TX | **Angelo State University**
Traditional Report AY 2016-17
Texas

100% COMPLETE
STATUS: IN PROGRESS

Institution Information

ADDRESS

ASU Station #10914

CITY

San Angelo

STATE

Texas ▼

ZIP

76909

SALUTATION

Dr. ▼

FIRST NAME

John

LAST NAME

Miazga

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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?
(https://www2.ed.gov/programs/tqpartnership/awards.html)

○ Yes
● No

If yes, provide the following:

AWARD YEAR

GRANTEE NAME

PROJECT NAME

GRANT NUMBER

LIST PARTNER DISTRICTS/LEAS (ONE PER LINE)

LIST OTHER PARTNERS (ONE PER LINE)

PROJECT TYPE

○ **Residency**

○ **Pre-baccalaureate**

○ **Both Residency and Pre-baccalaureate**

List of Programs

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

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

Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at **https://www2.ed.gov/programs/tqpartnership/awards.html**.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Agricultural Science and Technology (Grades 6-12)	No	
Art (Grades EC-12)	No	
Chemistry (Grades 7-12)	No	
Computer Science (Grades 8-12)	No	
English Language Arts and Reading (Grades 4-8)	No	
English Language Arts and Reading (Grades 7-12)	No	
English Language Arts and Reading/Social Studies (Grades 4-8)	No	
Generalist (Grades 4-8)	No	
Generalist (Grades EC-6)	No	
History (Grades 7-12)	No	
Life Science (Grades 7-12)	No	
Mathematics (Grades 4-8)	No	
Mathematics 7-12	No	
Music EC-12	No	

Total number of teacher preparation programs: 25

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Physical Education (Grades EC-12)	No	
Physical Science (Grades 6-12)	No	
Physics/Mathematics (Grades 8-12)	No	
Science (Grades 4-8)	No	
Social Studies (Grades 4-8)	No	
Social Studies 7-12	No	
Spanish EC-12	No	
Special Education EC-12	No	
Speech 7-12	No	
Technology Applications (Grades EC-12)	No	
Theatre Arts EC-12	No	
Total number of teacher preparation programs: 25		

Program Requirements

On this page, review and enter information about the program requirements for admission into the program, program completion, and supervised clinical experience. If you submitted an IPRC last year, much of this page is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to specify the requirements in the appropriate reports. For the traditional report, provide the requirements for traditional programs within the IHE. For the alternative report, provide the requirements for the alternative programs within the IHE.

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

> THIS PAGE INCLUDES:
>
> >> Admissions
>
> >> Undergraduate Requirements
>
> >> Postgraduate Requirements
>
> >> Supervised Clinical Experience

Admissions

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

Other ▼

If Other, please specify:

May apply after completing 60 semester credit hours and an Entrance Interview.

2. Does your initial teacher certification program conditionally admit students?

○ Yes

● No

3. Provide a link to your website where additional information about admissions requirements can be found:

http://www.angelo.edu/dept/ceducation/certprocedures.html#adm

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

Candidates are required to demonstrate proficiency in mathematics, reading, writing, and speaking. They also participate in an Entrance Interview.

Undergraduate Requirements

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

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

● Yes

○ No

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

Element	Required for Entry	Required for Exit

Requirement				
Transcript	● Yes	○ No	○ Yes	● No
Fingerprint check	○ Yes	● No	○ Yes	● No
Background check	○ Yes	● No	○ Yes	● No
Minimum number of courses/credits/semester hours completed	● Yes	○ No	● Yes	○ No
Minimum GPA	● Yes	○ No	● Yes	○ No
Minimum GPA in content area coursework	● Yes	○ No	● Yes	○ No
Minimum GPA in professional education coursework	● Yes	○ No	● Yes	○ No
Minimum ACT score	○ Yes	● No	○ Yes	● No
Minimum SAT score	○ Yes	● No	○ Yes	● No
Minimum basic skills test score	● Yes	○ No	○ Yes	● No
Subject area/academic content test or other subject matter verification	● Yes	○ No	● Yes	○ No
Recommendation(s)	● Yes	○ No	○ Yes	● No
Essay or personal statement	○ Yes	● No	○ Yes	● No
Interview	● Yes	○ No	○ Yes	● No
Other Specify: Proficiency coursework	● Yes	○ No	● Yes	○ No

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

2.75

3. What was the median GPA of individuals accepted into the program in academic year 2016-17?

3.37

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

2.75

5. What was the median GPA of individuals completing the program in academic year 2016-17?

3.31

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

Postgraduate Requirements

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

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

- ● Yes
- ○ No

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

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

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

2.75

3. What was the median GPA of individuals accepted into the program in academic year 2016-17?

3.36

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

2.75

5. What was the median GPA of individuals completing the program in academic year 2016-17?

3.875

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

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2016-17. (§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))

Additional guidance on reporting supervised clinical experience and nonclinical coursework.

Average number of clock hours of supervised clinical experience required prior to student teaching	114
Average number of clock hours required for student teaching	560
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	1
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	18
Number of students in supervised clinical experience during this academic year	138

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

Enrollment

On this page, enter the number of candidates for an initial teaching credential who are enrolled in the initial teacher preparation programs within your institution of higher education (IHE) or organization. **Do not** report on the total number of students enrolled in the entire IHE. **Do not** include individuals who currently hold a teaching credential and are seeking additional licenses or endorsements, or individuals preparing for school-based careers other than classroom teachers (e.g., administrators, guidance counselors).

The Department recognizes that in many cases, candidates voluntarily report their race/ethnicity and gender data, and that in some cases, candidates may choose not to report this information. Please report on the race/ethnicity data you have available, though the data may not be complete. It is not expected that the sum of the enrolled students reported by race/ethnicity or by gender will necessarily equal the total number of students enrolled.

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

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

Enrollment

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

Additional guidance on reporting race and ethnicity data.

Total number of students enrolled in 2016-17	103
Unduplicated number of males enrolled in 2016-17	33
Unduplicated number of females enrolled in 2016-17	70

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled. **(§205(a)(1)(C)(ii)(H))**

2016-17	Number Enrolled
Ethnicity	
Hispanic/Latino of any race	35
Race	

2016-17	Number Enrolled
American Indian or Alaska Native	1
Asian	0
Black or African American	1
Native Hawaiian or Other Pacific Islander	0
White	60
Two or more races	1

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.

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2016-17. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

Additional guidance on reporting teachers prepared by subject area.

What are CIP Codes?

☐ **No teachers prepared in academic year 2016-17**

CIP Code	Subject Area	Number Prepared
13.01	Education - General	97
13.10	Teacher Education - Special Education	29
13.1210	Teacher Education - Early Childhood Education	83
13.1202	Teacher Education - Elementary Education	83
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	18
13.1205	Teacher Education - Secondary Education	12
13.1206	Teacher Education - Multiple Levels	36

CIP Code	Subject Area	Number Prepared
13.1301	Teacher Education - Agriculture	4
13.1302	Teacher Education - Art	2
13.1303	Teacher Education - Business	0
13.1305	Teacher Education - English/Language Arts	11
13.1306	Teacher Education - Foreign Language	0
13.1307	Teacher Education - Health	0
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	0
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1311	Teacher Education - Mathematics	2
13.1312	Teacher Education - Music	4
13.1314	Teacher Education - Physical Education and Coaching	0
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - Science Teacher Education/General Science	0
13.1317	Teacher Education - Social Science	0
13.1318	Teacher Education - Social Studies	1
13.1319	Teacher Education - Technical Education	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	5
13.1323	Teacher Education - Chemistry	0
13.1324	Teacher Education - Drama and Dance	0
13.1325	Teacher Education - French	0
13.1326	Teacher Education - German	0
13.1328	Teacher Education - History	8
13.1329	Teacher Education - Physics	1
13.1330	Teacher Education - Spanish	0

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	2
13.1332	Teacher Education - Geography	0
13.1333	Teacher Education - Latin	0
13.1335	Teacher Education - Psychology	0
13.1337	Teacher Education - Earth Science	0
13.14	Teacher Education - English as a Second Language	0
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	0
13.99	Education - Other Specify:	0

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2016-17. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. **(§205(b)(1)(H))**

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

Additional guidance on reporting teachers prepared by academic major.

What are CIP Codes?

☐ **No teachers prepared in academic year 2016-17**

CIP Code	Academic Major	Number Prepared
13.01	Education - General	0
13.10	Teacher Education - Special Education	0
13.1210	Teacher Education - Early Childhood Education	0
13.1202	Teacher Education - Elementary Education	0
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	0
13.1205	Teacher Education - Secondary Education	0
13.1301	Teacher Education - Agriculture	0

CIP Code	Academic Major	Number Prepared
13.1302	Teacher Education - Art	0
13.1303	Teacher Education - Business	0
13.1305	Teacher Education - English/Language Arts	0
13.1306	Teacher Education - Foreign Language	0
13.1307	Teacher Education - Health	0
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	0
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1311	Teacher Education - Mathematics	0
13.1312	Teacher Education - Music	0
13.1314	Teacher Education - Physical Education and Coaching	0
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - Science	0
13.1317	Teacher Education - Social Science	0
13.1318	Teacher Education - Social Studies	0
13.1319	Teacher Education - Technical Education	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	0
13.1323	Teacher Education - Chemistry	0
13.1324	Teacher Education - Drama and Dance	0
13.1325	Teacher Education - French	0
13.1326	Teacher Education - German	0
13.1328	Teacher Education - History	0
13.1329	Teacher Education - Physics	0
13.1330	Teacher Education - Spanish	0
13.1331	Teacher Education - Speech	0

CIP Code	Academic Major	Number Prepared
13.1332	Teacher Education - Geography	0
13.1333	Teacher Education - Latin	0
13.1335	Teacher Education - Psychology	0
13.1337	Teacher Education - Earth Science	0
13.14	Teacher Education - English as a Second Language	0
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	0
13.03	Education - Curriculum and Instruction	0
13.09	Education - Social and Philosophical Foundations of Education	0
24	Liberal Arts/Humanities	0
42	Psychology	0
45.01	Social Sciences	0
45.02	Anthropology	0
45.06	Economics	0
45.07	Geography and Cartography	0
45.10	Political Science and Government	0
45.11	Sociology	0
50	Visual and Performing Arts	3
54	History	8
16	Foreign Languages	0
19	Family and Consumer Sciences/Human Sciences	0
23	English Language/Literature	11
38	Philosophy and Religious Studies	0
01	Agriculture	4
09	Communication or Journalism	2
14	Engineering	0

CIP Code	Academic Major	Number Prepared
26	Biology	6
27	Mathematics and Statistics	0
40.01	Physical Sciences	0
40.02	Astronomy and Astrophysics	0
40.04	Atmospheric Sciences and Meteorology	0
40.05	Chemistry	0
40.06	Geological and Earth Sciences/Geosciences	0
40.08	Physics	1
52	Business/Business Administration/Accounting	0
11	Computer and Information Sciences	0
99	Other Specify: Interdisciplinary Studies Includes: Generalist EC-6, Core Subject EC-6/4-8 and SPED EC-12	126

CIP Code	Academic Major	Number Prepared

Program Completers

On this page, enter the total number of individuals who completed the program in AY 2016-17 and the two prior academic years. If you submitted an IPRC last year, the number of program completers for the two prior academic years are pre-loaded from your prior year's report.

A program completer is a person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as a criterion for determining who is a program completer.

An individual cannot be classified as both enrolled and as a program completer at the same time. An enrolled individual is not a program completer. Once an individual has met all the requirements of a state-approved teacher preparation program and becomes a program completer, the individual is no longer classified as enrolled.

After entering the program completers, save the page using the floating save box at the bottom of the page.

Program Completers

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

2016-17	141
2015-16	125
2014-15	132

Annual Goals

On this page, review the annual goals in each subject area listed below. If you submitted an IPRC last year, the goals you entered last year are pre-loaded from your prior year's report. Please respond to the questions to report on progress towards the goals, and set new goals for the next academic year.

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

Annual Goals - Mathematics

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

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

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

Academic year 2016-17

1. Did your program prepare teachers in mathematics in 2016-17?

- ● Yes
- ○ No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in mathematics in 2016-17?

> 2

3. Did your program meet the goal for prospective teachers set in mathematics in 2016-17?

- ● Yes
- ○ No
- ○ Not applicable

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

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

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

7. Is your program preparing teachers in mathematics in 2017-18?

- ● Yes
- ○ No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in mathematics in 2017-18?

> 2

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

Academic year 2018-19

10. Will your program prepare teachers in mathematics in 2018-19?

- ● Yes
- ○ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in mathematics in 2018-19?

> 2

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

Annual Goals - Science

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

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

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

Academic year 2016-17

1. Did your program prepare teachers in science in 2016-17?

- ● Yes
- ○ No (leave remaining questions for year blank)

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

> 1

3. Did your program meet the goal for prospective teachers set in science in 2016-17?

- ● Yes
- ○ No
- ○ Not applicable

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

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

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

Academic year 2017-18

7. Is your program preparing teachers in science in 2017-18?

- ● Yes
- ○ No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in science in 2017-18?

| 1 |

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

Academic year 2018-19

10. Will your program prepare teachers in science in 2018-19?

- ● Yes
- ○ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in science in 2018-19?

| 1 |

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

Annual Goals - Special Education

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

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

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

Academic year 2016-17

1. Did your program prepare teachers in special education in 2016-17?

- ● Yes
- ○ No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in special education in 2016-17?

> 4

3. Did your program meet the goal for prospective teachers set in special education in 2016-17?

- ● Yes
- ○ No
- ○ Not applicable

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

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

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

Academic year 2017-18

7. Is your program preparing teachers in special education in 2017-18?

- ● Yes
- ○ No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in special education in 2017-18?

> 5

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

Academic year 2018-19

10. Will your program prepare teachers in special education in 2018-19?

- ● Yes
- ○ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in special education in 2018-19?

> 6

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

Annual Goals - Instruction of Limited English Proficient Students

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

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

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

Academic year 2016-17

1. Did your program prepare teachers in instruction of limited English proficient students in 2016-17?

○ Yes
● No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2016-17?

[   ]

3. Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2016-17?

○ Yes
○ No
● Not applicable

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

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

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

Academic year 2017-18

7. Is your program preparing teachers in instruction of limited English proficient students in 2017-18?

○ Yes
● No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2017-18?

[   ]

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

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

○ Yes

● No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2018-19?

[   ]

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

Assurances

Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

1. Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

● Yes

○ No

2. Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

● Yes

○ No

3. Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

● Yes

○ No

○ Program does not prepare special education teachers

4. Prospective general education teachers are prepared to provide instruction to students with disabilities.

● Yes

○ No

5. Prospective general education teachers are prepared to provide instruction to limited English proficient students.

● Yes

○ No

6. Prospective general education teachers are prepared to provide instruction to students from low-income families.

● Yes

○ No

7. Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

● Yes

○ No

8. Describe your institution's most successful strategies in meeting the assurances listed above:

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 abut 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.

Assessment Pass Rates

On this page, review the assessment pass rates. Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

After reviewing, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:
>> Assessment Pass Rates

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TEX172 -AG SCIENCE AND TECHNOLOGY 6-12 Educational Testing Service (ETS) Other enrolled students	1			
TEX172 -AG SCIENCE AND TECHNOLOGY 6-12 Educational Testing Service (ETS) All program completers, 2016-17	1			
TEX172 -AG SCIENCE AND TECHNOLOGY 6-12 Educational Testing Service (ETS) All program completers, 2015-16	6			
TEX172 -AG SCIENCE AND TECHNOLOGY 6-12 Educational Testing Service (ETS) All program completers, 2014-15	9			
TEX272 -AGRICULTURE FOOD AND NATURAL RESOURCES 6-12 Educational Testing Service (ETS) All program completers, 2016-17	1			
TEX178 -ART EC-12 Educational Testing Service (ETS) Other enrolled students	3			
TEX178 -ART EC-12 Educational Testing Service (ETS) All program completers, 2016-17	2			
TEX806 -CORE SUBJECTS 4 - 8 ELAR Educational Testing Service (ETS) All program completers, 2016-17	12	260	12	100
TEX806 -CORE SUBJECTS 4 - 8 ELAR Educational Testing Service (ETS) All program completers, 2015-16	5			
TEX807 -CORE SUBJECTS 4 - 8 MATHEMATICS Educational Testing Service (ETS) All program completers, 2016-17	12	264	12	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TEX807 -CORE SUBJECTS 4 - 8 MATHEMATICS Educational Testing Service (ETS) All program completers, 2015-16	5			
TEX809 -CORE SUBJECTS 4 - 8 SCIENCE Educational Testing Service (ETS) All program completers, 2016-17	12	260	12	100
TEX809 -CORE SUBJECTS 4 - 8 SCIENCE Educational Testing Service (ETS) All program completers, 2015-16	5			
TEX808 -CORE SUBJECTS 4 - 8 SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2016-17	12	252	12	100
TEX808 -CORE SUBJECTS 4 - 8 SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2015-16	5			
TEX801 -CORE SUBJECTS EC - 6 ELAR Educational Testing Service (ETS) Other enrolled students	6			
TEX801 -CORE SUBJECTS EC - 6 ELAR Educational Testing Service (ETS) All program completers, 2016-17	72	258	65	90
TEX801 -CORE SUBJECTS EC - 6 ELAR Educational Testing Service (ETS) All program completers, 2015-16	60	258	59	98
TEX801 -CORE SUBJECTS EC - 6 ELAR Educational Testing Service (ETS) All program completers, 2014-15	7			
TEX805 -CORE SUBJECTS EC - 6 FINE ARTS HEALTH AND PE Educational Testing Service (ETS) Other enrolled students	6			
TEX805 -CORE SUBJECTS EC - 6 FINE ARTS HEALTH AND PE Educational Testing Service (ETS) All program completers, 2016-17	72	258	66	92
TEX805 -CORE SUBJECTS EC - 6 FINE ARTS HEALTH AND PE Educational Testing Service (ETS) All program completers, 2015-16	60	259	59	98
TEX805 -CORE SUBJECTS EC - 6 FINE ARTS HEALTH AND PE Educational Testing Service (ETS) All program completers, 2014-15	7			
TEX802 -CORE SUBJECTS EC - 6 MATHEMATICS Educational Testing Service (ETS) Other enrolled students	6			
TEX802 -CORE SUBJECTS EC - 6 MATHEMATICS Educational Testing Service (ETS) All program completers, 2016-17	72	264	69	96

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TEX802 -CORE SUBJECTS EC - 6 MATHEMATICS Educational Testing Service (ETS) All program completers, 2015-16	60	263	57	95
TEX802 -CORE SUBJECTS EC - 6 MATHEMATICS Educational Testing Service (ETS) All program completers, 2014-15	7			
TEX804 -CORE SUBJECTS EC - 6 SCIENCE Educational Testing Service (ETS) Other enrolled students	6			
TEX804 -CORE SUBJECTS EC - 6 SCIENCE Educational Testing Service (ETS) All program completers, 2016-17	72	256	64	89
TEX804 -CORE SUBJECTS EC - 6 SCIENCE Educational Testing Service (ETS) All program completers, 2015-16	60	252	55	92
TEX804 -CORE SUBJECTS EC - 6 SCIENCE Educational Testing Service (ETS) All program completers, 2014-15	7			
TEX803 -CORE SUBJECTS EC - 6 SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	6			
TEX803 -CORE SUBJECTS EC - 6 SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2016-17	72	253	59	82
TEX803 -CORE SUBJECTS EC - 6 SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2015-16	60	249	51	85
TEX803 -CORE SUBJECTS EC - 6 SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2014-15	7			
TEX117 -ENG LANGUAGE ARTS AND READING 4 - 8 Educational Testing Service (ETS) All program completers, 2016-17	3			
TEX117 -ENG LANGUAGE ARTS AND READING 4 - 8 Educational Testing Service (ETS) All program completers, 2015-16	1			
TEX231 -ENG LANGUAGE ARTS AND READING 7-12 Educational Testing Service (ETS) Other enrolled students	2			
TEX231 -ENG LANGUAGE ARTS AND READING 7-12 Educational Testing Service (ETS) All program completers, 2016-17	5			
TEX231 -ENG LANGUAGE ARTS AND READING 7-12 Educational Testing Service (ETS) All program completers, 2015-16	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TEX231 -ENG LANGUAGE ARTS AND READING 7-12 Educational Testing Service (ETS) All program completers, 2014-15	3			
TEX111 -GENERALIST 4 - 8 Educational Testing Service (ETS) Other enrolled students	1			
TEX111 -GENERALIST 4 - 8 Educational Testing Service (ETS) All program completers, 2015-16	5			
TEX111 -GENERALIST 4 - 8 Educational Testing Service (ETS) All program completers, 2014-15	3			
TEX191 -GENERALIST EC - 6 Educational Testing Service (ETS) Other enrolled students	3			
TEX191 -GENERALIST EC - 6 Educational Testing Service (ETS) All program completers, 2015-16	2			
TEX191 -GENERALIST EC - 6 Educational Testing Service (ETS) All program completers, 2014-15	51	254	47	92
TEX233 -HISTORY 7-12 Educational Testing Service (ETS) Other enrolled students	5			
TEX233 -HISTORY 7-12 Educational Testing Service (ETS) All program completers, 2016-17	7			
TEX233 -HISTORY 7-12 Educational Testing Service (ETS) All program completers, 2015-16	5			
TEX233 -HISTORY 7-12 Educational Testing Service (ETS) All program completers, 2014-15	7			
TEX238 -LIFE SCIENCE 7-12 Educational Testing Service (ETS) Other enrolled students	1			
TEX238 -LIFE SCIENCE 7-12 Educational Testing Service (ETS) All program completers, 2016-17	5			
TEX238 -LIFE SCIENCE 7-12 Educational Testing Service (ETS) All program completers, 2015-16	1			
TEX238 -LIFE SCIENCE 7-12 Educational Testing Service (ETS) All program completers, 2014-15	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TEX613 -LOTE-SPANISH EC - 12 Educational Testing Service (ETS) All program completers, 2014-15	1			
TEX235 -MATHEMATICS 7-12 Educational Testing Service (ETS) Other enrolled students	3			
TEX235 -MATHEMATICS 7-12 Educational Testing Service (ETS) All program completers, 2016-17	2			
TEX235 -MATHEMATICS 7-12 Educational Testing Service (ETS) All program completers, 2015-16	7			
TEX235 -MATHEMATICS 7-12 Educational Testing Service (ETS) All program completers, 2014-15	3			
TEX177 -MUSIC EC-12 Educational Testing Service (ETS) Other enrolled students	1			
TEX177 -MUSIC EC-12 Educational Testing Service (ETS) All program completers, 2016-17	3			
TEX177 -MUSIC EC-12 Educational Testing Service (ETS) All program completers, 2015-16	4			
TEX177 -MUSIC EC-12 Educational Testing Service (ETS) All program completers, 2014-15	4			
TEX160 -PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) Other enrolled students	13	257	12	92
TEX160 -PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) All program completers, 2016-17	120	262	110	92
TEX160 -PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) All program completers, 2015-16	108	260	103	95
TEX160 -PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) All program completers, 2014-15	94	262	92	98
TEX158 -PHYSICAL EDUCATION EC-12 Educational Testing Service (ETS) Other enrolled students	1			
TEX158 -PHYSICAL EDUCATION EC-12 Educational Testing Service (ETS) All program completers, 2015-16	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TEX158 -PHYSICAL EDUCATION EC-12 Educational Testing Service (ETS) All program completers, 2014-15	1			
TEX243 -PHYSICS MATH 7-12 Educational Testing Service (ETS) All program completers, 2016-17	1			
TEX232 -SOCIAL STUDIES 7-12 Educational Testing Service (ETS) Other enrolled students	1			
TEX232 -SOCIAL STUDIES 7-12 Educational Testing Service (ETS) All program completers, 2016-17	1			
TEX232 -SOCIAL STUDIES 7-12 Educational Testing Service (ETS) All program completers, 2015-16	2			
TEX232 -SOCIAL STUDIES 7-12 Educational Testing Service (ETS) All program completers, 2014-15	1			
TEX161 -SPECIAL EDUCATION EC-12 Educational Testing Service (ETS) Other enrolled students	1			
TEX161 -SPECIAL EDUCATION EC-12 Educational Testing Service (ETS) All program completers, 2016-17	22	255	18	82
TEX161 -SPECIAL EDUCATION EC-12 Educational Testing Service (ETS) All program completers, 2015-16	19	254	17	89
TEX161 -SPECIAL EDUCATION EC-12 Educational Testing Service (ETS) All program completers, 2014-15	10	254	8	80
TEX129 -SPEECH COMMUNICATIONS 7-12 TEXES Educational Testing Service (ETS) All program completers, 2016-17	2			
TEX129 -SPEECH COMMUNICATIONS 7-12 TEXES Educational Testing Service (ETS) All program completers, 2015-16	1			
TEX129 -SPEECH COMMUNICATIONS 7-12 TEXES Educational Testing Service (ETS) All program completers, 2014-15	3			
TEX180 -THEATRE EC-12 Educational Testing Service (ETS) All program completers, 2016-17	1			
TEX180 -THEATRE EC-12 Educational Testing Service (ETS) All program completers, 2014-15	1			

Summary Pass Rates

On this page, review the summary pass rates. Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

After reviewing, save the page using the floating save box at the bottom of the page.

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2016-17	126	106	84
All program completers, 2015-16	110	100	91
All program completers, 2014-15	98	92	94

Low-Performing

On this page, review the questions regarding your program's approval/accreditation and whether your program has been designated as low performing by the state. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

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

Low-Performing

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

1. Is your teacher preparation program currently approved or accredited?

- ● Yes
- ○ No

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

- ☑ State
- ☐ NCATE
- ☐ TEAC
- ☑ CAEP
- ☑ Other specify:

TEA

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

- ○ Yes
- ● No

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.

THIS PAGE INCLUDES:

>> Use of Technology

Use of Technology

1. **Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. (§205(a)(1)(F))**

   Does your program prepare teachers to:

   a. **integrate technology effectively into curricula and instruction**

   - ● Yes
   - ○ No

   b. **use technology effectively to collect data to improve teaching and learning**

   - ● Yes
   - ○ No

   c. **use technology effectively to manage data to improve teaching and learning**

   - ● Yes
   - ○ No

   d. **use technology effectively to analyze data to improve teaching and learning**

   - ● Yes
   - ○ No

2. **Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.**

   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

On this page, review the questions about how your program trains general education teachers and special education teachers. For the purposes of these questions, general education teachers means those who are not specifically prepared as special education teachers. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

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

Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. **(§205(a)(1)(G))**

1. **Does your program prepare general education teachers to:**

   a. **teach students with disabilities effectively**

      ● Yes
      ○ No

   b. **participate as a member of individualized education program teams**

      ● Yes
      ○ No

   c. **teach students who are limited English proficient effectively**

      ● Yes
      ○ No

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

   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. 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. 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.

3. **Does your program prepare special education teachers to:**

   a. **teach students with disabilities effectively**

- ● Yes
- ○ No
- ○ Program does not prepare special education teachers

b. participate as a member of individualized education program teams

- ● Yes
- ○ No
- ○ Program does not prepare special education teachers

c. teach students who are limited English proficient effectively

- ● Yes
- ○ No
- ○ Program does not prepare special education teachers

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

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

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 6500, 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

CAEP Accreditation Letter 2017	

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

Report Card Certification

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

Enrollment Confirmation

Total Title II enrollment from Section I: Program Information, Enrollment is **103**.

Number of program completers from Section I: Program Information, Program Completers is **141**.

For a total enrollment of **244**.

☐ **I certify the total enrollment shown above is correct.**

Certification of submission

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

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

TITLE:

Certification of review of submission

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

NAME OF REVIEWER:

TITLE:

Comparison with Last Year

Item	Last Year	This Year	Change
Total Enrollment	176	103	-41.48%
Male Enrollment	47	33	-29.79%
Female Enrollment	129	70	-45.74%
Hispanic/Latino Enrollment	55	35	-36.36%
American Indian or Alaska Native Enrollment	3	1	-66.67%
Asian Enrollment	0	0	
Black or African American Enrollment	4	1	-75.00%

Item	Last Year	This Year	Change
Native Hawaiian or Other Pacific Islander Enrollment	0	0	
White Enrollment	109	60	-44.95%
Two or more races Enrollment	5	1	-80.00%
Average number of clock hours required prior to student teaching	114	114	0.00%
Average number of clock hours required for student teaching	560	560	0.00%
Average number of clock hours required for mentoring	0	0	
Number of full-time equivalent faculty in supervised clinical experience during this academic year	1	1	0.00%
Number of adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	18	18	0.00%
Number of students in supervised clinical experience during this academic year	111	138	24.32%
Total completers for current academic year	125	141	12.80%
Total completers for prior academic year	132	125	-5.30%
Total completers for second prior academic year	153	132	-13.73%