



Midwestern State University
Traditional Report AY 2017-18
Texas



100% COMPLETE

STATUS: IN PROGRESS

Institution Information

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CITY

Wichita Falls

STATE

Texas

ZIP

76308

SALUTATION

Dr.

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

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

☐ Yes
☒ No

If yes, provide the following:

AWARD YEAR

GRANTEE NAME

PROJECT NAME

GRANT NUMBER

LIST PARTNER DISTRICTS/LEAS (ONE PER LINE)

LIST OTHER PARTNERS (ONE PER LINE)

PROJECT TYPE

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

List of Programs

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

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

THIS PAGE INCLUDES:

>> [Program Information](#)

Program Information

List each teacher preparation program included in your 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	
Bilingual Education Supplemental - Spanish	No	
Business Education (Grades 6-12)	No	
Core Subjects EC-6	No	
Core Subjects 4-8	No	
English Language Arts and Reading (Grades 4-8)	No	
English Language Arts and Reading (Grades 7-12)	No	
History (Grades 7-12)	No	
Journalism (Grades 7-12)	No	
Languages Other Than English (French Grades EC-12)	No	
Languages Other Than English (Spanish Grades EC-12)	No	
Life Sciences (Grades 7-12)	No	
Mathematics (Grades 4-8)	No	
Mathematics (Grades 7-12)	No	
Music (Grades EC-12)	No	

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Physical Education (Grades EC-12)	No	
Physical Science (Grades 7-12)	No	
Science (Grades 4-8)	No	
Science (Grades 7-12)	No	
Social Studies (Grades 4-8)	No	
Social Studies (Grades 7-12)	No	
Special Education (Grades EC-12)	No	
Theatre (Grades EC-12)	No	
Total number of teacher preparation programs: 23		

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.

THIS PAGE INCLUDES:

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

Admissions

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

Other

If Other, please specify:

Upon completion of 45 hours of coursework

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:

https://msutexas.edu/academics/education/undergraduate.php

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

Prior to submitting the student for approval, the Certification Officer meets with the student and appropriate department chairs and the College of Education Dean to determine if the student should be presented to the committee for admission under conditions. In such cases the student must have evidenced efforts to improve academically over a period of several semesters plus meet all other admission requirements. Exceptions are presented to the Teacher Education Committee for consideration only if there is strong supporting evidence that the student is qualified to enter the program and the appropriate chair(s) and dean(s) are in agreement to proceed with program admission.

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	☒ Yes ☐ No	☒ Yes ☐ No
Fingerprint check	☐ Yes ☒ No	☐ Yes ☒ No
Background check	☐ Yes ☒ No	☐ Yes ☒ No
Minimum number of courses/credits/semester hours completed	☒ Yes ☐ No	☒ Yes ☐ No
Minimum GPA	☒ Yes ☐ No	☒ Yes ☐ No
Minimum GPA in content area coursework	☐ Yes ☒ No	☒ Yes ☐ No
Minimum GPA in professional education coursework	☐ Yes ☒ No	☒ Yes ☐ No
Minimum ACT score	☐ Yes ☒ No	☐ Yes ☒ No
Minimum SAT score	☐ Yes ☒ No	☐ Yes ☒ No
Minimum basic skills test score	☐ Yes ☒ No	☐ Yes ☒ No
Subject area/academic content test or other subject matter verification	☐ Yes ☒ No	☐ Yes ☒ No
Recommendation(s)	☐ Yes ☒ No	☐ Yes ☒ No
Essay or personal statement	☐ Yes ☒ No	☐ Yes ☒ No
Interview	☒ Yes ☐ No	☐ Yes ☒ No
Other Specify: on-line prescreening	☒ Yes ☐ No	☐ Yes ☒ 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?

3.25
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?

3.5
6. Please provide any additional information about the information provided above:

Postgraduate Requirements

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

1. Are there initial teacher certification programs at the postgraduate level?

- ☒ Yes
- ☐ No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the postgraduate level. If no, leave the rest of the page blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Required for Entry	Required for Exit
Transcript	☒ Yes ☐ No	☒ Yes ☐ No
Fingerprint check	☐ Yes ☒ No	☐ Yes ☒ No
Background check	☐ Yes ☒ No	☐ Yes ☒ No
Minimum number of courses/credits/semester hours completed	☒ Yes ☐ No	☒ Yes ☐ No
Minimum GPA	☒ Yes ☐ No	☒ Yes ☐ No
Minimum GPA in content area coursework	☐ Yes ☒ No	☒ Yes ☐ No
Minimum GPA in professional education coursework	☐ Yes ☒ No	☒ Yes ☐ No
Minimum ACT score	☐ Yes ☒ No	☐ Yes ☒ No
Minimum SAT score	☐ Yes ☒ No	☐ Yes ☒ No
Minimum basic skills test score	☐ Yes ☒ No	☐ Yes ☒ No
Subject area/academic content test or other subject matter verification	☒ Yes ☐ No	☒ Yes ☐ No
Recommendation(s)	☐ Yes ☒ No	☐ Yes ☒ No
Essay or personal statement	☐ Yes ☒ No	☐ Yes ☒ No
Interview	☒ Yes ☐ No	☐ Yes ☒ No
Other Specify: On-line Pre-screening	☒ Yes ☐ No	☐ Yes ☒ 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?

3.21

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?

-6

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

No postgraduate completers for 2017-18.

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	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)	18
Number of students in supervised clinical experience during this academic year	79

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

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.

THIS PAGE INCLUDES:

>> [Enrollment](#)

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	216
Unduplicated number of males enrolled in 2017-18	48
Unduplicated number of females enrolled in 2017-18	168

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
Ethnicity	
Hispanic/Latino of any race	35
Race	

2017-18	Number Enrolled
American Indian or Alaska Native	1
Asian	1
Black or African American	12
Native Hawaiian or Other Pacific Islander	0
White	151
Two or more races	16

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	
13.10	Teacher Education - Special Education	11
13.1210	Teacher Education - Early Childhood Education	
13.1202	Teacher Education - Elementary Education	52
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	2
13.1205	Teacher Education - Secondary Education	
13.1206	Teacher Education - Multiple Levels	

CIP Code	Subject Area	Number Prepared
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	4
13.1306	Teacher Education - Foreign Language	2
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	3
13.1312	Teacher Education - Music	4
13.1314	Teacher Education - Physical Education and Coaching	5
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	3
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	4
13.1319	Teacher Education - Technical Education	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	1
13.1325	Teacher Education - French	
13.1326	Teacher Education - German	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1330	Teacher Education - Spanish	

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	
13.1332	Teacher Education - Geography	
13.1333	Teacher Education - Latin	
13.1335	Teacher Education - Psychology	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	
13.99	Education - Other Specify: 	

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	
13.10	Teacher Education - Special Education	11
13.1210	Teacher Education - Early Childhood Education	
13.1202	Teacher Education - Elementary Education	52
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	2
13.1205	Teacher Education - Secondary Education	
13.1301	Teacher Education - Agriculture	

CIP Code	Academic Major	Number Prepared
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	4
13.1306	Teacher Education - Foreign Language	2
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	3
13.1312	Teacher Education - Music	4
13.1314	Teacher Education - Physical Education and Coaching	5
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science	3
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	4
13.1319	Teacher Education - Technical Education	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	1
13.1325	Teacher Education - French	
13.1326	Teacher Education - German	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1330	Teacher Education - Spanish	
13.1331	Teacher Education - Speech	

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

CIP Code	Academic Major	Number Prepared
26	Biology	
27	Mathematics and Statistics	
40.01	Physical Sciences	
40.02	Astronomy and Astrophysics	
40.04	Atmospheric Sciences and Meteorology	
40.05	Chemistry	
40.06	Geological and Earth Sciences/Geosciences	
40.08	Physics	
52	Business/Business Administration/Accounting	
11	Computer and Information Sciences	
99	Other Specify: 	

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	80
2016-17	82
2015-16	75

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?

10

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:

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

We added 9 mathematics candidates during the reporting year. Our goal was 10 candidates. We have secured additional funding for scholarships to attract and recruit students in high needs areas. Our advisor will participate in Texas Association of Future Educators (TAFE) conferences to recruit candidates into high needs areas.

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

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?

10

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

Acquired a grant from the National Science Foundation to improve pathways to Mathematics certification. Created partnerships with multiple 2 year colleges for pathways. We have secured additional funding for scholarships to attract and recruit students in high needs areas. Our advisor will participate in Texas Association of Future Educators (TAFE) conferences to recruit candidates into high needs areas.

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?

10

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

Annual Goals - Science

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

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/oep/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?

10

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:

We added 3 mathematics candidates during the reporting year. Our goal was 10 candidates. We have secured additional funding for scholarships to attract and recruit students in high needs areas. Our advisor will participate in Texas Association of Future Educators (TAFE) conferences to recruit candidates into high needs areas.

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?

10

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

Acquired a grant from the National Science Foundation to improve pathways to Mathematics certification. Created partnerships with multiple 2 year colleges for pathways. We have secured additional funding for scholarships to attract and recruit students in high needs areas. Our advisor will participate in Texas Association of Future Educators (TAFE) conferences to recruit candidates into high needs areas.

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?

5

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

Annual Goals - Special Education

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

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/oep/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?

10

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:

We added 11 mathematics candidates during the reporting year. Our goal was 10 candidates. We have secured additional funding for scholarships to attract and recruit students in high needs areas. Our advisor will participate in Texas Association of Future Educators (TAFE) conferences to recruit candidates into high needs areas.

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 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?

10

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

We have secured additional funding for scholarships to attract and recruit students in high needs areas. Our advisor will participate in Texas Association of Future Educators (TAFE) conferences to recruit candidates into high needs areas.

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?

10

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

We have secured additional funding for scholarships to attract and recruit students in high needs areas. Our advisor will participate in Texas Association of Future Educators (TAFE) conferences to recruit candidates into high needs areas.

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?

10

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 added 2 mathematics candidates during the reporting year. Our goal was 10 candidates. We have secured additional funding for scholarships to attract and recruit students in high needs areas. Our advisor will participate in Texas Association of Future Educators (TAFE) conferences to recruit candidates into high needs areas.

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:

WCOE will write a plan for participation in Raise Your Hand Texas grant to recruit candidates into high need areas and fields through state funded scholarships.

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?

10

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

Created a recruiting plan to target Math and other high need fields and under-represented students. Completed a scope and sequence study for Bilingual curriculum. Plan changes to curriculum to improve passing rate.

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 have secured additional funding for scholarships to attract and recruit students in high needs areas. Our advisor will participate in Texas Association of Future Educators (TAFE) conferences to recruit candidates into high needs areas.

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:

Added more content specific methodology courses
Added more relevant instructional technology
Redesigned an advanced technology course to be integrated with methods courses
Removed a redundant human development course and added a diversity course. Adding an innovation specialist
Recently completed CAEP national accreditation process

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.

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
178 -ART EC-12 Evaluation Systems group of Pearson Other enrolled students	1			
178 -ART EC-12 Evaluation Systems group of Pearson All program completers, 2016-17	1			
178 -ART EC-12 Evaluation Systems group of Pearson All program completers, 2015-16	4			
806 -CORE SUBJECTS 4-8 ELAR Evaluation Systems group of Pearson All program completers, 2017-18	2			
807 -CORE SUBJECTS 4-8 MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	2			
809 -CORE SUBJECTS 4-8 SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	2			
808 -CORE SUBJECTS 4-8 SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2017-18	2			
801 -CORE SUBJECTS EC-6 ELAR Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
801 -CORE SUBJECTS EC-6 ELAR Evaluation Systems group of Pearson Other enrolled students	1			
801 -CORE SUBJECTS EC-6 ELAR Evaluation Systems group of Pearson All program completers, 2017-18	39	260	38	97

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
801 -CORE SUBJECTS EC-6 ELAR Evaluation Systems group of Pearson All program completers, 2016-17	36	270	36	100
801 -CORE SUBJECTS EC-6 ELAR Evaluation Systems group of Pearson All program completers, 2015-16	25	268	25	100
805 -CORE SUBJECTS EC-6 FINE ARTS HEALTH AND PE Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
805 -CORE SUBJECTS EC-6 FINE ARTS HEALTH AND PE Evaluation Systems group of Pearson Other enrolled students	1			
805 -CORE SUBJECTS EC-6 FINE ARTS HEALTH AND PE Evaluation Systems group of Pearson All program completers, 2017-18	39	259	38	97
805 -CORE SUBJECTS EC-6 FINE ARTS HEALTH AND PE Evaluation Systems group of Pearson All program completers, 2016-17	36	266	36	100
805 -CORE SUBJECTS EC-6 FINE ARTS HEALTH AND PE Evaluation Systems group of Pearson All program completers, 2015-16	25	264	25	100
802 -CORE SUBJECTS EC-6 MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
802 -CORE SUBJECTS EC-6 MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	1			
802 -CORE SUBJECTS EC-6 MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	39	262	36	92
802 -CORE SUBJECTS EC-6 MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	36	274	35	97
802 -CORE SUBJECTS EC-6 MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	25	270	25	100
804 -CORE SUBJECTS EC-6 SCIENCE Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
804 -CORE SUBJECTS EC-6 SCIENCE Evaluation Systems group of Pearson Other enrolled students	1			
804 -CORE SUBJECTS EC-6 SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	39	253	34	87

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	
804 -CORE SUBJECTS EC-6 SCIENCE Evaluation Systems group of Pearson All program completers, 2016-17	36	264	35	97	
804 -CORE SUBJECTS EC-6 SCIENCE Evaluation Systems group of Pearson All program completers, 2015-16	25	258	25	100	
803 -CORE SUBJECTS EC-6 SOCIAL STUDIES Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1				
803 -CORE SUBJECTS EC-6 SOCIAL STUDIES Evaluation Systems group of Pearson Other enrolled students	1				
803 -CORE SUBJECTS EC-6 SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2017-18	39	255	35	90	
803 -CORE SUBJECTS EC-6 SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2016-17	36	261	34	94	
803 -CORE SUBJECTS EC-6 SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2015-16	25	256	25	100	
117 -ENG LANGUAGE ARTS AND READING 4-8 Evaluation Systems group of Pearson All program completers, 2017-18	1				
117 -ENG LANGUAGE ARTS AND READING 4-8 Evaluation Systems group of Pearson All program completers, 2016-17	1				
117 -ENG LANGUAGE ARTS AND READING 4-8 Evaluation Systems group of Pearson All program completers, 2015-16	3				
231 -ENG LANGUAGE ARTS AND READING 7-12 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1				
231 -ENG LANGUAGE ARTS AND READING 7-12 Evaluation Systems group of Pearson All program completers, 2017-18	3				
231 -ENG LANGUAGE ARTS AND READING 7-12 Evaluation Systems group of Pearson All program completers, 2016-17	1				
231 -ENG LANGUAGE ARTS AND READING 7-12 Evaluation Systems group of Pearson All program completers, 2015-16	6				
191 -GENERALIST EC-6 Evaluation Systems group of Pearson All program completers, 2015-16	3				

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
238 -LIFE SCIENCE 7-12 Evaluation Systems group of Pearson All program completers, 2015-16	1			
613 -LOTE: SPANISH EC-12 Evaluation Systems group of Pearson All program completers, 2017-18	2			
613 -LOTE: SPANISH EC-12 Evaluation Systems group of Pearson All program completers, 2016-17	1			
115 -MATHEMATICS 4-8 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
115 -MATHEMATICS 4-8 Evaluation Systems group of Pearson All program completers, 2017-18	1			
115 -MATHEMATICS 4-8 Evaluation Systems group of Pearson All program completers, 2016-17	4			
115 -MATHEMATICS 4-8 Evaluation Systems group of Pearson All program completers, 2015-16	3			
235 -MATHEMATICS 7-12 Evaluation Systems group of Pearson All program completers, 2017-18	1			
235 -MATHEMATICS 7-12 Evaluation Systems group of Pearson All program completers, 2016-17	1			
235 -MATHEMATICS 7-12 Evaluation Systems group of Pearson All program completers, 2015-16	2			
177 -MUSIC EC-12 Evaluation Systems group of Pearson All program completers, 2017-18	3			
177 -MUSIC EC-12 Evaluation Systems group of Pearson All program completers, 2016-17	3			
177 -MUSIC EC-12 Evaluation Systems group of Pearson All program completers, 2015-16	1			
160 -PEDAGOGY-PROF RESP EC-12 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	7			
160 -PEDAGOGY-PROF RESP EC-12 Evaluation Systems group of Pearson All program completers, 2017-18	72	263	69	96

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	
160 -PEDAGOGY-PROF RESP EC-12 Evaluation Systems group of Pearson All program completers, 2016-17	72	267	71	99	
160 -PEDAGOGY-PROF RESP EC-12 Evaluation Systems group of Pearson All program completers, 2015-16	72	268	72	100	
158 -PHYSICAL EDUCATION EC-12 Evaluation Systems group of Pearson All program completers, 2017-18	5				
158 -PHYSICAL EDUCATION EC-12 Evaluation Systems group of Pearson All program completers, 2016-17	8				
158 -PHYSICAL EDUCATION EC-12 Evaluation Systems group of Pearson All program completers, 2015-16	8				
116 -SCIENCE 4-8 Evaluation Systems group of Pearson All program completers, 2017-18	2				
116 -SCIENCE 4-8 Evaluation Systems group of Pearson All program completers, 2016-17	2				
116 -SCIENCE 4-8 Evaluation Systems group of Pearson All program completers, 2015-16	4				
236 -SCIENCE 7-12 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1				
236 -SCIENCE 7-12 Evaluation Systems group of Pearson All program completers, 2017-18	1				
236 -SCIENCE 7-12 Evaluation Systems group of Pearson All program completers, 2016-17	3				
236 -SCIENCE 7-12 Evaluation Systems group of Pearson All program completers, 2015-16	3				
118 -SOCIAL STUDIES 4-8 Evaluation Systems group of Pearson All program completers, 2017-18	2				
118 -SOCIAL STUDIES 4-8 Evaluation Systems group of Pearson All program completers, 2016-17	1				
118 -SOCIAL STUDIES 4-8 Evaluation Systems group of Pearson All program completers, 2015-16	2				

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
232 -SOCIAL STUDIES 7-12 Evaluation Systems group of Pearson All program completers, 2017-18	2			
232 -SOCIAL STUDIES 7-12 Evaluation Systems group of Pearson All program completers, 2016-17	1			
232 -SOCIAL STUDIES 7-12 Evaluation Systems group of Pearson All program completers, 2015-16	1			
161 -SPECIAL EDUCATION EC-12 Evaluation Systems group of Pearson All program completers, 2017-18	10	255	10	100
161 -SPECIAL EDUCATION EC-12 Evaluation Systems group of Pearson All program completers, 2016-17	9			
161 -SPECIAL EDUCATION EC-12 Evaluation Systems group of Pearson All program completers, 2015-16	6			
180 -THEATRE EC-12 Evaluation Systems group of Pearson All program completers, 2017-18	1			
180 -THEATRE EC-12 Evaluation Systems group of Pearson All program completers, 2016-17	1			
180 -THEATRE EC-12 Evaluation Systems group of Pearson All program completers, 2015-16	1			

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.

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2017-18	74	62	84
All program completers, 2016-17	72	67	93
All program completers, 2015-16	72	71	99

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.

THIS PAGE INCLUDES:

>> [Low-Performing](#)

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

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.

Modifications were made to the Advanced Technology course required of all teacher certification candidates. The curriculum was alinged to the ISTE standards. Google Educator Certification was incorporated in the program. An innovation specialist was hired to support teacher certification candidates in using technology during clinical experiences and to provide on-going technology training to teacher education faculty.

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.

In SPED 3613:Exceptional Individuals, 30% of the course grade is the creation of an Accommodations Manual. The manual includes accommodations for children with most disabilities covered in IDEA, with Learning Disabilities accommodations addressing dyslexia, dysgraphia, dysphasia, dyscalculia, and dyspraxia. In order to Meet Expectation, a student must include the accommodations for each disability presented by the professor or guest lecturer and additional accommodations retrieved from respected websites. The website portion of the assignment allows students to learn where to go to find accommodations that may serve children in Tier 1 or Tier 2 and prevent children from needing to be referred to Tier 3 for special education. Students are instructed to use the manual in methods courses when planning Universal Design for Learning (UDL) lesson plans. Students review the laws related to IEPs, view brief videos about IEP meetings, and participate in class discussions. A new assessment was added to the course that requires all teacher certification candidates to complete a Lesson Accommodation Plan. In addition, a new LEP assessment was added to the program to measure candidates' abilities to address the needs of LEP students.

3. Does your program prepare special education teachers to:

a. teach students with disabilities effectively

☒ Yes

- ☐ No
☐ Program does not prepare special education teachers

b. participate as a member of individualized education program teams

- ☒ Yes
☐ No
☐ Program does not prepare special education teachers

c. teach students who are limited English proficient effectively

- ☒ Yes
☐ No
☐ Program does not prepare special education teachers

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

All of the requirements and activities noted in the previous section applies to special education students as well. In addition, special education teacher candidates engage in rich and varied field experiences in Foundations and Transition/Vocational Special Education by a) assisting at the Arc of Wichita County, b) service to the community (e.g., Special Olympics events, Rose Street School); in Cognitive Disorders and Tier III Reading Strategies by teaching children one-on-one in the MSU Summer Tier III Reading Strategies Clinic; in Affective Disorders by assisting in programs designed for students with emotional and behavioral disorders (e.g., Rose Street School); in Early Childhood Special Education by assisting with Early Head Start and at the local ISD in a PPCD program; conducting a language development project with a young child in a licensed day care center; and in Transitional/Vocational Education by teaching secondary students at Herschi High School. Students learn how to participate in IEP teams by participating in a mock-IEP committee meeting as part of the Assessment course. The elements are addressed repeatedly through the program and measured multiple times, include during clinical experiences.

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.

-All West College of Education students receive speech and language screening and therapy as needed as a free service; most therapy is related to grammar and colloquialisms. The speech therapist must report adequate progress before students proceed to student teaching. -Students receive preparation for TExES testing, including test-taking strategies, practice examination, and feedback on the results. -The program pays for teacher candidates to take Google Educator Certification exams as a value-added element to their programs. Candidates can leave the program as a Level I or Level II Google Certified Educator.

Supporting Files

No files have been provided.

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

Report Card Certification

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

Enrollment Confirmation

Total Title II enrollment from Section I: Program Information, Enrollment is **216**.

Number of program completers from Section I: Program Information, Program Completers is **80**.

For a total enrollment of **296**.

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:

TITLE:

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:

TITLE:

Comparison with Last Year

Item	Last Year	This Year	Change
Total Enrollment	206	216	4.85%
Male Enrollment	45	48	6.67%
Female Enrollment	161	168	4.35%
Hispanic/Latino Enrollment	33	35	6.06%
American Indian or Alaska Native Enrollment	1	1	0.00%
Asian Enrollment	3	1	-66.67%
Black or African American Enrollment	14	12	-14.29%
Native Hawaiian or Other Pacific Islander Enrollment	1	0	

Item	Last Year	This Year	Change
White Enrollment	140	151	7.86%
Two or more races Enrollment	10	16	60.00%
Average number of clock hours required prior to student teaching	35	36	2.86%
Average number of clock hours required for student teaching	480	480	0.00%
Average number of clock hours required for mentoring	0	0	
Number of full-time equivalent faculty in supervised clinical experience during this academic year	5	3	-40.00%
Number of adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	146	18	-87.67%
Number of students in supervised clinical experience during this academic year	82	79	-3.66%
Total completers for current academic year	82	80	-2.44%
Total completers for prior academic year	75	82	9.33%
Total completers for second prior academic year	99	75	-24.24%