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Report Card Certification

Information in this report has been certified as accurate and complete by:

Cindy Selman
Certification Coordinator

This submission was reviewed and certified as accurate and complete by:

Dr. Joan Berry
Associate Dean, Department of Education

Comparison with Last Year

Item	Last Year	This Year	Change
Total Enrollment	93	166	78.49%
Male Enrollment	22	38	72.73%
Female Enrollment	71	128	80.28%
Hispanic/Latino Enrollment	15	25	66.67%
American Indian or Alaska Native Enrollment	1	2	100.00%
Asian Enrollment	1	0	
Black or African American Enrollment	4	13	225.00%
Native Hawaiian or Other Pacific Islander Enrollment	0	0	
White Enrollment	73	123	68.49%
Two or more races Enrollment	0	3	
Average number of clock hours required prior to student teaching	96	96	0.00%
Average number of clock hours required for student teaching	600	600	0.00%
Average number of clock hours required for mentoring	0	0	
Number of full-time equivalent faculty in supervised clinical experience during this academic year	2	5	150.00%
Number of adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	0	0	
Number of students in supervised clinical experience during this academic year	66	77	16.67%
Total completers for current academic year	65	76	16.92%
Total completers for prior academic year	90	65	-27.78%
Total completers for second prior academic year	72	90	25.00%

Section VIII Report Certification

AY 2015-16



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University of Mary Hardin-Baylor
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Complete Report Card

AY 2015-16

Institution Information

Name of Institution: University of Mary Hardin-Baylor
Institution/Program Type: Traditional
Academic Year: 2015-16
State: Texas

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

Contact Name: Mrs. Cindy Selman
Phone: 254-295-5037
Email: cselman@umhb.edu

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 4-8	No
Core Subjects EC-6	No
Driver Education 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/Social Studies (Grades 4-8)	No
Generalist (Grades 4-8)	No

History (Grades 7-12)	No
Languages Other Than English - Spanish (Grades EC-12)	No
Life Science (Grades 7-12)	No
Mathematics (Grades 4-8)	No
Mathematics (Grades 7-12)	No
Mathematics/Science (Grades 4-8)	No
Music (Grades EC-12)	No
Physical Education (Grades EC-12)	No
Physical Science (Grades 6-12)	No
Reserve Officer Training Corps (ROTC) (Grades 6-12)	No
Science (Grades 4-8)	No
Science (Grades 7-12)	No
Social Studies (Grades 4-8)	No
Social Studies (Grades 7-12)	No
Special Education (Grades EC-12)	No
Speech (Grades 7-12)	No
Technology Applications (Grades EC-12)	No
Theatre (Grades EC-12)	No
Total number of teacher preparation programs: 29	

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 their MyCampus account. 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 learning platform. 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 ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	No	No
Essay or personal statement	No	No

Other submit a Code of Ethics, FERPA	Yes	No
--------------------------------------	-----	----

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

2.75

What was the median GPA of individuals accepted into the program in academic year 2015-16

3.4

What is the minimum GPA required for completing the program?

2.75

What was the median GPA of individuals completing the program in academic year 2015-16

3.51

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. (S205(a)(1)(C)(i))

Are there initial teacher certification programs at the postgraduate 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 Postgraduate 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 ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	Yes	Yes
Recommendation(s)	No	No
Essay or personal statement	No	No
Interview	Yes	No
Other Code of Ethics, FERPA	Yes	No

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

2.75

What was the median GPA of individuals accepted into the program in academic year 2015-16

3.4

What is the minimum GPA required for completing the program?

2.75

What was the median GPA of individuals completing the program in academic year 2015-16

3.53

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 2015-16:	166
Unduplicated number of males enrolled in 2015-16:	38
Unduplicated number of females enrolled in 2015-16:	128

2015-16	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	25
<i>Race</i>	
American Indian or Alaska Native:	2
Asian:	0
Black or African American:	13
Native Hawaiian or Other Pacific Islander:	0
White:	123
Two or more races:	3

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2015-16.

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	5
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	77

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 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))

Subject Area	Number Prepared
Education - General	27
Teacher Education - Special Education	7
Teacher Education - Early Childhood Education	46
Teacher Education - Elementary Education	63
Teacher Education - Junior High/Intermediate/Middle School Education	37
Teacher Education - Secondary Education	45
Teacher Education - Multiple Levels	76
Teacher Education - Agriculture	
Teacher Education - Art	4
Teacher Education - Business	
Teacher Education - English/Language Arts	5
Teacher Education - Foreign Language	2
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	8
Teacher Education - Music	6
Teacher Education - Physical Education and Coaching	7
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	2
Teacher Education - Social Science	

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	8
Teacher Education - Physics	
Teacher Education - Spanish	2
Teacher Education - Speech	1
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	27
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 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))

Academic Major	Number Prepared
Education - General	76
Teacher Education - Special Education	7
Teacher Education - Early Childhood Education	27
Teacher Education - Elementary Education	63
Teacher Education - Junior High/Intermediate/Middle School Education	46
Teacher Education - Secondary Education	46
Teacher Education - Agriculture	
Teacher Education - Art	4
Teacher Education - Business	
Teacher Education - English/Language Arts	5
Teacher Education - Foreign Language	2
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	9
Teacher Education - Music	6
Teacher Education - Physical Education and Coaching	7
Teacher Education - Reading	
Teacher Education - Science	2
Teacher Education - Social Science	
Teacher Education - Social Studies	3
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	2
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	8
Teacher Education - Physics	

Teacher Education - Speech	2
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	27
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:

2015-16: 76

2014-15: 65

2013-14: 90

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 2015-16

Yes

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

1

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

Yes

Description of strategies used to achieve goal, if applicable:

Coordinated efforts between Department of Mathematics and Department of Education

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

Creation of new courses

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

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

Yes

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

1

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

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

Yes

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

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/poU/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

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

Yes

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

1

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

Yes

Description of strategies used to achieve goal, if applicable:

Coordinated effort between Department of Science and Department of Education

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

Creation of new science courses

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

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

Yes

1

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

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

Yes

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

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 2015-16

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

Yes

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

1

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

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:

Increasing in-house promotion of Interdisciplinary degree path

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

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

Yes

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

1

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

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

Yes

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

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>.

students in each of three academic years.

Academic year 2015-16

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

Yes

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

1

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

Yes

Description of strategies used to achieve goal, if applicable:

Emphasis on ESOL strategies in field courses.

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 2016-17

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

Yes

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

1

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

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

Yes

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

1

Provide any additional comments, exceptions and explanations below:

Section II 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.

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:

Our program meets regularly with school district personnel to identify needs and challenges.

All students take at least one EDUC course that addresses special education and ESL students.

All students in the Education Preparation Program take an Introduction to Education course which includes modules on working in a variety of school types and working with children from poverty.

SECTION III ASSESSMENT TEST RESULTS

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TEX178 -ART EC-12 Educational Testing Service (ETS) Other enrolled students	1			
TEX178 -ART EC-12 Educational Testing Service (ETS) All program completers, 2015-16	4			
TEX178 -ART EC-12 Educational Testing Service (ETS) All program completers, 2014-15	4			
TEX178 -ART EC-12 Educational Testing Service (ETS) All program completers, 2013-14	4			
TEX806 -CORE SUBJECTS 4 - 8 ELAR Educational Testing Service (ETS) Other enrolled students	3			
TEX807 -CORE SUBJECTS 4 - 8 MATHEMATICS Educational Testing Service (ETS) Other enrolled students	3			
TEX809 -CORE SUBJECTS 4 - 8 SCIENCE Educational Testing Service (ETS) Other enrolled students	3			
TEX808 -CORE SUBJECTS 4 - 8 SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	3			
TEX801 -CORE SUBJECTS EC - 6 ELAR Educational Testing Service (ETS) Other enrolled students	19	265	19	100
TEX801 -CORE SUBJECTS EC - 6 ELAR Educational Testing Service (ETS) All program completers, 2015-16	24	271	24	100
TEX805 -CORE SUBJECTS EC - 6 FINE ARTS HEALTH AND PE Educational Testing Service (ETS) Other enrolled students	19	268	19	100
TEX805 -CORE SUBJECTS EC - 6 FINE ARTS HEALTH AND PE Educational Testing Service (ETS) All program completers, 2015-16	24	268	24	100
TEX802 -CORE SUBJECTS EC - 6 MATHEMATICS Educational Testing Service (ETS) Other enrolled students	19	268	18	95
TEX802 -CORE SUBJECTS EC - 6 MATHEMATICS Educational Testing Service (ETS) All program completers, 2015-16	24	267	24	100
TEX804 -CORE SUBJECTS EC - 6 SCIENCE Educational Testing Service (ETS) Other enrolled students	19	258	17	89
TEX804 -CORE SUBJECTS EC - 6 SCIENCE Educational Testing Service (ETS) All program completers, 2015-16	24	261	24	100
TEX803 -CORE SUBJECTS EC - 6 SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	19	256	17	89
TEX803 -CORE SUBJECTS EC - 6 SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2015-16	24	261	24	100
TEX113 -ENG LANG ART - READSOC STUDIES 4 - 8 Educational Testing Service (ETS) All program completers, 2013-14	1			
TEX117 -ENG LANGUAGE ARTS AND READING 4 - 8 Educational Testing Service (ETS) Other enrolled students	2			
TEX117 -ENG LANGUAGE ARTS AND READING 4 - 8 Educational Testing Service (ETS) All program completers, 2015-16	3			

TEX231 -ENG LANGUAGE ARTS AND READING 7-12 Educational Testing Service (ETS) Other enrolled students				
TEX231 -ENG LANGUAGE ARTS AND READING 7-12 Educational Testing Service (ETS) All program completers, 2015-16	2			
TEX231 -ENG LANGUAGE ARTS AND READING 7-12 Educational Testing Service (ETS) All program completers, 2014-15	3			
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			
TEX111 -GENERALIST 4 - 8 Educational Testing Service (ETS) All program completers, 2015-16	1			
TEX191 -GENERALIST EC - 6 Educational Testing Service (ETS) Other enrolled students	1			
TEX191 -GENERALIST EC - 6 Educational Testing Service (ETS) All program completers, 2015-16	2			
TEX191 -GENERALIST EC - 6 Educational Testing Service (ETS) All program completers, 2014-15	26	256	25	96
TEX191 -GENERALIST EC - 6 Educational Testing Service (ETS) All program completers, 2013-14	36	254	35	97
TEX233 -HISTORY 7-12 Educational Testing Service (ETS) Other enrolled students	2			
TEX233 -HISTORY 7-12 Educational Testing Service (ETS) All program completers, 2015-16	8			
TEX233 -HISTORY 7-12 Educational Testing Service (ETS) All program completers, 2014-15	3			
TEX133 -HISTORY 8 -12 Educational Testing Service (ETS) All program completers, 2013-14	3			
TEX238 -LIFE SCIENCE 7-12 Educational Testing Service (ETS) Other enrolled students	2			
TEX238 -LIFE SCIENCE 7-12 Educational Testing Service (ETS) All program completers, 2015-16	2			
TEX238 -LIFE SCIENCE 7-12 Educational Testing Service (ETS) All program completers, 2014-15	1			
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			
TEX613 -LOTE-SPANISH EC - 12 Educational Testing Service (ETS) All program completers, 2015-16	2			
TEX613 -LOTE-SPANISH EC - 12 Educational Testing Service (ETS) All program completers, 2014-15	2			
TEX613 -LOTE-SPANISH EC - 12 Educational Testing Service (ETS) All program completers, 2013-14	5			
	2			

Educational Testing Service (ETS) Other enrolled students				
TEX115 -MATHEMATICS 4 - 8 Educational Testing Service (ETS) All program completers, 2015-16	5			
TEX115 -MATHEMATICS 4 - 8 Educational Testing Service (ETS) All program completers, 2014-15	2			
TEX115 -MATHEMATICS 4 - 8 Educational Testing Service (ETS) All program completers, 2013-14	1			
TEX235 -MATHEMATICS 7-12 Educational Testing Service (ETS) Other enrolled students	1			
TEX235 -MATHEMATICS 7-12 Educational Testing Service (ETS) All program completers, 2015-16	3			
TEX235 -MATHEMATICS 7-12 Educational Testing Service (ETS) All program completers, 2014-15	2			
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			
TEX177 -MUSIC EC-12 Educational Testing Service (ETS) Other enrolled students	6			
TEX177 -MUSIC EC-12 Educational Testing Service (ETS) All program completers, 2015-16	6			
TEX177 -MUSIC EC-12 Educational Testing Service (ETS) All program completers, 2014-15	4			
TEX177 -MUSIC EC-12 Educational Testing Service (ETS) All program completers, 2013-14	7			
TEX160 -PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) Other enrolled students	2			
TEX160 -PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) All program completers, 2015-16	76	268	75	99
TEX160 -PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) All program completers, 2014-15	60	266	59	98
TEX160 -PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) All program completers, 2013-14	86	267	86	100
TEX158 -PHYSICAL EDUCATION EC-12 Educational Testing Service (ETS) All program completers, 2015-16	7			
TEX158 -PHYSICAL EDUCATION EC-12 Educational Testing Service (ETS) All program completers, 2014-15	11	272	11	100
TEX158 -PHYSICAL EDUCATION EC-12 Educational Testing Service (ETS) All program completers, 2013-14	12	268	11	92
TEX116 -SCIENCE 4-8 Educational Testing Service (ETS) Other enrolled students	2			
TEX116 -SCIENCE 4-8 Educational Testing Service (ETS) All program completers, 2015-16	1			
	4			

Educational Testing Service (ETS) All program completers, 2013-14				
TEX236 -SCIENCE 7-12 Educational Testing Service (ETS) Other enrolled students	1			
TEX236 -SCIENCE 7-12 Educational Testing Service (ETS) All program completers, 2015-16	1			
TEX118 -SOCIAL STUDIES 4-8 Educational Testing Service (ETS) All program completers, 2015-16	1			
TEX118 -SOCIAL STUDIES 4-8 Educational Testing Service (ETS) All program completers, 2013-14	2			
TEX232 -SOCIAL STUDIES 7-12 Educational Testing Service (ETS) Other enrolled students	2			
TEX232 -SOCIAL STUDIES 7-12 Educational Testing Service (ETS) All program completers, 2015-16	2			
TEX161 -SPECIAL EDUCATION EC-12 Educational Testing Service (ETS) Other enrolled students	2			
TEX161 -SPECIAL EDUCATION EC-12 Educational Testing Service (ETS) All program completers, 2015-16	3			
TEX161 -SPECIAL EDUCATION EC-12 Educational Testing Service (ETS) All program completers, 2014-15	9			
TEX161 -SPECIAL EDUCATION EC-12 Educational Testing Service (ETS) All program completers, 2013-14	4			
TEX129 -SPEECH COMMUNICATIONS 7-12 TEXES Educational Testing Service (ETS) All program completers, 2015-16	1			
TEX129 -SPEECH COMMUNICATIONS 7-12 TEXES Educational Testing Service (ETS) All program completers, 2013-14	1			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2015-16	76	74	97
All program completers, 2014-15	61	58	95
All program completers, 2013-14	87	83	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

SACS

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:

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

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

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, 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.

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.

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

AY 2015-16

Complete Report Card

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