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University of Mary Hardin-Baylor
Traditional Program

2015 Title II
Reports

Complete Report Card

AY 2013-14

Institution Information

Name of Institution: University of Mary Hardin-Baylor
Institution/Program Type: Traditional
Academic Year: 2013-14
State: Texas

Address: UMHB Box 8017
900 College Street
Belton, TX, 76513

Contact Name: Mrs. Cindy Selman
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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?
(<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>)

No

If yes, provide the following:

Award year:

Grantee name:

Project name:

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

Section I.a Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <http://www2.ed.gov/about/offices/list/oii/tqp/index.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Art (Grades EC-12)	No
Business Education (Grades 6-12)	No
Computer Science (Grades 8-12)	No
Core Subjects (Grades 4-8)	No
Core Subjects (Grades EC-6)	No
Driver Education (Grades 6-12)	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
	No

Studies (Grades 4-8)	
Generalist (Grades 4-8)	No
Generalist (Grades EC-6)	No
History (Grades 7-12)	No
History (Grades 8-12)	No
Languages Other Than English - Spanish (Grades EC-12)	No
Life Science (Grades 7-12)	No
Life Sciences (Grades 8-12)	No
Mathematics (Grades 4-8)	No
Mathematics (Grades 7-12)	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
Science (Grades 4-8)	No
Science (Grades 7-12)	No
Science (Grades 8-12)	No
Social Studies (Grades 4-8)	No
Social Studies (Grades 7-12)	No
Social Studies (Grades 8-12)	No
Special Education (Grades EC-12)	No
Speech (Grades 7-12)	No
Technology Applications (Grades EC-12)	No
Theatre (Grades EC-12)	No
Total number of teacher preparation programs: 35	

Section I.b Admissions

Indicate when students are formally admitted into your initial teacher certification program:
Other Completion of all requirements during EDUC 3315/3320. Application must be submitted.

Does your initial teacher certification program conditionally admit students?
No

Provide a link to your website where additional information about admissions requirements can be found:
<http://undergrad.umhb.edu/education/edu>

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

Each student has access to the teacher certification process through our Gateway portal. This is a 3 step journey that will take the student step-by-step from the beginning education course to certification. Every UMHB student can see these Gateways on their MyCampus account. The Gateways can also be found on our UMHB web page.

Section I.b Undergraduate Requirements

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

Are there initial teacher certification programs at the undergraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate level.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	No	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes

Minimum SAT score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	No
Recommendation(s)	No	No
Essay or personal statement	No	No
Interview	Yes	Yes
Other Public Speaking (with "C" or better), submit a Code of Ethics	Yes	Yes

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

2.5

What was the median GPA of individuals accepted into the program in academic year 2013-14

3.45

What is the minimum GPA required for completing the program?

2.5

What was the median GPA of individuals completing the program in academic year 2013-14

3.59

Please provide any additional comments about the information provided above:

Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (5205(a)(1)(C)(i))

Are there initial teacher certification programs at the postgraduate level?

No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Postgraduate level.

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

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

What was the median GPA of individuals accepted into the program in academic year 2013-14

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2013-14

Please provide any additional comments about the information provided above:

Section I.c Enrollment

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

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 2013-14:	86
Unduplicated number of males enrolled in 2013-14:	22
Unduplicated number of females enrolled in 2013-14:	64

2013-14	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	8
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	1
Black or African American:	6
Native Hawaiian or Other Pacific Islander:	0
White:	71
Two or more races:	0

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2013-14.

Average number of clock hours of supervised clinical experience required prior to student teaching	96
Average number of clock hours required for student teaching	600
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	3
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	0
Number of students in supervised clinical experience during this academic year	97

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

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2013-14. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

Subject Area	Number Prepared
Education - General	97
Teacher Education - Special Education	6
Teacher Education - Early Childhood Education	71
Teacher Education - Elementary Education	71
Teacher Education - Junior High/Intermediate/Middle School Education	49
Teacher Education - Secondary Education	56
Teacher Education - Multiple Levels	4
Teacher Education - Agriculture	
Teacher Education - Art	4
Teacher Education - Business	
Teacher Education - English/Language Arts	8
Teacher Education - Foreign Language	5
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	3
Teacher Education - Music	7
Teacher Education - Physical Education and Coaching	15
Teacher Education - Reading	46
Teacher Education - Science Teacher Education/General Science	4
Teacher Education - Social Science	

Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	7
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	4
Teacher Education - Physics	
Teacher Education - Spanish	4
Teacher Education - Speech	1
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	40
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2013-14. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	6
Teacher Education - Early Childhood Education	40
Teacher Education - Elementary Education	40
Teacher Education - Junior High/Intermediate/Middle School Education	11
Teacher Education - Secondary Education	66
Teacher Education - Agriculture	
Teacher Education - Art	4
Teacher Education - Business	
Teacher Education - English/Language Arts	8
Teacher Education - Foreign Language	5
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	3
Teacher Education - Music	7
Teacher Education - Physical Education and Coaching	15
Teacher Education - Reading	8
Teacher Education - Science	4
Teacher Education - Social Science	
Teacher Education - Social Studies	4
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	4
Teacher Education - Physics	

Teacher Education - Speech	1
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	11
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other	
Specify:	

Section I.f Program Completers

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

2013-14: 90

2012-13: 72

2011-12: 80

Section II Annual Goals - Mathematics

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

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

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

Academic year 2013-14

Yes

How many prospective teachers did your program plan to add in mathematics in 2013-14?

1

Did your program meet the goal for prospective teachers set in mathematics in 2013-14?

No

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Is your program preparing teachers in mathematics in 2014-15?

Yes

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

1

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Will your program prepare teachers in mathematics in 2015-16?

Yes

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

1

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Science

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

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

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

Academic year 2013-14

Did your program prepare teachers in science in 2013-14?

Yes

How many prospective teachers did your program plan to add in science in 2013-14?

1

Did your program meet the goal for prospective teachers set in science in 2013-14?

No

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Is your program preparing teachers in science in 2014-15?

Yes

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

1

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Yes

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

1

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Special Education

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

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

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

Academic year 2013-14

Did your program prepare teachers in special education in 2013-14?

Yes

How many prospective teachers did your program plan to add in special education in 2013-14?

3

Did your program meet the goal for prospective teachers set in special education in 2013-14?

No

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Is your program preparing teachers in special education in 2014-15?

Yes

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

1

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Will your program prepare teachers in special education in 2015-16?

Yes

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

1

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Instruction of Limited English Proficient Students

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

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

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

Academic year 2013-14

Did your program prepare teachers in instruction of limited English proficient students in 2013-14?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2013-14?

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2013-14?

No

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Is your program preparing teachers in instruction of limited English proficient students in 2014-15?

Yes

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

1

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Will your program prepare teachers in instruction of limited English proficient students in 2015-16?

Yes

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

1

Provide any additional comments, exceptions and explanations below:

Section II Assurances

Please certify that your institution is in compliance with the following assurances. (5205(a)(1)(A)(iii), 5206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Prospective students have access to the Department of Education website and Gateways. Chair speaks to all freshman education majors on registration day detailing our degree plans.

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TEX178 -ART EC-12 Educational Testing Service (ETS) All program completers, 2013-14	4			
TEX178 -ART EC-12 Educational Testing Service (ETS) All program completers, 2012-13	3			
TEX178 -ART EC-12 Educational Testing Service (ETS) All program completers, 2011-12	3			

Educational Testing Service (ETS) Other enrolled students				
TEX113 -ENG LANG ART - READSOC STUDIES 4 - 8 Educational Testing Service (ETS) All program completers, 2013-14	1			
TEX113 -ENG LANG ART - READSOC STUDIES 4 - 8 Educational Testing Service (ETS) All program completers, 2012-13	2			
TEX113 -ENG LANG ART - READSOC STUDIES 4 - 8 Educational Testing Service (ETS) All program completers, 2011-12	1			
TEX117 -ENG LANGUAGE ARTS AND READING 4 - 8 Educational Testing Service (ETS) All program completers, 2012-13	2			
TEX231 -ENG LANGUAGE ARTS AND READING 7-12 Educational Testing Service (ETS) All program completers, 2013-14	2			
TEX131 -ENG LANGUAGE ARTS AND READING 8-12 Educational Testing Service (ETS) All program completers, 2013-14	1			
TEX131 -ENG LANGUAGE ARTS AND READING 8-12 Educational Testing Service (ETS) All program completers, 2012-13	1			
TEX131 -ENG LANGUAGE ARTS AND READING 8-12 Educational Testing Service (ETS) All program completers, 2011-12	9			
TEX191 -GENERALIST EC - 6 Educational Testing Service (ETS) All enrolled students who have completed all noncl	8			
TEX191 -GENERALIST EC - 6 Educational Testing Service (ETS) Other enrolled students	1			
TEX191 -GENERALIST EC - 6 Educational Testing Service (ETS) All program completers, 2013-14	36	253	34	94
TEX191 -GENERALIST EC - 6 Educational Testing Service (ETS) All program completers, 2012-13	27	257	26	96
TEX191 -GENERALIST EC - 6 Educational Testing Service (ETS) All program completers, 2011-12	31	254	29	94
TEX233 -HISTORY 7-12 Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
TEX133 -HISTORY 8 -12 Educational Testing Service (ETS) All program completers, 2013-14	3			
TEX133 -HISTORY 8 -12 Educational Testing Service (ETS) All program completers, 2012-13	5			
TEX133 -HISTORY 8 -12 Educational Testing Service (ETS) All program completers, 2011-12	7			
TEX238 -LIFE SCIENCE 7-12 Educational Testing Service (ETS) All program completers, 2013-14	4			
TEX138 -LIFE SCIENCE 8 -12 Educational Testing Service (ETS) All program completers, 2013-14	2			
TEX138 -LIFE SCIENCE 8 -12 Educational Testing Service (ETS) All program completers, 2012-13	1			
TEX613 -LOTE-SPANISH EC - 12 Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
	5			

Educational Testing Service (ETS) All program completers, 2013-14				
TEX613 -LOTE-SPANISH EC - 12 Educational Testing Service (ETS) All program completers, 2012-13	1			
TEX613 -LOTE-SPANISH EC - 12 Educational Testing Service (ETS) All program completers, 2011-12	1			
TEX115 -MATHEMATICS 4 - 8 Educational Testing Service (ETS) All program completers, 2013-14	1			
TEX115 -MATHEMATICS 4 - 8 Educational Testing Service (ETS) All program completers, 2012-13	3			
TEX115 -MATHEMATICS 4 - 8 Educational Testing Service (ETS) All program completers, 2011-12	1			
TEX235 -MATHEMATICS 7-12 Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
TEX235 -MATHEMATICS 7-12 Educational Testing Service (ETS) All program completers, 2013-14	1			
TEX135 -MATHEMATICS 8 -12 Educational Testing Service (ETS) All program completers, 2013-14	1			
TEX135 -MATHEMATICS 8 -12 Educational Testing Service (ETS) All program completers, 2012-13	4			
TEX135 -MATHEMATICS 8 -12 Educational Testing Service (ETS) All program completers, 2011-12	1			
TEX177 -MUSIC EC-12 Educational Testing Service (ETS) All program completers, 2013-14	7			
TEX177 -MUSIC EC-12 Educational Testing Service (ETS) All program completers, 2012-13	1			
TEX177 -MUSIC EC-12 Educational Testing Service (ETS) All program completers, 2011-12	3			
TEX160 -PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) Other enrolled students	1			
TEX160 -PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) All program completers, 2013-14	84	267	83	99
TEX160 -PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) All program completers, 2012-13	68	265	68	100
TEX160 -PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) All program completers, 2011-12	76	264	74	97
TEX158 -PHYSICAL EDUCATION EC-12 Educational Testing Service (ETS) All program completers, 2013-14	10	272	10	100
TEX158 -PHYSICAL EDUCATION EC-12 Educational Testing Service (ETS) All program completers, 2012-13	12	263	12	100
TEX158 -PHYSICAL EDUCATION EC-12 Educational Testing Service (ETS) All program completers, 2011-12	18	268	18	100
TEX116 -SCIENCE 4-8 Educational Testing Service (ETS) All program completers, 2013-14	4			
	3			

Educational Testing Service (ETS) All program completers, 2012-13				
TEX116 -SCIENCE 4-8 Educational Testing Service (ETS) All program completers, 2011-12	2			
TEX136 -SCIENCE 8-12 Educational Testing Service (ETS) All program completers, 2012-13	1			
TEX118 -SOCIAL STUDIES 4-8 Educational Testing Service (ETS) All program completers, 2013-14	2			
TEX118 -SOCIAL STUDIES 4-8 Educational Testing Service (ETS) All program completers, 2012-13	1			
TEX161 -SPECIAL EDUCATION EC-12 Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
TEX161 -SPECIAL EDUCATION EC-12 Educational Testing Service (ETS) All program completers, 2013-14	4			
TEX161 -SPECIAL EDUCATION EC-12 Educational Testing Service (ETS) All program completers, 2012-13	5			
TEX161 -SPECIAL EDUCATION EC-12 Educational Testing Service (ETS) All program completers, 2011-12	3			
TEX129 -SPEECH COMMUNICATIONS 7-12 TEXES Educational Testing Service (ETS) All program completers, 2013-14	1			
TEX129 -SPEECH COMMUNICATIONS 7-12 TEXES Educational Testing Service (ETS) All program completers, 2012-13	1			
TEX129 -SPEECH COMMUNICATIONS 7-12 TEXES Educational Testing Service (ETS) All program completers, 2011-12	1			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2013-14	85	78	92
All program completers, 2012-13	68	67	99
All program completers, 2011-12	79	75	95

Section IV Low-Performing

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

Is your teacher preparation program currently approved or accredited?

Yes

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

State

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

No

Section V Use of Technology

Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare teachers to:

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

Yes

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

Students take an instructional technology course which involves the use of SmartBoards, iPads, laptops, digital cameras, and a variety of apps for instruction. In Curriculum Design and in literacy courses, students prepare lessons in which technology is an integral part of instruction.

Using achievement data provided by local school districts, students work in mock professional learning communities to disaggregate the data, group students according to need, and plan instruction based on both informal and formal assessments.

Students take courses in Curriculum Design which prepare them to create lessons involving clear learning objectives, modeling, guided practice, independent practice, both formal and informal assessment, and opportunities for student and teacher reflection.

Section VI Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare general education teachers to:

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

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

Course content required of all candidates (both general education and special education) includes understanding Special Education law, the ARD process, the creation and use of an IEP, policies for 504, nature and needs of gifted learners, inclusive practices, planning for accommodations and modifications, working with students with emotional/behavioral disorders, and a state-required mental health module. In addition, the Curriculum Design course includes exploration of the English Language Proficiency Standards (ELPS), the state curriculum for students whose first language is other than English. Students are introduced to the levels of proficiency and strategies for assisting English language learners within each level. In Curriculum Design courses, students plan lessons which must include both the standard instructional plan as well as modifications of the lesson for special learners and students with limited English proficiency.

Does your program prepare special education teachers to:

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

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

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Section VII Contextual Information

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

Our Educator Preparation Program was commended by the State Board for Educator Certification for our field experiences, which are well in excess of state requirements. We have a very high passing rate on the state certification exams, typically well above the state average. We continuously improve our program, based on input from the independent schools districts in our area. Every professor, certification officer, and supervising teacher in our program is a certified teacher and has experience teaching in the public schools. In addition, we have two former principals and two former school superintendents on our teaching faculty.

Supporting Files

complete report card

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