG SCIENCE AND TECHNOLOGY 6-12 Evaluation Systems group of Pearson All program completers, 2016-17	11	262	11	100
172 -AG SCIENCE AND TECHNOLOGY 6-12 Evaluation Systems group of Pearson All program completers, 2015-16	26	263	26	100
272 -AGRICULTURE FOOD AND NATURAL RESOURCES 6-12 Evaluation Systems group of Pearson Other enrolled students	5			
272 -AGRICULTURE FOOD AND NATURAL RESOURCES 6-12 Evaluation Systems group of Pearson All program completers, 2017-18	4			
184 -AMERICAN SIGN LANGUAGE (ASL) Evaluation Systems group of Pearson Other enrolled students	21	259	19	90
184 -AMERICAN SIGN LANGUAGE (ASL) Evaluation Systems group of Pearson All program completers, 2017-18	1			
184 -AMERICAN SIGN LANGUAGE (ASL) Evaluation Systems group of Pearson All program completers, 2016-17	3			
184 -AMERICAN SIGN LANGUAGE (ASL) Evaluation Systems group of Pearson All program completers, 2015-16	4			
178 -ART EC-12 Evaluation Systems group of Pearson Other enrolled students	262	265	253	97

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
178 -ART EC-12 Evaluation Systems group of Pearson All program completers, 2017-18	30	263	30	100
178 -ART EC-12 Evaluation Systems group of Pearson All program completers, 2016-17	107	265	107	100
178 -ART EC-12 Evaluation Systems group of Pearson All program completers, 2015-16	89	267	89	100
164 -BILINGUAL EDUCATION SUPPLEMENTAL Evaluation Systems group of Pearson Other enrolled students	199	251	177	89
164 -BILINGUAL EDUCATION SUPPLEMENTAL Evaluation Systems group of Pearson All program completers, 2017-18	50	253	50	100
119 -BILINGUAL GENERALIST 4-8 Evaluation Systems group of Pearson Other enrolled students	3			
192 -BILINGUAL GENERALIST EC-6 Evaluation Systems group of Pearson Other enrolled students	133	235	74	56
192 -BILINGUAL GENERALIST EC-6 Evaluation Systems group of Pearson All program completers, 2017-18	9			
192 -BILINGUAL GENERALIST EC-6 Evaluation Systems group of Pearson All program completers, 2016-17	20	247	20	100
192 -BILINGUAL GENERALIST EC-6 Evaluation Systems group of Pearson All program completers, 2015-16	93	249	93	100
190 -BTLPT-SPANISH Evaluation Systems group of Pearson Other enrolled students	309	243	207	67
190 -BTLPT-SPANISH Evaluation Systems group of Pearson All program completers, 2017-18	57	253	53	93
190 -BTLPT-SPANISH Evaluation Systems group of Pearson All program completers, 2016-17	19	259	19	100
190 -BTLPT-SPANISH Evaluation Systems group of Pearson All program completers, 2015-16	89	258	89	100
276 -BUSINESS AND FINANCE 6-12 Evaluation Systems group of Pearson Other enrolled students	27	239	17	63

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
276 -BUSINESS AND FINANCE 6-12 Evaluation Systems group of Pearson All program completers, 2017-18	14	248	14	100
276 -BUSINESS AND FINANCE 6-12 Evaluation Systems group of Pearson All program completers, 2016-17	7			
176 -BUSINESS EDUCATION 6-12 Evaluation Systems group of Pearson Other enrolled students	134	247	107	80
176 -BUSINESS EDUCATION 6-12 Evaluation Systems group of Pearson All program completers, 2016-17	44	253	44	100
176 -BUSINESS EDUCATION 6-12 Evaluation Systems group of Pearson All program completers, 2015-16	73	254	73	100
240 -CHEMISTRY 7-12 Evaluation Systems group of Pearson Other enrolled students	26	243	16	62
240 -CHEMISTRY 7-12 Evaluation Systems group of Pearson All program completers, 2017-18	1			
240 -CHEMISTRY 7-12 Evaluation Systems group of Pearson All program completers, 2016-17	11	258	11	100
240 -CHEMISTRY 7-12 Evaluation Systems group of Pearson All program completers, 2015-16	16	260	16	100
141 -COMPUTER SCIENCE 8-12 Evaluation Systems group of Pearson Other enrolled students	9			
141 -COMPUTER SCIENCE 8-12 Evaluation Systems group of Pearson All program completers, 2017-18	1			
141 -COMPUTER SCIENCE 8-12 Evaluation Systems group of Pearson All program completers, 2016-17	15	258	15	100
141 -COMPUTER SCIENCE 8-12 Evaluation Systems group of Pearson All program completers, 2015-16	5			
806 -CORE SUBJECTS 4-8 ELAR Evaluation Systems group of Pearson Other enrolled students	130	253	121	93
806 -CORE SUBJECTS 4-8 ELAR Evaluation Systems group of Pearson All program completers, 2017-18	101	257	101	100

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, 2016-17	273	256	273	100
806 -CORE SUBJECTS 4-8 ELAR Evaluation Systems group of Pearson All program completers, 2015-16	23	256	23	100
807 -CORE SUBJECTS 4-8 MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	130	256	121	93
807 -CORE SUBJECTS 4-8 MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	101	258	101	100
807 -CORE SUBJECTS 4-8 MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	273	262	273	100
807 -CORE SUBJECTS 4-8 MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	23	262	23	100
809 -CORE SUBJECTS 4-8 SCIENCE Evaluation Systems group of Pearson Other enrolled students	130	255	122	94
809 -CORE SUBJECTS 4-8 SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	101	261	101	100
809 -CORE SUBJECTS 4-8 SCIENCE Evaluation Systems group of Pearson All program completers, 2016-17	273	263	273	100
809 -CORE SUBJECTS 4-8 SCIENCE Evaluation Systems group of Pearson All program completers, 2015-16	23	262	23	100
808 -CORE SUBJECTS 4-8 SOCIAL STUDIES Evaluation Systems group of Pearson Other enrolled students	130	255	122	94
808 -CORE SUBJECTS 4-8 SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2017-18	101	260	101	100
808 -CORE SUBJECTS 4-8 SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2016-17	273	258	273	100
808 -CORE SUBJECTS 4-8 SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2015-16	23	260	23	100
801 -CORE SUBJECTS EC-6 ELAR Evaluation Systems group of Pearson Other enrolled students	549	257	549	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
801 -CORE SUBJECTS EC-6 ELAR Evaluation Systems group of Pearson All program completers, 2017-18	587	258	587	100
801 -CORE SUBJECTS EC-6 ELAR Evaluation Systems group of Pearson All program completers, 2016-17	1324	260	1324	100
801 -CORE SUBJECTS EC-6 ELAR Evaluation Systems group of Pearson All program completers, 2015-16	42	261	42	100
805 -CORE SUBJECTS EC-6 FINE ARTS HEALTH AND PE Evaluation Systems group of Pearson Other enrolled students	549	260	549	100
805 -CORE SUBJECTS EC-6 FINE ARTS HEALTH AND PE Evaluation Systems group of Pearson All program completers, 2017-18	587	260	587	100
805 -CORE SUBJECTS EC-6 FINE ARTS HEALTH AND PE Evaluation Systems group of Pearson All program completers, 2016-17	1324	262	1324	100
805 -CORE SUBJECTS EC-6 FINE ARTS HEALTH AND PE Evaluation Systems group of Pearson All program completers, 2015-16	42	262	42	100
802 -CORE SUBJECTS EC-6 MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	549	259	549	100
802 -CORE SUBJECTS EC-6 MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	587	258	587	100
802 -CORE SUBJECTS EC-6 MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	1324	262	1324	100
802 -CORE SUBJECTS EC-6 MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	42	263	42	100
804 -CORE SUBJECTS EC-6 SCIENCE Evaluation Systems group of Pearson Other enrolled students	549	255	549	100
804 -CORE SUBJECTS EC-6 SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	587	255	586	100
804 -CORE SUBJECTS EC-6 SCIENCE Evaluation Systems group of Pearson All program completers, 2016-17	1324	257	1324	100
804 -CORE SUBJECTS EC-6 SCIENCE Evaluation Systems group of Pearson All program completers, 2015-16	42	257	42	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
803 -CORE SUBJECTS EC-6 SOCIAL STUDIES Evaluation Systems group of Pearson Other enrolled students	549	258	548	100
803 -CORE SUBJECTS EC-6 SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2017-18	587	257	587	100
803 -CORE SUBJECTS EC-6 SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2016-17	1324	260	1324	100
803 -CORE SUBJECTS EC-6 SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2015-16	42	257	42	100
279 -DANCE 6-12 Evaluation Systems group of Pearson Other enrolled students	1			
279 -DANCE 6-12 Evaluation Systems group of Pearson All program completers, 2017-18	2			
179 -DANCE 8-12 Evaluation Systems group of Pearson Other enrolled students	35	255	34	97
179 -DANCE 8-12 Evaluation Systems group of Pearson All program completers, 2017-18	4			
179 -DANCE 8-12 Evaluation Systems group of Pearson All program completers, 2016-17	23	260	23	100
179 -DANCE 8-12 Evaluation Systems group of Pearson All program completers, 2015-16	22	256	22	100
113 -ENG LANG ARTS -READSOC STUDIES 4-8 Evaluation Systems group of Pearson Other enrolled students	17	251	17	100
113 -ENG LANG ARTS -READSOC STUDIES 4-8 Evaluation Systems group of Pearson All program completers, 2017-18	7			
113 -ENG LANG ARTS -READSOC STUDIES 4-8 Evaluation Systems group of Pearson All program completers, 2016-17	11	257	11	100
113 -ENG LANG ARTS -READSOC STUDIES 4-8 Evaluation Systems group of Pearson All program completers, 2015-16	9			
117 -ENG LANGUAGE ARTS AND READING 4-8 Evaluation Systems group of Pearson Other enrolled students	195	255	187	96

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
117 -ENG LANGUAGE ARTS AND READING 4-8 Evaluation Systems group of Pearson All program completers, 2017-18	92	253	92	100
117 -ENG LANGUAGE ARTS AND READING 4-8 Evaluation Systems group of Pearson All program completers, 2016-17	161	259	161	100
117 -ENG LANGUAGE ARTS AND READING 4-8 Evaluation Systems group of Pearson All program completers, 2015-16	88	258	88	100
231 -ENG LANGUAGE ARTS AND READING 7-12 Evaluation Systems group of Pearson Other enrolled students	310	238	198	64
231 -ENG LANGUAGE ARTS AND READING 7-12 Evaluation Systems group of Pearson All program completers, 2017-18	77	254	77	100
231 -ENG LANGUAGE ARTS AND READING 7-12 Evaluation Systems group of Pearson All program completers, 2016-17	302	256	302	100
231 -ENG LANGUAGE ARTS AND READING 7-12 Evaluation Systems group of Pearson All program completers, 2015-16	257	257	257	100
120 -ESLGENERALIST 4-8 Evaluation Systems group of Pearson Other enrolled students	4			
120 -ESLGENERALIST 4-8 Evaluation Systems group of Pearson All program completers, 2016-17	2			
120 -ESLGENERALIST 4-8 Evaluation Systems group of Pearson All program completers, 2015-16	4			
193 -ESLGENERALIST EC-6 Evaluation Systems group of Pearson Other enrolled students	10	240	7	70
193 -ESLGENERALIST EC-6 Evaluation Systems group of Pearson All program completers, 2016-17	4			
193 -ESLGENERALIST EC-6 Evaluation Systems group of Pearson All program completers, 2015-16	5			
154 -ESLSUPPLEMENTAL Evaluation Systems group of Pearson Other enrolled students	353	254	322	91
154 -ESLSUPPLEMENTAL Evaluation Systems group of Pearson All program completers, 2017-18	206	255	200	97

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
200 -FAMILY-CONSUMER SCIENCE Other Other enrolled students	26	241	18	69
200 -FAMILY-CONSUMER SCIENCE Other All program completers, 2017-18	12	246	12	100
200 -FAMILY-CONSUMER SCIENCE Other All program completers, 2016-17	46	250	46	100
200 -FAMILY-CONSUMER SCIENCE Other All program completers, 2015-16	36	248	36	100
111 -GENERALIST 4-8 Evaluation Systems group of Pearson Other enrolled students	1440	254	1228	85
111 -GENERALIST 4-8 Evaluation Systems group of Pearson All program completers, 2017-18	17	254	17	100
111 -GENERALIST 4-8 Evaluation Systems group of Pearson All program completers, 2016-17	149	256	149	100
111 -GENERALIST 4-8 Evaluation Systems group of Pearson All program completers, 2015-16	549	260	549	100
191 -GENERALIST EC-6 Evaluation Systems group of Pearson Other enrolled students	1410	244	1025	73
191 -GENERALIST EC-6 Evaluation Systems group of Pearson All program completers, 2017-18	91	242	54	59
191 -GENERALIST EC-6 Evaluation Systems group of Pearson All program completers, 2016-17	365	251	365	100
191 -GENERALIST EC-6 Evaluation Systems group of Pearson All program completers, 2015-16	1238	253	1238	100
157 -HEALTH EC-12 Evaluation Systems group of Pearson Other enrolled students	78	256	73	94
157 -HEALTH EC-12 Evaluation Systems group of Pearson All program completers, 2017-18	12	257	12	100
157 -HEALTH EC-12 Evaluation Systems group of Pearson All program completers, 2016-17	32	257	32	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
157 -HEALTH EC-12 Evaluation Systems group of Pearson All program completers, 2015-16	35	260	35	100
273 -HEALTH SCIENCE 6-12 Evaluation Systems group of Pearson Other enrolled students	12	250	9	75
273 -HEALTH SCIENCE 6-12 Evaluation Systems group of Pearson All program completers, 2017-18	10	262	10	100
273 -HEALTH SCIENCE 6-12 Evaluation Systems group of Pearson All program completers, 2016-17	39	259	39	100
173 -HEALTH SCIENCE TECHNOLOGY ED 8-12 Evaluation Systems group of Pearson Other enrolled students	19	280	19	100
173 -HEALTH SCIENCE TECHNOLOGY ED 8-12 Evaluation Systems group of Pearson All program completers, 2016-17	3			
173 -HEALTH SCIENCE TECHNOLOGY ED 8-12 Evaluation Systems group of Pearson All program completers, 2015-16	28	280	28	100
233 -HISTORY 7-12 Evaluation Systems group of Pearson Other enrolled students	90	241	58	64
233 -HISTORY 7-12 Evaluation Systems group of Pearson All program completers, 2017-18	30	257	30	100
233 -HISTORY 7-12 Evaluation Systems group of Pearson All program completers, 2016-17	53	251	53	100
233 -HISTORY 7-12 Evaluation Systems group of Pearson All program completers, 2015-16	33	256	33	100
256 -JOURNALISM 7-12 Evaluation Systems group of Pearson Other enrolled students	4			
256 -JOURNALISM 7-12 Evaluation Systems group of Pearson All program completers, 2017-18	3			
156 -JOURNALISM 8-12 Evaluation Systems group of Pearson Other enrolled students	15	250	12	80
156 -JOURNALISM 8-12 Evaluation Systems group of Pearson All program completers, 2016-17	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
156 -JOURNALISM 8-12 Evaluation Systems group of Pearson All program completers, 2015-16	3			
238 -LIFE SCIENCE 7-12 Evaluation Systems group of Pearson Other enrolled students	126	239	67	53
238 -LIFE SCIENCE 7-12 Evaluation Systems group of Pearson All program completers, 2017-18	23	254	23	100
238 -LIFE SCIENCE 7-12 Evaluation Systems group of Pearson All program completers, 2016-17	74	256	74	100
238 -LIFE SCIENCE 7-12 Evaluation Systems group of Pearson All program completers, 2015-16	59	256	59	100
605 -LOTE: ARABIC ORAL PROFICIENCY American Council on the Teaching of Foreign Langua All program completers, 2016-17	1			
605 -LOTE: ARABIC ORAL PROFICIENCY American Council on the Teaching of Foreign Langua All program completers, 2015-16	1			
600 -LOTE: ARABIC WRITING PROFICIENCY American Council on the Teaching of Foreign Langua All program completers, 2016-17	1			
600 -LOTE: ARABIC WRITING PROFICIENCY American Council on the Teaching of Foreign Langua All program completers, 2015-16	1			
610 -LOTE: FRENCH EC-12 Evaluation Systems group of Pearson Other enrolled students	31	224	9	29
610 -LOTE: FRENCH EC-12 Evaluation Systems group of Pearson All program completers, 2017-18	2			
610 -LOTE: FRENCH EC-12 Evaluation Systems group of Pearson All program completers, 2016-17	10	252	10	100
610 -LOTE: FRENCH EC-12 Evaluation Systems group of Pearson All program completers, 2015-16	9			
611 -LOTE: GERMAN EC-12 Evaluation Systems group of Pearson Other enrolled students	5			
611 -LOTE: GERMAN EC-12 Evaluation Systems group of Pearson All program completers, 2017-18	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
611 -LOTE: GERMAN EC-12 Evaluation Systems group of Pearson All program completers, 2016-17	3			
611 -LOTE: GERMAN EC-12 Evaluation Systems group of Pearson All program completers, 2015-16	2			
612 -LOTE: LATIN EC-12 Evaluation Systems group of Pearson Other enrolled students	5			
612 -LOTE: LATIN EC-12 Evaluation Systems group of Pearson All program completers, 2016-17	2			
612 -LOTE: LATIN EC-12 Evaluation Systems group of Pearson All program completers, 2015-16	7			
606 -LOTE: MANDARIN CHINESE ORAL PROFICIENCY American Council on the Teaching of Foreign Langua Other enrolled students	2			
606 -LOTE: MANDARIN CHINESE ORAL PROFICIENCY American Council on the Teaching of Foreign Langua All program completers, 2016-17	4			
606 -LOTE: MANDARIN CHINESE ORAL PROFICIENCY American Council on the Teaching of Foreign Langua All program completers, 2015-16	2			
601 -LOTE: MANDARIN CHINESE WRITING PROFICIENCY American Council on the Teaching of Foreign Langua Other enrolled students	2			
601 -LOTE: MANDARIN CHINESE WRITING PROFICIENCY American Council on the Teaching of Foreign Langua All program completers, 2016-17	4			
601 -LOTE: MANDARIN CHINESE WRITING PROFICIENCY American Council on the Teaching of Foreign Langua All program completers, 2015-16	2			
608 -LOTE: RUSSIAN ORAL PROFICIENCY American Council on the Teaching of Foreign Langua Other enrolled students	1			
603 -LOTE: RUSSIAN WRITING PROFICIENCY American Council on the Teaching of Foreign Langua Other enrolled students	1			
613 -LOTE: SPANISH EC-12 Evaluation Systems group of Pearson Other enrolled students	268	236	147	55
613 -LOTE: SPANISH EC-12 Evaluation Systems group of Pearson All program completers, 2017-18	43	251	43	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
613 -LOTE: SPANISH EC-12 Evaluation Systems group of Pearson All program completers, 2016-17	91	253	91	100
613 -LOTE: SPANISH EC-12 Evaluation Systems group of Pearson All program completers, 2015-16	58	251	58	100
275 -MARKETING 6-12 Evaluation Systems group of Pearson Other enrolled students	7			
275 -MARKETING 6-12 Evaluation Systems group of Pearson All program completers, 2017-18	3			
275 -MARKETING 6-12 Evaluation Systems group of Pearson All program completers, 2016-17	5			
175 -MARKETING EDUCATION 8-12 Evaluation Systems group of Pearson Other enrolled students	11	232	4	36
175 -MARKETING EDUCATION 8-12 Evaluation Systems group of Pearson All program completers, 2015-16	4			
274 -MATH PHYSICAL SCIENCE ENG 6-12 Evaluation Systems group of Pearson All program completers, 2017-18	1			
174 -MATH PHYSICAL SCIENCE ENG 8-12 Evaluation Systems group of Pearson Other enrolled students	5			
115 -MATHEMATICS 4-8 Evaluation Systems group of Pearson Other enrolled students	238	253	205	86
115 -MATHEMATICS 4-8 Evaluation Systems group of Pearson All program completers, 2017-18	46	253	46	100
115 -MATHEMATICS 4-8 Evaluation Systems group of Pearson All program completers, 2016-17	141	258	141	100
115 -MATHEMATICS 4-8 Evaluation Systems group of Pearson All program completers, 2015-16	91	258	91	100
235 -MATHEMATICS 7-12 Evaluation Systems group of Pearson Other enrolled students	175	242	117	67
235 -MATHEMATICS 7-12 Evaluation Systems group of Pearson All program completers, 2017-18	42	260	42	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
235 -MATHEMATICS 7-12 Evaluation Systems group of Pearson All program completers, 2016-17	207	261	207	100
235 -MATHEMATICS 7-12 Evaluation Systems group of Pearson All program completers, 2015-16	160	260	160	100
114 -MATHSCIENCE 4-8 Evaluation Systems group of Pearson Other enrolled students	5			
114 -MATHSCIENCE 4-8 Evaluation Systems group of Pearson All program completers, 2017-18	3			
114 -MATHSCIENCE 4-8 Evaluation Systems group of Pearson All program completers, 2016-17	12	260	12	100
114 -MATHSCIENCE 4-8 Evaluation Systems group of Pearson All program completers, 2015-16	3			
177 -MUSIC EC-12 Evaluation Systems group of Pearson Other enrolled students	159	247	118	74
177 -MUSIC EC-12 Evaluation Systems group of Pearson All program completers, 2017-18	21	254	21	100
177 -MUSIC EC-12 Evaluation Systems group of Pearson All program completers, 2016-17	52	256	52	100
177 -MUSIC EC-12 Evaluation Systems group of Pearson All program completers, 2015-16	42	253	42	100
170 -PED-PROF RESP-TRADE-IND ED 8-12 Evaluation Systems group of Pearson Other enrolled students	24	258	22	92
170 -PED-PROF RESP-TRADE-IND ED 8-12 Evaluation Systems group of Pearson All program completers, 2015-16	4			
110 -PEDAGOGY - PROF RESP 4-8 Evaluation Systems group of Pearson All program completers, 2016-17	1			
130 -PEDAGOGY - PROF RESP 8-12 Evaluation Systems group of Pearson All program completers, 2015-16	1			
194 -PEDAGOGY - PROF. RESP. EC-6 Evaluation Systems group of Pearson All program completers, 2015-16	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
160 -PEDAGOGY-PROF RESP EC-12 Evaluation Systems group of Pearson Other enrolled students	3145	261	2857	91
160 -PEDAGOGY-PROF RESP EC-12 Evaluation Systems group of Pearson All program completers, 2017-18	1718	260	1654	96
160 -PEDAGOGY-PROF RESP EC-12 Evaluation Systems group of Pearson All program completers, 2016-17	5100	268	5069	99
160 -PEDAGOGY-PROF RESP EC-12 Evaluation Systems group of Pearson All program completers, 2015-16	3877	268	3872	100
158 -PHYSICAL EDUCATION EC-12 Evaluation Systems group of Pearson Other enrolled students	528	252	464	88
158 -PHYSICAL EDUCATION EC-12 Evaluation Systems group of Pearson All program completers, 2017-18	98	253	98	100
158 -PHYSICAL EDUCATION EC-12 Evaluation Systems group of Pearson All program completers, 2016-17	197	257	197	100
158 -PHYSICAL EDUCATION EC-12 Evaluation Systems group of Pearson All program completers, 2015-16	184	259	184	100
237 -PHYSICAL SCIENCE 6-12 Evaluation Systems group of Pearson Other enrolled students	1			
237 -PHYSICAL SCIENCE 6-12 Evaluation Systems group of Pearson All program completers, 2017-18	1			
237 -PHYSICAL SCIENCE 6-12 Evaluation Systems group of Pearson All program completers, 2016-17	1			
237 -PHYSICAL SCIENCE 6-12 Evaluation Systems group of Pearson All program completers, 2015-16	1			
243 -PHYSICS MATH 7-12 Evaluation Systems group of Pearson Other enrolled students	2			
243 -PHYSICS MATH 7-12 Evaluation Systems group of Pearson All program completers, 2017-18	1			
143 -PHYSICS MATHEMATICS 8-12 Evaluation Systems group of Pearson Other enrolled students	15	261	13	87

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
143 -PHYSICS MATHEMATICS 8-12 Evaluation Systems group of Pearson All program completers, 2015-16	1			
270 -PPR TRADE AND INDUSTRIAL EDUC 6-12 Evaluation Systems group of Pearson Other enrolled students	3			
270 -PPR TRADE AND INDUSTRIAL EDUC 6-12 Evaluation Systems group of Pearson All program completers, 2017-18	15	257	15	100
116 -SCIENCE 4-8 Evaluation Systems group of Pearson Other enrolled students	114	251	99	87
116 -SCIENCE 4-8 Evaluation Systems group of Pearson All program completers, 2017-18	23	251	23	100
116 -SCIENCE 4-8 Evaluation Systems group of Pearson All program completers, 2016-17	80	258	80	100
116 -SCIENCE 4-8 Evaluation Systems group of Pearson All program completers, 2015-16	41	256	41	100
236 -SCIENCE 7-12 Evaluation Systems group of Pearson Other enrolled students	90	254	77	86
236 -SCIENCE 7-12 Evaluation Systems group of Pearson All program completers, 2017-18	31	254	31	100
236 -SCIENCE 7-12 Evaluation Systems group of Pearson All program completers, 2016-17	188	257	188	100
236 -SCIENCE 7-12 Evaluation Systems group of Pearson All program completers, 2015-16	130	258	130	100
118 -SOCIAL STUDIES 4-8 Evaluation Systems group of Pearson Other enrolled students	78	257	75	96
118 -SOCIAL STUDIES 4-8 Evaluation Systems group of Pearson All program completers, 2017-18	15	257	15	100
118 -SOCIAL STUDIES 4-8 Evaluation Systems group of Pearson All program completers, 2016-17	75	255	75	100
118 -SOCIAL STUDIES 4-8 Evaluation Systems group of Pearson All program completers, 2015-16	28	257	28	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
232 -SOCIAL STUDIES 7-12 Evaluation Systems group of Pearson Other enrolled students	186	242	128	69
232 -SOCIAL STUDIES 7-12 Evaluation Systems group of Pearson All program completers, 2017-18	53	253	53	100
232 -SOCIAL STUDIES 7-12 Evaluation Systems group of Pearson All program completers, 2016-17	217	253	217	100
232 -SOCIAL STUDIES 7-12 Evaluation Systems group of Pearson All program completers, 2015-16	143	254	143	100
161 -SPECIAL EDUCATION EC-12 Evaluation Systems group of Pearson Other enrolled students	1112	250	1015	91
161 -SPECIAL EDUCATION EC-12 Evaluation Systems group of Pearson All program completers, 2017-18	412	255	412	100
161 -SPECIAL EDUCATION EC-12 Evaluation Systems group of Pearson All program completers, 2016-17	917	256	917	100
161 -SPECIAL EDUCATION EC-12 Evaluation Systems group of Pearson All program completers, 2015-16	627	257	627	100
129 -SPEECH 7-12 Evaluation Systems group of Pearson Other enrolled students	31	251	25	81
129 -SPEECH 7-12 Evaluation Systems group of Pearson All program completers, 2017-18	6			
129 -SPEECH 7-12 Evaluation Systems group of Pearson All program completers, 2016-17	24	260	24	100
129 -SPEECH 7-12 Evaluation Systems group of Pearson All program completers, 2015-16	23	268	23	100
073 -TASC-ASL AMERICAN SIGN LANGUAGE Evaluation Systems group of Pearson Other enrolled students	23	3	14	61
073 -TASC-ASL AMERICAN SIGN LANGUAGE Evaluation Systems group of Pearson All program completers, 2017-18	1			
073 -TASC-ASL AMERICAN SIGN LANGUAGE Evaluation Systems group of Pearson All program completers, 2016-17	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
073 -TASC-ASL AMERICAN SIGN LANGUAGE Evaluation Systems group of Pearson All program completers, 2015-16	4			
139 -TECHNOLOGY APPLICATIONS 8-12 Evaluation Systems group of Pearson Other enrolled students	5			
139 -TECHNOLOGY APPLICATIONS 8-12 Evaluation Systems group of Pearson All program completers, 2017-18	2			
139 -TECHNOLOGY APPLICATIONS 8-12 Evaluation Systems group of Pearson All program completers, 2016-17	2			
139 -TECHNOLOGY APPLICATIONS 8-12 Evaluation Systems group of Pearson All program completers, 2015-16	3			
142 -TECHNOLOGY APPLICATIONS EC-12 Evaluation Systems group of Pearson Other enrolled students	52	258	47	90
242 -TECHNOLOGY APPLICATIONS EC-12 Evaluation Systems group of Pearson Other enrolled students	5			
142 -TECHNOLOGY APPLICATIONS EC-12 Evaluation Systems group of Pearson All program completers, 2017-18	15	259	15	100
142 -TECHNOLOGY APPLICATIONS EC-12 Evaluation Systems group of Pearson All program completers, 2016-17	51	260	51	100
142 -TECHNOLOGY APPLICATIONS EC-12 Evaluation Systems group of Pearson All program completers, 2015-16	41	265	41	100
171 -TECHNOLOGY EDUCATION 6-12 Evaluation Systems group of Pearson Other enrolled students	20	264	20	100
171 -TECHNOLOGY EDUCATION 6-12 Evaluation Systems group of Pearson All program completers, 2017-18	9			
171 -TECHNOLOGY EDUCATION 6-12 Evaluation Systems group of Pearson All program completers, 2016-17	48	269	48	100
171 -TECHNOLOGY EDUCATION 6-12 Evaluation Systems group of Pearson All program completers, 2015-16	22	266	22	100
180 -THEATRE EC-12 Evaluation Systems group of Pearson Other enrolled students	107	256	95	89

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
180 -THEATRE EC-12 Evaluation Systems group of Pearson All program completers, 2017-18	15	258	15	100
180 -THEATRE EC-12 Evaluation Systems group of Pearson All program completers, 2016-17	61	264	61	100
180 -THEATRE EC-12 Evaluation Systems group of Pearson All program completers, 2015-16	62	265	62	100

Summary Pass Rates

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

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

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

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2017-18	1750	1686	96
All program completers, 2016-17	5103	5070	99
All program completers, 2015-16	3972	3967	100

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.

THIS PAGE INCLUDES:

>> [Low-Performing](#)

Low-Performing

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

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

THIS PAGE INCLUDES:

>> [Use of Technology](#)

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

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

Use of Technology

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

Does your program prepare teachers to:

- a. integrate technology effectively into curricula and instruction

Yes
 No

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

Yes
 No

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

Yes
 No

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

Yes
 No

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

Prospective teacher candidates are required to take a training course entitled "Technology in the Classroom: The Networked Teacher". This training encompasses the many opportunities teachers have today for accessing and using technology as a tool to increase student understanding and student achievement. Participants must complete both quizzes and a final examination in order to receive credit. Participants are trained in using data to drive instruction and to provide individualized learning opportunities for students in the mandatory training entitled "Assessments I and II". The successful completion of quizzes and a final examination are required to receive credit for this training as well.

Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

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

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

Teacher Training

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

1. Does your program prepare general education teachers to:

a. teach students with disabilities effectively

- Yes
 No

b. participate as a member of individualized education program teams

- Yes
 No

c. teach students who are limited English proficient effectively

- Yes
 No

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

All of our teacher candidates participate in three mandatory training courses designed to equip them with the skills needed to teach students with disabilities effectively and to meet the needs of English Language Learners. "Special Populations in the Classroom" is a training course that presents an overview of the characteristics and needs of diverse populations in the classroom. Populations of focus include English Language Learners, Special Education, Gifted and Talented, the Economically Disadvantaged, and those students identified as "At-Risk" for educational failure. Candidates are trained in working with students with special needs called "Strategies for Teaching Exceptional Learners" and is evaluated through quizzes, a comprehensive evaluation, and a project in which they must apply the strategies learned. The training includes methods of accommodating instruction for special education students in the general education classroom and the role of the general education teacher as a member of the Admission, Review, Dismissal (ARD) committee. Throughout the ARD process, the general education teacher's role is examined as a direct participant in the student's IEP team. The needs of English Language Learners are addressed in a mandatory training entitled "Strategies for Teaching English Language Learners" which teaches candidates to read and understand state language proficiency testing and to utilize a student's individual language proficiency level when planning instruction and supports for that student. Candidates learn to scaffold levels of support to both enhance academic learning and increase English proficiency. This course is evaluated through quizzes, a comprehensive evaluation, and a project in which they must apply the strategies learned.

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.

All of our teacher candidates participate in three mandatory training courses designed to equip them with the skills needed to teach students with disabilities effectively and to meet the needs of English Language Learners. "Special Populations in the Classroom" is a training course that presents an overview of the characteristics and needs of diverse populations in the classroom. Populations of focus include English Language Learners, Special Education, Gifted and Talented, the Economically Disadvantaged, and those students identified as "At-Risk" for educational failure. Candidates are trained in working with students with special needs called "Strategies for Teaching Exceptional Learners" and is evaluated through quizzes, a comprehensive evaluation, and a project in which they must apply the strategies learned. The training includes methods of accommodating instruction for special education students in the general education classroom and the role of the general education teacher as a member of the Admission, Review, Dismissal (ARD) committee. Throughout the ARD process, the general education teacher's role is examined as a direct participant in the student's IEP team. The needs of English Language Learners are addressed in a mandatory training entitled "Strategies for Teaching English Language Learners" which teaches candidates to read and understand state language proficiency testing and to utilize a student's individual language proficiency level when planning instruction and supports for that student. Candidates learn to scaffold levels of support to both enhance academic learning and increase English proficiency. This course is evaluated through quizzes, a comprehensive evaluation, and a project in which they must apply the strategies learned.

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 **52701**.

Number of program completers from Section I: Program Information, Program Completers is **6106**.

For a total enrollment of **58807**.

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:

Linley Dieringer

TITLE:

Senior Executive Director of Operations

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:

Lauren Poe

TITLE:

State Operations Manager

Comparison with Last Year

Item	Last Year	This Year	Change
Total Enrollment	42196	52701	24.90%
Male Enrollment	9581	16586	73.11%
Female Enrollment	18916	34152	80.55%
Hispanic/Latino Enrollment	3922	7769	98.09%
American Indian or Alaska Native Enrollment	68	155	127.94%
Asian Enrollment	556	1098	97.48%
Black or African American Enrollment	4364	8694	99.22%
Native Hawaiian or Other Pacific Islander Enrollment	56	38	-32.14%

Item	Last Year	This Year	Change
White Enrollment	7501	15985	113.10%
Two or more races Enrollment	253	477	88.54%
Average number of clock hours required prior to student teaching	120	182	51.67%
Average number of clock hours required for student teaching	480	350	-27.08%
Average number of clock hours required for mentoring	17	20	17.65%
Number of full-time equivalent faculty in supervised clinical experience during this academic year	177.5	223	25.63%
Number of adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	222	232	4.50%
Number of students in supervised clinical experience during this academic year	192	154	-19.79%
Total completers for current academic year	6022	6106	1.39%
Total completers for prior academic year	4129	6022	45.85%
Total completers for second prior academic year	3809	4129	8.40%