

Title II

Higher Education Act

SUBMIT REPORTS

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Texas A&M University
Traditional Program
2011-12

Print Report Card

Institution Information

Name of Institution: Texas A&M University
Institution/Program Type: Traditional
Academic Year: 2011-12
State: Texas

Address: 4222 TAMU

College Station, TX, 77843

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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? (<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>)

No

If yes, provide the following:

Award year:

Grantee name:

Project name:

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

Section I.a 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 <http://www2.ed.gov/about/offices/list/oi/tqp/index.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Agricultural Science and Technology 6-12	No
Bilingual Generalist - Spanish EC-6	No
Chemistry 8-12	No
Computer Science 8-12	No
Dance 8-12	No
English Language Arts and Reading 4-8	No
English Language Arts and Reading/Social Studies 4-8	No
Generalist EC-6	No
Health EC-12	No
History 8-12	No
Life Sciences 8-12	No
Mathematics 8-12	No
Mathematics/Science 4-8	No
Physical Education EC-12	No
Physical Science 8-12	No
Physics/Mathematics 8-12	No
Science 8-12	No
Social Studies 8-12	No
Special Education EC-12	No
Total number of teacher preparation programs: 19	

Section I.b Admissions

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

Junior year

Does your initial teacher certification program conditionally admit students?

Yes

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

<http://tlac.tamu.edu>; <http://hlkweb.tamu.edu>; <http://epsy.tamu.edu>

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

Two programs, Special Education and Bilingual Education, admit students on a conditional basis. All other programs do not.

Section I.b Undergraduate Requirements

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

Are there initial teacher certification programs at the undergraduate level?

Yes

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.

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

What is the minimum GPA required for admission into the program?

2.5

What was the median GPA of individuals accepted into the program in academic year 2011-12

3.223

What is the minimum GPA required for completing the program?

2.5

What was the median GPA of individuals completing the program in academic year 2011-12

3.293

Section I.b Postgraduate Requirements

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

Are there initial teacher certification programs at the postgraduate level?

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.

Element	Required for Entry	Required for Exit
Transcript		
Fingerprint check		
Background check		
Minimum number of courses/credits/semester hours completed		
Minimum GPA		
Minimum GPA in content area coursework		
Minimum GPA in professional education coursework		
Minimum ACT score		
Minimum SAT score		
Minimum basic skills test score		
Subject area/academic content test or other subject matter verification		
Recommendation(s)		
Essay or personal statement		
Interview		
Other		

What is the minimum GPA required for admission into the program?

What was the median GPA of individuals accepted into the program in academic year 2011-12

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2011-12

Section I.c Program Enrollment

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.

Total number of students enrolled in 2011-12:	1567
Unduplicated number of males enrolled in 2011-12:	175
Unduplicated number of females enrolled in 2011-12:	1392

2011-12	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	162
<i>Race</i>	
American Indian or Alaska Native:	1
Asian:	8
Black or African American:	27
Native Hawaiian or Other Pacific Islander:	0

White:	1304
Two or more races:	12

Section I.d Supervised Experience

Provide the following information about supervised clinical experience in 2011-12.

Average number of clock hours of supervised clinical experience required prior to student teaching	334
Average number of clock hours required for student teaching	487
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	23
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	22
Number of students in supervised clinical experience during this academic year	1008

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

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2011-12. 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))

Subject Area	Number Prepared
Education - General	201
Teacher Education - Special Education	54
Teacher Education - Early Childhood Education	218
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	166
Teacher Education - Secondary Education	82
Teacher Education - Multiple Levels	95
Teacher Education - Agriculture	51
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	90
Teacher Education - Foreign Language	
Teacher Education - Health	13
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	95
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	28
Teacher Education - Reading	

Teacher Education - Science Teacher Education/General Science	84
Teacher Education - Social Science	
Teacher Education - Social Studies	85
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	3
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	17
Education - Other Specify: Life Science, Physical Science	2

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2011-12. 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))

Academic Major	Number Prepared
Education - General	201
Teacher Education - Special Education	54
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	85

Teacher Education - Foreign Language	
Teacher Education - Health	13
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	76
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	28
Teacher Education - Reading	
Teacher Education - Science	76
Teacher Education - Social Science	
Teacher Education - Social Studies	85
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	17
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	

History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	5
Philosophy and Religious Studies	
Agriculture	51
Communication or Journalism	
Engineering	
Biology	1
Mathematics and Statistics	19
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	4
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify:	

Section I.f Program Completers

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

2011-12: 562

2010-11: 571

2009-10: 593

Section II. 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 <http://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 2011-12

Did your program prepare teachers in mathematics in 2011-12?

Yes

How many prospective teachers did your program plan to add in mathematics in 2011-12?

105

Did your program meet the goal for prospective teachers set in mathematics in 2011-12?

No

Description of strategies used to achieve goal, if applicable:

Target incoming freshman who have been accepted into the College of Science or College of Geosciences. Offer scholarships for freshman (TEACH grant) and for juniors and seniors (Robert Noyce).

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

Work with College of Geosciences to have their meteorology majors work toward certification, and also educate students on the University Studies Math for Teaching option.

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

Is your program preparing teachers in mathematics in 2012-13?

Yes

How many prospective teachers did your program plan to add in mathematics in 2012-13?

130

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Will your program prepare teachers in mathematics in 2013-14?

Yes

How many prospective teachers does your program plan to add in mathematics in 2013-14?

130

Provide any additional comments, exceptions and explanations below:

Section II. 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 <http://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 2011-12

Did your program prepare teachers in science in 2011-12?

Yes

How many prospective teachers did your program plan to add in science in 2011-12?

96

Did your program meet the goal for prospective teachers set in science in 2011-12?

No

Description of strategies used to achieve goal, if applicable:

target incoming freshman who have been accepted into the College of Science, College of Geosciences, College of Veterinary Medicine, and College of Agriculture and Life Sciences. Offer scholarships for freshman (TEACH grant) and for juniors and seniors (Robert Noyce).

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

Work with College of Geosciences to have their meteorology majors work toward certification, and also educate students on the University Studies Science for Teaching option.

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

Is your program preparing teachers in science in 2012-13?

Yes

How many prospective teachers did your program plan to add in science in 2012-13?

120

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Will your program prepare teachers in science in 2013-14?

Yes

How many prospective teachers does your program plan to add in science in 2013-14?

115

Provide any additional comments, exceptions and explanations below:

Section II. 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 <http://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 2011-12

Did your program prepare teachers in special education in 2011-12?

Yes

How many prospective teachers did your program plan to add in special education in 2011-12?

60

Did your program meet the goal for prospective teachers set in special education in 2011-12?

No

Description of strategies used to achieve goal, if applicable:

Recruiting in lower-level prerequisite courses, working within the guidelines of the State of Texas Recruitment and Retention Grant

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

Recruiting students into special education requires unpaid effort by faculty members and is hindered by the prospect of low salaries and overwhelming paperwork at the state level

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

Is your program preparing teachers in special education in 2012-13?

Yes

How many prospective teachers did your program plan to add in special education in 2012-13?

60

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Will your program prepare teachers in special education in 2013-14?

Yes

How many prospective teachers does your program plan to add in special education in 2013-14?

60

Provide any additional comments, exceptions and explanations below:

Section II. Annual Goals - LEP

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 <http://www2.ed.gov/about/offices>

[/list/opc/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 2011-12

Did your program prepare teachers in instruction of limited English proficient students in 2011-12?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2011-12?

30

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2011-12?

No

Description of strategies used to achieve goal, if applicable:

Bilingual Education Student Organization Spanish conversation groups, growth plans with academic support, student referral to other services, open door policy of program faculty

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

Important to provide support, because most of the program's students are first generation college students, from culturally and linguistically diverse backgrounds

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

Is your program preparing teachers in instruction of limited English proficient students in 2012-13?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2012-13?

15

Provide any additional comments, exceptions and explanations below:

Retention in our program is high, almost at 90-95%; however, our program is small in enrollment. Therefore, we have small cohorts of students entering/graduating at a time.

Academic year 2013-14

Will your program prepare teachers in instruction of limited English proficient students in 2013-14?

Yes

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2013-14?

15

Provide any additional comments, exceptions and explanations below:

Retention in our program is high, almost at 90-95%; however, our program is small in enrollment. Therefore, we have small cohorts of students entering/graduating at a time.

Section II. 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.

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

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Special Education faculty is included in state College and Career Readiness training and participated in the Higher Education Collaborative. They also participate in Special Education Directors' Meeting at Region 6, chaired by Deanna Wickes. The Early Childhood program is heavily field-based from freshman year through to the senior year. They also provide students the ability to become certified in ESL and provide great technology support. Students also participate in urban experiences during field trips and service learning.

Section III. Assessment 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) All enrolled students who have completed all nonclinical courses	13	262	12	92
TEX172 -AG SCIENCE AND TECHNOLOGY 6-12 Educational Testing Service (ETS) All program completers, 2011-12	45	260	43	96
TEX172 -AG SCIENCE AND TECHNOLOGY 6-12 Educational Testing Service (ETS) All program completers, 2010-11	27	260	24	89
TEX172 -AG SCIENCE AND TECHNOLOGY 6-12 Educational Testing Service (ETS)	32	259	31	97

All program completers, 2009-10				
TEX103 -BILINGUAL GENERALIST EC-4 Educational Testing Service (ETS) All program completers, 2010-11	2			
TEX103 -BILINGUAL GENERALIST EC-4 Educational Testing Service (ETS) All program completers, 2009-10	12	266	12	100
TEX192 -BILINGUAL GENERALIST EC-6 Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1			
TEX192 -BILINGUAL GENERALIST EC-6 Educational Testing Service (ETS) All program completers, 2011-12	17	248	14	82
TEX192 -BILINGUAL GENERALIST EC-6 Educational Testing Service (ETS) All program completers, 2010-11	6			
TEX192 -BILINGUAL GENERALIST EC-6 Educational Testing Service (ETS) All program completers, 2009-10	1			
TEX190 -BTLPT - SPANISH Educational Testing Service (ETS) All program completers, 2011-12	17	253	14	82
TEX190 -BTLPT - SPANISH Educational Testing Service (ETS) All program completers, 2010-11	8			
TEX190 -BTLPT - SPANISH Educational Testing Service (ETS) All program completers, 2009-10	1			
TEX140 -CHEMISTRY 8-12 Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1			
TEX140 -CHEMISTRY 8-12 Educational Testing Service (ETS) All program completers, 2011-12	2			
TEX140 -CHEMISTRY 8-12 Educational Testing Service (ETS) All program completers, 2010-11	1			
TEX140 -CHEMISTRY 8-12 Educational Testing Service (ETS) All program completers, 2009-10	6			
TEX179 -DANCE 8-12 Educational Testing Service (ETS) All program completers, 2009-10	1			
TEX113 -ENG LANG ARTS -READSOC STUDIES 4-8 Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	36	262	34	94
TEX113 -ENG LANG ARTS -READSOC STUDIES 4-8 Educational Testing Service (ETS)	6			

All program completers, 2011-12				
TEX191 -GENERALIST EC-6 Educational Testing Service (ETS) All program completers, 2010-11	225	257	223	99
TEX191 -GENERALIST EC-6 Educational Testing Service (ETS) All program completers, 2009-10	4			
TEX157 -HEALTH EC-12 Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	9			
TEX157 -HEALTH EC-12 Educational Testing Service (ETS) All program completers, 2011-12	13	273	13	100
TEX157 -HEALTH EC-12 Educational Testing Service (ETS) All program completers, 2010-11	9			
TEX157 -HEALTH EC-12 Educational Testing Service (ETS) All program completers, 2009-10	19	271	19	100
TEX133 -HISTORY 8-12 Educational Testing Service (ETS) All program completers, 2011-12	2			
TEX133 -HISTORY 8-12 Educational Testing Service (ETS) All program completers, 2009-10	1			
TEX138 -LIFE SCIENCE 8-12 Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1			
TEX138 -LIFE SCIENCE 8-12 Educational Testing Service (ETS) All program completers, 2011-12	8			
TEX138 -LIFE SCIENCE 8-12 Educational Testing Service (ETS) All program completers, 2010-11	2			
TEX138 -LIFE SCIENCE 8-12 Educational Testing Service (ETS) All program completers, 2009-10	5			
TEX135 -MATHEMATICS 8-12 Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	8			
TEX135 -MATHEMATICS 8-12 Educational Testing Service (ETS) All program completers, 2011-12	22	270	22	100
TEX135 -MATHEMATICS 8-12 Educational Testing Service (ETS) All program completers, 2010-11	18	265	18	100
TEX135 -MATHEMATICS 8-12 Educational Testing Service (ETS)	16	268	16	100

All program completers, 2009-10				
TEX114 -MATHSCIENCE 4-8 Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	40	262	39	98
TEX114 -MATHSCIENCE 4-8 Educational Testing Service (ETS) Other enrolled students	4			
TEX114 -MATHSCIENCE 4-8 Educational Testing Service (ETS) All program completers, 2011-12	74	260	72	97
TEX114 -MATHSCIENCE 4-8 Educational Testing Service (ETS) All program completers, 2010-11	90	264	88	98
TEX114 -MATHSCIENCE 4-8 Educational Testing Service (ETS) All program completers, 2009-10	79	263	79	100
TEX110 -PEDAGOGY - PROF RESP 4-8 Educational Testing Service (ETS) All program completers, 2011-12	1			
TEX110 -PEDAGOGY - PROF RESP 4-8 Educational Testing Service (ETS) All program completers, 2010-11	166	272	166	100
TEX110 -PEDAGOGY - PROF RESP 4-8 Educational Testing Service (ETS) All program completers, 2009-10	152	271	152	100
TEX130 -PEDAGOGY - PROF RESP 8-12 Educational Testing Service (ETS) All program completers, 2010-11	27	271	27	100
TEX130 -PEDAGOGY - PROF RESP 8-12 Educational Testing Service (ETS) All program completers, 2009-10	32	270	32	100
TEX160 -PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	39	272	39	100
TEX160 -PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) Other enrolled students	3			
TEX160 -PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) All program completers, 2011-12	551	268	544	99
TEX160 -PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) All program completers, 2010-11	125	268	124	99
TEX160 -PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) All program completers, 2009-10	125	265	123	98
TEX100 -PEDAGOGY - PROF. RESP. EC-4 Educational Testing Service (ETS)	262	267	262	100

All program completers, 2009-10				
TEX194 -PEDAGOGY - PROF. RESP. EC-6 Educational Testing Service (ETS) All program completers, 2010-11	232	265	232	100
TEX194 -PEDAGOGY - PROF. RESP. EC-6 Educational Testing Service (ETS) All program completers, 2009-10	6			
TEX158 -PHYSICAL EDUCATION EC-12 Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	18	273	18	100
TEX158 -PHYSICAL EDUCATION EC-12 Educational Testing Service (ETS) Other enrolled students	2			
TEX158 -PHYSICAL EDUCATION EC-12 Educational Testing Service (ETS) All program completers, 2011-12	28	272	28	100
TEX158 -PHYSICAL EDUCATION EC-12 Educational Testing Service (ETS) All program completers, 2010-11	36	270	36	100
TEX158 -PHYSICAL EDUCATION EC-12 Educational Testing Service (ETS) All program completers, 2009-10	40	274	40	100
TEX137 -PHYSICAL SCIENCE 8-12 Educational Testing Service (ETS) Other enrolled students	1			
TEX137 -PHYSICAL SCIENCE 8-12 Educational Testing Service (ETS) All program completers, 2011-12	1			
TEX137 -PHYSICAL SCIENCE 8-12 Educational Testing Service (ETS) All program completers, 2009-10	3			
TEX151 -READING SPECIALIST Educational Testing Service (ETS) All program completers, 2009-10	2			
TEX136 -SCIENCE 8-12 Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	2			
TEX136 -SCIENCE 8-12 Educational Testing Service (ETS) All program completers, 2011-12	8			
TEX136 -SCIENCE 8-12 Educational Testing Service (ETS) All program completers, 2010-11	4			
TEX136 -SCIENCE 8-12 Educational Testing Service (ETS) All program completers, 2009-10	4			
TEX132 -SOCIAL STUDIES 8-12 Educational Testing Service (ETS)	1			

All program completers, 2011-12				
TEX132 -SOCIAL STUDIES 8-12 Educational Testing Service (ETS) All program completers, 2010-11	1			
TEX161 -SPECIAL EDUCATION EC-12 Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	29	267	29	100
TEX161 -SPECIAL EDUCATION EC-12 Educational Testing Service (ETS) All program completers, 2011-12	53	268	53	100
TEX161 -SPECIAL EDUCATION EC-12 Educational Testing Service (ETS) All program completers, 2010-11	53	268	53	100
TEX161 -SPECIAL EDUCATION EC-12 Educational Testing Service (ETS) All program completers, 2009-10	41	268	41	100
TEXo81 -TOPT-SPANISH Educational Testing Service (ETS) All program completers, 2010-11	3			
TEXo81 -TOPT-SPANISH Educational Testing Service (ETS) All program completers, 2009-10	12	7	12	100

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2011-12	565	545	96
All program completers, 2010-11	563	554	98
All program completers, 2009-10	590	588	100

Section IV. Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?

Yes

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

State

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)?

No

Section V. Technology

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.

Does your program prepare teachers to:

- **integrate technology effectively into curricula and instruction**
Yes
- **use technology effectively to collect data to improve teaching and learning**
Yes
- **use technology effectively to manage data to improve teaching and learning**
Yes
- **use technology effectively to analyze data to improve teaching and learning**
Yes

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.

The Health & Kinesiology Program offers initial technology coursework, followed by application requirements in each of their clinical courses. Students are required to design multiple learning experiences to meet the need of diverse learners. Technology applications are also incorporated into their Tests & Measurements courses. The Early Childhood Program used technology as a key component in their coursework, utilizing computers, Smart Boards, Flip cameras, podcasting, You Tube, Promethean Boards and E-Learning. Students work through a module in their senior methods semester to learn how to disaggregate data on the computer, and reflections in online discussion groups help to improve pedagogy. The Early Childhood Program also provides iPads for student use. The Bilingual Education program utilizes a research-based intervention project in the field for an academic or behavioral intervention. Students must gather baseline data, develop an intervention, implement the interventions and collect and analyze data based on the intervention. A report is then written about the efficacy of their intervention. The Special Education program incorporates technology in their students' mini-teach assignments and in lessons taught in a student's field-based placement. Through an adaptive/assistive technology course, pre-service teachers are introduced to multiple pieces of technology that they must incorporate into lessons when in their field-based placements. Universal design for learning is addressed in an instructional strategies course, that includes multiple graphic organizers, and in the adaptive/assistive technology course. Ipads are also distributed to students for use during the semester in university courses and field experience. They are also incorporated into course low incidence disability project, and into the assessment course.

Section VI. 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.

Does your program prepare general education teachers to:

- **teach students with disabilities effectively**
Yes
- **participate as a member of individualized education program teams**
Yes
- **teach students who are limited English proficient effectively**
Yes

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.

Coursework is provided in special education on the Early Childhood degree plan. Health & Kinesiology offers a specific course designed to address the Individuals with Disabilities Education Act and provide practicum experience with children with disabilities. Students are also required to successfully complete a learning module on ELL students as part of their professional phase application.

Does your program prepare special education teachers to:

- **teach students with disabilities effectively**
Yes
- **participate as a member of individualized education program teams**
Yes
- **teach students who are limited English proficient effectively**
Yes

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.

The Special Education pre-service teachers receive instruction in assessment, collaboration, reading instruction, writing instruction, math instruction, behavior management, low incidence disabilities, how to work with families, transition, and adapted/assistive technology, in addition to numerous other courses. Part of their field-based competencies includes participation in an IEP assessment and meetings. The Special Education Program recognizes the broad scope of service delivery models and students receive field-based experience in general education classrooms and various special education classrooms before their semester of student teaching. Pre-service Special Education teachers take courses that specifically address students who are limited English proficient and pre-service teachers are eligible for English as a Second Language certification.

Section VII. 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. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Supporting Files

Texas A&M University
Traditional Program
2011-12

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