

Institution Information

Name of Institution: Lonestar College - Kingwood

Institution/Program Type: Alternative, not IHE-based

Academic Year: 2015-16

State: Texas

Address: 20000 Kingwood Drive

Kingwood, TX, 77339

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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education? (<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>)

No

If yes, provide the following:

Award year:

Grantee name:

Project name:

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

Section I.a Program Information

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

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Agriculture Science and Technology 6-12	No
Art EC-12	No
Bilingual Generalist 4-8	No

Business Education 6-12	No
Chemistry 7-12	No
Computer Science 8-12	No
Dance 8-12	No
English as a Second Language Generalist 4-8	No
English Language Arts and Reading 4-8	No
English Language Arts and Reading 7-12	No
English Language Arts and Reading/Social Studies 4-8	No
Family and Consumer Science (Grades 6-12)	No
Generalist 4-8	No
Generalist EC-6 a	No
Health EC-12	No
Health Science Technology Education 8-12	No
History 7-12	No

Journalism 7-12	No
Languages Other Than English - French EC-12	No
Languages Other Than English - Spanish EC-12	No
Languages Other Than English -Mandarin Chinese EC-12	No
Life Science 7-12	No
Marketing Education 8-12	No
Mathematics 4-8	No
Mathematics 7-12	No
Mathematics/Science 4-8	No
Music EC-12	No
Physical Education EC-12	No
Physical Science 6-12	No
Physical Science/Mathematics/Engineering 6-12	No
Physics/Mathematics 7-12	No

Science 4-8	No
Science 7-12	No
Social Studies 4-8	No
Social Studies 7-12	No
Special Education EC-12	No
Speech 7-12	No
Technology Applications 8-12	No
Technology Applications EC-12	No
Technology Education 6-12	No
Theatre EC-12	No
Trade and Industrial Education 6-12	No
Total number of teacher preparation programs: 42	

Section I.b Admissions

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

Other When application requirements are completed

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://www.lonestar.edu/cluster-education-training.htm>

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

Apply for the Program - Pay Application Fee of \$40, Receive Qualifying Exam Permission Form - Prepare Application Packet including Resume, Essay, 3 Reference forms, sealed transcripts, GPA 2.5 and Qualifying Exam (TSIA or THEA) scores - Interview and Orientation (30 hours Field Experience is discussed and explained it needs to be completed before Clinical Teaching or Internship) - Pre-Admissions Content Test; Content Exam taken as a PACT option is needed if the candidate does not have the required transcript hours or a GPA above a 2.5

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?

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.

Element	Required for Entry	Required for Exit
Transcript	Data not reported	Data not reported
Fingerprint check	Data not reported	Data not reported
Background check	Data not reported	Data not reported

Minimum number of courses/credits/semester hours completed	Data not reported	Data not reported
Minimum GPA	Data not reported	Data not reported
Minimum GPA in content area coursework	Data not reported	Data not reported
Minimum GPA in professional education coursework	Data not reported	Data not reported
Minimum ACT score	Data not reported	Data not reported
Minimum SAT score	Data not reported	Data not reported
Minimum basic skills test score	Data not reported	Data not reported
Subject area/academic content test or other subject matter verification	Data not reported	Data not reported
Recommendation(s)	Data not reported	Data not reported
Essay or personal statement	Data not reported	Data not reported

Interview	Data not reported	Data not reported
Other	Data not reported	Data not reported

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

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

What is the minimum GPA required for completing the program?

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

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. (§205(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	No
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	No	No
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)	Yes	Yes
Essay or personal statement	Yes	No
Interview	Yes	No
Other	No	No

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

2.5

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

3.09

What is the minimum GPA required for completing the program?

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

2.911

Please provide any additional comments about the information provided above:

The median GPA of individuals accepted into the program is following the guidelines set forth by the Texas Education Agency. Individuals are required to have a GPA of at least a 2.5 to enter the program; if they have below a 2.5, their last 60 hours may be averaged. If after averaging their last 60 hours and they still have below a 2.5, our program may accept 10% of our candidates with a GPA below a 2.5. The Lone Star Colleges ATCP does not have a GPA for those completing the program because our program is under the Continuing Education (CE) department; grades for CE students are Satisfactory and Not-Satisfactory. The GPA for individuals completing the program is from their bachelor's degree.

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.

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

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

Total number of students enrolled in 2015-16:	997
Unduplicated number of males enrolled in 2015-16:	346

Unduplicated number of females enrolled in 2015-16:	651
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2015-16	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	141
<i>Race</i>	
American Indian or Alaska Native:	3
Asian:	50
Black or African American:	206
Native Hawaiian or Other Pacific Islander:	1
White:	541
Two or more races:	6

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	30
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Average number of clock hours required for student teaching	480
Average number of clock hours required for mentoring/induction support	38
Number of full-time equivalent faculty supervising clinical experience during this academic year	0
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	8
Number of students in supervised clinical experience during this academic year	34

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

Required documents – Clinical Teaching Handbook, Recommended Activities, Mentor PowerPoint, Portfolio Guidelines. Hours per semester for the supervisor – 8 hours onsite at the school usually 5 visits to the school. Requirements of visits per semester - 3 formal 45 - 59 min observations and conferences with the Clinical Teacher and Mentor, plus an introductory visit and an end-of-practicum visit. Documentation needed: Site–Visit Log – paper form with signatures for candidate file, Observation forms – 3 part NCR, the mentor teacher accepts the principal copy, Documentation needs explicit ways the Clinical teacher can improve, Obtain Mentor PowerPoint acknowledgement receipt from Clinical Teacher, Portfolio Rubric, End of Practicum evaluation form. The Clinical Teacher attends a 24 hour Pre-Service and a 14 hour Post-Service. An On-line support course is provided during the practicum, 24 hours. The Clinical Teachers are required to complete a 60 day practicum.

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
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Education - General	
Teacher Education - Special Education	9
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	26
Teacher Education - Junior High/Intermediate/Middle School Education	12
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	3
Teacher Education - Business	3
Teacher Education - English/Language Arts	6
Teacher Education - Foreign Language	
Teacher Education - Health	1
Teacher Education - Family and Consumer Sciences/Home Economics	1

Teacher Education - Technology Teacher Education/Industrial Arts	3
Teacher Education - Mathematics	7
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	2
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	16
Teacher Education - Social Science	
Teacher Education - Social Studies	5
Teacher Education - Technical Education	3
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	1
Teacher Education - French	

Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	3
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	9
Teacher Education - Bilingual, Multilingual, and Multicultural Education	3
Education - Other Specify: Math/Physical Science/Engineering	3

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	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	2
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	

Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
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	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	

Liberal Arts/Humanities	3
Psychology	14
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	1
Sociology	3
Visual and Performing Arts	4
History	5
Foreign Languages	1
Family and Consumer Sciences/Human Sciences	9
English Language/Literature	4
Philosophy and Religious Studies	

Agriculture	1
Communication or Journalism	4
Engineering	6
Biology	9
Mathematics and Statistics	4
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	2
Geological and Earth Sciences/Geosciences	3
Physics	
Business/Business Administration/Accounting	12
Computer and Information Sciences	3
Other	10

Specify: Criminal Justice(3) Kinesiology(3) Automotive(1)Interdisciplinary(2)Medical Technology(1)	
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Section I.f Program Completers

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

2015-16: 100

2014-15: 89

2013-14: 106

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

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

Yes

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

14

Did your program meet the goal for prospective teachers set in mathematics 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:

We worked in partnership with Workforce Solutions, they paid for the programs of displaced workers who would be teaching in the high needs area of mathematics. We will continue to recruit through information sessions, local newspaper articles, attending job fairs and advising applicants of this high needs area.

Provide any additional comments, exceptions and explanations below:

We will continue to encourage Workforce Solutions to pay for those who will be teaching mathematics, if they qualify.

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?

14

Provide any additional comments, exceptions and explanations below:

We will continue to encourage Workforce Solutions to pay for those who will be teaching mathematics, if they qualify.

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?

14

Provide any additional comments, exceptions and explanations below:

We will continue to encourage Workforce Solutions to pay for those who will be teaching mathematics, if they qualify.

Section II Annual Goals - Science

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

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

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

Academic year 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?

17

Did your program meet the goal for prospective teachers set in science 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:

We worked in partnership with Workforce Solutions, they paid for the programs of displaced workers who would be teaching in the high needs area of science. We will continue to recruit through information sessions, local newspaper articles, attending job fairs and advising applicants of this high needs area.

Provide any additional comments, exceptions and explanations below:

We will encourage Workforce Solutions to pay for those who will teach in this high needs area, if they qualify.

Academic year 2016-17

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

Yes

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

16

Provide any additional comments, exceptions and explanations below:

We will encourage Workforce Solutions to pay for those who will teach in this high needs area, if they qualify.

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?

16

Provide any additional comments, exceptions and explanations below:

We will encourage Workforce Solutions to pay for those who will teach in this high needs area, if they qualify.

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?

12

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:

We worked in partnership with Workforce Solutions, they paid for the programs of displaced workers who would be teaching in the high needs area of special education. We will continue to recruit through information sessions, local newspaper articles, attending job fairs and advising applicants of this high needs area.

Provide any additional comments, exceptions and explanations below:

We will continue to encourage Workforce Solutions to pay for those who will be teaching in this high needs area.

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?

12

Provide any additional comments, exceptions and explanations below:

We will continue to encourage Workforce Solutions to pay for those who will be teaching in this high needs area.

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?

12

Provide any additional comments, exceptions and explanations below:

The Texas Education Agency is highly encouraging candidates to have a core subject certification along with a special education certification, this may discourage those that want to be a special education teacher because they do not want to take two content exams. We will continue to encourage Workforce Solutions to pay for those who will be teaching in this high needs area.

Section II Annual Goals - Instruction of Limited English Proficient Students

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

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

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

Academic year 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?

14

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students 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:

We worked in partnership with Workforce Solutions, they paid for the programs of displaced workers who would be teaching in the high needs area of limited English proficient teachers. We will continue to recruit through information sessions, local newspaper articles, attending job fairs and advising applicants of this high needs area.

Provide any additional comments, exceptions and explanations below:

We will continue to encourage Workforce Solutions to pay for those who will be teaching in this high needs area.

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?

12

Provide any additional comments, exceptions and explanations below:

We will continue to encourage Workforce Solutions to pay for those who will be teaching in this high needs area.

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?

12

Provide any additional comments, exceptions and explanations below:

We will continue to encourage Workforce Solutions to pay for those who will be teaching in this high needs area.

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 interns complete 108 hours of pre-service training in the competencies for Pedagogy and Professional Responsibilities and 64 hours of training in a combination of face-face and on-line training during internship, covering all required topics in the curriculum. We find the ongoing, hybrid support model most successful, as the interns receive training on topics that are current issues in their teaching assignment.

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TEX172 -AG SCIENCE AND TECHNOLOGY 6-12 Educational Testing Service (ETS) Other enrolled students	1			
TEX178 -ART EC-12 Educational Testing Service (ETS) Other enrolled students	2			
TEX178 -ART EC-12 Educational Testing Service (ETS) All program completers, 2015-16	3			
TEX178 -ART EC-12 Educational Testing Service (ETS) All program completers, 2014-15	3			

TEX176 -BUSINESS EDUCATION 6 -12 Educational Testing Service (ETS) Other enrolled students	6			
TEX176 -BUSINESS EDUCATION 6 -12 Educational Testing Service (ETS) All program completers, 2015-16	3			
TEX176 -BUSINESS EDUCATION 6 -12 Educational Testing Service (ETS) All program completers, 2014-15	1			
TEX176 -BUSINESS EDUCATION 6 -12 Educational Testing Service (ETS) All program completers, 2013-14	2			
TEX240 -CHEMISTRY 7-12 Educational Testing Service (ETS) All program completers, 2014-15	1			
TEX806 -CORE SUBJECTS 4 - 8 ELAR Educational Testing Service (ETS) Other enrolled students	7			
TEX807 -CORE SUBJECTS 4 - 8 MATHEMATICS Educational Testing Service (ETS) Other enrolled students	7			
TEX809 -CORE SUBJECTS 4 - 8 SCIENCE Educational Testing Service (ETS) Other enrolled students	7			

TEX808 -CORE SUBJECTS 4 - 8 SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	7			
TEX801 -CORE SUBJECTS EC - 6 ELAR Educational Testing Service (ETS) Other enrolled students	24	247	17	71
TEX801 -CORE SUBJECTS EC - 6 ELAR Educational Testing Service (ETS) All program completers, 2015-16	9			
TEX805 -CORE SUBJECTS EC - 6 FINE ARTS HEALTH AND PE Educational Testing Service (ETS) Other enrolled students	24	255	20	83
TEX805 -CORE SUBJECTS EC - 6 FINE ARTS HEALTH AND PE Educational Testing Service (ETS) All program completers, 2015-16	9			
TEX802 -CORE SUBJECTS EC - 6 MATHEMATICS Educational Testing Service (ETS) Other enrolled students	24	247	15	63
TEX802 -CORE SUBJECTS EC - 6 MATHEMATICS Educational Testing Service (ETS) All program completers, 2015-16	9			
TEX804 -CORE SUBJECTS EC - 6 SCIENCE Educational Testing Service (ETS) Other enrolled students	24	244	17	71

TEX804 -CORE SUBJECTS EC - 6 SCIENCE Educational Testing Service (ETS) All program completers, 2015-16	9			
TEX803 -CORE SUBJECTS EC - 6 SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	24	237	16	67
TEX803 -CORE SUBJECTS EC - 6 SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2015-16	9			
TEX179 -DANCE 8 - 12 Educational Testing Service (ETS) All program completers, 2015-16	1			
TEX179 -DANCE 8 - 12 Educational Testing Service (ETS) All program completers, 2014-15	1			
TEX179 -DANCE 8 - 12 Educational Testing Service (ETS) All program completers, 2013-14	1			
TEX113 -ENG LANG ART - READSOC STUDIES 4 - 8 Educational Testing Service (ETS) Other enrolled students	2			
TEX117 -ENG LANGUAGE ARTS AND READING 4 - 8 Educational Testing Service (ETS) Other enrolled students	3			

TEX117 -ENG LANGUAGE ARTS AND READING 4 - 8 Educational Testing Service (ETS) All program completers, 2013-14	1			
TEX231 -ENG LANGUAGE ARTS AND READING 7-12 Educational Testing Service (ETS) Other enrolled students	7			
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	4			
TEX131 -ENG LANGUAGE ARTS AND READING 8-12 Educational Testing Service (ETS) Other enrolled students	5			
TEX131 -ENG LANGUAGE ARTS AND READING 8-12 Educational Testing Service (ETS) All program completers, 2014-15	1			
OTH0200 -FAMILY - CONSUMER SCIENCE Other Other enrolled students	1			
OTH0200 -FAMILY - CONSUMER SCIENCE Other All program completers, 2015-16	1			

TEX111 -GENERALIST 4 - 8 Educational Testing Service (ETS) Other enrolled students	12	249	9	75
TEX111 -GENERALIST 4 - 8 Educational Testing Service (ETS) All program completers, 2015-16	7			
TEX111 -GENERALIST 4 - 8 Educational Testing Service (ETS) All program completers, 2014-15	11	266	11	100
TEX111 -GENERALIST 4 - 8 Educational Testing Service (ETS) All program completers, 2013-14	8			
TEX191 -GENERALIST EC - 6 Educational Testing Service (ETS) Other enrolled students	40	237	18	45
TEX191 -GENERALIST EC - 6 Educational Testing Service (ETS) All program completers, 2015-16	15	257	15	100
TEX191 -GENERALIST EC - 6 Educational Testing Service (ETS) All program completers, 2014-15	29	253	29	100
TEX191 -GENERALIST EC - 6 Educational Testing Service (ETS) All program completers, 2013-14	29	256	28	97

TEX157 -HEALTH EC - 12 Educational Testing Service (ETS) Other enrolled students	2			
TEX157 -HEALTH EC - 12 Educational Testing Service (ETS) All program completers, 2015-16	1			
TEX157 -HEALTH EC - 12 Educational Testing Service (ETS) All program completers, 2013-14	1			
TEX173 -HEALTH SCIENCE TECHNOLOGY ED 8-12 Educational Testing Service (ETS) Other enrolled students	2			
TEX173 -HEALTH SCIENCE TECHNOLOGY ED 8-12 Educational Testing Service (ETS) All program completers, 2014-15	1			
TEX233 -HISTORY 7-12 Educational Testing Service (ETS) Other enrolled students	3			
TEX133 -HISTORY 8 -12 Educational Testing Service (ETS) Other enrolled students	2			
TEX133 -HISTORY 8 -12 Educational Testing Service (ETS) All program completers, 2014-15	1			

TEX156 -JOURNALISM 8-12 Educational Testing Service (ETS) All program completers, 2014-15	1			
TEX156 -JOURNALISM 8-12 Educational Testing Service (ETS) All program completers, 2013-14	1			
TEX238 -LIFE SCIENCE 7-12 Educational Testing Service (ETS) All program completers, 2015-16	1			
TEX238 -LIFE SCIENCE 7-12 Educational Testing Service (ETS) All program completers, 2014-15	1			
TEX138 -LIFE SCIENCE 8 -12 Educational Testing Service (ETS) Other enrolled students	3			
TEX610 -LOTE-FRENCH EC - 12 Educational Testing Service (ETS) Other enrolled students	2			
TEX613 -LOTE-SPANISH EC - 12 Educational Testing Service (ETS) Other enrolled students	5			
TEX613 -LOTE-SPANISH EC - 12 Educational Testing Service (ETS) All program completers, 2015-16	1			

TEX613 -LOTE-SPANISH EC - 12 Educational Testing Service (ETS) All program completers, 2014-15	1			
TEX613 -LOTE-SPANISH EC - 12 Educational Testing Service (ETS) All program completers, 2013-14	1			
TEX175 -MARKETING EDUCATION 8-12 Educational Testing Service (ETS) Other enrolled students	1			
TEX274 -MATH PHYSICAL SCIENCE ENG 6-12 Educational Testing Service (ETS) Other enrolled students	1			
TEX274 -MATH PHYSICAL SCIENCE ENG 6-12 Educational Testing Service (ETS) All program completers, 2015-16	2			
TEX174 -MATH PHYSICAL SCIENCE ENG 8-12 Educational Testing Service (ETS) All program completers, 2015-16	1			
TEX174 -MATH PHYSICAL SCIENCE ENG 8-12 Educational Testing Service (ETS) All program completers, 2014-15	1			
TEX115 -MATHEMATICS 4 - 8 Educational Testing Service (ETS) Other enrolled students	2			

TEX115 -MATHEMATICS 4 - 8 Educational Testing Service (ETS) All program completers, 2015-16	1			
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	2			
TEX235 -MATHEMATICS 7-12 Educational Testing Service (ETS) Other enrolled students	4			
TEX235 -MATHEMATICS 7-12 Educational Testing Service (ETS) All program completers, 2015-16	4			
TEX235 -MATHEMATICS 7-12 Educational Testing Service (ETS) All program completers, 2014-15	2			
TEX135 -MATHEMATICS 8 -12 Educational Testing Service (ETS) Other enrolled students	4			
TEX135 -MATHEMATICS 8 -12 Educational Testing Service (ETS) All program completers, 2013-14	4			

TEX114 -MATHSCIENCE 4-8 Educational Testing Service (ETS) All program completers, 2015-16	1			
TEX177 -MUSIC EC-12 Educational Testing Service (ETS) Other enrolled students	2			
TEX177 -MUSIC EC-12 Educational Testing Service (ETS) All program completers, 2013-14	2			
TEX170 -PED - PROF RESP-TRADE - IND ED 8-12 Educational Testing Service (ETS) Other enrolled students	1			
TEX170 -PED - PROF RESP-TRADE - IND ED 8-12 Educational Testing Service (ETS) All program completers, 2013-14	3			
TEX160 -PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) Other enrolled students	92	256	79	86
TEX160 -PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) All program completers, 2015-16	75	269	75	100
TEX160 -PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) All program completers, 2014-15	76	268	76	100

TEX160 -PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) All program completers, 2013-14	65	265	65	100
TEX194 -PEDAGOGY - PROF. RESP. EC-6 Educational Testing Service (ETS) All program completers, 2013-14	1			
TEX158 -PHYSICAL EDUCATION EC-12 Educational Testing Service (ETS) Other enrolled students	3			
TEX158 -PHYSICAL EDUCATION EC-12 Educational Testing Service (ETS) All program completers, 2015-16	2			
TEX158 -PHYSICAL EDUCATION EC-12 Educational Testing Service (ETS) All program completers, 2014-15	3			
TEX158 -PHYSICAL EDUCATION EC-12 Educational Testing Service (ETS) All program completers, 2013-14	2			
TEX243 -PHYSICS MATH 7-12 Educational Testing Service (ETS) Other enrolled students	1			
TEX143 -PHYSICS MATHEMATICS 8-12 Educational Testing Service (ETS) All program completers, 2015-16	1			

TEX143 -PHYSICS MATHEMATICS 8-12 Educational Testing Service (ETS) All program completers, 2013-14	1			
TEX270 -PPR TRADE AND INDUSTRIAL EDUC 6-12 Educational Testing Service (ETS) Other enrolled students	1			
TEX270 -PPR TRADE AND INDUSTRIAL EDUC 6-12 Educational Testing Service (ETS) All program completers, 2015-16	2			
TEX116 -SCIENCE 4-8 Educational Testing Service (ETS) Other enrolled students	4			
TEX116 -SCIENCE 4-8 Educational Testing Service (ETS) All program completers, 2015-16	1			
TEX236 -SCIENCE 7-12 Educational Testing Service (ETS) Other enrolled students	7			
TEX236 -SCIENCE 7-12 Educational Testing Service (ETS) All program completers, 2015-16	12	261	12	100
TEX236 -SCIENCE 7-12 Educational Testing Service (ETS) All program completers, 2014-15	5			

TEX136 -SCIENCE 8-12 Educational Testing Service (ETS) Other enrolled students	5			
TEX136 -SCIENCE 8-12 Educational Testing Service (ETS) All program completers, 2013-14	7			
TEX118 -SOCIAL STUDIES 4-8 Educational Testing Service (ETS) Other enrolled students	5			
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	7			
TEX232 -SOCIAL STUDIES 7-12 Educational Testing Service (ETS) All program completers, 2015-16	3			
TEX232 -SOCIAL STUDIES 7-12 Educational Testing Service (ETS) All program completers, 2014-15	4			
TEX132 -SOCIAL STUDIES 8-12 Educational Testing Service (ETS) Other enrolled students	2			

TEX132 -SOCIAL STUDIES 8-12 Educational Testing Service (ETS) All program completers, 2014-15	3			
TEX132 -SOCIAL STUDIES 8-12 Educational Testing Service (ETS) All program completers, 2013-14	3			
TEX161 -SPECIAL EDUCATION EC-12 Educational Testing Service (ETS) Other enrolled students	10	238	6	60
TEX161 -SPECIAL EDUCATION EC-12 Educational Testing Service (ETS) All program completers, 2015-16	8			
TEX161 -SPECIAL EDUCATION EC-12 Educational Testing Service (ETS) All program completers, 2014-15	3			
TEX161 -SPECIAL EDUCATION EC-12 Educational Testing Service (ETS) All program completers, 2013-14	5			
TEX129 -SPEECH COMMUNICATIONS 7-12 TEXES Educational Testing Service (ETS) All program completers, 2014-15	1			
TEX129 -SPEECH COMMUNICATIONS 7-12 TEXES Educational Testing Service (ETS) All program completers, 2013-14	1			

TEX142 -TECHNOLOGY APPLICATIONS EC -12 Educational Testing Service (ETS) All program completers, 2015-16	1			
TEX171 -TECHNOLOGY EDUCATION 6-12 Educational Testing Service (ETS) Other enrolled students	1			
TEX171 -TECHNOLOGY EDUCATION 6-12 Educational Testing Service (ETS) All program completers, 2015-16	2			
TEX171 -TECHNOLOGY EDUCATION 6-12 Educational Testing Service (ETS) All program completers, 2014-15	1			
TEX180 -THEATRE EC-12 Educational Testing Service (ETS) All program completers, 2014-15	1			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2015-16	81	81	100
All program completers, 2014-15	80	79	99
All program completers, 2013-14	72	71	99

Section IV Low-Performing

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

Is your teacher preparation program currently approved or accredited?

Yes

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

State

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

No

Section V Use of Technology

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

Does your program prepare teachers to:

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

Curriculum is included in pre-service coursework, online coursework and Integrating Technology in the Classroom course is offered during the Internship year.

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.

Students take a 48 hour course Components of Special Education and have modules in their online support course for working with students with disabilities.

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.

Students take a 48 hour course Components of Special Education and have modules in their online support course for working with students with disabilities. Special Education certified teachers must also pass the content exam before they may be hired as a teacher of record.

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.

Supporting Files

Complete Report Card

AY 2015-16

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