



A+ Texas Teachers

Alternative, not IHE-based Report AY 2015-16
Texas

0% COMPLETE

STATUS: IN PROGRESS

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
Agricultural Science and Technology (Grades 6-12)	No	
Agriculture, Food, and Natural Resources (Grades 6-12)	No	
American Sign Language (Grades EC-12)	No	
Art (Grades EC-12)	No	
Bilingual Generalist-Mandarin Chinese (Grades 4-8)	No	
Bilingual Generalist-Mandarin Chinese (Grades EC-6)	No	
Bilingual Generalist-Spanish (Grades 4-8)	No	
Bilingual Generalist-Spanish (Grades EC-6)	No	
Business and Finance (Grades 6-12)	No	
Business Education (Grades 6-12)	No	
Chemistry (Grades 7-12)	No	
Chemistry (Grades 8-12)	No	
Computer Science (Grades 8-12)	No	
Dance (Grades 8-12)	No	
English as a Second Language Generalist (Grades 4-8)	No	

Total number of teacher preparation programs: 70

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
English as a Second Language Generalist (Grades EC-6)	No	
English Language Arts and Reading (Grades 4-8)	No	
English Language Arts and Reading (Grades 7-12)	No	
English Language Arts and Reading (Grades 8-12)	No	
English Language Arts and Reading/Social Studies (Grades 4-8)	No	
Family and Consumer Sciences (Grades 6-12)	No	
Generalist (Grades 4-8)	No	
Generalist (Grades EC-6)	No	
Health (Grades EC-12)	No	
Health Science (Grades 6-12)	No	
Health Science Technology Education (Grades 8-12)	No	
History (Grades 7-12)	No	
History (Grades 8-12)	No	
Journalism (Grades 7-12)	No	
Journalism (Grades 8-12)	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	
Life Sciences (Grades 8-12)	No	
Marketing (Grades 6-12)	No	
Marketing Education (Grades 8-12)	No	

Total number of teacher preparation programs: 70

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Mathematics (Grades 7-12)	No	
Mathematics (Grades 4-8)	No	
Mathematics (Grades 8-12)	No	
Mathematics/Science (Grades 4-8)	No	
Music (Grades EC-12)	No	
Physical Education (Grades EC-12)	No	
Physical Science (Grades 6-12)	No	
Physical Science (Grades 8-12)	No	
Physical Science/Mathematics/Engineering (Grades 6-12)	No	
Physical Science/Mathematics/Engineering (Grades 8-12)	No	
Physics/Mathematics (Grade 7-12)	No	
Physics/Mathematics (Grades 8-12)	No	
Reserve Officer Training Corps (ROTC) (Grades 6-12)	No	
Science (Grades 7-12)	No	
Science (Grades 4-8)	No	
Science (Grades 8-12)	No	
Social Studies (Grades 7-12)	No	
Social Studies (Grades 4-8)	No	
Social Studies (Grades 8-12)	No	
Special Education (Grades EC-12)	No	
Speech (Grades 7-12)	No	
Technology Applications (Grades 8-12)	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	
Trade and Industrial Education (Grades 8-12)	No	

Total number of teacher preparation programs: 70

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

Other 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:

texasteachers.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 2015-16?

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 2015-16?

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 2015-16?

3.06

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 2015-16?

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 2015-16. ([§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	120
Average number of clock hours required for student teaching	480
Average number of clock hours required for mentoring/induction support	17
Number of full-time equivalent faculty supervising clinical experience during this academic year	112
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	126
Number of students in supervised clinical experience during this academic year	158

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 2015-16	35709
Unduplicated number of males enrolled in 2015-16	6692
Unduplicated number of females enrolled in 2015-16	13014

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\(a\)\(1\)\(C\)\(ii\)\(H\)](#))

2015-16	Number Enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race	4565
<i>Race</i>	

2015-16

Number Enrolled

American Indian or Alaska Native

81

Asian

531

Black or African American

4775

Native Hawaiian or Other Pacific Islander

61

White

8959

Two or more races

302

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 2015-16. 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 2015-16

CIP Code	Subject Area	Number Prepared
13.01	Education - General	<input type="text" value="1949"/>
13.10	Teacher Education - Special Education	<input type="text" value="646"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text" value="1436"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="1436"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text" value="1934"/>
13.1205	Teacher Education - Secondary Education	<input type="text" value="1130"/>
13.1206	Teacher Education - Multiple Levels	<input type="text" value="1808"/>

CIP Code	Subject Area	Number Prepared
13.1301	Teacher Education - Agriculture	26
13.1302	Teacher Education - Art	89
13.1303	Teacher Education - Business	73
13.1305	Teacher Education - English/Language Arts	365
13.1306	Teacher Education - Foreign Language	82
13.1307	Teacher Education - Health	35
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	41
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	68
13.1311	Teacher Education - Mathematics	265
13.1312	Teacher Education - Music	42
13.1314	Teacher Education - Physical Education and Coaching	192
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	259
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	192
13.1319	Teacher Education - Technical Education	68
13.1321	Teacher Education - Computer Science	5
13.1322	Teacher Education - Biology	60
13.1323	Teacher Education - Chemistry	17
13.1324	Teacher Education - Drama and Dance	86
13.1325	Teacher Education - French	10
13.1326	Teacher Education - German	2
13.1328	Teacher Education - History	32
13.1329	Teacher Education - Physics	4
13.1330	Teacher Education - Spanish	60

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	23
13.1332	Teacher Education - Geography	
13.1333	Teacher Education - Latin	7
13.1335	Teacher Education - Psychology	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	536
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	175
13.99	Education - Other Specify: <input type="text" value="ASL, Health Science, Journalism, Arabic, Mandarin Chinese, Marketing, T&I"/>	92

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2015-16. 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 2015-16

CIP Code	Academic Major	Number Prepared
13.01	Education - General	88
13.10	Teacher Education - Special Education	15
13.1210	Teacher Education - Early Childhood Education	28
13.1202	Teacher Education - Elementary Education	18
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1205	Teacher Education - Secondary Education	3
13.1301	Teacher Education - Agriculture	

CIP Code	Academic Major	Number Prepared
13.1302	Teacher Education - Art	<input type="text"/>
13.1303	Teacher Education - Business	1
13.1305	Teacher Education - English/Language Arts	<input type="text"/>
13.1306	Teacher Education - Foreign Language	<input type="text"/>
13.1307	Teacher Education - Health	7
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	<input type="text"/>
13.1312	Teacher Education - Music	<input type="text"/>
13.1314	Teacher Education - Physical Education and Coaching	29
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - Science	<input type="text"/>
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	<input type="text"/>
13.1319	Teacher Education - Technical Education	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	<input type="text"/>
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1325	Teacher Education - French	<input type="text"/>
13.1326	Teacher Education - German	<input type="text"/>
13.1328	Teacher Education - History	<input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>
13.1330	Teacher Education - Spanish	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>

CIP Code	Academic Major	Number Prepared
13.1332	Teacher Education - Geography	
13.1333	Teacher Education - Latin	
13.1335	Teacher Education - Psychology	2
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	5
13.03	Education - Curriculum and Instruction	4
13.09	Education - Social and Philosophical Foundations of Education	
24	Liberal Arts/Humanities	326
42	Psychology	366
45.01	Social Sciences	195
45.02	Anthropology	27
45.06	Economics	24
45.07	Geography and Cartography	15
45.10	Political Science and Government	105
45.11	Sociology	76
50	Visual and Performing Arts	238
54	History	154
16	Foreign Languages	72
19	Family and Consumer Sciences/Human Sciences	211
23	English Language/Literature	234
38	Philosophy and Religious Studies	68
01	Agriculture	57
09	Communication or Journalism	267
14	Engineering	56

CIP Code	Academic Major	Number Prepared
26	Biology	169
27	Mathematics and Statistics	72
40.01	Physical Sciences	32
40.02	Astronomy and Astrophysics	23
40.04	Atmospheric Sciences and Meteorology	24
40.05	Chemistry	49
40.06	Geological and Earth Sciences/Geosciences	41
40.08	Physics	34
52	Business/Business Administration/Accounting	484
11	Computer and Information Sciences	63
99	Other Specify: <input data-bbox="289 930 1263 972" type="text" value="Health Science, Healthcare, Recreation/Leisure Studies, Kinesiology, Trade & Industry"/>	482

Program Completers

On this page, enter the total number of individuals who completed the program in AY 2015-16 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.

2015-16	<input type="text" value="4129"/>
2014-15	<input type="text" value="3809"/>
2013-14	<input type="text" value="2972"/>

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 2015-16

1. Did your program prepare teachers in mathematics in 2015-16?

- Yes
 No (leave remaining questions for year blank)

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

0

3. Did your program meet the goal for prospective teachers set in mathematics in 2015-16?

- 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:

N/A

Academic year 2016-17

7. Is your program preparing teachers in mathematics in 2016-17?

- Yes
 No (leave remaining questions for year blank)

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

0

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

Academic year 2017-18

10. Will your program prepare teachers in mathematics in 2017-18?

- Yes
 No (leave remaining questions for year blank)

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

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 2015-16

1. Did your program prepare teachers in science in 2015-16?

- Yes
 No (leave remaining questions for year blank)

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

0

3. Did your program meet the goal for prospective teachers set in science in 2015-16?

- 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:

N/A

Academic year 2016-17

7. Is your program preparing teachers in science in 2016-17?

- Yes
 No (leave remaining questions for year blank)

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

0

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

Academic year 2017-18

10. Will your program prepare teachers in science in 2017-18?

- Yes
 No (leave remaining questions for year blank)

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

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 2015-16

1. Did your program prepare teachers in special education in 2015-16?

- Yes
 No (leave remaining questions for year blank)

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

0

3. Did your program meet the goal for prospective teachers set in special education in 2015-16?

- 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:

N/A

Academic year 2016-17

7. Is your program preparing teachers in special education in 2016-17?

- Yes
 No (leave remaining questions for year blank)

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

0

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

Academic year 2017-18

10. Will your program prepare teachers in special education in 2017-18?

- Yes
 No (leave remaining questions for year blank)

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

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 2015-16

1. Did your program prepare teachers in instruction of limited English proficient students in 2015-16?

- 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 2015-16?

0

3. Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2015-16?

- 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:

N/A

Academic year 2016-17

7. Is your program preparing teachers in instruction of limited English proficient students in 2016-17?

- 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 2016-17?

0

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

Academic year 2017-18

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

- 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 2017-18?

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 (%)
TEX172 -AG SCIENCE AND TECHNOLOGY 6-12 Educational Testing Service (ETS) Other enrolled students	40	254	35	88
TEX172 -AG SCIENCE AND TECHNOLOGY 6-12 Educational Testing Service (ETS) All program completers, 2015-16	25	262	25	100
TEX172 -AG SCIENCE AND TECHNOLOGY 6-12 Educational Testing Service (ETS) All program completers, 2014-15	12	255	12	100
TEX172 -AG SCIENCE AND TECHNOLOGY 6-12 Educational Testing Service (ETS) All program completers, 2013-14	11	261	11	100
TEX184 -AMERICAN SIGN LANGUAGE (ASL) Educational Testing Service (ETS) Other enrolled students	3			
TEX184 -AMERICAN SIGN LANGUAGE (ASL) Educational Testing Service (ETS) All program completers, 2013-14	3			
TEX178 -ART EC-12 Educational Testing Service (ETS) Other enrolled students	363	265	352	97
TEX178 -ART EC-12 Educational Testing Service (ETS) All program completers, 2015-16	86	267	86	100
TEX178 -ART EC-12 Educational Testing Service (ETS) All program completers, 2014-15	53	266	53	100
TEX178 -ART EC-12 Educational Testing Service (ETS) All program completers, 2013-14	51	266	51	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TEX192 -BILINGUAL GENERALIST EC - 6 Educational Testing Service (ETS) Other enrolled students	127	248	126	99
TEX192 -BILINGUAL GENERALIST EC - 6 Educational Testing Service (ETS) All program completers, 2015-16	93	249	93	100
TEX192 -BILINGUAL GENERALIST EC - 6 Educational Testing Service (ETS) All program completers, 2014-15	82	249	82	100
TEX192 -BILINGUAL GENERALIST EC - 6 Educational Testing Service (ETS) All program completers, 2013-14	65	251	65	100
TEX190 -BTLPT - SPANISH Educational Testing Service (ETS) Other enrolled students	4			
TEX190 -BTLPT - SPANISH Educational Testing Service (ETS) All program completers, 2014-15	78	261	78	100
TEX190 -BTLPT - SPANISH Educational Testing Service (ETS) All program completers, 2013-14	62	262	62	100
TEX276 -BUSINESS AND FINANCE 6-12 Educational Testing Service (ETS) Other enrolled students	5			
TEX176 -BUSINESS EDUCATION 6 -12 Educational Testing Service (ETS) Other enrolled students	243	249	207	85
TEX176 -BUSINESS EDUCATION 6 -12 Educational Testing Service (ETS) All program completers, 2015-16	71	253	71	100
TEX176 -BUSINESS EDUCATION 6 -12 Educational Testing Service (ETS) All program completers, 2014-15	40	252	40	100
TEX176 -BUSINESS EDUCATION 6 -12 Educational Testing Service (ETS) All program completers, 2013-14	45	255	45	100
TEX240 -CHEMISTRY 7-12 Educational Testing Service (ETS) Other enrolled students	36	242	20	56
TEX240 -CHEMISTRY 7-12 Educational Testing Service (ETS) All program completers, 2015-16	16	260	16	100
TEX240 -CHEMISTRY 7-12 Educational Testing Service (ETS) All program completers, 2014-15	6			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TEX140 -CHEMISTRY 8-12 Educational Testing Service (ETS) Other enrolled students	13	254	11	85
TEX140 -CHEMISTRY 8-12 Educational Testing Service (ETS) All program completers, 2014-15	1			
TEX140 -CHEMISTRY 8-12 Educational Testing Service (ETS) All program completers, 2013-14	8			
TEX141 -COMPUTER SCIENCE 8-12 Educational Testing Service (ETS) Other enrolled students	22	253	18	82
TEX141 -COMPUTER SCIENCE 8-12 Educational Testing Service (ETS) All program completers, 2015-16	5			
TEX141 -COMPUTER SCIENCE 8-12 Educational Testing Service (ETS) All program completers, 2014-15	4			
TEX141 -COMPUTER SCIENCE 8-12 Educational Testing Service (ETS) All program completers, 2013-14	2			
TEX806 -CORE SUBJECTS 4 - 8 ELAR Educational Testing Service (ETS) Other enrolled students	339	240	231	68
TEX806 -CORE SUBJECTS 4 - 8 ELAR Educational Testing Service (ETS) All program completers, 2015-16	23	256	23	100
TEX806 -CORE SUBJECTS 4 - 8 ELAR Educational Testing Service (ETS) All program completers, 2014-15	1			
TEX807 -CORE SUBJECTS 4 - 8 MATHEMATICS Educational Testing Service (ETS) Other enrolled students	339	242	243	72
TEX807 -CORE SUBJECTS 4 - 8 MATHEMATICS Educational Testing Service (ETS) All program completers, 2015-16	23	262	23	100
TEX807 -CORE SUBJECTS 4 - 8 MATHEMATICS Educational Testing Service (ETS) All program completers, 2014-15	1			
TEX809 -CORE SUBJECTS 4 - 8 SCIENCE Educational Testing Service (ETS) Other enrolled students	339	244	238	70
TEX809 -CORE SUBJECTS 4 - 8 SCIENCE Educational Testing Service (ETS) All program completers, 2015-16	23	262	23	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TEX809 -CORE SUBJECTS 4 - 8 SCIENCE Educational Testing Service (ETS) All program completers, 2014-15	1			
TEX808 -CORE SUBJECTS 4 - 8 SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	339	242	244	72
TEX808 -CORE SUBJECTS 4 - 8 SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2015-16	23	260	23	100
TEX808 -CORE SUBJECTS 4 - 8 SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2014-15	1			
TEX801 -CORE SUBJECTS EC - 6 ELAR Educational Testing Service (ETS) Other enrolled students	96	259	95	99
TEX801 -CORE SUBJECTS EC - 6 ELAR Educational Testing Service (ETS) All program completers, 2015-16	39	259	39	100
TEX805 -CORE SUBJECTS EC - 6 FINE ARTS HEALTH AND PE Educational Testing Service (ETS) Other enrolled students	96	261	95	99
TEX805 -CORE SUBJECTS EC - 6 FINE ARTS HEALTH AND PE Educational Testing Service (ETS) All program completers, 2015-16	39	262	39	100
TEX802 -CORE SUBJECTS EC - 6 MATHEMATICS Educational Testing Service (ETS) Other enrolled students	96	262	94	98
TEX802 -CORE SUBJECTS EC - 6 MATHEMATICS Educational Testing Service (ETS) All program completers, 2015-16	39	262	39	100
TEX804 -CORE SUBJECTS EC - 6 SCIENCE Educational Testing Service (ETS) Other enrolled students	96	257	94	98
TEX804 -CORE SUBJECTS EC - 6 SCIENCE Educational Testing Service (ETS) All program completers, 2015-16	39	257	39	100
TEX803 -CORE SUBJECTS EC - 6 SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	96	258	94	98
TEX803 -CORE SUBJECTS EC - 6 SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2015-16	39	257	39	100
TEX179 -DANCE 8 - 12 Educational Testing Service (ETS) Other enrolled students	55	257	54	98

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TEX179 -DANCE 8 - 12 Educational Testing Service (ETS) All program completers, 2015-16	21	256	21	100
TEX179 -DANCE 8 - 12 Educational Testing Service (ETS) All program completers, 2014-15	15	258	15	100
TEX179 -DANCE 8 - 12 Educational Testing Service (ETS) All program completers, 2013-14	18	259	18	100
TEX113 -ENG LANG ART - READSOC STUDIES 4 - 8 Educational Testing Service (ETS) Other enrolled students	9			
TEX113 -ENG LANG ART - READSOC STUDIES 4 - 8 Educational Testing Service (ETS) All program completers, 2015-16	9			
TEX113 -ENG LANG ART - READSOC STUDIES 4 - 8 Educational Testing Service (ETS) All program completers, 2014-15	6			
TEX113 -ENG LANG ART - READSOC STUDIES 4 - 8 Educational Testing Service (ETS) All program completers, 2013-14	2			
TEX117 -ENG LANGUAGE ARTS AND READING 4 - 8 Educational Testing Service (ETS) Other enrolled students	100	257	99	99
TEX117 -ENG LANGUAGE ARTS AND READING 4 - 8 Educational Testing Service (ETS) All program completers, 2015-16	83	258	83	100
TEX117 -ENG LANGUAGE ARTS AND READING 4 - 8 Educational Testing Service (ETS) All program completers, 2014-15	56	258	56	100
TEX117 -ENG LANGUAGE ARTS AND READING 4 - 8 Educational Testing Service (ETS) All program completers, 2013-14	64	258	64	100
TEX231 -ENG LANGUAGE ARTS AND READING 7-12 Educational Testing Service (ETS) Other enrolled students	560	245	390	70
TEX231 -ENG LANGUAGE ARTS AND READING 7-12 Educational Testing Service (ETS) All program completers, 2015-16	256	257	256	100
TEX231 -ENG LANGUAGE ARTS AND READING 7-12 Educational Testing Service (ETS) All program completers, 2014-15	145	256	145	100
TEX231 -ENG LANGUAGE ARTS AND READING 7-12 Educational Testing Service (ETS) All program completers, 2013-14	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TEX131 -ENG LANGUAGE ARTS AND READING 8-12 Educational Testing Service (ETS) Other enrolled students	99	253	83	84
TEX131 -ENG LANGUAGE ARTS AND READING 8-12 Educational Testing Service (ETS) All program completers, 2014-15	47	259	47	100
TEX131 -ENG LANGUAGE ARTS AND READING 8-12 Educational Testing Service (ETS) All program completers, 2013-14	180	261	180	100
TEX120 -ESL GENERALIST 4-8 Educational Testing Service (ETS) All program completers, 2015-16	4			
TEX120 -ESL GENERALIST 4-8 Educational Testing Service (ETS) All program completers, 2014-15	2			
TEX193 -ESL GENERALIST EC - 6 Educational Testing Service (ETS) Other enrolled students	3			
TEX193 -ESL GENERALIST EC - 6 Educational Testing Service (ETS) All program completers, 2015-16	5			
TEX193 -ESL GENERALIST EC - 6 Educational Testing Service (ETS) All program completers, 2014-15	7			
TEX193 -ESL GENERALIST EC - 6 Educational Testing Service (ETS) All program completers, 2013-14	9			
OTH0200 -FAMILY - CONSUMER SCIENCE Other Other enrolled students	51	242	37	73
OTH0200 -FAMILY - CONSUMER SCIENCE Other All program completers, 2015-16	36	248	36	100
OTH0200 -FAMILY - CONSUMER SCIENCE Other All program completers, 2014-15	29	250	29	100
OTH0200 -FAMILY - CONSUMER SCIENCE Other All program completers, 2013-14	21	249	21	100
TEX111 -GENERALIST 4 - 8 Educational Testing Service (ETS) Other enrolled students	994	254	889	89
TEX111 -GENERALIST 4 - 8 Educational Testing Service (ETS) All program completers, 2015-16	522	260	522	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TEX111 -GENERALIST 4 - 8 Educational Testing Service (ETS) All program completers, 2014-15	614	259	614	100
TEX111 -GENERALIST 4 - 8 Educational Testing Service (ETS) All program completers, 2013-14	653	260	653	100
TEX191 -GENERALIST EC - 6 Educational Testing Service (ETS) Other enrolled students	885	252	884	100
TEX191 -GENERALIST EC - 6 Educational Testing Service (ETS) All program completers, 2015-16	1206	253	1206	100
TEX191 -GENERALIST EC - 6 Educational Testing Service (ETS) All program completers, 2014-15	931	253	931	100
TEX191 -GENERALIST EC - 6 Educational Testing Service (ETS) All program completers, 2013-14	825	254	825	100
TEX157 -HEALTH EC - 12 Educational Testing Service (ETS) Other enrolled students	75	259	71	95
TEX157 -HEALTH EC - 12 Educational Testing Service (ETS) All program completers, 2015-16	34	259	34	100
TEX157 -HEALTH EC - 12 Educational Testing Service (ETS) All program completers, 2014-15	17	258	17	100
TEX157 -HEALTH EC - 12 Educational Testing Service (ETS) All program completers, 2013-14	26	263	26	100
TEX173 -HEALTH SCIENCE TECHNOLOGY ED 8-12 Educational Testing Service (ETS) Other enrolled students	23	278	23	100
TEX173 -HEALTH SCIENCE TECHNOLOGY ED 8-12 Educational Testing Service (ETS) All program completers, 2015-16	28	280	28	100
TEX173 -HEALTH SCIENCE TECHNOLOGY ED 8-12 Educational Testing Service (ETS) All program completers, 2014-15	39	280	39	100
TEX173 -HEALTH SCIENCE TECHNOLOGY ED 8-12 Educational Testing Service (ETS) All program completers, 2013-14	16	281	16	100
TEX233 -HISTORY 7-12 Educational Testing Service (ETS) Other enrolled students	142	247	101	71

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TEX233 -HISTORY 7-12 Educational Testing Service (ETS) All program completers, 2015-16	33	256	33	100
TEX233 -HISTORY 7-12 Educational Testing Service (ETS) All program completers, 2014-15	24	251	24	100
TEX133 -HISTORY 8 -12 Educational Testing Service (ETS) Other enrolled students	43	244	33	77
TEX133 -HISTORY 8 -12 Educational Testing Service (ETS) All program completers, 2014-15	10	257	10	100
TEX133 -HISTORY 8 -12 Educational Testing Service (ETS) All program completers, 2013-14	14	256	14	100
TEX156 -JOURNALISM 8-12 Educational Testing Service (ETS) Other enrolled students	11	242	8	73
TEX156 -JOURNALISM 8-12 Educational Testing Service (ETS) All program completers, 2015-16	3			
TEX156 -JOURNALISM 8-12 Educational Testing Service (ETS) All program completers, 2013-14	5			
TEX238 -LIFE SCIENCE 7-12 Educational Testing Service (ETS) Other enrolled students	212	241	128	60
TEX238 -LIFE SCIENCE 7-12 Educational Testing Service (ETS) All program completers, 2015-16	59	256	59	100
TEX238 -LIFE SCIENCE 7-12 Educational Testing Service (ETS) All program completers, 2014-15	37	257	37	100
TEX138 -LIFE SCIENCE 8 -12 Educational Testing Service (ETS) Other enrolled students	55	241	31	56
TEX138 -LIFE SCIENCE 8 -12 Educational Testing Service (ETS) All program completers, 2014-15	12	255	12	100
TEX138 -LIFE SCIENCE 8 -12 Educational Testing Service (ETS) All program completers, 2013-14	44	260	44	100
TEX610 -LOTE-FRENCH EC - 12 Educational Testing Service (ETS) Other enrolled students	35	231	14	40

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TEX610 -LOTE-FRENCH EC - 12 Educational Testing Service (ETS) All program completers, 2015-16	9			
TEX610 -LOTE-FRENCH EC - 12 Educational Testing Service (ETS) All program completers, 2014-15	7			
TEX610 -LOTE-FRENCH EC - 12 Educational Testing Service (ETS) All program completers, 2013-14	12	246	12	100
TEX611 -LOTE-GERMAN EC - 12 Educational Testing Service (ETS) Other enrolled students	9			
TEX611 -LOTE-GERMAN EC - 12 Educational Testing Service (ETS) All program completers, 2015-16	2			
TEX611 -LOTE-GERMAN EC - 12 Educational Testing Service (ETS) All program completers, 2014-15	1			
TEX611 -LOTE-GERMAN EC - 12 Educational Testing Service (ETS) All program completers, 2013-14	3			
TEX612 -LOTE-LATIN EC - 12 Educational Testing Service (ETS) Other enrolled students	5			
TEX612 -LOTE-LATIN EC - 12 Educational Testing Service (ETS) All program completers, 2015-16	7			
TEX612 -LOTE-LATIN EC - 12 Educational Testing Service (ETS) All program completers, 2014-15	3			
TEX612 -LOTE-LATIN EC - 12 Educational Testing Service (ETS) All program completers, 2013-14	2			
TEX613 -LOTE-SPANISH EC - 12 Educational Testing Service (ETS) Other enrolled students	294	238	174	59
TEX613 -LOTE-SPANISH EC - 12 Educational Testing Service (ETS) All program completers, 2015-16	56	251	56	100
TEX613 -LOTE-SPANISH EC - 12 Educational Testing Service (ETS) All program completers, 2014-15	47	253	47	100
TEX613 -LOTE-SPANISH EC - 12 Educational Testing Service (ETS) All program completers, 2013-14	49	251	49	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TEX275 -MARKETING 6-12 Educational Testing Service (ETS) Other enrolled students	2			
TEX175 -MARKETING EDUCATION 8-12 Educational Testing Service (ETS) Other enrolled students	14	238	8	57
TEX175 -MARKETING EDUCATION 8-12 Educational Testing Service (ETS) All program completers, 2015-16	4			
TEX175 -MARKETING EDUCATION 8-12 Educational Testing Service (ETS) All program completers, 2014-15	3			
TEX175 -MARKETING EDUCATION 8-12 Educational Testing Service (ETS) All program completers, 2013-14	5			
TEX174 -MATH PHYSICAL SCIENCE ENG 8-12 Educational Testing Service (ETS) Other enrolled students	2			
TEX174 -MATH PHYSICAL SCIENCE ENG 8-12 Educational Testing Service (ETS) All program completers, 2014-15	1			
TEX174 -MATH PHYSICAL SCIENCE ENG 8-12 Educational Testing Service (ETS) All program completers, 2013-14	2			
TEX115 -MATHEMATICS 4 - 8 Educational Testing Service (ETS) Other enrolled students	110	260	108	98
TEX115 -MATHEMATICS 4 - 8 Educational Testing Service (ETS) All program completers, 2015-16	85	257	85	100
TEX115 -MATHEMATICS 4 - 8 Educational Testing Service (ETS) All program completers, 2014-15	55	260	55	100
TEX115 -MATHEMATICS 4 - 8 Educational Testing Service (ETS) All program completers, 2013-14	76	261	76	100
TEX235 -MATHEMATICS 7-12 Educational Testing Service (ETS) Other enrolled students	287	251	225	78
TEX235 -MATHEMATICS 7-12 Educational Testing Service (ETS) All program completers, 2015-16	160	260	160	100
TEX235 -MATHEMATICS 7-12 Educational Testing Service (ETS) All program completers, 2014-15	99	263	99	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TEX135 -MATHEMATICS 8 -12 Educational Testing Service (ETS) Other enrolled students	110	255	87	79
TEX135 -MATHEMATICS 8 -12 Educational Testing Service (ETS) All program completers, 2014-15	41	259	41	100
TEX135 -MATHEMATICS 8 -12 Educational Testing Service (ETS) All program completers, 2013-14	127	260	127	100
TEX114 -MATHSCIENCE 4-8 Educational Testing Service (ETS) Other enrolled students	2			
TEX114 -MATHSCIENCE 4-8 Educational Testing Service (ETS) All program completers, 2015-16	3			
TEX114 -MATHSCIENCE 4-8 Educational Testing Service (ETS) All program completers, 2014-15	1			
TEX114 -MATHSCIENCE 4-8 Educational Testing Service (ETS) All program completers, 2013-14	3			
TEX177 -MUSIC EC-12 Educational Testing Service (ETS) Other enrolled students	228	248	170	75
TEX177 -MUSIC EC-12 Educational Testing Service (ETS) All program completers, 2015-16	41	253	41	100
TEX177 -MUSIC EC-12 Educational Testing Service (ETS) All program completers, 2014-15	39	255	39	100
TEX177 -MUSIC EC-12 Educational Testing Service (ETS) All program completers, 2013-14	49	256	49	100
TEX170 -PED - PROF RESP-TRADE - IND ED 8-12 Educational Testing Service (ETS) Other enrolled students	25	253	21	84
TEX170 -PED - PROF RESP-TRADE - IND ED 8-12 Educational Testing Service (ETS) All program completers, 2015-16	4			
TEX170 -PED - PROF RESP-TRADE - IND ED 8-12 Educational Testing Service (ETS) All program completers, 2013-14	1			
TEX160 -PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) Other enrolled students	3817	264	3650	96

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TEX160 -PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) All program completers, 2015-16	3959	268	3931	99
TEX160 -PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) All program completers, 2014-15	3174	268	3159	100
TEX160 -PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) All program completers, 2013-14	2864	268	2863	100
TEX158 -PHYSICAL EDUCATION EC-12 Educational Testing Service (ETS) Other enrolled students	663	253	576	87
TEX158 -PHYSICAL EDUCATION EC-12 Educational Testing Service (ETS) All program completers, 2015-16	180	259	180	100
TEX158 -PHYSICAL EDUCATION EC-12 Educational Testing Service (ETS) All program completers, 2014-15	134	260	134	100
TEX158 -PHYSICAL EDUCATION EC-12 Educational Testing Service (ETS) All program completers, 2013-14	144	259	144	100
TEX237 -PHYSICAL SCIENCE 6-12 Educational Testing Service (ETS) Other enrolled students	4			
TEX237 -PHYSICAL SCIENCE 6-12 Educational Testing Service (ETS) All program completers, 2015-16	1			
TEX137 -PHYSICAL SCIENCE 8-12 Educational Testing Service (ETS) Other enrolled students	3			
TEX137 -PHYSICAL SCIENCE 8-12 Educational Testing Service (ETS) All program completers, 2013-14	2			
TEX143 -PHYSICS MATHEMATICS 8-12 Educational Testing Service (ETS) Other enrolled students	7			
TEX143 -PHYSICS MATHEMATICS 8-12 Educational Testing Service (ETS) All program completers, 2015-16	1			
TEX143 -PHYSICS MATHEMATICS 8-12 Educational Testing Service (ETS) All program completers, 2013-14	2			
TEX116 -SCIENCE 4-8 Educational Testing Service (ETS) Other enrolled students	37	257	37	100

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	40	256	40	100
TEX116 -SCIENCE 4-8 Educational Testing Service (ETS) All program completers, 2014-15	29	258	29	100
TEX116 -SCIENCE 4-8 Educational Testing Service (ETS) All program completers, 2013-14	34	256	34	100
TEX236 -SCIENCE 7-12 Educational Testing Service (ETS) Other enrolled students	123	256	109	89
TEX236 -SCIENCE 7-12 Educational Testing Service (ETS) All program completers, 2015-16	129	258	129	100
TEX236 -SCIENCE 7-12 Educational Testing Service (ETS) All program completers, 2014-15	74	258	74	100
TEX236 -SCIENCE 7-12 Educational Testing Service (ETS) All program completers, 2013-14	1			
TEX136 -SCIENCE 8-12 Educational Testing Service (ETS) Other enrolled students	58	260	56	97
TEX136 -SCIENCE 8-12 Educational Testing Service (ETS) All program completers, 2014-15	37	251	37	100
TEX136 -SCIENCE 8-12 Educational Testing Service (ETS) All program completers, 2013-14	99	253	99	100
TEX118 -SOCIAL STUDIES 4-8 Educational Testing Service (ETS) Other enrolled students	43	259	43	100
TEX118 -SOCIAL STUDIES 4-8 Educational Testing Service (ETS) All program completers, 2015-16	28	257	28	100
TEX118 -SOCIAL STUDIES 4-8 Educational Testing Service (ETS) All program completers, 2014-15	20	258	20	100
TEX118 -SOCIAL STUDIES 4-8 Educational Testing Service (ETS) All program completers, 2013-14	31	261	31	100
TEX232 -SOCIAL STUDIES 7-12 Educational Testing Service (ETS) Other enrolled students	421	242	276	66

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TEX232 -SOCIAL STUDIES 7-12 Educational Testing Service (ETS) All program completers, 2015-16	143	254	143	100
TEX232 -SOCIAL STUDIES 7-12 Educational Testing Service (ETS) All program completers, 2014-15	72	254	72	100
TEX132 -SOCIAL STUDIES 8-12 Educational Testing Service (ETS) Other enrolled students	86	253	78	91
TEX132 -SOCIAL STUDIES 8-12 Educational Testing Service (ETS) All program completers, 2014-15	63	253	63	100
TEX132 -SOCIAL STUDIES 8-12 Educational Testing Service (ETS) All program completers, 2013-14	120	257	120	100
TEX161 -SPECIAL EDUCATION EC-12 Educational Testing Service (ETS) Other enrolled students	617	252	617	100
TEX161 -SPECIAL EDUCATION EC-12 Educational Testing Service (ETS) All program completers, 2015-16	597	257	597	100
TEX161 -SPECIAL EDUCATION EC-12 Educational Testing Service (ETS) All program completers, 2014-15	502	256	502	100
TEX161 -SPECIAL EDUCATION EC-12 Educational Testing Service (ETS) All program completers, 2013-14	438	256	438	100
TEX129 -SPEECH COMMUNICATIONS 7-12 TEXES Educational Testing Service (ETS) Other enrolled students	32	252	26	81
TEX129 -SPEECH COMMUNICATIONS 7-12 TEXES Educational Testing Service (ETS) All program completers, 2015-16	23	268	23	100
TEX129 -SPEECH COMMUNICATIONS 7-12 TEXES Educational Testing Service (ETS) All program completers, 2014-15	14	265	14	100
TEX129 -SPEECH COMMUNICATIONS 7-12 TEXES Educational Testing Service (ETS) All program completers, 2013-14	18	267	18	100
TEX073 -TASC-ASL AMERICAN SIGN LANGUAGE Educational Testing Service (ETS) Other enrolled students	19	4	15	79
TEX073 -TASC-ASL AMERICAN SIGN LANGUAGE Educational Testing Service (ETS) All program completers, 2015-16	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TEX073 -TASC-ASL AMERICAN SIGN LANGUAGE Educational Testing Service (ETS) All program completers, 2014-15	4			
TEX073 -TASC-ASL AMERICAN SIGN LANGUAGE Educational Testing Service (ETS) All program completers, 2013-14	3			
TEX139 -TECHNOLOGY APPLICATIONS 8-12 Educational Testing Service (ETS) All program completers, 2013-14	2			
TEX142 -TECHNOLOGY APPLICATIONS EC -12 Educational Testing Service (ETS) Other enrolled students	39	263	38	97
TEX142 -TECHNOLOGY APPLICATIONS EC -12 Educational Testing Service (ETS) All program completers, 2015-16	39	265	39	100
TEX142 -TECHNOLOGY APPLICATIONS EC -12 Educational Testing Service (ETS) All program completers, 2014-15	20	262	20	100
TEX142 -TECHNOLOGY APPLICATIONS EC -12 Educational Testing Service (ETS) All program completers, 2013-14	18	259	18	100
TEX171 -TECHNOLOGY EDUCATION 6-12 Educational Testing Service (ETS) Other enrolled students	56	266	55	98
TEX171 -TECHNOLOGY EDUCATION 6-12 Educational Testing Service (ETS) All program completers, 2015-16	22	266	22	100
TEX171 -TECHNOLOGY EDUCATION 6-12 Educational Testing Service (ETS) All program completers, 2014-15	21	264	21	100
TEX171 -TECHNOLOGY EDUCATION 6-12 Educational Testing Service (ETS) All program completers, 2013-14	7			
TEX180 -THEATRE EC-12 Educational Testing Service (ETS) Other enrolled students	203	258	187	92
TEX180 -THEATRE EC-12 Educational Testing Service (ETS) All program completers, 2015-16	59	265	59	100
TEX180 -THEATRE EC-12 Educational Testing Service (ETS) All program completers, 2014-15	42	264	42	100
TEX180 -THEATRE EC-12 Educational Testing Service (ETS) All program completers, 2013-14	40	265	40	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, 2015-16	3965	3937	99
All program completers, 2014-15	3252	3237	100
All program completers, 2013-14	2924	2923	100

Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

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

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

Low-Performing

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

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

- Yes
 No

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

- State
 NCATE
 TEAC
 CAEP
 Other specify:

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

- Yes
 No

Use of Technology

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 two mandatory trainings designed to equip them with the skills needed to teach students with disabilities effectively, and to meet the needs of English Language Learners. For students with special needs, participants complete a training that is assessed through quizzes and a final examination. This training is titled "Special Education for the General Education Teacher". 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 "Overview of Special Populations" which provides a basic understanding of the needs of English Language Learners. Addition

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 mandatory trainings designed to equip them with the skills needed to teach students with disabilities effectively, and to meet the needs of English Language Learners. For students with special needs, participants complete a training that is assessed through quizzes and a final examination. This training is titled "Special Education for the General Education Teacher". 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 "Overview of Special Populations" which provides a basic understanding of the needs of English Language Learners. Additionally

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 **35709**.

Number of program completers from Section I: Program Information, Program Completers is **4129**.

For a total enrollment of **39838**.

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:

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:

Patrick Donlon

TITLE:

State Operations Manager

Certification Checklist

Please resolve the following items:

Section	Item
Section I: Program Information, Program Requirements	Page must be saved as "Completed".
Section I: Program Information, Enrollment	Page must be saved as "Completed".
Section I: Program Information, Teachers Prepared	Page must be saved as "Completed".
Section I: Program Information, Program Completers	Page must be saved as "Completed".
Section II: Annual Goals, Annual Goals	Page must be saved as "Completed".
Section III: Program Pass Rates, Assessment Pass Rates	Page must be saved as "Completed".
Section III: Program Pass Rates, Summary Pass Rates	Page must be saved as "Completed".

Section	Item
Section IV: Low-Performing, Low-Performing	Page must be saved as "Completed".
Section V: Use of Technology, Use of Technology	Page must be saved as "Completed".
Section VI: Teacher Training, Teacher Training	Page must be saved as "Completed".
Section VII: Contextual Information, Contextual Information	Page must be saved as "Completed".

Comparison with Last Year

Item	Last Year	This Year	Change
Total Enrollment	5104	35709	599.63%
Male Enrollment	1773	6692	277.44%
Female Enrollment	3008	13014	332.65%
Hispanic/Latino Enrollment	1190	4565	283.61%
American Indian or Alaska Native Enrollment	31	81	161.29%
Asian Enrollment	184	531	188.59%
Black or African American Enrollment	1230	4775	288.21%
Native Hawaiian or Other Pacific Islander Enrollment	8	61	662.50%
White Enrollment	2143	8959	318.06%
Two or more races Enrollment	118	302	155.93%
Average number of clock hours required prior to student teaching	120	120	0.00%
Average number of clock hours required for student teaching	480	480	0.00%
Average number of clock hours required for mentoring	17	17	0.00%
Number of full-time equivalent faculty in supervised clinical experience during this academic year	170	112	-34.12%
Number of adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	49	126	157.14%
Number of students in supervised clinical experience during this academic year	157	158	0.64%
Total completers for current academic year	3809	4129	8.40%
Total completers for prior academic year	2972	3809	28.16%
Total completers for second prior academic year	2183	2972	36.14%