

**Bachelor of Science in Interdisciplinary Studies Results  
2014-2015**

Outcome	Assessment Method	Criterion	Result 2014-2015	Result Type 2014-2015
<p>InTASC 1: Learner Development - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p>	<p>Alumni will self-assess "Learning Development" after one year in-service on the alumni survey</p>	<p>90% of alumni will rate "Learning Development" a 3 (meets expectations) or higher on the alumni survey.</p>	<p>2014-2015: 15/69 alumni responded. Of the respondents, 15 (100%) rated "Learning Development" a 3 (meets expectations) or higher on the alumni survey.</p>	<p align="center"><b>Met</b></p>
<p>InTASC 1: Learner Development - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p>	<p>GPA on pedagogy courses</p>	<p>80% of students will have a GPA of 3.0 or higher in their pedagogy courses.</p>	<p>2014-2015: 153 student's GPAs were checked. Of students checked, 149 (97.39%) were a 3.0 or higher on pedagogy courses.</p>	<p align="center"><b>Met</b></p>

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<p>InTASC 1: Learner Development - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p>	<p>InTASC Standard 1 of the Program Standard Rationales and Artifacts</p>	<p>80% of students will earn a rating of proficient or higher on InTASC Standard 1 of the Program Standard Rationales and Artifacts Rubric.</p>	<p>2014-2015: 64 students were assessed. Of the students assessed, 64 (100%) earned a rating of proficient or higher on InTASC Standard 1 of the Program Standard Rationales and Artifacts rubric.</p>	<p align="center"><b>Met</b></p>
<p>InTASC 1: Learner Development - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p>	<p>Score on case study in EPSY 3330/3340</p>	<p>80% of students will earn a score of meets expectations or higher on the case study rubric.</p>	<p>2014-2015: 72 students were assessed. Of the students assessed, 71 (98.61%) earned a score of meets expectations or higher on the case study.</p>	<p align="center"><b>Met</b></p>

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<p>InTASC 1: Learner Development - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p>	<p>Score on the Pedagogy and Professional Responsibilities (PPR) Texas Examinations of Educator Standards (TExES) test</p>	<p>90% of students earn a minimum scaled score of 240 or higher on the Texas Examination of Educator Standards Pedagogy and Professional Responsibilities (PPR) exam on the first attempt.</p>	<p>2014-2015: 72 students were assessed. Of the students assessed, 67 (93.06%) earned a minimum scaled score of 240 or higher on the Texas Examination of Educator Standards Pedagogy and Professional Responsibilities (PPR) exam on the first attempt.</p>	<p align="center"><b>Met</b></p>
<p>InTASC 1: Learner Development - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p>	<p>Teacher candidates will self-assess "Learning Development" upon completion of the program on the exit survey.</p>	<p>90% of students will rate their understanding of "Learning Development" at a 3 (meets expectations) or higher on a 5 point scale of the exit survey.</p>	<p>2014-2015: 48 students responded to the exit survey. Of the respondents, 47 (97.92%) rated their understanding of "Application of Content" at a 3 (meets expectations) or higher on a 5 point scale of the exit survey.</p>	<p align="center"><b>Met</b></p>

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Outcome	Assessment Method	Criterion	Result 2014-2015	Result Type 2014-2015
<p>InTASC 1: Learner Development - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p>	<p>Teacher Directed Lesson Plan in EDUC 4322</p>	<p>80% of students will earn a rating of 2 or better on the Teacher Directed Lesson Plan rubric.</p>	<p>2014-2015: 69 students were assessed. Of the students assessed, 60 (86.96%) earned a rating of 2 or better on the Teacher Directed Lesson Plan rubric.</p>	<p align="center"><b>Met</b></p>
<p>InTASC 2: Learning Differences - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p>	<p>Alumni will self-assess "Learning Differences" after one year in-service on the alumni survey</p>	<p>90% of alumni will rate "Learning Differences" a 3 (meets expectations) or higher on the alumni survey.</p>	<p>2014-2015: 15/69 alumni responded. Of the respondents, 14 (93.33%) rated "Learning Differences" a 3 (meets expectations) or higher on the alumni survey.</p>	<p align="center"><b>Met</b></p>

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InTASC 2: Learning Differences - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	GPA on pedagogy courses	80% of students will have a GPA of 3.0 or higher in their pedagogy courses.	2014-2015: 153 student's GPAs were checked. Of students checked, 149 (97.39%) were a 3.0 or higher on pedagogy courses.	Met
InTASC 2: Learning Differences - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	InTASC Standard 2 of the Program Standard Rationales and Artifacts	80% of students will earn a rating of proficient or higher on InTASC Standard 2 of the Program Standard Rationales and Artifacts Rubric.	2014-2015: 64 students were assessed. Of the students assessed, 64 (100%) earned a rating of proficient or higher on InTASC Standard 2 of the Program Standard Rationales and Artifacts rubric.	Met
InTASC 2: Learning Differences - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	Score on the Pedagogy and Professional Responsibilities (PPR) Texas Examinations of Educator Standards (TEXES) test	90% of students earn a minimum scaled score of 240 or higher on the Texas Examination of Educator Standards Pedagogy and Professional Responsibilities (PPR) exam on the first attempt.	2014-2015: 72 students were assessed. Of the students assessed, 67 (93.06%) earned a minimum scaled score of 240 or higher on the Texas Examination of Educator Standards Pedagogy and Professional Responsibilities (PPR) exam on the first attempt.	Met

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InTASC 2: Learning Differences - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	Teacher candidates will self-assess "Learner Differences" upon completion of the program on the exit survey	90% of students will rate their understanding of "Learning Differences" at a 3 (meets expectations) or higher on a 5 point scale of the exit survey.	2014-2015: 48 students responded to the exit survey. Of the respondents, 47 (97.92%) rated their understanding of "Learning Differences" at a 3 (meets expectations) or higher on a 5 point scale of the exit survey.	<b>Met</b>
InTASC 3: Learning Environments - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.	Alumni will self-assess "Learning Environments" after one year in-service on the alumni survey	90% of alumni will rate "Learning Environments" a 3 (meets expectations) or higher on the alumni survey.	2014-2015: 15/69 alumni responded. Of the respondents, 14 (93.33%) rated "Learning Environments" a 3 (meets expectations) or higher on the alumni survey.	<b>Met</b>
InTASC 3: Learning Environments - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.	GPA on pedagogy courses	80% of students will have a GPA of 3.0 or higher in their pedagogy courses.	2014-2015: 153 student's GPAs were checked. Of students checked, 149 (97.39%) were a 3.0 or higher on pedagogy courses.	<b>Met</b>

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InTASC 3: Learning Environments - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.	InTASC Standard 3 of the Program Standard Rationales and Artifacts	80% of students will earn a rating of proficient or higher on InTASC Standard 3 of the Program Standard Rationales and Artifacts Rubric.	2014-2015: 64 students were assessed. Of the students assessed, 64 (100%) earned a rating of proficient or higher on InTASC Standard 3 of the Program Standard Rationales and Artifacts rubric.	Met
InTASC 3: Learning Environments - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.	Portfolio documenting philosophy of classroom management and classroom management plan in EDUC 3363	80% or students will earn a rating of Meets Expectations on the classroom management plan and classroom management philosophy assignment.	2014-2015: 69 students were assessed. Of the students assessed, 66 (95.65%) earned a rating of meets expectations on the classroom management plan and classroom management philosophy assignment.	Met
InTASC 3: Learning Environments - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.	Score on the Pedagogy and Professional Responsibilities (PPR) Texas Examinations of Educator Standards (TexES) test	90% of students earn a minimum scaled score of 240 or higher on the Texas Examination of Educator Standards Pedagogy and Professional Responsibilities (PPR) exam on the first attempt.	2014-2015: 72 students were assessed. Of the students assessed, 67 (93.06%) earned a minimum scaled score of 240 or higher on the Texas Examination of Educator Standards Pedagogy and Professional Responsibilities (PPR) exam on the first attempt.	Met

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<p>InTASC 3: Learning Environments - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.</p>	<p>Teacher candidates will self-assess "Learning Environments" upon completion of the program on the exit survey</p>	<p>90% of students will rate their understanding of "Learning Environments" at a 3 (meets expectations) or higher on a 5 point scale of the exit survey.</p>	<p>2014-2015: 48 students responded to the exit survey. Of the respondents, 48 (100%) rated their understanding of "Learning Environments" at a 3 (meets expectations) or higher on a 5 point scale of the exit survey.</p>	<p align="center"><b>Met</b></p>
<p>InTASC 4: Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p>	<p>"Content Knowledge" subset of a 5E lesson plan in ELED 4312</p>	<p>80% of students will earn a rating of Meets Expectations on the "Content Knowledge" subset of the 5E lesson plan assignment</p>	<p>2014-2015: 64 students were assessed. Of the students assessed, 64 (100%) earned a rating of meets expectations on the "Content Knowledge" subset of the 5E lesson plan assignment.</p>	<p align="center"><b>Met</b></p>



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<p>InTASC 4: Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p>	<p>Alumni will self-assess "Content Knowledge" after one year in-service on the alumni survey</p>	<p>90% of alumni will rate "Content Knowledge" a 3 (meets expectations) or higher on the alumni survey.</p>	<p>2014-2015: 15/69 alumni responded. Of the respondents, 13 (86.67%) rated "Content Knowledge" a 3 (meets expectations) or higher on the alumni survey.</p>	<p><b>Not Met</b></p>
<p>InTASC 4: Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p>	<p>InTASC Standard 4 of the Program Standard Rationales and Artifacts</p>	<p>80% of students will earn a rating of proficient or higher on InTASC Standard 4 of the Program Standard Rationales and Artifacts Rubric.</p>	<p>2014-2015: 66 students were assessed. Of the students assessed, 64 (100%) earned a rating of proficient or higher on InTASC Standard 4 of the Program Standard Rationales and Artifacts rubric.</p>	<p><b>Met</b></p>

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<p>InTASC 4: Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p>	<p>Score on the Texas Examinations of Educator Standards (TExES) content test</p>	<p>80% of students will earn a minimum scaled score of 240 or higher on the Texas Examinations of Educator Standards (TExES) content exam on their first attempt.</p>	<p>2013-2014: 175 content tests were taken. Of the students assessed, 122 (69.71%) earned a minimum scaled score of 240 or higher on the Texas Examinations of Educator Standards (TExES) content exam on their first attempt.</p>	<p><b>Not Met</b></p>
<p>InTASC 4: Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p>	<p>Scores on THEA or equivalent test</p>	<p>100% of students will achieve the minimum required score on the reading, math and written essay on the THEA or equivalent test.</p>	<p>2014-2015: 48 students were assessed. Of the students assessed, 48 (100%) in reading, 48 (100%) in math, and 48 (100%) in writing achieved the minimum required score on the THEA or equivalent test.</p>	<p><b>Met</b></p>

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<p>InTASC 4: Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p>	<p>Teacher candidates will self-assess "Content Knowledge" upon completion of the program on the exit survey</p>	<p>90% of students will rate their understanding of "Content Knowledge" at a 3 (meets expectations) or higher on a 5 point scale of the exit survey.</p>	<p>2014-2015: 48 students responded to the exit survey. Of the respondents, 47 (97.92%) rated their understanding of "Content Knowledge" at a 3 (meets expectations) or higher on a 5 point scale of the exit survey.</p>	<p align="center"><b>Met</b></p>
<p>InTASC 5: Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to local and global issues.</p>	<p>5E Lesson/Unit Plan in ELED 4314</p>	<p>80% of students will earn a rating of Proficient or higher on the 5E Lesson planning assignment.</p>	<p>2014-2015: 66 students were assessed. Of the students assessed, 63 (95.45%) earned a rating of Proficient or higher on the 5E Lesson Planning assignment.</p>	<p align="center"><b>Met</b></p>
<p>InTASC 5: Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to local and global issues.</p>	<p>Alumni will self-assess "Application of Content" after one year in-service on the alumni survey</p>	<p>90% of alumni will rate "Application of Content" a 3 (meets expectations) or higher on the alumni survey.</p>	<p>2014-2015: 15/69 alumni responded. Of the respondents, 15 (100%) rated "Application of Content" a 3 (meets expectations) or higher on the alumni survey.</p>	<p align="center"><b>Met</b></p>

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<p>InTASC 5: Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to local and global issues.</p>	<p>GPA on pedagogy courses</p>	<p>80% of students will have a GPA of 3.0 or higher in their pedagogy courses.</p>	<p>2014-2015: 153 student's GPAs were checked. Of students checked, 149 (97.39%) were a 3.0 or higher on pedagogy courses.</p>	<p align="center"><b>Met</b></p>
<p>InTASC 5: Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to local and global issues.</p>	<p>InTASC Standard 5 of the Program Standard Rationales and Artifacts</p>	<p>80% of students will earn a rating of proficient or higher on InTASC Standard 5 of the Program Standard Rationales and Artifacts Rubric.</p>	<p>2014-2015: 64 students were assessed. Of the students assessed, 64 (100%) earned a rating of proficient or higher on InTASC Standard 5 of the Program Standard Rationales and Artifacts rubric.</p>	<p align="center"><b>Met</b></p>
<p>InTASC 5: Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to local and global issues.</p>	<p>Score on the Pedagogy and Professional Responsibilities (PPR) Texas Examinations of Educator Standards (TExES) test</p>	<p>90% of students earn a minimum scaled score of 240 or higher on the Texas Examination of Educator Standards Pedagogy and Professional Responsibilities (PPR) exam on the first attempt.</p>	<p>2014-2015: 72 students were assessed. Of the students assessed, 67 (93.06%) earned a minimum scaled score of 240 or higher on the Texas Examination of Educator Standards Pedagogy and Professional Responsibilities (PPR) exam on the first attempt.</p>	<p align="center"><b>Met</b></p>

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<p>InTASC 5: Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to local and global issues.</p>	<p>Teacher candidates will self-assess "Application of Content" upon completion of the program on the exit survey</p>	<p>90% of students will rate their understanding of "Application of Content" at a 3 (meets expectations) or higher on a 5 point scale of the exit survey.</p>	<p>2014-2015: 48 students responded to the exit survey. Of the respondents, 48 (100%) rated their understanding of "Application of Content" at a 3 (meets expectations) or higher on a 5 point scale of the exit survey.</p>	<p align="center"><b>Met</b></p>
<p>InTASC 6: Assessment - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p>	<p>Alumni will self-assess "Assessment" after one year in-service on the alumni survey</p>	<p>90% of alumni will rate "Assessment" a 3 (meets expectations) or higher on the alumni survey</p>	<p>2014-2015: 15/69 alumni responded. Of the respondents, 15 (100%) rated "Assessment" a 3 (meets expectations) or higher on the alumni survey.</p>	<p align="center"><b>Met</b></p>
<p>InTASC 6: Assessment - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p>	<p>GPA on pedagogy courses</p>	<p>80% of students will have a GPA of 3.0 or higher in their pedagogy courses.</p>	<p>2014-2015: 153 student's GPAs were checked. Of students checked, 149 (97.39%) were a 3.0 or higher on pedagogy courses.</p>	<p align="center"><b>Met</b></p>

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<p>InTASC 6: Assessment - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p>	<p>InTASC Standard 6 of the Program Standard Rationales and Artifacts</p>	<p>80% of students will earn a rating of proficient or higher on InTASC Standard 6 of the Program Standard Rationales and Artifacts Rubric.</p>	<p>2014-2015: 64 students were assessed. Of the students assessed, 64 (100%) earned a rating of proficient or higher on InTASC Standard 6 of the Program Standard Rationales and Artifacts rubric.</p>	<p align="center"><b>Met</b></p>
<p>InTASC 6: Assessment - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p>	<p>Lesson plan with tutor self-rating of lesson implementation in READ 4366</p>	<p>80% of students will earn 200 out of 250 points on the lesson plan with tutor self-rating of lesson implementation.</p>	<p>2014-2015: 69 students were assessed. Of the students assessed, 69 (100%) earned 200 or more points on the lesson plan with tutor self-rating of lesson implementation assignment.</p>	<p align="center"><b>Met</b></p>
<p>InTASC 6: Assessment - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p>	<p>Literacy lesson framework in READ 4366</p>	<p>80% of students will earn 200 out of 250 points on the literacy lesson framework.</p>	<p>2014-2015: 69 students were assessed. Of the students assessed, 69 (100%) earned 200 or more points on the literacy lesson framework.</p>	<p align="center"><b>Met</b></p>

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<p>InTASC 6: Assessment - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p>	<p>Reflective summaries in EDUC 4365</p>	<p>80% of students will score a rating of 36 points out of 50 on the reflective summaries assignment.</p>	<p>2014-2015: 70 students were assessed. Of the students assessed, 64 (91.43%) scored a rating of 36 points out of 50 on the reflective summaries assignment.</p>	<p align="center"><b>Met</b></p>
<p>InTASC 6: Assessment - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p>	<p>Score on the Pedagogy and Professional Responsibilities (PPR) Texas Examinations of Educator Standards (TExES) test</p>	<p>90% of students earn a minimum scaled score of 240 or higher on the Texas Examination of Educator Standards Pedagogy and Professional Responsibilities (PPR) exam on the first attempt.</p>	<p>2014-2015: 72 students were assessed. Of the students assessed, 67 (93.06%) earned a minimum scaled score of 240 or higher on the Texas Examination of Educator Standards Pedagogy and Professional Responsibilities (PPR) exam on the first attempt.</p>	<p align="center"><b>Met</b></p>
<p>InTASC 6: Assessment - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p>	<p>Teacher candidates will self-assess "Assessment" upon completion of the program on the exit survey</p>	<p>90% of students will rate their understanding of "Assessment" at a 3 (meets expectations) or higher on a 5 point scale of the exit survey.</p>	<p>2014-2015: 48 students responded to the exit survey. Of the respondents, 48 (100%) rated their understanding of "Assessment" at a 3 (meets expectations) or higher on a 5 point scale of the exit survey.</p>	<p align="center"><b>Met</b></p>

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<p>InTASC 7: Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>	<p>5E Lesson/Unit Plan in ELED 4314</p>	<p>80% of students will earn a rating of Proficient or higher on the 5E Lesson planning assignment.</p>	<p>2014-2015: 66 students were assessed. Of the students assessed, 63 (95.45%) earned a rating of Proficient or higher on the 5E Lesson Planning assignment.</p>	<p align="center"><b>Met</b></p>
<p>InTASC 7: Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>	<p>Alumni will self-assess "Planning for Instruction" after one year in-service on the alumni survey</p>	<p>90% of alumni will rate "Planning for Instruction" a 3 (meets expectations) or higher on the alumni survey.</p>	<p>2014-2015: 15/69 alumni responded. Of the respondents, 14 (93.33%) rated "Planning for Instruction" a 3 (meets expectations) or higher on the alumni survey.</p>	<p align="center"><b>Met</b></p>



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<p>InTASC 7: Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>	<p>GPA on pedagogy courses</p>	<p>80% of students will have a GPA of 3.0 or higher in their pedagogy courses.</p>	<p>2014-2015: 153 student's GPAs were checked. Of students checked, 149 (97.39%) were a 3.0 or higher on pedagogy courses.</p>	<p align="center"><b>Met</b></p>
<p>InTASC 7: Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>	<p>InTASC Standard 7 of the Program Standard Rationales and Artifacts</p>	<p>80% of students will earn a rating of proficient or higher on InTASC Standard 7 of the Program Standard Rationales and Artifacts Rubric.</p>	<p>2014-2015: 64 students were assessed. Of the students assessed, 64 (100%) earned a rating of proficient or higher on InTASC Standard 7 of the Program Standard Rationales and Artifacts rubric.</p>	<p align="center"><b>Met</b></p>

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<p>InTASC 7: Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>	<p>Score on the Pedagogy and Professional Responsibilities (PPR) Texas Examinations of Educator Standards (TExES) test</p>	<p>90% of students earn a minimum scaled score of 240 or higher on the Texas Examination of Educator Standards Pedagogy and Professional Responsibilities (PPR) exam on the first attempt.</p>	<p>2014-2015: 72 students were assessed. Of the students assessed, 67 (93.06%) earned a minimum scaled score of 240 or higher on the Texas Examination of Educator Standards Pedagogy and Professional Responsibilities (PPR) exam on the first attempt.</p>	<p align="center"><b>Met</b></p>
<p>InTASC 7: Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>	<p>Teacher candidates will self-assess "Planning for Instruction" upon completion of the program on the exit survey</p>	<p>90% of students will rate their understanding of "Planning for Instruction" at a 3 (meets expectations) or higher on a 5 point scale of the exit survey.</p>	<p>2014-2015: 48 students responded to the exit survey. Of the respondents, 48 (100%) rated their understanding of "Planning for Instruction" at a 3 (meets expectations) or higher on a 5 point scale of the exit survey.</p>	<p align="center"><b>Met</b></p>

**Bachelor of Science in Interdisciplinary Studies Results  
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Outcome	Assessment Method	Criterion	Result 2014-2015	Result Type 2014-2015
<p>InTASC 7: Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>	<p>Teacher Directed Lesson Plan in EDUC 4322</p>	<p>80% of students will earn a rating of 2 or better on the "Planning for Instruction" subset of the Teacher Directed Lesson Plan rubric.</p>	<p>2014-2015: 69 students were assessed. Of the students assessed, 60 (86.96%) earned a rating of 2 or better on the Teacher Directed Lesson Plan rubric.</p>	<p align="center"><b>Met</b></p>
<p>InTASC 8: Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>	<p>Alumni will self-assess "Instructional Strategies" after one year in-service on the alumni survey</p>	<p>90% of alumni will rate "Instructional Strategies" a 3 (meets expectations) or higher on the alumni survey.</p>	<p>2014-2015: 15/69 alumni responded. Of the respondents, 14 (93.3%) rated "Instructional Strategies" a 3 (meets expectations) or higher on the alumni survey.</p>	<p align="center"><b>Met</b></p>

**Bachelor of Science in Interdisciplinary Studies Results  
2014-2015**

Outcome	Assessment Method	Criterion	Result 2014-2015	Result Type 2014-2015
<p>InTASC 8: Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>	<p>GPA on pedagogy courses</p>	<p>80% of students will have a GPA of 3.0 or higher in their pedagogy courses.</p>	<p>2014-2015: 153 student's GPAs were checked. Of students checked, 149 (97.39%) were a 3.0 or higher on pedagogy courses.</p>	<p align="center"><b>Met</b></p>
<p>InTASC 8: Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>	<p>InTASC Standard 8 of the Program Standard Rationales and Artifacts</p>	<p>80% of students will earn a rating of proficient or higher on InTASC Standard 8 of the Program Standard Rationales and Artifacts Rubric.</p>	<p>2014-2015: 64 students were assessed. Of the students assessed, 64 (100%) earned a rating of proficient or higher on InTASC Standard 8 of the Program Standard Rationales and Artifacts rubric.</p>	<p align="center"><b>Met</b></p>

**Bachelor of Science in Interdisciplinary Studies Results  
2014-2015**

Outcome	Assessment Method	Criterion	Result 2014-2015	Result Type 2014-2015
<p>InTASC 8: Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>	<p>Score on the Pedagogy and Professional Responsibilities (PPR) Texas Examinations of Educator Standards (TExES) test</p>	<p>90% of students earn a minimum scaled score of 240 or higher on the Texas Examination of Educator Standards Pedagogy and Professional Responsibilities (PPR) exam on the first attempt.</p>	<p>2014-2015: 72 students were assessed. Of the students assessed, 67 (93.06%) earned a minimum scaled score of 240 or higher on the Texas Examination of Educator Standards Pedagogy and Professional Responsibilities (PPR) exam on the first attempt.</p>	<p align="center"><b>Met</b></p>
<p>InTASC 8: Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>	<p>Teacher candidates will self-assess "Instructional Strategies" upon completion of the program on the exit survey</p>	<p>90% of students will rate their understanding of "Instructional Strategies" at a 3 (meets expectations) or higher on a 5 point scale of the exit survey.</p>	<p>2014-2015: 48 students responded to the exit survey. Of the respondents, 48 (100%) rated their understanding of "Instructional Strategies" at a 3 (meets expectations) or higher on a 5 point scale of the exit survey.</p>	<p align="center"><b>Met</b></p>

**Bachelor of Science in Interdisciplinary Studies Results  
2014-2015**

Outcome	Assessment Method	Criterion	Result 2014-2015	Result Type 2014-2015
<p>InTASC 9: Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p>	<p>Alumni will self-assess "Professional Learning and Ethical Practice" after one year in-service on the alumni survey</p>	<p>90% of alumni will rate "Professional Learning and Ethical Practice" a 3 (meets expectations) or higher on the alumni survey.</p>	<p>2014-2015: 15/69 alumni responded. Of the respondents, 15 (100%) rated "Professional Learning" and 14 (93.33%) rated Ethical Practice" a 3 (meets expectations) or higher on the alumni survey.</p>	<p align="center"><b>Met</b></p>
<p>InTASC 9: Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p>	<p>GPA on pedagogy courses</p>	<p>80% of students will have a GPA of 3.0 or higher in their pedagogy courses.</p>	<p>2014-2015: 153 student's GPAs were checked. Of students checked, 149 (97.39%) were a 3.0 or higher on pedagogy courses.</p>	<p align="center"><b>Met</b></p>

**Bachelor of Science in Interdisciplinary Studies Results  
2014-2015**

Outcome	Assessment Method	Criterion	Result 2014-2015	Result Type 2014-2015
<p>InTASC 9: Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p>	<p>InTASC Standard 9 of the Program Standard Rationales and Artifacts</p>	<p>80% of students will earn a rating of proficient or higher on InTASC Standard 9 of the Program Standard Rationales and Artifacts Rubric.</p>	<p>2014-2015: 64 students were assessed. Of the students assessed, 64 (100%) earned a rating of proficient or higher on InTASC Standard 9 of the Program Standard Rationales and Artifacts rubric.</p>	<p align="center"><b>Met</b></p>
<p>InTASC 9: Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p>	<p>Notebook on reflections and tasks working with learners at Boys and girls Club or Salvation Army in EDUC 4369</p>	<p>80% of students will earn a score of 492 points out of 500 on the Student Notebook assignment.</p>	<p>2014-2015: 72 students were assessed. Of the students assessed, 72 (100%) scored 492 points out of 615 on the student notebook assignment.</p>	<p align="center"><b>Met</b></p>

**Bachelor of Science in Interdisciplinary Studies Results  
2014-2015**

Outcome	Assessment Method	Criterion	Result 2014-2015	Result Type 2014-2015
<p>InTASC 9: Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p>	<p>Score on the Pedagogy and Professional Responsibilities (PPR) Texas Examinations of Educator Standards (TExES) test</p>	<p>90% of students earn a minimum scaled score of 240 or higher on the Texas Examination of Educator Standards Pedagogy and Professional Responsibilities (PPR) exam on the first attempt.</p>	<p>2014-2015: 72 students were assessed. Of the students assessed, 67 (93.06%) earned a minimum scaled score of 240 or higher on the Texas Examination of Educator Standards Pedagogy and Professional Responsibilities (PPR) exam on the first attempt.</p>	<p align="center"><b>Met</b></p>
<p>InTASC 9: Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p>	<p>Teacher candidates will self-assess "Professional Learning and Ethical Practice" upon completion of the program on the exit survey</p>	<p>90% of students will rate their understanding of "Professional Learning and Ethical Practice" at a 3 (meets expectations) or higher on a 5 point scale of the exit survey.</p>	<p>2014-2015: 48 students responded to the exit survey. Of the respondents, 48 (100%) rated their understanding of "Professional Learning" and 48 (100%) rated their understanding of "Ethical Practice" at a 3 (meets expectations) or higher on a 5 point scale of the exit survey.</p>	<p align="center"><b>Met</b></p>



**Bachelor of Science in Interdisciplinary Studies Results  
2014-2015**

Outcome	Assessment Method	Criterion	Result 2014-2015	Result Type 2014-2015
<p>InTASC 10: Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p>	<p>Alumni will self-assess "Leadership and Collaboration" after one year in-service on the alumni survey</p>	<p>90% of alumni will rate "Leadership and Collaboration" a 3 (meets expectations) or higher on the alumni survey.</p>	<p>2014-2015: 15/69 alumni responded. Of the respondents, 15 (100%) rated "Leadership" and 14 (93.33%) rated Collaboration" a 3 (meets expectations) or higher on the alumni survey.</p>	<p align="center"><b>Met</b></p>
<p>InTASC 10: Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p>	<p>Engagement feedback in READ 4366</p>	<p>80% of students will earn 72 out of 90 points on the engagement feedback.</p>	<p>2014-2015: 69 students were assessed. Of the students assessed, 69 (100%) earned 72 out of 90 points on the engagement feedback.</p>	<p align="center"><b>Met</b></p>

**Bachelor of Science in Interdisciplinary Studies Results  
2014-2015**

Outcome	Assessment Method	Criterion	Result 2014-2015	Result Type 2014-2015
<p>InTASC 10: Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p>	<p>GPA on pedagogy courses</p>	<p>80% of students will have a GPA of 3.0 or higher in their pedagogy courses.</p>	<p>2014-2015: 153 student's GPAs were checked. Of students checked, 149 (97.39%) were a 3.0 or higher on pedagogy courses.</p>	<p align="center"><b>Met</b></p>
<p>InTASC 10: Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p>	<p>InTASC Standard 10 of the Program Standard Rationales and Artifacts</p>	<p>80% of students will earn a rating of proficient or higher on InTASC Standard 10 of the Program Standard Rationales and Artifacts Rubric.</p>	<p>2014-2015: 64 students were assessed. Of the students assessed, 64 (100%) earned a rating of proficient or higher on InTASC Standard 10 of the Program Standard Rationales and Artifacts rubric.</p>	<p align="center"><b>Met</b></p>

**Bachelor of Science in Interdisciplinary Studies Results  
2014-2015**

Outcome	Assessment Method	Criterion	Result 2014-2015	Result Type 2014-2015
<p>InTASC 10: Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p>	<p>Parent/Guardian interviews in READ 4366</p>	<p>80% of students will earn 8 out of 10 points on the parent/guardian interviews.</p>	<p>2014-2015: 69 students were assessed. Of the students assessed, 69 (100%) earned 8 out of 10 points on the parent/guardian interviews.</p>	<p align="center"><b>Met</b></p>
<p>InTASC 10: Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p>	<p>Score on the Pedagogy and Professional Responsibilities (PPR) Texas Examinations of Educator Standards (TExES) test</p>	<p>90% of students earn a minimum scaled score of 240 or higher on the Texas Examination of Educator Standards Pedagogy and Professional Responsibilities (PPR) exam on the first attempt.</p>	<p>2014-2015: 72 students were assessed. Of the students assessed, 67 (93.06%) earned a minimum scaled score of 240 or higher on the Texas Examination of Educator Standards Pedagogy and Professional Responsibilities (PPR) exam on the first attempt.</p>	<p align="center"><b>Met</b></p>

**Bachelor of Science in Interdisciplinary Studies Results  
2014-2015**

Outcome	Assessment Method	Criterion	Result 2014-2015	Result Type 2014-2015
<p>InTASC 10: Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p>	<p>Teacher candidates will self-assess "Leadership and Collaboration" upon completion of the program on the exit survey</p>	<p>90% of students will rate their understanding of "Leadership and Collaboration" at a 3 (meets expectations) or higher on a 5 point scale of the exit survey.</p>	<p>2014-2015: 48 students responded to the exit survey. Of the respondents, 48 (100%) rated their understanding of "Leadership" and "Collaboration" at a 3 (meets expectations) or higher on a 5 point scale of the exit survey.</p>	<p align="center"><b>Met</b></p>
<p>InTASC 11: Technology - The teacher is able to create, implement, and evaluate technology to enhance teaching, student learning, and other obligations (e.g. reports, grades, tests, etc.) required of teachers.</p>	<p>InTASC Standard 11 of the Program Standard Rationales and Artifacts</p>	<p>80% of students will earn a rating of proficient or higher on InTASC Standard 11 of the Program Standard Rationales and Artifacts Rubric.</p>	<p>2014-2015: 64 students were assessed. Of the students assessed, 64 (100%) earned a rating of proficient or higher on InTASC Standard 11 of the Program Standard Rationales and Artifacts rubric.</p>	<p align="center"><b>Met</b></p>