



Texas A&M University - San Antonio
Traditional Report AY 2021-22
Texas



REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Academic year](#)
- [IPEDS ID](#)

IPEDS ID

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

CITY

STATE



ZIP

SALUTATION



FIRST NAME

LAST NAME

Lewis

PHONE

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List of Programs

THIS PAGE INCLUDES:

>> [List of Programs](#)

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Postgraduate level (PG), or both. ([§205\(a\)\(C\)](#))

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Teacher Preparation Program](#)

List of Programs

Note: This section is preloaded with the list of programs reported in the prior year's IPRC.

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1202	Elementary Education	UG	
13.1203	Junior High/Intermediate/Middle School Education and Teaching	UG	
13.1	Special Education	UG	
13.1322	Teacher Education - Biology	UG	
13.1305	Teacher Education - English/Language Arts	UG	
13.1328	Teacher Education - History	UG	
13.1311	Teacher Education - Mathematics	UG	
13.1314	Teacher Education - Physical Education and Coaching	UG	
13.1318	Teacher Education - Social Studies	UG	

Total number of teacher preparation programs:

Program Requirements

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. [\(\\$205\(a\)\(1\)\(C\)\(i\)\)](#)

THIS PAGE INCLUDES:

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

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Full-time equivalent faculty supervising clinical experience](#)
- [Adjunct faculty supervising clinical experience](#)
- [Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience](#)
- [Supervised clinical experience](#)

Undergraduate Requirements

Note: This section is preloaded from the prior year's IPRC.

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 table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Admission	Completion
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

Element	Admission	Completion
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: Writing Essay	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

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

2.75

3. What 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

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

Passing scores for reading, mathematics and writing are required with assessment exams taken (e.g., ACT, SAT, Accuplacer) or TSI Exemption (e.g., Associates degree). Background checks are required by school districts during student placements for Field Residency 1, 2 and Clinical Teaching. All prior to students completing certification requirements. Minimum GPA 2.75 required in courses constituting the teaching field and delivery system.

Postgraduate Requirements

Note: This section is preloaded from the prior year's IPRC.

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 table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Admission	Completion
Transcript	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Background check	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

Element	Admission	Completion
Minimum basic skills test score	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Essay or personal statement	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Interview	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Other Specify: <input type="text"/>	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

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

3. 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.)

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

Supervised Clinical Experience

Note: The clinical experience requirements in this section are preloaded from the prior year's IPRC. Teacher preparation providers will enter the number of participants each year.

Provide the following information about supervised clinical experience in 2021-22. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models?

- Yes
 No

If yes, provide the next two responses. If no, leave them blank.

Programs with student teaching models (most traditional programs)

Number of clock hours of supervised clinical experience required prior to student teaching

Number of clock hours required for student teaching

Are there programs in which candidates are the teacher of record?

- Yes
 No

If yes, provide the next two responses. If no, leave them blank.

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)

Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom

Years required of teaching as the teacher of record in a classroom

All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)

4

[Optional tool](#) for automatically calculating full-time equivalent faculty in the system

Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)

14

Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year

151

Number of students in supervised clinical experience during this academic year

128

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

1 semester of field based residency at 30 hrs or 2 semesters of field based residency at 30 hrs each, 1 semester of clinical teaching at 560 - 640 hrs
Numbers above represent all students involved in supervised clinical experience prior to and during clinical teaching for 2 semesters. *Numbers above may represent duplicated entries for a single candidate.

Enrollment and Program Completers

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year.

(§205(a)(1)(C)(ii))

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Enrolled Student](#)
- [Program Completer](#)

Enrollment and Program Completers

2021-22 Total	
Total Number of Individuals Enrolled	355
Subset of Program Completers	128

Gender	Total Enrolled	Subset of Program Completers
Male	65	20
Female	290	108
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	1	1
Asian	2	2
Black or African American	14	2
Hispanic/Latino of any race	286	104
Native Hawaiian or Other Pacific Islander	0	0
White	50	18

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	2	1
No Race/Ethnicity Reported	0	0

Teachers Prepared

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

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

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

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Academic Major](#)

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 2021-22.

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\(b\)\(1\)\(H\)](#))

What are CIP Codes?

No teachers prepared in academic year 2021-22

If your program has no teachers prepared, check the box above and leave the table below blank (or [clear responses already entered](#)).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (<https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>).

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	<input type="text" value="8"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="82"/>

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	0
13.1210	Teacher Education - Early Childhood Education	0
13.1301	Teacher Education - Agriculture	0
13.1302	Teacher Education - Art	0
13.1303	Teacher Education - Business	0
13.1305	Teacher Education - English/Language Arts	6
13.1306	Teacher Education - Foreign Language	0
13.1307	Teacher Education - Health	0
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	0
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1311	Teacher Education - Mathematics	3
13.1312	Teacher Education - Music	0
13.1314	Teacher Education - Physical Education and Coaching	19
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - Science Teacher Education/General Science	1
13.1317	Teacher Education - Social Science	0
13.1318	Teacher Education - Social Studies	3
13.1320	Teacher Education - Trade and Industrial	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	2
13.1323	Teacher Education - Chemistry	0
13.1324	Teacher Education - Drama and Dance	0
13.1328	Teacher Education - History	2
13.1329	Teacher Education - Physics	0
13.1331	Teacher Education - Speech	0

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	0
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2021-22. 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.

[What are CIP Codes?](#)

Does this teacher preparation provider grant degrees upon completion of its programs?

- Yes
 No

No teachers prepared in academic year 2021-22

If this provider does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or [clear responses already entered](#)).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	0
13.1202	Teacher Education - Elementary Education	0
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	0
13.1210	Teacher Education - Early Childhood Education	0
13.1301	Teacher Education - Agriculture	0
13.1302	Teacher Education - Art	0
13.1303	Teacher Education - Business	0
13.1305	Teacher Education - English/Language Arts	6
13.1306	Teacher Education - Foreign Language	0
13.1307	Teacher Education - Health	0

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	0
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1311	Teacher Education - Mathematics	3
13.1312	Teacher Education - Music	0
13.1314	Teacher Education - Physical Education and Coaching	19
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - General Science	0
13.1317	Teacher Education - Social Science	0
13.1318	Teacher Education - Social Studies	3
13.1320	Teacher Education - Trade and Industrial	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	2
13.1323	Teacher Education - Chemistry	0
13.1324	Teacher Education - Drama and Dance	0
13.1328	Teacher Education - History	2
13.1329	Teacher Education - Physics	0
13.1331	Teacher Education - Speech	0
13.1337	Teacher Education - Earth Science	0
13.14	Teacher Education - English as a Second Language	0
13.99	Education - Other Specify: <input data-bbox="289 1650 1260 1692" type="text"/>	<input data-bbox="1292 1650 1565 1692" type="text"/>
01	Agriculture	0
03	Natural Resources and Conservation	0
05	Area, Ethnic, Cultural, and Gender Studies	0
09	Communication or Journalism	0

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	0
12	Personal and Culinary Services	0
14	Engineering	0
16	Foreign Languages, Literatures, and Linguistics	0
19	Family and Consumer Sciences/Human Sciences	0
21	Technology Education/Industrial Arts	0
22	Legal Professions and Studies	0
23	English Language/Literature	0
24	Liberal Arts/Humanities	0
25	Library Science	0
26	Biological and Biomedical Sciences	0
27	Mathematics and Statistics	0
30	Multi/Interdisciplinary Studies	0
38	Philosophy and Religious Studies	0
40	Physical Sciences	0
41	Science Technologies/Technicians	0
42	Psychology	0
44	Public Administration and Social Service Professions	0
45	Social Sciences	0
46	Construction	0
47	Mechanic and Repair Technologies	0
50	Visual and Performing Arts	0
51	Health Professions and Related Clinical Sciences	0
52	Business/Management/Marketing	0
54	History	0

CIP Code	Academic Major	Number Prepared
99	Other Specify: Interdisciplinary Studies (Gen EC-6/4-8, Core Subj EC-6/4-8, Bilingual Gen EC-6/4-8, Spec Ed E...	93

Program Assurances

THIS PAGE INCLUDES:

>> [Program Assurances](#)

Respond to the following assurances. Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. ([§205\(a\)\(1\)\(A\)\(iii\)](#); [§206\(b\)](#))

Program Assurances

Note: This section is preloaded from the prior year's IPRC.

1. Program 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:

Training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institutions graduates are likely to teach, based on past hiring and recruitment trends. The program partners with area school districts and charter schools. School districts tell us their needs and we in turn respond by making appropriate program adjustments. Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions novice teachers face in the classroom. The program has undergone a curriculum alignment process. Based on data analysis recommendations of courses we modified the needs of students and the school districts. Prospective special education pre-service teachers receive coursework in core academic subjects and receive training in the delivery of instruction in core academic subjects. Special Education teachers are required to pass the same core academic subjects and state mandated examination as other students in the other certification

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 teacher preparation 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\(a\)\(1\)\(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2021-22\)](#)
- >> [Review Current Year's Goal \(2022-23\)](#)
- >> [Set Next Year's Goal \(2023-24\)](#)

Report Progress on Last Year's Goal (2021-22)

1. Did your program prepare teachers in mathematics in 2021-22?

If no, leave remaining questions for 2021-22 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

The Educator Preparation Program (EPP) at Texas A&M University-San Antonio implemented two initiatives in order to improve student recruitment in this high needs field: 1) New Student Orientation; 2) Update degree plans with the Mathematics Department to

3. Did your program meet the goal?

- Yes
 No

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

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

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

Review Current Year's Goal (2022-23)

7. Is your program preparing teachers in mathematics in 2022-23? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

The Educator Preparation Program (EPP) at Texas A&M University-San Antonio implemented two initiatives in order to improve student recruitment in this high needs field: 1) New Student Orientation; 2) Update degree plans with the Mathematics Department to ensure the degree plan supports the standards.

Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in mathematics in 2023-24? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

The Educator Preparation Program (EPP) at Texas A&M University-San Antonio implemented two initiatives in order to improve student recruitment in this high needs field: 1) New Student and Transfer Orientation; 2) Update degree plans with the Mathematics Department to ensure the degree plan supports the standards.

Annual Goals: Science

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2021-22\)](#)
- >> [Review Current Year's Goal \(2022-23\)](#)
- >> [Set Next Year's Goal \(2023-24\)](#)

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 teacher preparation 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\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

Report Progress on Last Year's Goal (2021-22)

1. Did your program prepare teachers in science in 2021-22?

If no, leave remaining questions for 2021-22 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

The Educator Preparation Program (EPP) at Texas A&M University-San Antonio implemented two initiatives in order to improve student recruitment/retention into these high needs field: 1) New Student Orientation presentations to incoming freshman and transfer students. During these meetings specific information will be shared regarding the high needs teaching field area of science; 2) Update degree plans with the College of Arts and Science to ensure the degree plans supports the standards.

3. Did your program meet the goal?

- Yes
 No

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

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

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

Review Current Year's Goal (2022-23)

7. Is your program preparing teachers in science in 2022-23? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

The Educator Preparation Program (EPP) at Texas A&M University-San Antonio implemented two initiatives in order to improve student recruitment/retention into these high needs field: 1) New Student Orientation presentations to incoming freshman and transfer students. During these meetings specific information will be shared regarding the high needs teaching field area of science; 2) Update degree plans with the College of Arts and Science to ensure the degree plans supports the standards.

Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in science in 2023-24? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

The Educator Preparation Program (EPP) at Texas A&M University-San Antonio implemented two initiatives in order to improve student recruitment/retention into these high needs field: 1) New Student and Transfer Orientation presentations to incoming freshman and transfer students. During these meetings specific information will be shared regarding the high needs teaching field area of science; 2) Update degree plans with the College of Arts and Science to ensure the degree plans supports the standards.

Annual Goals: Special Education

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2021-22\)](#)
- >> [Review Current Year's Goal \(2022-23\)](#)
- >> [Set Next Year's Goal \(2023-24\)](#)

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 teacher preparation 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\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

Report Progress on Last Year's Goal (2021-22)

1. Did your program prepare teachers in special education in 2021-22?

If no, leave remaining questions for 2021-22 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

The Educator Preparation Program (EPP) at Texas A&M University-San Antonio implemented two initiatives in order to improve student recruitment in this high needs field: 1) New Student Orientation; 2) Update degree plan with the Special Education Program to ensure the degree plan supports the standards.

3. Did your program meet the goal?

- Yes
 No

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

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

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

Review Current Year's Goal (2022-23)

7. Is your program preparing teachers in special education in 2022-23? If no, leave the next question blank.

Yes

No

8. Describe your goal.

The Educator Preparation Program (EPP) at Texas A&M University-San Antonio implemented two initiatives in order to improve student recruitment in this high needs field: 1) New Student Orientation; 2) Update degree plan with the Special Education Program to ensure the degree plan supports the standards.

Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in special education in 2023-24? If no, leave the next question blank.

Yes

No

10. Describe your goal.

The Educator Preparation Program (EPP) at Texas A&M University-San Antonio implemented two initiatives in order to improve student recruitment in this high needs field: 1) New Student and Transfer Orientation; 2) Update degree plan with the Special Education Program to ensure the degree plan supports the standards.

Annual Goals: Instruction of Limited English Proficient Students

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2021-22\)](#)
- >> [Review Current Year's Goal \(2022-23\)](#)
- >> [Set Next Year's Goal \(2023-24\)](#)

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 teacher preparation 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\(a\)\(1\)\(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

Report Progress on Last Year's Goal (2021-22)

1. Did your program prepare teachers in instruction of limited English proficient students in 2021-22?

If no, leave remaining questions for 2021-22 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

The Educator Preparation Program (EPP) at Texas A&M University-San Antonio implemented two initiatives in order to improve student recruitment in this high needs field: 1) New Student Orientation; 2) Update degree plan with the with the Bilingual Educatio

3. Did your program meet the goal?

- Yes
 No

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

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

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

Review Current Year's Goal (2022-23)

7. Is your program preparing teachers in instruction of limited English proficient students in 2022-23? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

The Educator Preparation Program (EPP) at Texas A&M University-San Antonio implemented two initiatives in order to improve student recruitment in this high needs field: 1) New Student Orientation; 2) Update degree plan with the with the Bilingual Education Program to ensure the degree plan supports the standards.

Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in instruction of limited English proficient students in 2023-24? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

The Educator Preparation Program (EPP) at Texas A&M University-San Antonio implemented two initiatives in order to improve student recruitment in this high needs field: 1) New Student and Transfer Orientation; 2) Update degree plan with the with the Bilingual Education Program to ensure the degree plan supports the standards.

Assessment Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. **(§205(a)(1)(B))**

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 RTI's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

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 (%)
806 -CORE SUBJECTS 4-8 ELAR Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
806 -CORE SUBJECTS 4-8 ELAR Evaluation Systems group of Pearson All program completers, 2020-21	1			
806 -CORE SUBJECTS 4-8 ELAR Evaluation Systems group of Pearson All program completers, 2019-20	12	247	10	83
807 -CORE SUBJECTS 4-8 MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
807 -CORE SUBJECTS 4-8 MATHEMATICS Evaluation Systems group of Pearson All program completers, 2020-21	1			
807 -CORE SUBJECTS 4-8 MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	12	259	10	83

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
809 -CORE SUBJECTS 4-8 SCIENCE Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
809 -CORE SUBJECTS 4-8 SCIENCE Evaluation Systems group of Pearson All program completers, 2020-21	1			
809 -CORE SUBJECTS 4-8 SCIENCE Evaluation Systems group of Pearson All program completers, 2019-20	12	252	11	92
808 -CORE SUBJECTS 4-8 SOCIAL STUDIES Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
808 -CORE SUBJECTS 4-8 SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2020-21	1			
808 -CORE SUBJECTS 4-8 SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2019-20	12	248	10	83
901 -CORE SUBJECTS EC-6 - ELA AND READING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	30	258	30	100
901 -CORE SUBJECTS EC-6 - ELA AND READING Evaluation Systems group of Pearson Other enrolled students	34	237	21	62
901 -CORE SUBJECTS EC-6 - ELA AND READING Evaluation Systems group of Pearson All program completers, 2021-22	28	264	28	100
905 -CORE SUBJECTS EC-6 - FINE ARTS HEALTH AND PHYS ED Evaluation Systems group of Pearson All enrolled students who have completed all noncl	30	259	30	100
905 -CORE SUBJECTS EC-6 - FINE ARTS HEALTH AND PHYS ED Evaluation Systems group of Pearson Other enrolled students	34	231	15	44
905 -CORE SUBJECTS EC-6 - FINE ARTS HEALTH AND PHYS ED Evaluation Systems group of Pearson All program completers, 2021-22	28	263	28	100
801 -CORE SUBJECTS EC-6 ELAR Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
801 -CORE SUBJECTS EC-6 ELAR Evaluation Systems group of Pearson Other enrolled students	3			
801 -CORE SUBJECTS EC-6 ELAR Evaluation Systems group of Pearson All program completers, 2021-22	43	256	43	100

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, 2020-21	119	258	112	94
801 -CORE SUBJECTS EC-6 ELAR Evaluation Systems group of Pearson All program completers, 2019-20	149	256	139	93
805 -CORE SUBJECTS EC-6 FINE ARTS HEALTH AND PE Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
805 -CORE SUBJECTS EC-6 FINE ARTS HEALTH AND PE Evaluation Systems group of Pearson Other enrolled students	3			
805 -CORE SUBJECTS EC-6 FINE ARTS HEALTH AND PE Evaluation Systems group of Pearson All program completers, 2021-22	43	254	43	100
805 -CORE SUBJECTS EC-6 FINE ARTS HEALTH AND PE Evaluation Systems group of Pearson All program completers, 2020-21	119	254	112	94
805 -CORE SUBJECTS EC-6 FINE ARTS HEALTH AND PE Evaluation Systems group of Pearson All program completers, 2019-20	149	254	138	93
802 -CORE SUBJECTS EC-6 MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
802 -CORE SUBJECTS EC-6 MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	3			
802 -CORE SUBJECTS EC-6 MATHEMATICS Evaluation Systems group of Pearson All program completers, 2021-22	43	254	43	100
802 -CORE SUBJECTS EC-6 MATHEMATICS Evaluation Systems group of Pearson All program completers, 2020-21	119	254	109	92
802 -CORE SUBJECTS EC-6 MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	149	255	133	89
804 -CORE SUBJECTS EC-6 SCIENCE Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
804 -CORE SUBJECTS EC-6 SCIENCE Evaluation Systems group of Pearson Other enrolled students	3			
804 -CORE SUBJECTS EC-6 SCIENCE Evaluation Systems group of Pearson All program completers, 2021-22	43	251	43	100

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, 2020-21	119	251	106	89
804 -CORE SUBJECTS EC-6 SCIENCE Evaluation Systems group of Pearson All program completers, 2019-20	149	249	127	85
803 -CORE SUBJECTS EC-6 SOCIAL STUDIES Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
803 -CORE SUBJECTS EC-6 SOCIAL STUDIES Evaluation Systems group of Pearson Other enrolled students	3			
803 -CORE SUBJECTS EC-6 SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2021-22	43	256	43	100
803 -CORE SUBJECTS EC-6 SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2020-21	119	251	103	87
803 -CORE SUBJECTS EC-6 SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2019-20	149	248	123	83
902 -CORE SUBJECTS EC-6 - MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	30	256	30	100
902 -CORE SUBJECTS EC-6 - MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	34	240	21	62
902 -CORE SUBJECTS EC-6 - MATHEMATICS Evaluation Systems group of Pearson All program completers, 2021-22	28	261	28	100
904 -CORE SUBJECTS EC-6 - SCIENCE Evaluation Systems group of Pearson All enrolled students who have completed all noncl	30	261	30	100
904 -CORE SUBJECTS EC-6 - SCIENCE Evaluation Systems group of Pearson Other enrolled students	34	245	22	65
904 -CORE SUBJECTS EC-6 - SCIENCE Evaluation Systems group of Pearson All program completers, 2021-22	28	267	28	100
903 -CORE SUBJECTS EC-6 - SOCIAL STUDIES Evaluation Systems group of Pearson All enrolled students who have completed all noncl	30	260	30	100
903 -CORE SUBJECTS EC-6 - SOCIAL STUDIES Evaluation Systems group of Pearson Other enrolled students	34	233	16	47

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
903 -CORE SUBJECTS EC-6 - SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2021-22	28	268	28	100
231 -ENG LANGUAGE ARTS AND READING 7-12 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
231 -ENG LANGUAGE ARTS AND READING 7-12 Evaluation Systems group of Pearson Other enrolled students	2			
231 -ENG LANGUAGE ARTS AND READING 7-12 Evaluation Systems group of Pearson All program completers, 2021-22	6			
231 -ENG LANGUAGE ARTS AND READING 7-12 Evaluation Systems group of Pearson All program completers, 2020-21	1			
231 -ENG LANGUAGE ARTS AND READING 7-12 Evaluation Systems group of Pearson All program completers, 2019-20	11	236	6	55
233 -HISTORY 7-12 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
233 -HISTORY 7-12 Evaluation Systems group of Pearson Other enrolled students	6			
233 -HISTORY 7-12 Evaluation Systems group of Pearson All program completers, 2021-22	2			
233 -HISTORY 7-12 Evaluation Systems group of Pearson All program completers, 2020-21	4			
233 -HISTORY 7-12 Evaluation Systems group of Pearson All program completers, 2019-20	6			
238 -LIFE SCIENCE 7-12 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
238 -LIFE SCIENCE 7-12 Evaluation Systems group of Pearson Other enrolled students	3			
238 -LIFE SCIENCE 7-12 Evaluation Systems group of Pearson All program completers, 2021-22	2			
238 -LIFE SCIENCE 7-12 Evaluation Systems group of Pearson All program completers, 2020-21	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
115 -MATHEMATICS 4-8 Evaluation Systems group of Pearson All program completers, 2019-20	2			
235 -MATHEMATICS 7-12 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
235 -MATHEMATICS 7-12 Evaluation Systems group of Pearson All program completers, 2021-22	3			
235 -MATHEMATICS 7-12 Evaluation Systems group of Pearson All program completers, 2020-21	2			
235 -MATHEMATICS 7-12 Evaluation Systems group of Pearson All program completers, 2019-20	1			
160 -PEDAGOGY-PROF RESP EC-12 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
160 -PEDAGOGY-PROF RESP EC-12 Evaluation Systems group of Pearson Other enrolled students	1			
160 -PEDAGOGY-PROF RESP EC-12 Evaluation Systems group of Pearson All program completers, 2021-22	103	257	98	95
160 -PEDAGOGY-PROF RESP EC-12 Evaluation Systems group of Pearson All program completers, 2020-21	116	259	110	95
160 -PEDAGOGY-PROF RESP EC-12 Evaluation Systems group of Pearson All program completers, 2019-20	170	260	162	95
158 -PHYSICAL EDUCATION EC-12 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	13	256	13	100
158 -PHYSICAL EDUCATION EC-12 Evaluation Systems group of Pearson Other enrolled students	4			
158 -PHYSICAL EDUCATION EC-12 Evaluation Systems group of Pearson All program completers, 2021-22	19	263	19	100
158 -PHYSICAL EDUCATION EC-12 Evaluation Systems group of Pearson All program completers, 2020-21	11	256	11	100
158 -PHYSICAL EDUCATION EC-12 Evaluation Systems group of Pearson All program completers, 2019-20	13	263	13	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
116 -SCIENCE 4-8 Evaluation Systems group of Pearson All program completers, 2021-22	1			
116 -SCIENCE 4-8 Evaluation Systems group of Pearson All program completers, 2020-21	2			
116 -SCIENCE 4-8 Evaluation Systems group of Pearson All program completers, 2019-20	1			
293 -SCIENCE OF TEACHING READING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
293 -SCIENCE OF TEACHING READING Evaluation Systems group of Pearson All program completers, 2021-22	29	261	29	100
118 -SOCIAL STUDIES 4-8 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
118 -SOCIAL STUDIES 4-8 Evaluation Systems group of Pearson All program completers, 2021-22	2			
118 -SOCIAL STUDIES 4-8 Evaluation Systems group of Pearson All program completers, 2020-21	1			
118 -SOCIAL STUDIES 4-8 Evaluation Systems group of Pearson All program completers, 2019-20	2			
232 -SOCIAL STUDIES 7-12 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5			
232 -SOCIAL STUDIES 7-12 Evaluation Systems group of Pearson Other enrolled students	6			
232 -SOCIAL STUDIES 7-12 Evaluation Systems group of Pearson All program completers, 2021-22	3			
232 -SOCIAL STUDIES 7-12 Evaluation Systems group of Pearson All program completers, 2020-21	7			
232 -SOCIAL STUDIES 7-12 Evaluation Systems group of Pearson All program completers, 2019-20	7			
161 -SPECIAL EDUCATION EC-12 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
161 -SPECIAL EDUCATION EC-12 Evaluation Systems group of Pearson Other enrolled students	2			
161 -SPECIAL EDUCATION EC-12 Evaluation Systems group of Pearson All program completers, 2021-22	16	253	15	94
161 -SPECIAL EDUCATION EC-12 Evaluation Systems group of Pearson All program completers, 2020-21	8			
161 -SPECIAL EDUCATION EC-12 Evaluation Systems group of Pearson All program completers, 2019-20	19	256	16	84

Summary Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. [\(§205\(a\)\(1\)\(B\)\)](#)

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 RTI's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2021-22	128	122	95
All program completers, 2020-21	152	131	86
All program completers, 2019-20	206	166	81

Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

Provide the following information about the approval or accreditation of your teacher preparation program. ([§205\(a\)\(1\)\(D\)](#), [§205\(a\)\(1\)\(E\)](#))

Note: This section is preloaded from the prior year's IPRC.

Low-Performing

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
- CAEP
- AAQEP
- Other specify:

2. Is your teacher preparation program currently under a designation as "low-performing" by the state?

- Yes
- No

Use of Technology

THIS PAGE INCLUDES:

>> [Use of Technology](#)

On this page, review the questions regarding your program's use of technology, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

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.

All students are required to complete critical assignments related to technology competencies and standards. In addition, technology is integrated throughout the curriculum which has been aligned to state standards.

Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

Note: This section is preloaded from the prior year's IPRC.

Teacher Training

1. Provide a description of the activities that prepare general education teachers to:

a. Teach students with disabilities effectively

All students are required to take EDSE 3345. Survey of Exceptional Individuals. This course is a survey of special education with attention devoted to mildly to moderately disabled individuals in the sociocultural context: family, community, educational and vocational.

b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

All students are required to take EDSE 3345. Survey of Exceptional Individuals. This course is a survey of special education with attention devoted to mildly to moderately disabled individuals in the sociocultural context: family, community, educational and vocational.

c. Effectively teach students who are limited English proficient.

All students are required to take EDBL 4311.3315 Second Language Acquisition and Literacy for English Language Learners. This course covers first and second language acquisition theories for English Language Learners; educational implications of those theories; design of English language curricula consistent with current theories of second language learning and teaching."

2. Does your program prepare special education teachers?

- Yes
 No

If yes, provide a description of the activities that prepare *special education teachers* to:

a. Teach students with disabilities effectively

All students are required to take EDSE 3345. Survey of Exceptional Individuals. This course is a survey of special education with attention devoted to mildly to moderately disabled individuals in the sociocultural context: family, community, educational and vocational.

b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

All students are required to take EDSE 3345. Survey of Exceptional Individuals. This course is a survey of special education with attention devoted to mildly to moderately disabled individuals in the sociocultural context: family, community, educational and vocational.

c. Effectively teach students who are limited English proficient.

All students are required to take EDBL 4311.3315 Second Language Acquisition and Literacy for English Language Learners. This course covers first and second language acquisition theories for English Language Learners; educational implications of those theories; design of English language curricula consistent with current theories of second language learning and teaching."

Contextual Information

On this page, review the questions regarding your program's use of technology, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

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.

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.

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:

Dr. Amy C. Lewis

TITLE:

Interim Dean

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:

Melissa M. Beene

TITLE:

Certification Coordinator III