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2021 TITLE II REPORTS
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SECTION I: PROGRAM INFORMATION

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), Institution Information 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

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	Both	
13.1202	Elementary Education	Both	
13.1	Special Education	Both	
13.1302	Teacher Education - Art	Both	
13.1322	Teacher Education - Biology	Both	

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1323	Teacher Education - Chemistry	Both	
13.1337	Teacher Education - Earth Science	Both	
13.1305	Teacher Education - English/Language Arts	Both	
13.1306	Teacher Education - Foreign Language	Both	
13.1316	Teacher Education - General Science	Both	
13.1307	Teacher Education - Health	Both	
13.1328	Teacher Education - History	Both	
13.1311	Teacher Education - Mathematics	Both	
13.1312	Teacher Education - Music	Both	
13.1314	Teacher Education - Physical Education and Coaching	Both	
13.1329	Teacher Education - Physics	Both	
13.1315	Teacher Education - Reading	Both	
13.1318	Teacher Education - Social Studies	Both	
13.1309	Teacher Education - Technology/Industrial Arts	Both	

Total number of teacher preparation programs:

19

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SECTION I: PROGRAM INFORMATION

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

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	● 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

Element	Admission		Completion	
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:	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.)

2.7

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.)

2.7

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

The 18-19 cohort is a mix of candidates fully admitted prior to fall 2014 who had to meet the 2.7 gpa for exit, all candidates beginning fall 2016 will have to meet a 3.0 gpa for exit.

Postgraduate Requirements

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	● Yes	No	● Yes	No
Fingerprint check	Yes	● No	● Yes	No
Background check	Yes	● No	● Yes	No

Element	Admission		Completion	
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:	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.)

   2.7

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:

   The cohort is a mix of candidates fully admitted prior to the 3.0 GPA requirement.

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2019-20.
(§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)

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	200
Number of clock hours required for student teaching	400

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	100
Number of years required for 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) Optional tool for automatically calculating full-time equivalent faculty in the system	27
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	31
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	81
Number of students in supervised clinical experience during this academic year	69

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

Field-based program from foundations through student teaching.

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SECTION I: PROGRAM INFORMATION

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))

THIS PAGE INCLUDES:

›› Enrollment and Program Completers

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

2019-20 Total	
Total Number of Individuals Enrolled	372
Subset of Program Completers	37

Gender	Total Enrolled	Subset of Program Completers
Male	100	9
Female	272	28
Non-Binary/Other	0	0
No Gender Reported	0	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	1	0
Asian	4	0
Black or African American	3	0
Hispanic/Latino of any race	6	1
Native Hawaiian or Other Pacific Islander	0	0
White	336	36
Two or more races	15	0
No Race/Ethnicity Reported	7	0

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SECTION I: PROGRAM INFORMATION
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 2019-20.

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))**

☐ No teachers prepared in academic year 2019-20

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

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	
13.1202	Teacher Education - Elementary Education	13
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	3
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	7
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	3
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	1
13.1312	Teacher Education - Music	1
13.1314	Teacher Education - Physical Education and Coaching	3
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	3
13.1317	Teacher Education - Social Science	1
13.1318	Teacher Education - Social Studies	5
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	2

CIP Code	Subject Area	Number Prepared
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	2
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	1
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify: Health & Physical Education	1

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2019-20. 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?

Do participants earn a degree upon completion of the program?

● Yes
  No

☐ No teachers prepared in academic year 2019-20

If your program 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	
13.1202	Teacher Education - Elementary Education	13
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	

CIP Code	Academic Major	Number Prepared
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	3
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	7
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	1
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	1
13.1312	Teacher Education - Music	1
13.1314	Teacher Education - Physical Education and Coaching	2
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - General Science	3
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	5
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	

CIP Code	Academic Major	Number Prepared
13.99	Education - Other Specify:	
01	Agriculture	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	
09	Communication or Journalism	
11	Computer and Information Sciences	
12	Personal and Culinary Services	
14	Engineering	
16	Foreign Languages, Literatures, and Linguistics	
19	Family and Consumer Sciences/Human Sciences	
21	Technology Education/Industrial Arts	
22	Legal Professions and Studies	
23	English Language/Literature	
24	Liberal Arts/Humanities	
25	Library Science	
26	Biological and Biomedical Sciences	
27	Mathematics and Statistics	
30	Multi/Interdisciplinary Studies	
38	Philosophy and Religious Studies	
40	Physical Sciences	
41	Science Technologies/Technicians	
42	Psychology	
44	Public Administration and Social Service Professions	
45	Social Sciences	
46	Construction	

CIP Code	Academic Major	Number Prepared
47	Mechanic and Repair Technologies	
50	Visual and Performing Arts	
51	Health Professions and Related Clinical Sciences	
52	Business/Management/Marketing	
54	History	
99	Other Specify: Health & Physical Education	1

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SECTION I: PROGRAM INFORMATION

Program Assurances

THIS PAGE INCLUDES:

›› Program Assurances

Respond to the following assurances. Note: 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

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:

1. Specific course work. 2. Work in local schools. 3. Work in low income/diverse population schools. 4. Explicit partnership agreements. 5. Connecting Professional Development to preparation to increase shared language and understanding.

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SECTION II: ANNUAL GOALS

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))

THIS PAGE INCLUDES:

>> Report Progress on Last Year's Goal (2019-20)

>> Review Current Year's Goal (2020-21)

>> Set Next Year's Goal (2021-22)

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 (2019-20)

1. Did your program prepare teachers in mathematics in 2019-20?

   If no, leave remaining questions for 2019-20 blank (or **clear responses already entered**).

   ● Yes
   ○ No

2. Describe your goal.

   Target 15 new teacher candidates in the mathematics initial licensure programs.

3. Did your program meet the goal?

   ○ Yes
   ● No

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

Developed a plan of study showing how teachers could add mathematics.

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

Establish a recruitment plan to market to practicing teachers, sharing how the endorsement for the elementary or secondary grade band could be added.

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

Review Current Year's Goal (2020-21)

7. **Is your program preparing teachers in mathematics in 2020-21? If no, leave the next question blank.**

- ● Yes
  No

8. **Describe your goal.**

Target 15 new teacher candidates in the mathematics initial licensure program.

Set Next Year's Goal (2021-22)

9. **Will your program prepare teachers in mathematics in 2021-22? If no, leave the next question blank.**

- ● Yes
  No

10. **Describe your goal.**

Target 15 new and practicing teachers at the initial and/or additional endorsement levels.

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SECTION II: ANNUAL GOALS

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 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))

THIS PAGE INCLUDES:

>> Report Progress on Last Year's Goal (2019-20)

>> Review Current Year's Goal (2020-21)

>> Set Next Year's Goal (2021-22)

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 (2019-20)

1. Did your program prepare teachers in science in 2019-20?

If no, leave remaining questions for 2019-20 blank (or **clear responses already entered**).

- ● Yes
- ○ No

2. Describe your goal.

Target 15 initial licensure candidates in the science fields.

3. Did your program meet the goal?

- ● Yes
- ○ No

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

More aggressive in the recruitment of post-baccalaureate candidates and career changers.

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

Leverage partnership with regional technological universities to develop a content and pedagogy teaching partnership.

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

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in science in 2020-21? If no, leave the next question blank.

- ● Yes
- No

8. Describe your goal.

Target 15 initial licensure candidates in the science fields.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in science in 2021-22? If no, leave the next question blank.

- ● Yes
- No

10. Describe your goal.

Target 15 career changers or veterans for science apprenticeship program leading to licensure in secondary science. Partnering with a regional technological university to develop an apprenticeship model for recruiting and licensing veterans and career changers.

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SECTION II: ANNUAL GOALS

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 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))

THIS PAGE INCLUDES:

>> Report Progress on Last Year's Goal (2019-20)

>> Review Current Year's Goal (2020-21)

>> Set Next Year's Goal (2021-22)

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 (2019-20)

1. **Did your program prepare teachers in special education in 2019-20?**

   If no, leave remaining questions for 2019-20 blank (or **clear responses already entered**).

   ● Yes
   ○ No

2. **Describe your goal.**

   Sustain target goal of 15 new teacher candidates in the special education fields.

3. **Did your program meet the goal?**

   ● Yes
   ○ No

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

Written agreements with school districts to access Professional Development funds as approved by elected school boards.

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

Establish discounted tuition rate to support individuals pursuing this high needs area.

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

Review Current Year's Goal (2020-21)

7. **Is your program preparing teachers in special education in 2020-21? If no, leave the next question blank.**

- ● Yes
- No

8. **Describe your goal.**

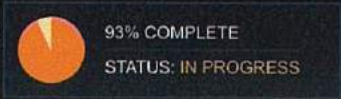Sustain target goal of 15 new teacher candidates in special education fields.

Set Next Year's Goal (2021-22)

9. **Will your program prepare teachers in special education in 2021-22? If no, leave the next question blank.**

- ● Yes
- No

10. **Describe your goal.**

Target 10 individuals for initial licensure, who are currently practicing general education teachers.

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SECTION II: ANNUAL GOALS

Annual Goals: Instruction of Limited English Proficient Students

THIS PAGE INCLUDES:

>> Report Progress on Last Year's Goal (2019-20)

>> Review Current Year's Goal (2020-21)

>> Set Next Year's Goal (2021-22)

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))

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 (2019-20)

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

If no, leave remaining questions for 2019-20 blank (or clear responses already entered).

○ Yes
● No

2. Describe your goal.

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 (2020-21)

7. Is your program preparing teachers in instruction of limited English proficient students in 2020-21? If no, leave the next question blank.
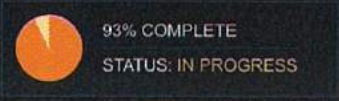
   - Yes
   - ● No

8. Describe your goal.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in instruction of limited English proficient students in 2021-22? If no, leave the next question blank.

   - Yes
   - ● No

10. Describe your goal.

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SECTION III: PROGRAM PASS RATES

Assessment Pass Rates

THIS PAGE INCLUDES:

>> 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 Westat'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

Assessment Pass Rates

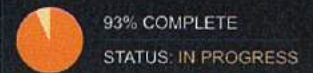| Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
017 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2019-20	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
017 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2018-19	2			
017 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2017-18	2			
018 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2018-19	1			
018 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2017-18	2			
056 -COGNITIVE IMPAIRMENT Evaluation Systems group of Pearson All program completers, 2018-19	1			
056 -COGNITIVE IMPAIRMENT Evaluation Systems group of Pearson All program completers, 2017-18	1			
020 -EARTH/SPACE SCIENCE Evaluation Systems group of Pearson All program completers, 2019-20	1			
020 -EARTH/SPACE SCIENCE Evaluation Systems group of Pearson All program completers, 2018-19	1			
103 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	13	250	13	100
103 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	30	252	30	100
103 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	30	253	30	100
059 -EMOTIONAL IMPAIRMENT Evaluation Systems group of Pearson All program completers, 2018-19	1			
059 -EMOTIONAL IMPAIRMENT Evaluation Systems group of Pearson All program completers, 2017-18	2			
002 -ENGLISH Evaluation Systems group of Pearson All program completers, 2019-20	7			
002 -ENGLISH Evaluation Systems group of Pearson All program completers, 2018-19	9			
002 -ENGLISH Evaluation Systems group of Pearson All program completers, 2017-18	6			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
023 -FRENCH Evaluation Systems group of Pearson All program completers, 2018-19	1			
023 -FRENCH Evaluation Systems group of Pearson All program completers, 2017-18	1			
008 -GEOGRAPHY Evaluation Systems group of Pearson All program completers, 2018-19	1			
043 -HEALTH Evaluation Systems group of Pearson All program completers, 2019-20	3			
043 -HEALTH Evaluation Systems group of Pearson All program completers, 2018-19	4			
043 -HEALTH Evaluation Systems group of Pearson All program completers, 2017-18	4			
112 -HEALTH AND P.E. SUBTEST 1: HEALTH EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	1			
113 -HEALTH AND P.E. SUBTEST 2: PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	1			
009 -HISTORY Evaluation Systems group of Pearson All program completers, 2019-20	2			
009 -HISTORY Evaluation Systems group of Pearson All program completers, 2018-19	3			
009 -HISTORY Evaluation Systems group of Pearson All program completers, 2017-18	1			
087 -INDUSTRIAL TECHNOLOGY Evaluation Systems group of Pearson All program completers, 2018-19	4			
094 -INTEGRATED SCIENCE (SECONDARY) Evaluation Systems group of Pearson All program completers, 2019-20	3			
094 -INTEGRATED SCIENCE (SECONDARY) Evaluation Systems group of Pearson All program completers, 2018-19	2			
094 -INTEGRATED SCIENCE (SECONDARY) Evaluation Systems group of Pearson All program completers, 2017-18	4			
022 -MATHEMATICS (SECONDARY) Evaluation Systems group of Pearson All program completers, 2019-20	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
022 -MATHEMATICS (SECONDARY) Evaluation Systems group of Pearson All program completers, 2018-19	4			
022 -MATHEMATICS (SECONDARY) Evaluation Systems group of Pearson All program completers, 2017-18	5			
099 -MUSIC EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	1			
099 -MUSIC EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	2			
099 -MUSIC EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	1			
044 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	3			
044 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	5			
044 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	6			
010 -POLITICAL SCIENCE Evaluation Systems group of Pearson All program completers, 2019-20	1			
296 -PROF READINESS EXAM/BASIC SKILLS: MATH Evaluation Systems group of Pearson All program completers, 2017-18	2			
296.1 -PROF READINESS EXAM/BASIC SKILLS: MATH.1 Evaluation Systems group of Pearson All program completers, 2017-18	28	235	22	79
196 -PROF READINESS EXAM/BASIC SKILLS: READING Evaluation Systems group of Pearson All program completers, 2017-18	2			
196.1 -PROF READINESS EXAM/BASIC SKILLS: READING.1 Evaluation Systems group of Pearson All program completers, 2017-18	28	254	27	96
396 -PROF READINESS EXAM/BASIC SKILLS: WRITING Evaluation Systems group of Pearson All program completers, 2017-18	2			
396.1 -PROF READINESS EXAM/BASIC SKILLS: WRITING.1 Evaluation Systems group of Pearson All program completers, 2017-18	41	218	20	49
084 -SOCIAL STUDIES (SECONDARY) Evaluation Systems group of Pearson All program completers, 2019-20	5			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
084 -SOCIAL STUDIES (SECONDARY) Evaluation Systems group of Pearson All program completers, 2018-19	5			
084 -SOCIAL STUDIES (SECONDARY) Evaluation Systems group of Pearson All program completers, 2017-18	8			
028 -SPANISH Evaluation Systems group of Pearson All program completers, 2018-19	2			
028 -SPANISH Evaluation Systems group of Pearson All program completers, 2017-18	3			
095 -VISUAL ARTS EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	3			
095 -VISUAL ARTS EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	2			
095 -VISUAL ARTS EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	5			

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SECTION III: PROGRAM PASS RATES

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 Westat'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.

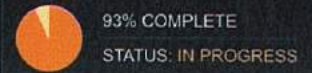- Pass rate
- Scaled score
- Teacher credential assessment

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2019-20	37	37	100
All program completers, 2018-19	65	65	100

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2017-18	61	37	61

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SECTION IV: 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))

THIS PAGE INCLUDES:

>> Low-Performing

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:

State Approval

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

○ Yes
● No

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SECTION V: USE OF TECHNOLOGY

Use of Technology

THIS PAGE INCLUDES:

>> Use of Technology

On this page, review the questions regarding your program's use of technology. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

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

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.

Technology is integrated into all education coursework. We use technology to collect data on student progress and program completion and also as a way to track test scores, student evaluations, student teaching placements and evaluations. The program also requires candidates to integrate technology in a K-12 classroom prior to and during student teaching.

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SECTION VI: TEACHER TRAINING

Teacher Training

Provide the following information about your teacher
preparation program. **(§205(a)(1)(G))**

THIS PAGE INCLUDES:

>> Teacher Training

Teacher Training

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

a. Teach students with disabilities effectively

All general education students complete ED 361: Special Education and the General Classroom Teacher.
In this courses they develop an awareness of the emotional, and social implications imposed by
handicaps; and formulate some practical applications of this knowledge when teaching students with
disabilities in the general classroom. IEPs are a part of this course. ED 361 is taught in conjunction with
other courses in a methods block, this allows students to have 30 hours immersion in inclusive classrooms
using strategies and activities for incorporating language arts throughout the elementary and secondary
school curriculum. A predetermined number of practicum hours working with classrooms are required.

**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 teach one on one, small groups and in whole class settings over the course of two semesters
in methods blocks, in addition to a 16 week classroom student teaching experience. During the student
teaching experience they document, through a required assignment in the student teaching portfolio, to
show how they are meeting the needs of individual students.

c. Effectively teach students who are limited English proficient.

A predetermined number of practicum hours working with classrooms are required. The reading courses
address the needs of all learners in language acquisition, and are approved by the state and through our
national accreditation. The evaluation process in student teaching assesses a candidate's ability to
effectively teach students in this area.

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

ED 360: Orientation to Special Education is an introductory course in resource programs that serve children and youth with exceptionalities in pre-kindergarten through grade 12. We believe that all of our majors need to understand their legal and ethical responsibilities toward students who learn differently. This class will help you to look at those responsibilities in more depth. It will focus on examining federal and state statutes, along with their implications for general and special education, basic theoretical and practical approaches, and education alternatives. It will emphasize the multi disciplinary problem-solving concept for determining the most appropriate educational program. IEPs are a part of this course and the course is taught in conjunction with other courses in a methods block, which allows students to have 30 hours immersion in inclusive classrooms using subject matter across disciplines. All students complete the required reading courses to analyze theories, strategies and activities for incorporating the language arts throughout the elementary and secondary school curriculum.

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*.

A predetermined number of practicum hours working with classrooms are required. The reading courses address the needs of all learners in language acquisition, and are approved by the state and through our national accreditation. All students teach one on one, small groups and in whole class settings over the course of two semesters in methods blocks, in addition to a 16 week classroom student teaching experience. During the student teaching experience teacher candidates document through a required assignment in the student teaching portfolio as to how they are meeting the needs of individual students. All special education students complete additional coursework in their specialty area, along with an additional four week practicum in a special education classroom.

c. Effectively teach students who are limited English proficient.

A predetermined number of practicum hours working with classrooms are required. The reading courses address the needs of all learners in language acquisition, and are approved by the state and through our national accreditation. The evaluation process in student teaching assesses a candidate's ability to effectively teach students in this area.

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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.

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.