



Texas Lutheran University  
Traditional Report AY 2017-18  
Texas



REPORT COMPLETE  
STATUS: CERTIFIED

## Institution Information

ADDRESS

1000 W. Court

CITY

Seguin

STATE

Texas

ZIP

78155

SALUTATION

FIRST NAME

Anna

LAST NAME

Bergstrom

PHONE

(830) 372-6062

EMAIL

abergstrom@tlu.edu

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

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

- Yes
- No

If yes, provide the following:

AWARD YEAR

GRANTEE NAME

PROJECT NAME

GRANT NUMBER

LIST PARTNER DISTRICTS/LEAS (ONE PER LINE)

LIST OTHER PARTNERS (ONE PER LINE)

PROJECT TYPE

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

# List of Programs

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

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

THIS PAGE INCLUDES:

>> [Program Information](#)

## Program Information

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

| Teacher Preparation Programs                          | Teacher Quality Partnership Grant Member? | Update |
|---|---|--------|
| Art (Grades EC-12)                                    | No  |        |
| Core Subjects (Grades 4-8)                            | No  |        |
| Core Subjects (Grades EC-6)                           | No  |        |
| English Language Arts and Reading (Grades 4-8)        | No  |        |
| English Language Arts and Reading (Grades 7-12)       | No  |        |
| ESL Supplemental                                      | 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  |        |

**Total number of teacher preparation programs: 19**

| Teacher Preparation Programs | Teacher Quality Partnership Grant Member? | Update |
|------------------------------|---|--------|
| Science (Grades 4-8)         | No  |        |
| Science (Grades 7-12)        | No  |        |
| Social Studies (Grades 4-8)  | No  |        |
| Social Studies (Grades 7-12) | No  |        |

**Total number of teacher preparation programs: 19**

# Program Requirements

## THIS PAGE INCLUDES:

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

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

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

## Admissions

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

Other

If Other, please specify:

UNDERGRADUATE PROGRAM: Students are admitted when they have the necessary hours and GPA.

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

- Yes  
 No

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

<http://www.tlu.edu/education>

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

UNDERGRADUATE PROGRAM: If students are enrolled in courses required for admission to the program (e.g., Developmental Psychology) in the semester in which they apply, they may be admitted with the condition that they complete the coursework with the appropriate course grade which is typically a C. Students may also be admitted conditionally if they are in the process of meeting the basic skills requirements. Additionally students may apply if they enter TLU with an associates degree. They must meet the basic skills requirements by the end of the semester in which they enroll. Students can also be admitted conditionally if they have not taken all of the required courses. There is a limit (usually 2) to the number of courses missing. All missing courses must be completed by the end of the next full semester.

## 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 checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input 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 checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum GPA in content area coursework   | <input type="radio"/> Yes <input checked="" 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 checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum ACT score  | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Minimum SAT score  | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Minimum basic skills test score  | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Subject area/academic content test or other subject matter verification          | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Recommendation(s)  | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Essay or personal statement  | <input checked="" type="radio"/> Yes <input 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:<br><input type="text" value="Basic skills based on coursework."/> | <input checked="" type="radio"/> Yes <input 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.)

2.9

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

3.338

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

2.9

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

3.509

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

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 checked="" type="radio"/> Yes <input 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 checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum GPA in content area coursework  | <input type="radio"/> Yes <input checked="" 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 checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum ACT score   | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Minimum SAT score   | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Minimum basic skills test score   | <input type="radio"/> Yes <input checked="" 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 type="radio"/> Yes <input checked="" type="radio"/> No |
| Recommendation(s)   | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Essay or personal statement   | <input checked="" type="radio"/> Yes <input 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:<br><input type="text" value="Basic skills demonstrated with bachelors degree."/> | <input checked="" type="radio"/> Yes <input 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.)

2.75

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

3.2

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

2.75

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

4

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

## Supervised Clinical Experience

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

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

|   |       |
|---|-------|
| Average number of clock hours of supervised clinical experience required prior to student teaching          | 99.36 |
| Average number of clock hours required for student teaching   | 480   |
| 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) | 1     |
| Number of students in supervised clinical experience during this academic year                              | 95    |

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

Many classes in our Undergraduate Educator Preparation Program require supervised clinical experience and there are assignments as part of the course curriculum that are directly tied to the field experiences. Prior to student teaching undergraduates are required to acquire 45 hours of field experiences, although many far exceed that number.



## Enrollment

THIS PAGE INCLUDES:

>> [Enrollment](#)

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

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

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

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

## Enrollment

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

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

|  |                                 |
|--|---------------------------------|
| Total number of students enrolled in 2017-18       | <input type="text" value="70"/> |
| Unduplicated number of males enrolled in 2017-18   | <input type="text" value="23"/> |
| Unduplicated number of females enrolled in 2017-18 | <input type="text" value="47"/> |

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

| 2017-18                     | Number Enrolled                 |
|-----------------------------|---------------------------------|
| <i>Ethnicity</i>            |                                 |
| Hispanic/Latino of any race | <input type="text" value="17"/> |
| <i>Race</i>                 |                                 |

2017-18

Number Enrolled

American Indian or Alaska Native

0

Asian

0

Black or African American

4

Native Hawaiian or Other Pacific Islander

0

White

47

Two or more races

2

## Teachers Prepared

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

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

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

### THIS PAGE INCLUDES:

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

## Teachers Prepared by Subject Area

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

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

### [What are CIP Codes?](#)

No teachers prepared in academic year 2017-18

| CIP Code | Subject Area   | Number Prepared      |
|----------|--|----------------------|
| 13.01    | Education - General  | <input type="text"/> |
| 13.10    | Teacher Education - Special Education                                | <input type="text"/> |
| 13.1210  | Teacher Education - Early Childhood Education                        | <input type="text"/> |
| 13.1202  | Teacher Education - Elementary Education                             | 10                   |
| 13.1203  | Teacher Education - Junior High/Intermediate/Middle School Education | 1                    |
| 13.1205  | Teacher Education - Secondary Education                              | 7                    |
| 13.1206  | Teacher Education - Multiple Levels                                  | 7                    |

| CIP Code | Subject Area   | Number Prepared      |
|----------|--|----------------------|
| 13.1301  | Teacher Education - Agriculture                                  | <input type="text"/> |
| 13.1302  | Teacher Education - Art  | <input type="text"/> |
| 13.1303  | Teacher Education - Business                                     | <input type="text"/> |
| 13.1305  | Teacher Education - English/Language Arts                        | 1                    |
| 13.1306  | Teacher Education - Foreign Language                             | <input type="text"/> |
| 13.1307  | Teacher Education - Health                                       | <input type="text"/> |
| 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                                  | 5                    |
| 13.1312  | Teacher Education - Music  | 5                    |
| 13.1314  | Teacher Education - Physical Education and Coaching              | 2                    |
| 13.1315  | Teacher Education - Reading                                      | <input type="text"/> |
| 13.1316  | Teacher Education - Science Teacher Education/General Science    | <input type="text"/> |
| 13.1317  | Teacher Education - Social Science                               | <input type="text"/> |
| 13.1318  | Teacher Education - Social Studies                               | 2                    |
| 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"/> |

| CIP Code | Subject Area   | Number Prepared                 |
|----------|--|---------------------------------|
| 13.1331  | Teacher Education - Speech   | <input type="text"/>            |
| 13.1332  | Teacher Education - Geography  | <input type="text"/>            |
| 13.1333  | Teacher Education - Latin  | <input type="text"/>            |
| 13.1335  | Teacher Education - Psychology   | <input type="text"/>            |
| 13.1337  | Teacher Education - Earth Science  | <input type="text"/>            |
| 13.14    | Teacher Education - English as a Second Language   | <input type="text"/>            |
| 13.02    | Teacher Education - Bilingual, Multilingual, and Multicultural Education                                 | <input type="text"/>            |
| 13.99    | <b>Education - Other Specify:</b><br><input type="text" value="Elementary School - Core Subjects EC-6"/> | <input type="text" value="10"/> |

## Teachers Prepared by Academic Major

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

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

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

### What are CIP Codes?

No teachers prepared in academic year 2017-18

| CIP Code | Academic Major   | Number Prepared                 |
|----------|--|---------------------------------|
| 13.01    | Education - General  | <input type="text"/>            |
| 13.10    | Teacher Education - Special Education                                | <input type="text"/>            |
| 13.1210  | Teacher Education - Early Childhood Education                        | <input type="text"/>            |
| 13.1202  | Teacher Education - Elementary Education                             | <input type="text" value="10"/> |
| 13.1203  | Teacher Education - Junior High/Intermediate/Middle School Education | <input type="text" value="1"/>  |
| 13.1205  | Teacher Education - Secondary Education                              | <input type="text" value="7"/>  |
| 13.1301  | Teacher Education - Agriculture                                      | <input type="text"/>            |

| CIP Code | Academic Major   | Number Prepared      |
|----------|--|----------------------|
| 13.1302  | Teacher Education - Art  | <input type="text"/> |
| 13.1303  | Teacher Education - Business                                     | <input type="text"/> |
| 13.1305  | Teacher Education - English/Language Arts                        | 1                    |
| 13.1306  | Teacher Education - Foreign Language                             | <input type="text"/> |
| 13.1307  | Teacher Education - Health                                       | <input type="text"/> |
| 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                                  | 5                    |
| 13.1312  | Teacher Education - Music  | 5                    |
| 13.1314  | Teacher Education - Physical Education and Coaching              | 2                    |
| 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                               | 2                    |
| 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  | <input type="text"/> |
| 13.1333  | Teacher Education - Latin  | <input type="text"/> |
| 13.1335  | Teacher Education - Psychology   | <input type="text"/> |
| 13.1337  | Teacher Education - Earth Science  | <input type="text"/> |
| 13.14    | Teacher Education - English as a Second Language                         | <input type="text"/> |
| 13.02    | Teacher Education - Bilingual, Multilingual, and Multicultural Education | <input type="text"/> |
| 13.03    | Education - Curriculum and Instruction                                   | <input type="text"/> |
| 13.09    | Education - Social and Philosophical Foundations of Education            | <input type="text"/> |
| 24       | Liberal Arts/Humanities  | <input type="text"/> |
| 42       | Psychology   | <input type="text"/> |
| 45.01    | Social Sciences  | <input type="text"/> |
| 45.02    | Anthropology   | <input type="text"/> |
| 45.06    | Economics  | <input type="text"/> |
| 45.07    | Geography and Cartography  | <input type="text"/> |
| 45.10    | Political Science and Government   | <input type="text"/> |
| 45.11    | Sociology  | <input type="text"/> |
| 50       | Visual and Performing Arts   | <input type="text"/> |
| 54       | History  | <input type="text"/> |
| 16       | Foreign Languages  | <input type="text"/> |
| 19       | Family and Consumer Sciences/Human Sciences                              | <input type="text"/> |
| 23       | English Language/Literature  | <input type="text"/> |
| 38       | Philosophy and Religious Studies   | <input type="text"/> |
| 01       | Agriculture  | <input type="text"/> |
| 09       | Communication or Journalism  | <input type="text"/> |
| 14       | Engineering  | <input type="text"/> |

| CIP Code | Academic Major  | Number Prepared      |
|----------|---|----------------------|
| 26       | Biology   | <input type="text"/> |
| 27       | Mathematics and Statistics  | <input type="text"/> |
| 40.01    | Physical Sciences   | <input type="text"/> |
| 40.02    | Astronomy and Astrophysics  | <input type="text"/> |
| 40.04    | Atmospheric Sciences and Meteorology  | <input type="text"/> |
| 40.05    | Chemistry   | <input type="text"/> |
| 40.06    | Geological and Earth Sciences/Geosciences   | <input type="text"/> |
| 40.08    | Physics   | <input type="text"/> |
| 52       | Business/Business Administration/Accounting   | <input type="text"/> |
| 11       | Computer and Information Sciences   | <input type="text"/> |
| 99       | <b>Other Specify:</b><br><input type="text" value="Teacher Education Multiple Levels"/> | 7                    |



## Program Completers

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

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

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

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

THIS PAGE INCLUDES:

[>> Program Completers](#)

## Program Completers

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

|         |                                 |
|---------|---------------------------------|
| 2017-18 | <input type="text" value="25"/> |
| 2016-17 | <input type="text" value="30"/> |
| 2015-16 | <input type="text" value="49"/> |

# Annual Goals

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

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

## THIS PAGE INCLUDES:

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

## Annual Goals - Mathematics

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

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

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

### Academic year 2017-18

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

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

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

2

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

- Yes
- No
- Not applicable

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

Our department has continued to speak with the Math Department and encouraged any interested students to apply to our program and seek math certification. We also reach out to students during the Major and Minors fair which is a university-wide events targeted at freshmen who may be undecided with respect to their major.

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:

We will continue to work with TLU's Mathematics Department to encourage and recruit students who might be interested in teaching math. We will continue to speak directly with Mathematics majors as they enter the university and encourage them to seek teacher certification.

### Academic year 2018-19

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

- Yes  
 No (leave remaining questions for year blank)

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

2

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

We will continue to work with TLU's Mathematics Department to encourage and recruit students who might be interested in teaching math. We will continue to speak directly with Mathematics majors as they enter the university and encourage them to seek teacher certification.

### Academic year 2019-20

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

- Yes  
 No (leave remaining questions for year blank)

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

4

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

We have received a Noyce capacity building grant for STEM certification areas and with the availability of scholarships hope to have additional STEM candidates added to our program.

## Annual Goals - Science

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

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

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

### Academic year 2017-18

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

- Yes  
 No (leave remaining questions for year blank)

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

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

- Yes  
 No  
 Not applicable

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

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

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

#### Academic year 2018-19

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

- Yes  
 No (leave remaining questions for year blank)

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

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

#### Academic year 2019-20

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

- Yes  
 No (leave remaining questions for year blank)

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

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

We have received a Noyce capacity building grant for STEM certification areas and with the availability of scholarships hope to have additional STEM candidates added to our program.

# Annual Goals - Special Education

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

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

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

## Academic year 2017-18

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

- Yes  
 No (leave remaining questions for year blank)

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

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

- Yes  
 No  
 Not applicable

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

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

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

We do not certify for Special Education.

## Academic year 2018-19

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

- Yes  
 No (leave remaining questions for year blank)

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

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

We do not certify for Special Education.

## Academic year 2019-20

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

- Yes  
 No (leave remaining questions for year blank)

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

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

We do not certify for Special Education.

## Annual Goals - Instruction of Limited English Proficient Students

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

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

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

### Academic year 2017-18

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

- Yes  
 No (leave remaining questions for year blank)

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

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

- Yes  
 No  
 Not applicable

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

We continue to stress the need for teachers who have ESL Supplemental certification. Many of our local school districts require that teachers add ESL Supplemental certification within one year of hiring and this information is relayed to our candidates.

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:

We will continue to encourage our teacher candidates to seek ESL Supplemental certification. We will encourage all teacher candidates who have prepared for ESL Supplemental certification to take the exam and add this supplemental certification to their initial certification.

### Academic year 2018-19

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

- Yes  
 No (leave remaining questions for year blank)

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

5

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

We will continue to encourage our teacher candidates to seek ESL Supplemental certification. We will encourage all teacher candidates who have prepared for ESL Supplemental certification to take the exam and add this supplemental certification to their initial certification.

### Academic year 2019-20

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

- Yes  
 No (leave remaining questions for year blank)

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

5

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

We will continue to encourage our teacher candidates to seek ESL Supplemental certification. We will encourage all teacher candidates who have prepared for ESL Supplemental certification to take the exam and add this supplemental certification to their initial certification.

## 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:

Teacher candidates enroll in a course specific to teaching students with special needs and a course focused on strategies for teaching ESL students. As part of each course, they do ~10 clock hours of field work in public school classrooms that serve students with special needs and ESL. This field work may include basic observations, one-on-one tutoring, and whole class instruction. Since our university is located in a rural/suburban area, teacher candidates automatically have field experience in rural and suburban schools.



# 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<br>Test Company<br>Group  | Number<br>taking<br>tests | Avg.<br>scaled<br>score | Number<br>passing<br>tests | Pass<br>rate<br>(%) |
|---|---------------------------|-------------------------|----------------------------|---------------------|
| 801 -CORE SUBJECTS EC-6 ELAR<br>Evaluation Systems group of Pearson<br>Other enrolled students                            | 2                         |                         |                            |                     |
| 801 -CORE SUBJECTS EC-6 ELAR<br>Evaluation Systems group of Pearson<br>All program completers, 2017-18                    | 9                         |                         |                            |                     |
| 801 -CORE SUBJECTS EC-6 ELAR<br>Evaluation Systems group of Pearson<br>All program completers, 2016-17                    | 7                         |                         |                            |                     |
| 801 -CORE SUBJECTS EC-6 ELAR<br>Evaluation Systems group of Pearson<br>All program completers, 2015-16                    | 5                         |                         |                            |                     |
| 805 -CORE SUBJECTS EC-6 FINE ARTS HEALTH AND PE<br>Evaluation Systems group of Pearson<br>Other enrolled students         | 2                         |                         |                            |                     |
| 805 -CORE SUBJECTS EC-6 FINE ARTS HEALTH AND PE<br>Evaluation Systems group of Pearson<br>All program completers, 2017-18 | 9                         |                         |                            |                     |
| 805 -CORE SUBJECTS EC-6 FINE ARTS HEALTH AND PE<br>Evaluation Systems group of Pearson<br>All program completers, 2016-17 | 7                         |                         |                            |                     |
| 805 -CORE SUBJECTS EC-6 FINE ARTS HEALTH AND PE<br>Evaluation Systems group of Pearson<br>All program completers, 2015-16 | 5                         |                         |                            |                     |
| 802 -CORE SUBJECTS EC-6 MATHEMATICS<br>Evaluation Systems group of Pearson<br>Other enrolled students                     | 2                         |                         |                            |                     |
| 802 -CORE SUBJECTS EC-6 MATHEMATICS<br>Evaluation Systems group of Pearson<br>All program completers, 2017-18             | 9                         |                         |                            |                     |

| Assessment code - Assessment name<br>Test Company<br>Group  | Number<br>taking<br>tests | Avg.<br>scaled<br>score | Number<br>passing<br>tests | Pass<br>rate<br>(%) |
|---|---------------------------|-------------------------|----------------------------|---------------------|
| 802 -CORE SUBJECTS EC-6 MATHEMATICS<br>Evaluation Systems group of Pearson<br>All program completers, 2016-17     | 7                         |                         |                            |                     |
| 802 -CORE SUBJECTS EC-6 MATHEMATICS<br>Evaluation Systems group of Pearson<br>All program completers, 2015-16     | 5                         |                         |                            |                     |
| 804 -CORE SUBJECTS EC-6 SCIENCE<br>Evaluation Systems group of Pearson<br>Other enrolled students                 | 2                         |                         |                            |                     |
| 804 -CORE SUBJECTS EC-6 SCIENCE<br>Evaluation Systems group of Pearson<br>All program completers, 2017-18         | 9                         |                         |                            |                     |
| 804 -CORE SUBJECTS EC-6 SCIENCE<br>Evaluation Systems group of Pearson<br>All program completers, 2016-17         | 7                         |                         |                            |                     |
| 804 -CORE SUBJECTS EC-6 SCIENCE<br>Evaluation Systems group of Pearson<br>All program completers, 2015-16         | 5                         |                         |                            |                     |
| 803 -CORE SUBJECTS EC-6 SOCIAL STUDIES<br>Evaluation Systems group of Pearson<br>Other enrolled students          | 2                         |                         |                            |                     |
| 803 -CORE SUBJECTS EC-6 SOCIAL STUDIES<br>Evaluation Systems group of Pearson<br>All program completers, 2017-18  | 9                         |                         |                            |                     |
| 803 -CORE SUBJECTS EC-6 SOCIAL STUDIES<br>Evaluation Systems group of Pearson<br>All program completers, 2016-17  | 7                         |                         |                            |                     |
| 803 -CORE SUBJECTS EC-6 SOCIAL STUDIES<br>Evaluation Systems group of Pearson<br>All program completers, 2015-16  | 5                         |                         |                            |                     |
| 117 -ENG LANGUAGE ARTS AND READING 4-8<br>Evaluation Systems group of Pearson<br>All program completers, 2015-16  | 1                         |                         |                            |                     |
| 231 -ENG LANGUAGE ARTS AND READING 7-12<br>Evaluation Systems group of Pearson<br>All program completers, 2017-18 | 1                         |                         |                            |                     |
| 231 -ENG LANGUAGE ARTS AND READING 7-12<br>Evaluation Systems group of Pearson<br>All program completers, 2016-17 | 1                         |                         |                            |                     |
| 231 -ENG LANGUAGE ARTS AND READING 7-12<br>Evaluation Systems group of Pearson<br>All program completers, 2015-16 | 1                         |                         |                            |                     |
| 111 -GENERALIST 4-8<br>Evaluation Systems group of Pearson<br>All program completers, 2016-17                     | 1                         |                         |                            |                     |

| Assessment code - Assessment name<br>Test Company<br>Group  | Number<br>taking<br>tests | Avg.<br>scaled<br>score | Number<br>passing<br>tests | Pass<br>rate<br>(%) |
|---|---------------------------|-------------------------|----------------------------|---------------------|
| 111 -GENERALIST 4-8<br>Evaluation Systems group of Pearson<br>All program completers, 2015-16           | 2                         |                         |                            |                     |
| 191 -GENERALIST EC-6<br>Evaluation Systems group of Pearson<br>All program completers, 2016-17          | 4                         |                         |                            |                     |
| 191 -GENERALIST EC-6<br>Evaluation Systems group of Pearson<br>All program completers, 2015-16          | 15                        | 252                     | 15                         | 100                 |
| 115 -MATHEMATICS 4-8<br>Evaluation Systems group of Pearson<br>All program completers, 2016-17          | 1                         |                         |                            |                     |
| 115 -MATHEMATICS 4-8<br>Evaluation Systems group of Pearson<br>All program completers, 2015-16          | 3                         |                         |                            |                     |
| 235 -MATHEMATICS 7-12<br>Evaluation Systems group of Pearson<br>All program completers, 2017-18         | 3                         |                         |                            |                     |
| 235 -MATHEMATICS 7-12<br>Evaluation Systems group of Pearson<br>All program completers, 2016-17         | 1                         |                         |                            |                     |
| 235 -MATHEMATICS 7-12<br>Evaluation Systems group of Pearson<br>All program completers, 2015-16         | 4                         |                         |                            |                     |
| 177 -MUSIC EC-12<br>Evaluation Systems group of Pearson<br>Other enrolled students                      | 4                         |                         |                            |                     |
| 177 -MUSIC EC-12<br>Evaluation Systems group of Pearson<br>All program completers, 2017-18              | 5                         |                         |                            |                     |
| 177 -MUSIC EC-12<br>Evaluation Systems group of Pearson<br>All program completers, 2016-17              | 8                         |                         |                            |                     |
| 177 -MUSIC EC-12<br>Evaluation Systems group of Pearson<br>All program completers, 2015-16              | 11                        | 259                     | 11                         | 100                 |
| 160 -PEDAGOGY-PROF RESP EC-12<br>Evaluation Systems group of Pearson<br>Other enrolled students         | 5                         |                         |                            |                     |
| 160 -PEDAGOGY-PROF RESP EC-12<br>Evaluation Systems group of Pearson<br>All program completers, 2017-18 | 21                        | 268                     | 21                         | 100                 |
| 160 -PEDAGOGY-PROF RESP EC-12<br>Evaluation Systems group of Pearson<br>All program completers, 2016-17 | 26                        | 269                     | 26                         | 100                 |

| Assessment code - Assessment name<br>Test Company<br>Group  | Number<br>taking<br>tests | Avg.<br>scaled<br>score | Number<br>passing<br>tests | Pass<br>rate<br>(%) |
|---|---------------------------|-------------------------|----------------------------|---------------------|
| 160 -PEDAGOGY-PROF RESP EC-12<br>Evaluation Systems group of Pearson<br>All program completers, 2015-16 | 48                        | 266                     | 48                         | 100                 |
| 158 -PHYSICAL EDUCATION EC-12<br>Evaluation Systems group of Pearson<br>All program completers, 2017-18 | 2                         |                         |                            |                     |
| 158 -PHYSICAL EDUCATION EC-12<br>Evaluation Systems group of Pearson<br>All program completers, 2016-17 | 2                         |                         |                            |                     |
| 158 -PHYSICAL EDUCATION EC-12<br>Evaluation Systems group of Pearson<br>All program completers, 2015-16 | 3                         |                         |                            |                     |
| 116 -SCIENCE 4-8<br>Evaluation Systems group of Pearson<br>All program completers, 2015-16              | 1                         |                         |                            |                     |
| 232 -SOCIAL STUDIES 7-12<br>Evaluation Systems group of Pearson<br>All program completers, 2017-18      | 1                         |                         |                            |                     |
| 232 -SOCIAL STUDIES 7-12<br>Evaluation Systems group of Pearson<br>All program completers, 2015-16      | 1                         |                         |                            |                     |

## Summary Pass Rates

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

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

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

## Summary Pass Rates

| Group                           | Number taking tests | Number passing tests | Pass rate (%) |
|---------------------------------|---------------------|----------------------|---------------|
| All program completers, 2017-18 | 22                  | 20                   | 91            |
| All program completers, 2016-17 | 26                  | 26                   | 100           |
| All program completers, 2015-16 | 48                  | 47                   | 98            |

## 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

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.

THIS PAGE INCLUDES:

[>> Use of Technology](#)

## 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.

Teacher candidates are required to develop at least one lesson that utilizes technology as an instructional strategy in addition to other traditional strategies. Teacher candidates investigate and evaluate web sites and educational software/apps for incorporation into their future curriculum. Teacher candidates also develop a grade book so that they can learn how to collect, manage and analyze quantitative data. The data can then be used for student decisions. (all students in the data sets are fictional) We continue to work on developing (fictional) data sets for standardized tests for students to use for organizing data, developing curriculum, and decision making. We strive to teach teacher candidates that the use of technology can be equitable, flexible and help all students build knowledge and lead to an effective and productive learning experience. We have available for use within the department: 30 iPads, a Mimio system, an IPEVO system, and several document cameras. Students have numerous campus-based computers with a variety of software, printing possibilities, and other technological devices.





# 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.

**UNDERGRADUATE EDUCATOR PREPARATION PROGRAM:** Currently our teacher candidates for EC-6, 4-8 and 7-12 certification are required to enroll in a course that focuses on teaching students with disabilities (EDUC373 Survey of Special Populations) effectively. In this course, teacher candidates observe and work with public school students with a variety of disabilities (special needs). While doing their student teaching, teacher candidates are required to participate in at least one ARD meeting for a student with disabilities (special needs). They also attend on LPAC meeting for ESL students during their student teaching. All teacher candidates earning certification at the EC-6,4-8 and 7-12 levels are required to enroll in an English as a Second Language (ESL) course (EDUC374, Foundation of ESL Education). As part of this course, teacher candidates are required to complete ~10 hours of field work which may include basic observations, one-on-one tutoring and whole class instruction using ESL instructional strategies. Teacher candidates seeking EC-12 certification in Music or Physical Education receive their training in working with ESL and special needs students in the coursework provided by their respective departments. Since our university is located in a rural/suburban area, teacher candidates automatically have field experience in rural and suburban schools. In addition, the students have the option to visit inner city schools and write reflections on what they experienced.

### 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.

N/A since we do not prepare special education teachers.

## 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.

We continually track and analyze student testing information including both practice certification exams and real certification exams. This is used for both departmental analysis as well as conversations with students. Data is also utilized by cooperating departments for ongoing improvement and program reviews. The spreadsheet (with 2017-2018 data) used for this is attached.

## Supporting Files

|  |  |
|--|--|
| <a href="#">Completer Testing Data 2017-2018</a> |  |
|--|--|

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 **70**.

Number of program completers from Section I: Program Information, Program Completers is **25**.

For a total enrollment of **95**.

## 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:

Anna Bergstrom

TITLE:

Professor and Certification Officer

## 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:

Jeannette Jones

TITLE:

Professor and Department Chair

## Comparison with Last Year

| Item   | Last Year | This Year | Change |
|--|-----------|-----------|--------|
| <a href="#">Total Enrollment</a>                                     | 72        | 70        | -2.78% |
| <a href="#">Male Enrollment</a>                                      | 22        | 23        | 4.55%  |
| <a href="#">Female Enrollment</a>                                    | 50        | 47        | -6.00% |
| <a href="#">Hispanic/Latino Enrollment</a>                           | 18        | 17        | -5.56% |
| <a href="#">American Indian or Alaska Native Enrollment</a>          | 0         | 0         |        |
| <a href="#">Asian Enrollment</a>                                     | 0         | 0         |        |
| <a href="#">Black or African American Enrollment</a>                 | 4         | 4         | 0.00%  |
| <a href="#">Native Hawaiian or Other Pacific Islander Enrollment</a> | 0         | 0         |        |

| Item  | Last Year | This Year | Change  |
|---|-----------|-----------|---------|
| <a href="#">White Enrollment</a>  | 47        | 47        | 0.00%   |
| <a href="#">Two or more races Enrollment</a>  | 3         | 2         | -33.33% |
| <a href="#">Average number of clock hours required prior to student teaching</a>  | 37.5      | 99.36     | 164.96% |
| <a href="#">Average number of clock hours required for student teaching</a>   | 480       | 480       | 0.00%   |
| <a href="#">Average number of clock hours required for mentoring</a>  | 0         | 0         |         |
| <a href="#">Number of full-time equivalent faculty in supervised clinical experience during this academic year</a>            | 4         | 3         | -25.00% |
| <a href="#">Number of adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)</a> | 0         | 1         |         |
| <a href="#">Number of students in supervised clinical experience during this academic year</a>                                | 102       | 95        | -6.86%  |
| <a href="#">Total completers for current academic year</a>  | 30        | 25        | -16.67% |
| <a href="#">Total completers for prior academic year</a>  | 49        | 30        | -38.78% |
| <a href="#">Total completers for second prior academic year</a>   | 38        | 49        | 28.95%  |