



Angelo State University
Traditional Report AY 2018-19
Texas



100% COMPLETE
STATUS: IN PROGRESS

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

Clouse

PHONE

(325) 942-2212

EMAIL

sclouse@angelo.edu

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
13.1202	Elementary Education	UG	
13.01	General Education (alternative programs/programs providing pedagogy only)	PG	
13.1203	Junior High/Intermediate/Middle School Education and Teaching	UG	
13.1	Special Education	UG	
13.1301	Teacher Education - Agriculture	UG	
13.1322	Teacher Education - Biology	UG	
13.1323	Teacher Education - Chemistry	UG	
13.1305	Teacher Education - English/Language Arts	UG	
13.1306	Teacher Education - Foreign Language	UG	
13.1328	Teacher Education - History	UG	
13.1311	Teacher Education - Mathematics	UG	
13.1312	Teacher Education - Music	UG	
13.1314	Teacher Education - Physical Education and Coaching	UG	
13.1318	Teacher Education - Social Studies	UG	
13.1331	Teacher Education - Speech	UG	

Total number of teacher preparation programs:

Program Requirements

THIS PAGE INCLUDES:

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

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\(a\)\(1\)\(C\)\(i\)\)](#)

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	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input 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 type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input 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 checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Essay or personal statement	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

Element	Admission	Completion
Interview	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <input type="text" value="Proficiency coursework"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" 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.)

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:

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

Element	Admission	Completion
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <input type="text"/>	<input type="radio"/> Yes <input checked="" 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:

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2018-19. ([§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

45

Number of clock hours required for student teaching

560

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

30

Number of years required for teaching as the teacher of record in a classroom

1

All Programs

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

0

[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)

25

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

125

Number of students in supervised clinical experience during this academic year

135

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

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

2018-19 Total	
Total Number of Individuals Enrolled	278
Subset of Program Completers	131

Gender	Total Enrolled	Subset of Program Completers
Male	59	27
Female	219	104
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	10	4
Hispanic/Latino of any race	96	42
Native Hawaiian or Other Pacific Islander	0	0
White	157	81

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	2	1
No Race/Ethnicity Reported	10	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 2018-19.

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 2018-19

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="26"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="60"/>

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	10
13.1210	Teacher Education - Early Childhood Education	60
13.1301	Teacher Education - Agriculture	3
13.1302	Teacher Education - Art	0
13.1303	Teacher Education - Business	0
13.1305	Teacher Education - English/Language Arts	7
13.1306	Teacher Education - Foreign Language	2
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	5
13.1312	Teacher Education - Music	9
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	4
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	2
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	1

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
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 2018-19. 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 2018-19

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	<input type="text" value="26"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="60"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text" value="10"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text" value="60"/>
13.1301	Teacher Education - Agriculture	<input type="text" value="3"/>
13.1302	Teacher Education - Art	<input type="text"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	<input type="text" value="7"/>
13.1306	Teacher Education - Foreign Language	<input type="text" value="2"/>
13.1307	Teacher Education - Health	<input type="text"/>

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	5
13.1312	Teacher Education - Music	9
13.1314	Teacher Education - Physical Education and Coaching	<input type="text"/>
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - General Science	<input type="text"/>
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	4
13.1320	Teacher Education - Trade and Industrial	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	2
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1328	Teacher Education - History	2
13.1329	Teacher Education - Physics	<input type="text"/>
13.1331	Teacher Education - Speech	1
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>
01	Agriculture	3
03	Natural Resources and Conservation	<input type="text"/>
05	Area, Ethnic, Cultural, and Gender Studies	<input type="text"/>
09	Communication or Journalism	1

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	<input type="text"/>
12	Personal and Culinary Services	<input type="text"/>
14	Engineering	<input type="text"/>
16	Foreign Languages, Literatures, and Linguistics	2
19	Family and Consumer Sciences/Human Sciences	<input type="text"/>
21	Technology Education/Industrial Arts	<input type="text"/>
22	Legal Professions and Studies	<input type="text"/>
23	English Language/Literature	7
24	Liberal Arts/Humanities	<input type="text"/>
25	Library Science	<input type="text"/>
26	Biological and Biomedical Sciences	<input type="text"/>
27	Mathematics and Statistics	5
30	Multi/Interdisciplinary Studies	70
38	Philosophy and Religious Studies	<input type="text"/>
40	Physical Sciences	<input type="text"/>
41	Science Technologies/Technicians	<input type="text"/>
42	Psychology	<input type="text"/>
44	Public Administration and Social Service Professions	<input type="text"/>
45	Social Sciences	<input type="text"/>
46	Construction	<input type="text"/>
47	Mechanic and Repair Technologies	<input type="text"/>
50	Visual and Performing Arts	9
51	Health Professions and Related Clinical Sciences	<input type="text"/>
52	Business/Management/Marketing	<input type="text"/>
54	History	6

CIP Code	Academic Major	Number Prepared
99	Other Specify: <input data-bbox="289 121 1260 163" type="text"/>	<input data-bbox="1292 90 1568 132" type="text"/>

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:

Educator preparation at ASU is a wholly standards-based program. All programs are developed from state standards and approved by the Texas Education Agency (TEA). ASU's degrees are approved by the Texas Higher Education Coordinating Board (THECB). Many of ASU's Educator Preparation program areas also ascribe to and meet standards from national professional associations. All preparation programs infuse the expectations from Texas public school standards as well as the Texas Essential Knowledge of Skills (TEKS) and the State of Texas Assessment of Academic Readiness (STAAR) measures of achievement and accountability. All program experiences, coursework, assignments, and field experiences, are aligned with standards and expectations, proficiencies, and outcomes delineated for all teacher certification areas. In this regard, the entire preparation program is held accountable. The development of teacher candidates in the Educator Preparation Program (EPP) is progressive and cumulative. Candidates are assessed at numerous key points in their academic and pedagogical programs. The final applications and reflection experience, supervised clinical teaching is evaluated over a fourteen-week experience in diverse school settings with diverse learners. To evaluate

clinical teaching, ASU has adopted the Interstate Teacher Assessment and Support Consortium (InTASC) model core teaching standards that outline what teachers should know and be able to do ensuring every K-12 student reaches the goal of being ready to enter college or the workforce in today's world. These standards outline the common principles and foundations of teaching practice, cutting across all subject areas and grade levels, which are necessary to improve student achievement. Educator candidates gather descriptive and demographic information about their learners and schools. Then they apply this information when incorporating standards, expectations for instruction, and assessment of learners. Planning, analysis, and reflection are evident in every aspect of the candidates' emerging competence. Observations and evaluations by a highly qualified classroom teacher and supervision by university personnel occurs formally in four benchmark conference sessions where strengths and areas for improvement are discussed with the candidate and where the candidate demonstrates his or her effect on student learning. ASU's Educator Preparation Program is a learner-centered model rather than a traditional teacher development model. Candidates analyze the effects and impact of their instructional plans and decisions and make new plans reflective of student achievement and needs. Candidates in the EPP have specific course content and experiences in the areas of Special Education. At the elementary preparation level, all candidates are required to complete a semester course in exceptionalities. Then, experiences with special needs students are infused into our program courses and field settings. At the secondary preparation level candidates also complete content and experiences focused on exceptional learners. Some candidates choose to add All-level Special Education certification to their preparation programs. These candidates have multiple experiences and specialization in teaching learners with special needs. In response to the diversity of its population, the State of Texas has developed standards and proficiencies related to teaching Limited English Proficient (LEP) Learners. All candidates in approved elementary and middle level certification programs must complete coursework and experiences addressing the needs of linguistically diverse learners. The EPP at ASU has developed a specific required course, entitled Linguistically Diverse Learners, and has appropriately included culturally and linguistically responsive teaching strategies in all pedagogy courses. The combination of specific content and infused practice supports a candidate's competence in this vital area. Linguistic diversity is only one area of focus in the EPP's embracing of diversity experiences for its candidates. Early in every preparation program diversity sensitivities, cultural responsiveness, and differentiated instruction are introduced, practiced, and then applied. These are coupled with dispositions and beliefs sensitive to the background, heritage, and needs of diverse learners. There is not, however a compartmentalized "diversity training session." Rather, the attitudes and practices of embracing diverse learners and their needs are infused in programs. The result is that educator graduates from Angelo State University are prepared to teach and live in West Texas and beyond with the belief that all children can learn. In a commitment to excellence and response to high-quality ideas, Angelo State has submitted the necessary documentation and received accreditation from the Council for the Accreditation of Educator Preparation (CAEP). Meeting national standards of excellence in the preparation of educators becomes yet another measure of the dedication of the faculty, staff and students of this institution. Becoming nationally accredited absolutely supports the mission of the university and the educator preparation program.

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\(a\)\)](#)

Please note that the goals you set last year are not pre-loaded into your report because the Department's changes to wording of the questions in this section make them incompatible for pre-loading from last year's data. Next year, your goals will be pre-loaded into your report based on the goals you enter this year.

In order to complete this section, you may find it helpful to review your goals in your 2019 report. You may download and review your 2019 report by following the following steps: 1) click the Home tab, 2) click "Academic Year 2018-19 Data" in the banner near the top of the page to expand the dropdown, and select "Academic Year 2017-18 Data," 3) Click Download Report.

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 \(2018-19\)](#)
- >> [Review Current Year's Goal \(2019-20\)](#)
- >> [Set Next Year's Goal \(2020-21\)](#)

Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in mathematics in 2018-19?

If no, leave remaining questions for 2018-19 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

We hoped to prepare 2 mathematics teachers, and we did.

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 (2019-20)

7. Is your program preparing teachers in mathematics in 2019-20? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

We would like to prepare 3 mathematics teachers.

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in mathematics in 2020-21? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

We would like to prepare 3 mathematics teachers.

Annual Goals: Science

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2018-19\)](#)
- >> [Review Current Year's Goal \(2019-20\)](#)
- >> [Set Next Year's Goal \(2020-21\)](#)

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\(a\)\)](#)

Please note that the goals you set last year are not pre-loaded into your report because the Department's changes to wording of the questions in this section make them incompatible for pre-loading from last year's data. Next year, your goals will be pre-loaded into your report based on the goals you enter this year.

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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 (2018-19)

1. Did your program prepare teachers in science in 2018-19?

If no, leave remaining questions for 2018-19 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

We hoped to prepare 1 science teacher, and we prepared 2.

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 (2019-20)

7. Is your program preparing teachers in science in 2019-20? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

We hope to produce 1 science teacher.

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in science in 2020-21? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

We hope to prepare 1 science teacher.

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\(a\)\)](#)

Please note that the goals you set last year are not pre-loaded into your report because the Department's changes to wording of the questions in this section make them incompatible for pre-loading from last year's data. Next year, your goals will be pre-loaded into your report based on the goals you enter this year.

In order to complete this section, you may find it helpful to review your goals in your 2019 report. You may download and review your 2019 report by following the following steps: 1) click the Home tab, 2) click "Academic Year 2018-19 Data" in the banner near the top of the page to expand the dropdown, and select "Academic Year 2017-18 Data," 3) Click Download Report.

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 \(2018-19\)](#)
- >> [Review Current Year's Goal \(2019-20\)](#)
- >> [Set Next Year's Goal \(2020-21\)](#)

Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in special education in 2018-19?

If no, leave remaining questions for 2018-19 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

We hoped to produce 6 SPED teachers.

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 (2019-20)

7. Is your program preparing teachers in special education in 2019-20? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

We hope to produce 10 SPED Teachers.

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in special education in 2020-21? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

We hope to produce 10 SPED teachers.

Annual Goals: Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route 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\(a\)\)](#)

Please note that the goals you set last year are not pre-loaded into your report because the Department's changes to wording of the questions in this section make them incompatible for pre-loading from last year's data. Next year, your goals will be pre-loaded into your report based on the goals you enter this year.

In order to complete this section, you may find it helpful to review your goals in your 2019 report. You may download and review your 2019 report by following the following steps: 1) click the Home tab, 2) click "Academic Year 2018-19 Data" in the banner near the top of the page to expand the dropdown, and select "Academic Year 2017-18 Data," 3) Click Download Report.

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 \(2018-19\)](#)
- >> [Review Current Year's Goal \(2019-20\)](#)
- >> [Set Next Year's Goal \(2020-21\)](#)

Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in instruction of limited English proficient students in 2018-19?

If no, leave remaining questions for 2018-19 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 (2019-20)

7. Is your program preparing teachers in instruction of limited English proficient students in 2019-20? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in instruction of limited English proficient students in 2020-21? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

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](#)

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 (%)
172 -AG SCIENCE AND TECHNOLOGY 6-12 Evaluation Systems group of Pearson All program completers, 2016-17	1			
272 -AGRICULTURE FOOD AND NATURAL RESOURCES 6-12 Evaluation Systems group of Pearson Other enrolled students	4			
272 -AGRICULTURE FOOD AND NATURAL RESOURCES 6-12 Evaluation Systems group of Pearson All program completers, 2018-19	2			
272 -AGRICULTURE FOOD AND NATURAL RESOURCES 6-12 Evaluation Systems group of Pearson All program completers, 2017-18	4			
272 -AGRICULTURE FOOD AND NATURAL RESOURCES 6-12 Evaluation Systems group of Pearson All program completers, 2016-17	1			
178 -ART EC-12 Evaluation Systems group of Pearson Other enrolled students	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
178 -ART EC-12 Evaluation Systems group of Pearson All program completers, 2017-18	1			
178 -ART EC-12 Evaluation Systems group of Pearson All program completers, 2016-17	2			
806 -CORE SUBJECTS 4-8 ELAR Evaluation Systems group of Pearson All program completers, 2018-19	9			
806 -CORE SUBJECTS 4-8 ELAR Evaluation Systems group of Pearson All program completers, 2017-18	11	252	9	82
806 -CORE SUBJECTS 4-8 ELAR Evaluation Systems group of Pearson All program completers, 2016-17	13	262	13	100
807 -CORE SUBJECTS 4-8 MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	9			
807 -CORE SUBJECTS 4-8 MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	11	254	9	82
807 -CORE SUBJECTS 4-8 MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	13	265	13	100
809 -CORE SUBJECTS 4-8 SCIENCE Evaluation Systems group of Pearson All program completers, 2018-19	9			
809 -CORE SUBJECTS 4-8 SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	11	251	9	82
809 -CORE SUBJECTS 4-8 SCIENCE Evaluation Systems group of Pearson All program completers, 2016-17	13	261	13	100
808 -CORE SUBJECTS 4-8 SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2018-19	9			
808 -CORE SUBJECTS 4-8 SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2017-18	11	254	9	82
808 -CORE SUBJECTS 4-8 SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2016-17	13	253	13	100
801 -CORE SUBJECTS EC-6 ELAR Evaluation Systems group of Pearson Other enrolled students	6			

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, 2018-19	56	259	54	96
801 -CORE SUBJECTS EC-6 ELAR Evaluation Systems group of Pearson All program completers, 2017-18	62	256	56	90
801 -CORE SUBJECTS EC-6 ELAR Evaluation Systems group of Pearson All program completers, 2016-17	74	257	67	91
805 -CORE SUBJECTS EC-6 FINE ARTS HEALTH AND PE Evaluation Systems group of Pearson Other enrolled students	6			
805 -CORE SUBJECTS EC-6 FINE ARTS HEALTH AND PE Evaluation Systems group of Pearson All program completers, 2018-19	56	258	54	96
805 -CORE SUBJECTS EC-6 FINE ARTS HEALTH AND PE Evaluation Systems group of Pearson All program completers, 2017-18	62	258	61	98
805 -CORE SUBJECTS EC-6 FINE ARTS HEALTH AND PE Evaluation Systems group of Pearson All program completers, 2016-17	74	258	70	95
802 -CORE SUBJECTS EC-6 MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	6			
802 -CORE SUBJECTS EC-6 MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	56	261	54	96
802 -CORE SUBJECTS EC-6 MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	62	266	61	98
802 -CORE SUBJECTS EC-6 MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	74	263	71	96
804 -CORE SUBJECTS EC-6 SCIENCE Evaluation Systems group of Pearson Other enrolled students	6			
804 -CORE SUBJECTS EC-6 SCIENCE Evaluation Systems group of Pearson All program completers, 2018-19	56	252	49	88
804 -CORE SUBJECTS EC-6 SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	62	252	54	87
804 -CORE SUBJECTS EC-6 SCIENCE Evaluation Systems group of Pearson All program completers, 2016-17	74	256	67	91

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
803 -CORE SUBJECTS EC-6 SOCIAL STUDIES Evaluation Systems group of Pearson Other enrolled students	6			
803 -CORE SUBJECTS EC-6 SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2018-19	56	251	48	86
803 -CORE SUBJECTS EC-6 SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2017-18	62	250	53	85
803 -CORE SUBJECTS EC-6 SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2016-17	74	254	65	88
117 -ENG LANGUAGE ARTS AND READING 4-8 Evaluation Systems group of Pearson All program completers, 2016-17	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, 2018-19	6			
231 -ENG LANGUAGE ARTS AND READING 7-12 Evaluation Systems group of Pearson All program completers, 2017-18	3			
231 -ENG LANGUAGE ARTS AND READING 7-12 Evaluation Systems group of Pearson All program completers, 2016-17	5			
191 -GENERALIST EC-6 Evaluation Systems group of Pearson Other enrolled students	1			
233 -HISTORY 7-12 Evaluation Systems group of Pearson Other enrolled students	2			
233 -HISTORY 7-12 Evaluation Systems group of Pearson All program completers, 2018-19	2			
233 -HISTORY 7-12 Evaluation Systems group of Pearson All program completers, 2017-18	2			
233 -HISTORY 7-12 Evaluation Systems group of Pearson All program completers, 2016-17	7			
238 -LIFE SCIENCE 7-12 Evaluation Systems group of Pearson All program completers, 2018-19	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
238 -LIFE SCIENCE 7-12 Evaluation Systems group of Pearson All program completers, 2017-18	3			
238 -LIFE SCIENCE 7-12 Evaluation Systems group of Pearson All program completers, 2016-17	5			
613 -LOTE: SPANISH EC-12 Evaluation Systems group of Pearson All program completers, 2018-19	2			
613 -LOTE: SPANISH EC-12 Evaluation Systems group of Pearson All program completers, 2017-18	1			
613 -LOTE: SPANISH EC-12 Evaluation Systems group of Pearson All program completers, 2016-17	1			
235 -MATHEMATICS 7-12 Evaluation Systems group of Pearson Other enrolled students	1			
235 -MATHEMATICS 7-12 Evaluation Systems group of Pearson All program completers, 2018-19	5			
235 -MATHEMATICS 7-12 Evaluation Systems group of Pearson All program completers, 2017-18	3			
235 -MATHEMATICS 7-12 Evaluation Systems group of Pearson All program completers, 2016-17	2			
177 -MUSIC EC-12 Evaluation Systems group of Pearson Other enrolled students	1			
177 -MUSIC EC-12 Evaluation Systems group of Pearson All program completers, 2018-19	8			
177 -MUSIC EC-12 Evaluation Systems group of Pearson All program completers, 2017-18	3			
177 -MUSIC EC-12 Evaluation Systems group of Pearson All program completers, 2016-17	4			
160 -PEDAGOGY-PROF RESP EC-12 Evaluation Systems group of Pearson Other enrolled students	16	259	14	88
160 -PEDAGOGY-PROF RESP EC-12 Evaluation Systems group of Pearson All program completers, 2018-19	94	258	86	91

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
160 -PEDAGOGY-PROF RESP EC-12 Evaluation Systems group of Pearson All program completers, 2017-18	100	257	93	93
160 -PEDAGOGY-PROF RESP EC-12 Evaluation Systems group of Pearson All program completers, 2016-17	126	261	117	93
243 -PHYSICS MATH 7-12 Evaluation Systems group of Pearson All program completers, 2016-17	1			
116 -SCIENCE 4-8 Evaluation Systems group of Pearson All program completers, 2016-17	1			
232 -SOCIAL STUDIES 7-12 Evaluation Systems group of Pearson All program completers, 2018-19	3			
232 -SOCIAL STUDIES 7-12 Evaluation Systems group of Pearson All program completers, 2017-18	5			
232 -SOCIAL STUDIES 7-12 Evaluation Systems group of Pearson All program completers, 2016-17	1			
161 -SPECIAL EDUCATION EC-12 Evaluation Systems group of Pearson All program completers, 2017-18	1			
161 -SPECIAL EDUCATION EC-12 Evaluation Systems group of Pearson All program completers, 2016-17	22	255	18	82
129 -SPEECH 7-12 Evaluation Systems group of Pearson Other enrolled students	1			
129 -SPEECH 7-12 Evaluation Systems group of Pearson All program completers, 2018-19	1			
129 -SPEECH 7-12 Evaluation Systems group of Pearson All program completers, 2016-17	2			
180 -THEATRE EC-12 Evaluation Systems group of Pearson Other enrolled students	1			
180 -THEATRE EC-12 Evaluation Systems group of Pearson All program completers, 2017-18	1			
180 -THEATRE EC-12 Evaluation Systems group of Pearson All program completers, 2016-17	1			

Summary Pass Rates

THIS PAGE INCLUDES:

[>> 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, 2018-19	97	75	77
All program completers, 2017-18	103	85	83
All program completers, 2016-17	128	113	88

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\(a\)\(1\)\(E\)](#))

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. 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.

Angelo State University has an institutional skills requirement in the area of technology literacy. The Educator Preparation Program identifies specific competencies and applications suitable for teacher education. Additionally, almost every academic experience utilizes the components of Blackboard as the portal for instruction and technology. In Educator Preparation, this is an expectation in all arenas. In professional education, candidates are introduced to TaskStream, an online platform and repository for cumulative professional experiences in education. Early on, candidates use components of TaskStream to develop and practice elements of instructional planning. All candidates are prepared in the knowledge and skills as prescribed in the Texas Education Agency/State Board of Educator Certification document: "Technology Requirements for Beginning Teachers." An increasing amount of instruction is now becoming available on line or web blended. These choices for candidates can be positive. The expectations are that all candidates use technology in academic pursuits. All members of the campus community rely on electronic communications and data submission. Measures of academic progress are available to candidates and to faculty advisors electronically. All admission/application forms for Educator Preparation are accessed and completed online. Candidates are notified instantaneously when an application has been approved. The technology of TaskStream allows candidates to plan and develop instruction, to share resources, to receive feedback, and to showcase progress. Clinical practice is evaluated using rubrics and evaluation tools available through TaskStream. Real and relevant technology experiences are part of most course experiences. A variety of representations are expected. The overall intent is that technology affects student learning in a positive manner.

Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

Teacher Training

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

a. Teach students with disabilities effectively

All educator preparation candidates complete coursework and experiences specifically directed to the knowledge and skills and dispositions necessary to teach learners with special needs and exceptionalities in any classroom. Elementary level candidates complete a semester-long course, entitled, A Survey of Exceptionalities. Included in this course is a minimum of 10-clock hours of field observations in classrooms with special needs students. Secondary level candidates complete coursework, experiences and observations in consort with their “4 Core” pedagogy courses prior to clinical teaching.

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 initial certification candidates have direct and applied experiences with special needs students as a part of their supervised clinical teaching. At both levels, content related to characteristics of students with disabilities and defining conditions are presented with legal requirements and mandates as well as with practical planning and decision-making for instruction and achievement. Candidates are introduced to individualized education program teams and their roles as classroom teachers in contributing to the development of educational plans for identified students.

c. Effectively teach students who are limited English proficient.

Candidates are also introduced to knowledge, skills, and dispositions related to teaching students who are Limited English Proficient (LEP). This unique learning need of many students in this part of the United States is again met with specific required coursework, Linguistically Diverse Learners, for knowledge and skills, and field experiences for dispositions and applications unique to the needs of LEP students.

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

Candidates preparing to be special education teachers are prepared to be elementary teachers and all-level special education teachers. These individuals take a specific 18 SCH sequence of courses in addition to student teaching in a special education classroom along with preparation to be a classroom teacher. There are 6 SCH of special education practicum experiences prior to student teaching where the candidates experience all aspects of working with special students including ARDS and ESL students.

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.

The progression of courses and experiences in Special Education fully prepares the candidate to participate in the individualized education program (IEP) preparation process. It also prepares the candidate to work with regular education teachers in implementing the IEP and other recommendations of the ARD committee. Candidates can also minor in special education at the middle and secondary level. The preparation focuses on the highly qualified standards for secondary school special education teachers.

c. Effectively teach students who are limited English proficient.

These candidates also take a course that focuses on the learning needs of ESL students: Linguistically Diverse Learners.

Contextual Information

THIS PAGE INCLUDES:

>> [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.

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.

What is unique about the Angelo State University Educator Preparation Program (EPP)? Candidates and other college students choose Angelo State for its vision, mission, academic programs, history, traditions, and dedication to success. The ASU educator candidate population reflects the demographics of West Texas and beyond. Substantial numbers of candidates represent first generation college students, non-native English speakers, diversity in heritage and culture, economic status, and geography. Teacher Education faculty, and other contributing university faculty combined, have completed hundreds of years of teaching, professional research, scholarly accomplishments, and service to the university, public schools, and the community at large. The Educator Preparation Program is large enough to be comprehensive in its preparation of teachers and other school personnel. It is small enough to reflect personal commitment on the part of the faculty to nurture and support the development of candidates. Approximately 25 percent of ASU graduates are Educator Preparation Program completers. This percentage climbs to 70 percent at the graduate level. The Robert G. and Nona K. Carr Foundation is one of the largest private endowments for scholarship assistance for a university the size of Angelo State. Carr scholarships are awarded annually to one in every six ASU students, many of whom are in the Educator Preparation Program. Candidates who successfully complete the Educator Preparation Program are sought after by school districts for employment. They are highly qualified and well prepared to be effective teachers or other school professionals when they complete the Educator Preparation Program. Angelo State University is a senior, public, regional 4-year comprehensive educational institution meeting the local and far-reaching needs of learners. Angelo State is a member of the Texas Tech University System. It is located in the city of San Angelo (population 95,000) near the exact geographic center of the state of Texas. Some would say the city is the true heart of Texas; others describe the community as located in west central Texas. ASU is a dynamic institution of higher education long recognized for its strong academic programs, its technological sophistication, and its nurturing environment, all of which help students reach their full potential. Angelo State draws its students primarily from west central Texas, but almost all of the 254 counties in TX send students to study at ASU. The institution's location and rich history contribute to attracting a substantial number of first generation college students. Additionally, numerous students arrive to study at ASU having been non-native English speakers. College student demographics at Angelo State denote approximately two-thirds Caucasian population and one-fourth Hispanic heritage. The institution has met the eligibility requirements for designation as an Hispanic Serving Institution (HSI). The College of Education serves approximately one fourth of the total enrollment in educator preparation. The college recommends between 20-25% of the campus population for graduation. The student/faculty ratio at ASU is 20/1. As a comprehensive university, Angelo State touches tomorrow in the lives of students, in the growth of their communities, whether local or global, and in the pursuit of the common good of society. Angelo State offers both undergraduate and graduate programs and has a student population of more than 10,000, which includes both residential and commuting students. A significant portion of the EPP candidate population is identified as non-traditional in age, experience, family circumstances, background, and need. These candidates may also be commuters. As they progress through their programs, they form cohort support groups that last long after graduation. Candidates supporting candidates is a unique characteristic of ASU programs. Large enough to make significant and innovative impact on the region and in society, ASU Educator Preparation is also small enough to be personal and supportive. Faculty in Professional Education makes connections with their students as program advisors and professors both on campus and in the field. Candidates know faculty and know their assigned program advisors. They develop strong relationships during the preparation program. Faculty members develop relationships with their candidates and follow and support them from freshman to senior years and beyond. The Angelo State University faculty supports its dynamic Educator Preparation Program with high expectations for all learners. Candidates are challenged to integrate content knowledge, pedagogical skills, professional dispositions, instructional decision-making, student-centered learning, and culturally relevant and responsive teaching to become effective practitioners in diverse learning communities. The Educator Preparation Program Vision at Angelo State is preparing: "A New Generation of Educators to Lead Others Toward Lifelong Learning." ASU provides a full range of educational opportunities that prepares students for successful careers and for entry into graduate and professional schools. Academically, the university is organized with five colleges: Arts and Sciences, Business, Education, Graduate Studies, and Health and Human Services. The College of Education began as a department. It then progressed in focus and size to the School of Education. Most recently, it became the College of Education, with departments of Teacher Education and Curriculum & Instruction. These changes are indicative of the University continuing emphasis on the importance of Educator Preparation and its support of and commitment to maintaining national accreditation. In November of 2017, the Educator Preparation Program completed the initial accreditation self-study process and review from the Accreditation Council of the Council for the Accreditation of Educator Preparation (CAEP). Angelo State has been granted CAEP accreditation. National accreditation communicates Angelo State commitment to excellence in teacher education. Not only does Angelo State provide excellent academic preparation for students but also excellent facilities for learning and living.

Angelo State has the financial resources to help its students reach their educational goals. Long-time ASU supporter, Robert G. Carr, upon his death in 1978, established a foundation funded by his mineral and royalty interests from oil-producing properties in 16 West Texas counties. His wife, Nona Carr, would add her interest in those properties to the foundation upon her death nine years later. The Robert G. and Nona K. Carr Foundation, established to provide scholarships for needy and worthy students, would have a profound impact on Angelo State. The first scholarships were awarded in 1981. By 2007 the fund was valued at more than \$65 million and provided scholarships for one in every six ASU students for an annual total of 3.3 million dollars. Additionally, the College of Education and other academic departments are housed in the Robert G. and Nona K. Carr Building on the campus. Success at ASU, in the classroom, in student organizations, or on playing fields, translates into success in life. ASU graduates have headed major national corporations, played in Super Bowls, anchored national newscasts, served on Pulitzer Prize juries, held statewide political office, and made numerous contributions to their communities and society. Angelo State has grown substantially since its initial role as San Angelo Junior College in 1928. In 1965, it became a four-year, baccalaureate granting institution, and in 1969, its name was changed to Angelo State University. In 2007 Angelo State became a member of the Texas Tech University System.

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:

TITLE:

Certification of review of submission

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual.*

NAME OF REVIEWER:

TITLE: