



Florida Atlantic University  
Traditional Report AY 2022-23  
Florida



REPORT COMPLETE  
STATUS: CERTIFIED

## Institution Information

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

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

**IPEDS ID**

133669

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

**ADDRESS**

777 Glades Road

**CITY**

Boca Raton

**STATE**

Florida

**ZIP**

33431

**SALUTATION**

Dr.

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# List of Programs

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

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

- [Teacher Preparation Program](#)

THIS PAGE INCLUDES:

>> [List of Programs](#)

## List of Programs

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

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1202	Elementary Education	Both	
13.1	Special Education	UG	
13.1302	Teacher Education - Art	Both	
13.1322	Teacher Education - Biology	Both	
13.1323	Teacher Education - Chemistry	Both	
13.1305	Teacher Education - English/Language Arts	Both	
13.1311	Teacher Education - Mathematics	Both	
13.1329	Teacher Education - Physics	Both	
13.1315	Teacher Education - Reading	PG	
13.1317	Teacher Education - Social Sciences	Both	

**Total number of teacher preparation programs:**

18

# Program Requirements

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

## THIS PAGE INCLUDES:

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

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

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

## Undergraduate Requirements

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

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

- Yes  
 No

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

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



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

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

2.5

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

2.5

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

Passing General Knowledge Test (Minimum basic skills test score) and Professional Education Test are required upon completion for all undergraduate teacher prep programs, as well as the Subject area/academic content test or other subject matter verification, referred to in Florida as the Subject Area Examination.

## Postgraduate Requirements

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

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

- Yes  
 No

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

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

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

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

3

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

3

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

For Masters in Secondary Education plus Certification, candidates must pass the Subject Area Exam at admission, or within the first semester. Passing Professional Education Test scores are also required for all graduate teacher prep programs.

## Supervised Clinical Experience

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

Provide the following information about supervised clinical experience in 2022-23. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models?

- Yes  
 No

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

### Programs with student teaching models (most traditional programs)

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

120

Number of clock hours required for student teaching

562

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

- Yes  
 No

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

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

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

120

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

1

### All Programs

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

1

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

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

17

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

323

Number of students in supervised clinical experience during this academic year

323

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

All experiences are supervised by a Clinical Educator, in the classroom, with support from the Office for School Engagement. Additionally, clinical experiences are learned in both practicum and student teaching in the following courses. The department of Special Education has a: Practicum 1: Students with Moderate to Severe Disabilities (EEX 4842), and a Practicum 2: Students with Mild Disabilities (EEX 4843), as well as a Student Teaching course: Exceptional Student Education (EEX 4946) Curriculum and Instruction have practicum: Effective Teaching Practices (EDG 3324-Elementary), Secondary School Effective Instruction (ESE 3940-Secondary/EDG 6345-Graduate Secondary). Curriculum and Instruction: Student Teaching-Elementary (EDE 4943), Student Teaching-Art (ARE 4940), Student Teaching-English (LAE 4948), Student Teaching-Mathematics (MAE 4945), Student Teaching-Science-Biology, Chemistry, and Physics- (SCE 4944), Student Teaching-Social Science (SSE 4944), Student Teaching/Internship-Elementary Graduate (EDG 6940), Student Teaching/Internship-Secondary Graduate (EDG 6940).

# Enrollment and Program Completers

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

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

**(§205(a)(1)(C)(ii))**

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

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

## Enrollment and Program Completers

2022-23 Total	
Total Number of Individuals Enrolled	1117
Subset of Program Completers	186

Gender	Total Enrolled	Subset of Program Completers
Male	113	17
Female	1004	169
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	1	0
Asian	23	10
Black or African American	132	20
Hispanic/Latino of any race	290	41
Native Hawaiian or Other Pacific Islander	2	0
White	602	106

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	38	8
No Race/Ethnicity Reported	29	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.

## THIS PAGE INCLUDES:

- >> [Teachers Prepared by Subject Area](#)
- >> [Teachers Prepared by Academic Major](#)

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

- [Academic Major](#)

## Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2022-23.

For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. [\(\\$205\(b\)\(1\)\(H\)\)](#)

### What are CIP Codes?

No teachers prepared in academic year 2022-23

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

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

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	6

CIP Code	Subject Area	Number Prepared
13.1202	Teacher Education - Elementary Education	105
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	0
13.1210	Teacher Education - Early Childhood Education	0
13.1301	Teacher Education - Agriculture	0
13.1302	Teacher Education - Art	0
13.1303	Teacher Education - Business	0
13.1305	Teacher Education - English/Language Arts	9
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	1
13.1312	Teacher Education - Music	0
13.1314	Teacher Education - Physical Education and Coaching	0
13.1315	Teacher Education - Reading	3
13.1316	Teacher Education - Science Teacher Education/General Science	4
13.1317	Teacher Education - Social Science	8
13.1318	Teacher Education - Social Studies	0
13.1320	Teacher Education - Trade and Industrial	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
13.1328	Teacher Education - History	0
13.1329	Teacher Education - Physics	0

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	<input type="text" value="0"/>
13.1337	Teacher Education - Earth Science	<input type="text" value="0"/>
13.14	Teacher Education - English as a Second Language	<input type="text" value="0"/>
13.99	Education - Other Specify: <input type="text" value="Secondary Education and Teaching (13.1205)"/>	<input type="text" value="6"/>

## Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2022-23. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

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

### [What are CIP Codes?](#)

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

- Yes  
 No

No teachers prepared in academic year 2022-23

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

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	<input type="text" value="6"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="105"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text" value="0"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text" value="0"/>
13.1301	Teacher Education - Agriculture	<input type="text" value="0"/>
13.1302	Teacher Education - Art	<input type="text" value="0"/>
13.1303	Teacher Education - Business	<input type="text" value="0"/>
13.1305	Teacher Education - English/Language Arts	<input type="text" value="9"/>
13.1306	Teacher Education - Foreign Language	<input type="text" value="0"/>



CIP Code	Academic Major	Number Prepared
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	1
13.1312	Teacher Education - Music	0
13.1314	Teacher Education - Physical Education and Coaching	0
13.1315	Teacher Education - Reading	3
13.1316	Teacher Education - General Science	4
13.1317	Teacher Education - Social Science	8
13.1318	Teacher Education - Social Studies	0
13.1320	Teacher Education - Trade and Industrial	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
13.1328	Teacher Education - History	0
13.1329	Teacher Education - Physics	0
13.1331	Teacher Education - Speech	0
13.1337	Teacher Education - Earth Science	0
13.14	Teacher Education - English as a Second Language	0
13.99	Education - Other Specify: Secondary Education and Teaching (13.1205)	6
01	Agriculture	0
03	Natural Resources and Conservation	0
05	Area, Ethnic, Cultural, and Gender Studies	0

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

CIP Code	Academic Major	Number Prepared
54	History	<input type="text" value="0"/>
99	Other Specify: <input type="text"/>	<input type="text" value="0"/>

# Program Assurances

THIS PAGE INCLUDES:

>> [Program Assurances](#)

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

## Program Assurances

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

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

- Yes  
 No

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

- Yes  
 No

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

- Yes  
 No  
 Program does not prepare special education teachers

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

- Yes  
 No

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

- Yes  
 No

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

- Yes  
 No

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

- Yes  
 No

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

Placements are carefully monitored to ensure diverse placements over the course of the program. The Office for School Engagement tracks this data for use in accreditation reporting.



# Annual Goals: Mathematics

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

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

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

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

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

- [Quantifiable Goals](#)

## Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in mathematics in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- Yes  
 No

2. Describe your goal.

Our goal for 2024-2023 will be 8 completers. We will continue to work with the Department of Mathematics faculty to increase recruitment, and class availability.

3. Did your program meet the goal?

- Yes  
 No

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

Using our Secondary Teacher Education Coordinating Committee (STECC) we worked with the Department of Mathematics faculty to help increase enrollment by informing the freshman and sophomore students about the option of Mathematics Education.

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

We will need to be much more specific about Mathematics Education. We are exploring adding a second bachelor's to the existing Mathematics Education program. We also have a Master's in Secondary Education that leads to certification. We will start marketing that program to Mathematics majors-all undergraduate levels-in hopes of increasing our completer numbers.

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

There is not a second bachelor's for Mathematics majors at the time of this survey.

## Review Current Year's Goal (2023-24)

**7. Is your program preparing teachers in mathematics in 2023-24? If no, leave the next question blank.**

Yes

No

**8. Describe your goal.**

We believe that we are still coming out of the Covid effect, so we are going to lower our goal for 2023-2024. Our goal for 2023-2024 will be 5 completers. Through our Secondary Teachers Education Coordinating Committee (STECC) we will continue to work with the Department of Mathematics faculty to increase recruitment, and class availability.

## Set Next Year's Goal (2024-25)

**9. Will your program prepare teachers in mathematics in 2024-25? If no, leave the next question blank.**

Yes

No

**10. Describe your goal.**

Based on the low number for 2022-2023, we will again lower our goal. Our goal for 2024-2025 will be 4 completers.

# Annual Goals: Science

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

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

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

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

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

- [Quantifiable Goals](#)

## Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in science in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- Yes  
 No

2. Describe your goal.

Science education consists of biology education, chemistry education, and physics education, and therefore, the science completers will address all three programs. As we have not had an increase or decrease in completers between the most recent two years, our goal for 2022-2023 will be 5 completers. We will continue to work with the Department of Science faculty to increase recruitment, and class availability.

3. Did your program meet the goal?

- Yes  
 No

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

Using our Secondary Teacher Education Coordinating Committee (STECC) we worked with the Department of Science faculty to help increase enrollment by informing the freshman and sophomore students about the option of Science Education-Biology, Chemistry, and Physics.

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

We will continue to do what we have been doing with Science Education, as we only missed our goal by 1 completer. The science and education faculty have been meeting to discuss the idea of adding a second bachelor's to the existing Science Education program. Discussions are on-going at the time



of this survey. We also have a Master's in Secondary Education that leads to certification. We will continue marketing that program to science majors-all undergraduate levels-in hopes of increasing our completer numbers.

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

## Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in science in 2023-24? If no, leave the next question blank.

- Yes  
 No

8. Describe your goal.

As stated, science education consists of biology education, chemistry education, and physics education. As we believe that the drop in enrollment is related to COVID, our goal for 2023-2024 will be 6 completers. Through STECC, we will continue to work with the Department of Science faculty to increase recruitment, and class availability.

## Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in science in 2024-25? If no, leave the next question blank.

- Yes  
 No

10. Describe your goal.

Through the combined work of the science and education faculties, we believe that our previous goal of 6 completers will be a good goal for 2024-2025.

# Annual Goals: Special Education

## THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

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

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

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

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

- [Quantifiable Goals](#)

## Report Progress on Last Year's Goal (2022-23)

### 1. Did your program prepare teachers in special education in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- Yes  
 No

### 2. Describe your goal.

During the 2021-2022 academic year, one student left the ESE program to complete her degree in General Studies. There are currently 14 rising seniors in the program of whom several need to complete the GK. The Department of Special Education will support these students in developing a plan of action to prepare and pass the GK exam to potentially have 100% of the student cohort as completers. The Department of Special Education initiated a program planning meeting with a local school district to discuss teacher vacancies in special education. As a result, the Department met to evaluate immediate, short-term, and long term strategies to reduce teacher shortages within the local school district. Based on the meeting, the Department of Special Education has created a survey and focus group questions to meet with the local school district personnel to engage paraprofessionals to identify their interest in obtaining a Bachelor's degree and complete teacher certification program. The Department will host a spring "Meet the Department of Special Education" event for College of Education majors. Faculty outreach to local schools' 'Best Buddies' programs will also occur to engage high school students' interest in special education degree programs. Evaluation of existing programs in the department is also occurring simultaneously to meet potential student interest in online programs.

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

- Yes  
 No

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

The Department of Special Education met to evaluate immediate, short-term, and long term strategies to reduce teacher shortages within the local school district. Based on the meeting, the Department of Special Education has created a survey and focus group questions to meet with the local school district personnel to engage paraprofessionals to identify their interest in obtaining a Bachelor's degree and complete teacher certification

program. The Department will host a spring "Meet the Department of Special Education" event for College of Education majors. Faculty outreach to local schools' 'Best Buddies' programs will also occur to engage high school students' interest in special education degree programs. Evaluation of existing programs in the department is also occurring simultaneously to meet potential student interest in online programs. The Goal was not achieved.

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

N/A

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

N/A

## Review Current Year's Goal (2023-24)

**7. Is your program preparing teachers in special education in 2023-24? If no, leave the next question blank.**

- Yes  
 No

**8. Describe your goal.**

The Department of Special Education will begin to offer a multi-track online Master's degree beginning in 2023. The Department of Special Education continues to meet local school districts to discuss teacher vacancies in special education. The Department will continue to be a presence on social media. A department representative was on the Retention and Recruitment document that was created by faculty to recruit and retain undergraduate and graduate students into the College of Education.

## Set Next Year's Goal (2024-25)

**9. Will your program prepare teachers in special education in 2024-25? If no, leave the next question blank.**

- Yes  
 No

**10. Describe your goal.**

Department of Special Education Service Goals • Deliver a professional development needs assessment to at least two of our school partners designated as low performing, high need schools. • Continue Department options to explore ways to use hybrid delivery method and revise Bachelor's degree program in ESE to help local school district para-professionals to get their Bachelor's degree from the Department. • Deliver yearly undergraduate and graduate student orientation and recruitment events. • Obtain continued approval by the Board Certified Behavior Analyst® (BCBA®) for maintaining program approval for the Master's course sequence in Applied Behavior Analysis. Department of Special Education Academic Program Goals • Revise the existing Master's degree program and replace it with four concentration areas which are Applied Behavior Analysis, Autism Spectrum Disorders, Early Childhood Special Education, and Special Education Intervention. This revised concentration Master's degree program will be offered fully online starting Spring 2023. • Continue to implement the inclusive post-secondary education program for adults with developmental disabilities (i.e., the FAU Academy for Community Inclusion (ACI)). • Continue to use the teacher evaluation systems that have been validated into the Department Student Teacher evaluation system, as required by FDOE. All University Supervisors will continue to administer these evaluations to our Student Teachers. • Increase visibility of the Department and its various programs. • Respond to continuous and numerous changes the structure, format, and reporting requirements in the College and University student assessment systems.



# Annual Goals: Instruction of Limited English Proficient Students

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

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

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

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

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

- [Quantifiable Goals](#)

## Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in instruction of limited English proficient students in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- Yes  
 No

2. Describe your goal.

Our goal is 165 completers (elementary 120, English 15, exceptional student education 30).

3. Did your program meet the goal?

- Yes  
 No

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

N/A

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

In addition to recruitment efforts, our college remains focused on test preparation for the Florida Teacher Certification Exams-Subject Area and Professional Educators. Candidates struggle to pass the General Knowledge Exam.

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

Some programs may move to use a commercial test preparation site, 240 Tutoring.

## Review Current Year's Goal (2023-24)

**7. Is your program preparing teachers in instruction of limited English proficient students in 2023-24? If no, leave the next question blank.**

- Yes  
 No

**8. Describe your goal.**

Our goal for 2023-2024 goal is 180 completers (elementary 120, English 20, exceptional student education 40). We will continue with social media, conference recruitment, in house recruitment, as well as using the Recruitment and Retention document to lead the efforts.

## Set Next Year's Goal (2024-25)

**9. Will your program prepare teachers in instruction of limited English proficient students in 2024-25? If no, leave the next question blank.**

- Yes  
 No

**10. Describe your goal.**

Our 2024-2025 for completers is 101: (Elementary = 80; English = 11; Exceptional Student Education=10)

## Assessment Pass Rates

THIS PAGE INCLUDES:

[>> Assessment Pass Rates](#)

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. [\(S205\(a\)\(1\)\(B\)\)](#)

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

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

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

## Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
001 -ART EDUCATION State Other enrolled students	3			
001 -ART EDUCATION State All program completers, 2022-23	1			
001 -ART EDUCATION State All program completers, 2021-22	1			
001 -ART EDUCATION State All program completers, 2020-21	2			
002 -BIOLOGY State Other enrolled students	7			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
002 -BIOLOGY State All program completers, 2022-23	4			
002 -BIOLOGY State All program completers, 2021-22	2			
002 -BIOLOGY State All program completers, 2020-21	4			
003 -CHEMISTRY State Other enrolled students	2			
060 -ELEMENTARY EDUCATION State Other enrolled students	152		99	65
060 -ELEMENTARY EDUCATION State All program completers, 2022-23	68		68	100
060 -ELEMENTARY EDUCATION State All program completers, 2021-22	85		85	100
060 -ELEMENTARY EDUCATION State All program completers, 2020-21	112		112	100
130 -ENGLISH LANGUAGE State Other enrolled students	19		13	68
130 -ENGLISH LANGUAGE State All program completers, 2022-23	6			
130 -ENGLISH LANGUAGE State All program completers, 2021-22	9			
130 -ENGLISH LANGUAGE State All program completers, 2020-21	10		10	100
061 -EXCEPTIONAL STUDENT EDUCATION State Other enrolled students	1			
061 -EXCEPTIONAL STUDENT EDUCATION State All program completers, 2022-23	6			
061 -EXCEPTIONAL STUDENT EDUCATION State All program completers, 2021-22	9			



Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
061 -EXCEPTIONAL STUDENT EDUCATION State All program completers, 2020-21	11	211	11	100
100 -GENERAL KNOWLEDGE State Other enrolled students	265		265	100
100 -GENERAL KNOWLEDGE State All program completers, 2022-23	106		106	100
100 -GENERAL KNOWLEDGE State All program completers, 2021-22	131		131	100
100 -GENERAL KNOWLEDGE State All program completers, 2020-21	160		160	100
026 -MATHEMATICS State Other enrolled students	5			
026 -MATHEMATICS State All program completers, 2021-22	3			
026 -MATHEMATICS State All program completers, 2020-21	3			
028 -MUSIC State All program completers, 2022-23	15	219	15	100
028 -MUSIC State All program completers, 2021-22	7			
028 -MUSIC State All program completers, 2020-21	7			
032 -PHYSICS State All program completers, 2020-21	1			
083 -PROFESSIONAL EDUCATION State Other enrolled students	201	205	155	77
083 -PROFESSIONAL EDUCATION State All program completers, 2022-23	112	209	112	100
083 -PROFESSIONAL EDUCATION State All program completers, 2021-22	131	214	131	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
083 -PROFESSIONAL EDUCATION State All program completers, 2020-21	163	213	163	100
035 -READING State Other enrolled students	9			
035 -READING State All program completers, 2022-23	1			
035 -READING State All program completers, 2021-22	1			
037 -SOCIAL SCIENCE State Other enrolled students	20	205	17	85
037 -SOCIAL SCIENCE State All program completers, 2022-23	12	217	12	100
037 -SOCIAL SCIENCE State All program completers, 2021-22	14	212	14	100
037 -SOCIAL SCIENCE State All program completers, 2020-21	14	217	14	100

## Summary Pass Rates

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

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

THIS PAGE INCLUDES:

[>> Summary Pass Rates](#)

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

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

## Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
Other enrolled students	294	248	84
All program completers, 2022-23	113	113	100
All program completers, 2021-22	131	131	100
All program completers, 2020-21	158	158	100

# Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

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

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

## Low-Performing

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

- Yes
- No

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

- State
- CAEP
- AAQEP
- Other specify:

CACREP,

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

- Yes
- No

# Use of Technology

THIS PAGE INCLUDES:

>> [Use of Technology](#)

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

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

## Use of Technology

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

Does your program prepare teachers to:

- a. integrate technology effectively into curricula and instruction

Yes

No

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

Yes

No

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

Yes

No

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

Yes

No

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

Evidence is found in LiveText by Watermark, an online assessment platform, within the critical assignments. These FEAP-driven, evidence-based critical assignments are collected and managed within the LiveText repository. LiveText provides actionable data reports to identify and improve student academic achievement. Each program provides a minimum of 6 credit hours of technology into content courses. The lessons and activities have integrated technology into curricula and instruction. EME 2040 (Introduction to Technology for Educators)(for Elem majors), EEX 4763 (Instructional Technology in Special Education)(for ESE majors), and EME 4312 (Educational Technology for 21st Century Teaching)(for Elem majors) critical assignment data is housed in the LiveText online assessment tool. This FEAP-based data is analyzed and results disseminated to the departments with the LiveText online assessment tool reporting and analyzer feature. EME 2040 incorporates five FEAP-based critical assignments, Assessment Plan, Data-Based Decision Making, Assistive Technologies, Technology Enhanced Unit, and Data Merge. To build upon this course, EME 4312 incorporates two FEAP-based critical assignments, Technology-Based Assessment Toolbox and Technology-Based Lesson. EEX 4763 captures one FEAP-based critical assignment, UDL Model Lesson. Exceptional Student majors have UDL embedded into the various courses, including EEX 4763 (Instructional Technology in Special Education). Teaching and Learning majors learn UDL in courses including EEX 4070 (Inclusive Education for General Educators), EME 2040 (Introduction to Technology for Educators: in the assistive technology-based assignments associated with unit planning and development) and EME 4312 (Educational Technology for 21st Century Teaching in the technology-based lesson assignments). These courses are FEAP-based critical assignments and evidences are in the LiveText repository. Data reports are generated and distributed to the departments.



# Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Provide the following information about your teacher preparation program.

**(§205(a)(1)(G))**

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

## Teacher Training

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

#### a. Teach students with disabilities effectively

At the undergraduate level, students take EEX4070, Inclusive Education (3 credit course) and EEX4616 Classroom Management (3 credit course)

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

Content and activities related to the IEP are provided in EEX4070.

#### c. Effectively teach students who are limited English proficient.

All students in FAU initial teacher certification programs (ITP)-elementary and English education 6-12 meet course content (TSL 4080 & TSL 4081) and field experience requirements to qualify for the ESOL endorsement. Those other ITP programs must take an introductory TESOL class (TSL 4324).

### 2. Does your program prepare special education teachers?

Yes

No

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

#### a. Teach students with disabilities effectively

Exceptional Student Education plus Certification candidates enroll in 5 semesters of content and field experiences involving teaching students with disabilities.

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

In addition to IEP experiences in various courses, Exceptional Student Education candidates enroll in EEX 4932 (a unique course on the IEP) during their student teaching.

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

Exceptional Student Education (ESE) majors enroll in two TESOL (TSL 4080 and TSL 4081) courses and all ESOL competencies are embedded into ESE content courses.



# Contextual Information

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On this page, review the contextual information about your program, and update as needed.

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

THIS PAGE INCLUDES:

>> [Contextual Information](#)

## Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Please see the weblink, Florida Teacher Preparation Program 2023 Annual Report. This report shares the scores of Florida's state approved teacher preparation programs in 2023 using performance measures that are outlined in Florida law and State Board Education Rule. As outlined in law and state board rule, programs receive summative score ratings and ratings on five performance metrics: placement rate, retention rate, student performance on state assessments, student subgroup performance on state assessments, and teacher evaluation.

## Supporting Files

No files have been provided.

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

# Report Card Certification

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

## Certification of submission

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

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Ernest Andrew Brewer

TITLE:

Assistant Dean for School Engagement

## 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:

Ernest Andrew Brewer

TITLE:

Assistant Dean for School Engagement