Title II Higher Education Act

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2020-21 Academic Year Data ▼

2022 Title II Reports National Teacher Preparation Data
New Mexico State University

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NM

New Mexico State University Alternative, IHE-based Report AY 2020-21 New Mexico
Report CompleteStatus: 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 [188030]
☐ THIS INSTITUTION HAS NO IPEDS ID

If no IPEDS ID, please provide an explanation [   ]
Address [Box 30001]
Address line 2: [   ]
City [Las Cruces]
State
[New Mexico ▼]
Zip [88003]
Salutation
[Dr. ▼]
First Name [Phillip]
Last Name [Post]
Phone [(575) 646-4067]
Email [ppost@nmsu.edu]

[Save/Stay]

[Reset]

[Print]
Section I: Program Information

List of Programs

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

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

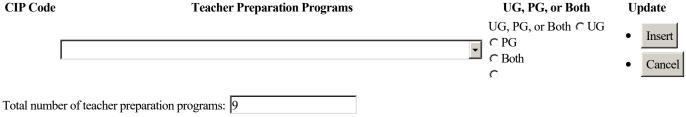- Teacher Preparation Program

This Page Includes:

- List of Programs

List of Programs

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List of Programs

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	PG	• Edit • Delete
13.1202	Elementary Education	PG	• Edit • Delete
13.1	Special Education	PG	• Edit • Delete
13.1301	Teacher Education - Agriculture	PG	• Edit • Delete
13.1305	Teacher Education - English/Language Arts	PG	• Edit • Delete
13.1316	Teacher Education - General Science	PG	• Edit • Delete
13.1311	Teacher Education - Mathematics	PG	• Edit • Delete
13.1314	Teacher Education - Physical Education and Coaching	PG	• Edit • Delete
13.1318	Teacher Education - Social Studies	PG	• Edit • Delete

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update

UG, PG, or Both ○ UG
○ PG
○ Both
○

- [Insert]
- [Cancel]

Total number of teacher preparation programs: [9]

Save Option

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[Print] [Reset Page] [Save]

Section I: Program Information

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))**

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

This Page Includes:

- Undergraduate Requirements
- Postgraduate Requirements
- Supervised Clinical Experience

Undergraduate Requirements

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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.

Undergraduate Requirements

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

Element	Admission	Completion
Interview	Required for Entry ○ Yes ○ No ⦿	Required for Exit ○ Yes ○ No ⦿
Other Specify: **Other specify:** [_____]	Required for Entry ○ Yes ○ No ⦿	Required for Exit ○ Yes ○ No ⦿

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

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.)
[_____]

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

Postgraduate Requirements

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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.

Postgraduate Requirements

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

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

Supervised Clinical Experience

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Provide the following information about supervised clinical experience in 2020-21. (§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)
Programs with student teaching models (most traditional programs)

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

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

Number of clock hours required for student teaching

Number of clock hours required for student teaching [   ]

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)
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

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

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

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

If there are no programs with a student teacher model or teacher of record model, please describe the teaching model(s) used: Students begin the program with a full time teaching position secured with a district and are supervised throughout the year through NMSU. Students concurrently teach and take the required courses for the

| Students begin the program with a full time teaching position secured with a district and are supervised throughout the year through NMSU. Students concurrently teach and take the required |

alternative licensure certificate.

All Programs
All Programs

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

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) [6   ]

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)

Number of adjunct faculty supervising clinical experience during this academic year (IHE staff) [10   ]

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

Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year [20   ]

Number of students in supervised clinical experience during this academic year

Number of students in supervised clinical experience during this academic year
[20   ]

Please provide any additional information about or descriptions of the supervised clinical experiences: [   ]
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[Print] [Reset Page] [Save]

Calculate Full-Time Equivalent Faculty in the System

For any other part-time faculty supervising clinical experience, indicate the number of faculty and the percentage that represents the part-time employment rate for those faculty members (for example, 25% for a faculty member employed at a quarter of the time compared to a full-time faculty member)

Employment Rate (%)	Number of Faculty	Update
100% (Full-Time)		
50% (Half-Time)		

75% | Employment Rate (%) | | Number of Faculty | [Delete]

25% | Employment Rate (%) | | Number of Faculty | [Delete]

[Add Row]

[Calculate FTE]

Section I: Program Information

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

This Page Includes:

- Enrollment and Program Completers

Enrollment and Program Completers

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Enrollment and Completer Totals
2020-21 Total

Total Number of Individuals Enrolled Total Number of Individuals Enrolled in 2020-21 69

Subset of Program Completers Subset of Program Completers in 2020-21 27

Program Enrollment and Completers By Gender

Gender	Total Enrolled	Subset of Program Completers
Male	Male Enrollment 26	Male Completers 10
Female	Female Enrollment 43	Female Completers 17
Non-Binary/Other	Non-Binary/Other Enrollment 0	Non-Binary/Other Completers 0
No Gender Reported	Nonreported gender Enrollment 0	Nonreported gender Completers 0

Program Enrollment and Completers By Race/Ethnicity

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	American Indian or Alaska Native Enrollment 1	American Indian or Alaska Native Completers 0
Asian	Asian Enrollment 0	Asian Completers 0
Black or African American	Black or African American Enrollment 2	Black or African American Completers 0
Hispanic/Latino of any race	Hispanic/Latino of any race enrollment 42	Hispanic/Latino of any race Completers 13

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Native Hawaiian or Other Pacific Islander	Native Hawaiian or Other Pacific Islander Enrollment `0`	Native Hawaiian or Other Pacific Islander Completers `0`
White	White Enrollment `20`	White Completers `12`
Two or more races	Two or more races Enrollment `3`	Two or more races Completers `2`
No Race/Ethnicity Reported	Nonreported race/ethnicity Enrollment `1`	Nonreported race/ethnicity Completers `0`

Save Option

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[Info]

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[Print] [Reset Page] [Save]

Section I: Program Information

Teachers Prepared

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

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

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

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

- Academic Major

This Page Includes:

- Teachers Prepared by Subject Area
- Teachers Prepared by Academic Major

Teachers Prepared by Subject Area

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Please provide the number of teachers prepared by subject area for academic year 2020-21.

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 2020-21

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).

Teachers Prepared by Subject Area

CIP Code	Subject Area	Number Prepared	
13.10	Teacher Education - Special Education	Number Prepared	8
13.1202	Teacher Education - Elementary Education	Number Prepared	3
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	Number Prepared	0
13.1210	Teacher Education - Early Childhood Education	Number Prepared	2
13.1301	Teacher Education - Agriculture	Number Prepared	
13.1302	Teacher Education - Art	Number Prepared	
13.1303	Teacher Education - Business	Number Prepared	
13.1305	Teacher Education - English/Language Arts	Number Prepared	2
13.1306	Teacher Education - Foreign Language	Number Prepared	
13.1307	Teacher Education - Health	Number Prepared	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	Number Prepared	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	Number Prepared	
13.1311	Teacher Education - Mathematics	Number Prepared	6
13.1312	Teacher Education - Music	Number Prepared	
13.1314	Teacher Education - Physical Education and Coaching	Number Prepared	
13.1315	Teacher Education - Reading	Number Prepared	
13.1316	Teacher Education - Science Teacher Education/General Science	Number Prepared	4
13.1317	Teacher Education - Social Science	Number Prepared	
13.1318	Teacher Education - Social Studies	Number Prepared	3
13.1320	Teacher Education - Trade and Industrial	Number Prepared	
13.1321	Teacher Education - Computer Science	Number Prepared	
13.1322	Teacher Education - Biology	Number Prepared	
13.1323	Teacher Education - Chemistry	Number Prepared	
13.1324	Teacher Education - Drama and Dance	Number Prepared	
13.1328	Teacher Education - History	Number Prepared	
13.1329	Teacher Education - Physics	Number Prepared	
13.1331	Teacher Education - Speech	Number Prepared	
13.1337	Teacher Education - Earth Science	Number Prepared	
13.14	Teacher Education - English as a Second Language	Number Prepared	
13.99	Education - Other Specify: Other specify: [ ]	Number Prepared	

Teachers Prepared by Academic Major

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Please provide the number of teachers prepared by academic major for academic year 2020-21. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

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

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

Do participants earn a degree upon completion of the program? ⦿ Yes
◯ No
☐ No teachers prepared in academic year 2020-21

If your program does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or **clear responses already entered**).

Teachers Prepared by Academic Major

CIP Code	Academic Major	Number Prepared	
13.10	Teacher Education - Special Education	Number Prepared	8
13.1202	Teacher Education - Elementary Education	Number Prepared	3
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	Number Prepared	
13.1210	Teacher Education - Early Childhood Education	Number Prepared	2
13.1301	Teacher Education - Agriculture	Number Prepared	
13.1302	Teacher Education - Art	Number Prepared	
13.1303	Teacher Education - Business	Number Prepared	
13.1305	Teacher Education - English/Language Arts	Number Prepared	2
13.1306	Teacher Education - Foreign Language	Number Prepared	
13.1307	Teacher Education - Health	Number Prepared	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	Number Prepared	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	Number Prepared	
13.1311	Teacher Education - Mathematics	Number Prepared	6
13.1312	Teacher Education - Music	Number Prepared	
13.1314	Teacher Education - Physical Education and Coaching	Number Prepared	
13.1315	Teacher Education - Reading	Number Prepared	
13.1316	Teacher Education - General Science	Number Prepared	4
13.1317	Teacher Education - Social Science	Number Prepared	
13.1318	Teacher Education - Social Studies	Number Prepared	3
13.1320	Teacher Education - Trade and Industrial	Number Prepared	
13.1321	Teacher Education - Computer Science	Number Prepared	
13.1322	Teacher Education - Biology	Number Prepared	
13.1323	Teacher Education - Chemistry	Number Prepared	
13.1324	Teacher Education - Drama and Dance	Number Prepared	
13.1328	Teacher Education - History	Number Prepared	
13.1329	Teacher Education - Physics	Number Prepared	
13.1331	Teacher Education - Speech	Number Prepared	
13.1337	Teacher Education - Earth Science	Number Prepared	
13.14	Teacher Education - English as a Second Language	Number Prepared	
13.99	Education - Other Specify: Other specify: [ ]	Number Prepared	
01	Agriculture	Number Prepared	
03	Natural Resources and Conservation	Number Prepared	
05	Area, Ethnic, Cultural, and Gender Studies	Number Prepared	

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

Save Option

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[Info]

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[Print] [Reset Page] [Save]

Section I: Program Information

Program Assurances

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

This Page Includes:

Program Assurances

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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: Students in the alternative licensure program are placed full-time in their own classroom and are able to apply the strategies and methods related to working with diverse learners on a daily basis and reflect upon and adjust their pedagogical approach in consultation with their current instructors, supervisor, and advisor. A large portion of schools in New Mexico serve limited English proficient students, and by way of their contract they have when they begin the program, they are most likely serving a primarily Hispanic population. We offer them supports to teach and reach these students in class, encouraging them to bring their daily classroom experiences to discussions. All of our alternative license students also take the methods courses in which they learn to make accommodations and adaptations for Special Education and for English Learners in the core academic subjects.

> Students in the alternative licensure program are placed full-time in their own classroom and are able to apply the strategies and methods related to working with diverse learners on a daily basis

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Section II: Annual Goals

Annual Goals: Mathematics

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

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

- Quantifiable Goals

This Page Includes:

- Report Progress on Last Year's Goal (2020-21)
- Review Current Year's Goal (2021-22)
- Set Next Year's Goal (2022-23)

Report Progress on Last Year's Goal (2020-21)

Back To Top

1. Did your program prepare teachers in mathematics in 2020-21?

If no, leave remaining questions for 2020-21 blank (or clear responses already entered).

◉ Yes
○ No

2. Describe your goal. 2 teachers

```
2 teachers
```

3. Did your program meet the goal? ◉ Yes
○ No

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

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

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

Review Current Year's Goal (2021-22)

Back To Top

7. Is your program preparing teachers in mathematics in 2021-22? If no, leave the next question blank. ◉ Yes
○ No

```
2 teachers
```

8. Describe your goal. 2 teachers

Set Next Year's Goal (2022-23)

Back To Top

9. Will your program prepare teachers in mathematics in 2022-23? If no, leave the next question blank. ◉ Yes
○ No

```
2 teachers
```

10. Describe your goal. 2 teachers

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Section II: Annual Goals

Annual Goals: Science

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

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

- Quantifiable Goals

This Page Includes:

- Report Progress on Last Year's Goal (2020-21)
- Review Current Year's Goal (2021-22)
- Set Next Year's Goal (2022-23)

Report Progress on Last Year's Goal (2020-21)

Back To Top

1. Did your program prepare teachers in science in 2020-21?

If no, leave remaining questions for 2020-21 blank (or clear responses already entered).

◉ Yes
○ No

2. Describe your goal. 2 teachers

> 2 teachers

3. Did your program meet the goal? ◉ Yes
○ No

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

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

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

Review Current Year's Goal (2021-22)

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7. Is your program preparing teachers in science in 2021-22? If no, leave the next question blank. ◉ Yes
○ No

8. Describe your goal. 2 teachers

> 2 teachers

Set Next Year's Goal (2022-23)

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9. Will your program prepare teachers in science in 2022-23? If no, leave the next question blank. ◉ Yes
○ No

> 2 teachers

10. Describe your goal. 2 teachers

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Section II: Annual Goals

Annual Goals: Special Education

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

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

* Quantifiable Goals

This Page Includes:

* Report Progress on Last Year's Goal (2020-21)
* Review Current Year's Goal (2021-22)
* Set Next Year's Goal (2022-23)

Report Progress on Last Year's Goal (2020-21)

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1. Did your program prepare teachers in special education in 2020-21?

If no, leave remaining questions for 2020-21 blank (or clear responses already entered).

● Yes
○ No

2. Describe your goal. 3 teachers

```
3 teachers
```

3. Did your program meet the goal? ● Yes
○ No

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

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

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

Review Current Year's Goal (2021-22)

7. Is your program preparing teachers in special education in 2021-22? If no, leave the next question blank. ◉ Yes
○ No

8. Describe your goal. 4 teachers

> 4 teachers

Set Next Year's Goal (2022-23)

9. Will your program prepare teachers in special education in 2022-23? If no, leave the next question blank. ◉ Yes
○ No

10. Describe your goal. 4 teachers

> 4 teachers

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Section II: Annual Goals

Annual Goals: Instruction of Limited English Proficient Students

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

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

- Quantifiable Goals

This Page Includes:

- Report Progress on Last Year's Goal (2020-21)
- Review Current Year's Goal (2021-22)
- Set Next Year's Goal (2022-23)

Report Progress on Last Year's Goal (2020-21)

1. Did your program prepare teachers in instruction of limited English proficient students in 2020-21?

If no, leave remaining questions for 2020-21 blank (or clear responses already entered).

◉ Yes
○ No

2. Describe your goal. 5 teachers

> 5 teachers

3. Did your program meet the goal? ⦿ Yes
○ No

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

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

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

Review Current Year's Goal (2021-22)

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7. Is your program preparing teachers in instruction of limited English proficient students in 2021-22? If no, leave the next question blank. ⦿ Yes
○ No

8. Describe your goal. 5 teachers
```
5 teachers
```

Set Next Year's Goal (2022-23)

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9. Will your program prepare teachers in instruction of limited English proficient students in 2022-23? If no, leave the next question blank. ⦿ Yes
○ No

10. Describe your goal. 5 teachers
```
5 teachers
```

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Section III: Program Pass Rates

Assessment Pass Rates

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

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact 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

This Page Includes:

- Assessment Pass Rates

Assessment Pass Rates

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Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) All enrolled students who have completed all noncl	5			
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) All program completers, 2020-21	3			
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) All program completers, 2019-20	4			
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) All program completers, 2018-19	2			
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) All enrolled students who have completed all noncl	6			
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) All program completers, 2020-21	2			
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) All program completers, 2019-20	2			
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) All enrolled students who have completed all noncl	7			
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) All program completers, 2019-20	2			
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) All program completers, 2018-19	4			
ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2020-21	2			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
Educational Testing Service (ETS) All program completers, 2020-21				
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	3			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	5			
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2020-21	1			
PNM0503 -NES ART Evaluation Systems group of Pearson All program completers, 2019-20	1			
PNM0051 -NES ASSESSMENT OF PROF KNOWLEDGE: ELEMENTARY Evaluation Systems group of Pearson All program completers, 2020-21	1			
PNM0051 -NES ASSESSMENT OF PROF KNOWLEDGE: ELEMENTARY Evaluation Systems group of Pearson All program completers, 2019-20	3			
PNM0051 -NES ASSESSMENT OF PROF KNOWLEDGE: ELEMENTARY Evaluation Systems group of Pearson All program completers, 2018-19	3			
PNM0052 -NES ASSESSMENT OF PROF KNOWLEDGE: SECONDARY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
PNM0052 -NES ASSESSMENT OF PROF KNOWLEDGE: SECONDARY Evaluation Systems group of Pearson All program completers, 2020-21	1			
PNM0052 -NES ASSESSMENT OF PROF KNOWLEDGE: SECONDARY Evaluation Systems group of Pearson All program completers, 2019-20	7			
PNM0052 -NES ASSESSMENT OF PROF KNOWLEDGE: SECONDARY Evaluation Systems group of Pearson All program completers, 2018-19	8			
PNM0107 -NES EARLY CHILDHOOD EDUCATION (AGE 3-AGE 8) Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
PNM0102 -NES ELEMENTARY EDUCATION I Evaluation Systems group of Pearson All program completers, 2019-20	2			
PNM0102 -NES ELEMENTARY EDUCATION I Evaluation Systems group of Pearson All program completers, 2018-19	1			
PNM0103 -NES ELEMENTARY EDUCATION II Evaluation Systems group of Pearson All program completers, 2019-20	2			
PNM0103 -NES ELEMENTARY EDUCATION II Evaluation Systems group of Pearson All program completers, 2018-19	1			
PNM0301 -NES ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson	1			

Assessment code - Assessment name **Test Company** Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
All program completers, 2019-20				
PNM0301 -NES ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson	1			
All program completers, 2018-19				
PNM0001 -NES ESSENTIAL ACADEMIC SKILLS I: READING Evaluation Systems group of Pearson	18	219	12	67
All enrolled students who have completed all noncl				
PNM0001 -NES ESSENTIAL ACADEMIC SKILLS I: READING Evaluation Systems group of Pearson	16	258	16	100
All program completers, 2020-21				
PNM0001 -NES ESSENTIAL ACADEMIC SKILLS I: READING Evaluation Systems group of Pearson	15	242	13	87
All program completers, 2019-20				
PNM0001 -NES ESSENTIAL ACADEMIC SKILLS I: READING Evaluation Systems group of Pearson	11	237	10	91
All program completers, 2018-19				
PNM0002 -NES ESSENTIAL ACADEMIC SKILLS II: WRITING Evaluation Systems group of Pearson	16	211	8	50
All enrolled students who have completed all noncl				
PNM0002 -NES ESSENTIAL ACADEMIC SKILLS II: WRITING Evaluation Systems group of Pearson	21	232	18	86
All program completers, 2020-21				
PNM0002 -NES ESSENTIAL ACADEMIC SKILLS II: WRITING Evaluation Systems group of Pearson	14	228	10	71
All program completers, 2019-20				
PNM0002 -NES ESSENTIAL ACADEMIC SKILLS II: WRITING Evaluation Systems group of Pearson	8			
All program completers, 2018-19				
PNM0003 -NES ESSENTIAL ACADEMIC SKILLS III: MATHEMATICS Evaluation Systems group of Pearson	18	210	10	56
All enrolled students who have completed all noncl				
PNM0003 -NES ESSENTIAL ACADEMIC SKILLS III: MATHEMATICS Evaluation Systems group of Pearson	16	257	16	100
All program completers, 2020-21				
PNM0003 -NES ESSENTIAL ACADEMIC SKILLS III: MATHEMATICS Evaluation Systems group of Pearson	11	224	8	73
All program completers, 2019-20				
PNM0003 -NES ESSENTIAL ACADEMIC SKILLS III: MATHEMATICS Evaluation Systems group of Pearson	10	233	7	70
All program completers, 2018-19				
PNM0104 -NES ESSENTIAL COMPONENTS OF ELEM READING INSTR Evaluation Systems group of Pearson	2			
All program completers, 2019-20				
PNM0104 -NES ESSENTIAL COMPONENTS OF ELEM READING INSTR Evaluation Systems group of Pearson	1			
All program completers, 2018-19				
PNM0311 -NES GENERAL SCIENCE Evaluation Systems group of Pearson	2			
All program completers, 2019-20				
PNM0303 -NES SOCIAL SCIENCE Evaluation Systems group of Pearson	1			
All program completers, 2019-20				
PNM0401 -NES SPANISH Evaluation Systems group of Pearson	1			
All program completers, 2019-20				
PNM0601 -NES SPECIAL EDUCATION Evaluation Systems group of Pearson	2			
All program completers, 2020-21				

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
PNM0601 -NES SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	5			
PNM0601 -NES SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	4			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2020-21	15	171	15	100
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2019-20	3			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2020-21	2			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2020-21	5			
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2019-20	2			
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	2			

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Section III: Program Pass Rates

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.

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

- Pass rate
- Scaled score
- Teacher credential assessment

This Page Includes:

- Summary Pass Rates

Summary Pass Rates

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Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2020-21	26	15	58
All program completers, 2019-20	21	14	67
All program completers, 2018-19	15	9	60

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Section IV: Low-Performing

Low-Performing

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

This Page Includes:

- Low-Performing

Low-Performing

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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:
Other specify: [   ]

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

◉ No

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Section V: Use of Technology

Use of Technology

On this page, review the questions regarding your program's use of technology. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

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

This Page Includes:

- Use of Technology

Use of Technology

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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:
   1. integrate technology effectively into curricula and instruction ◉ Yes
      ○ No
   2. use technology effectively to collect data to improve teaching and learning ◉ Yes
      ○ No
   3. use technology effectively to manage data to improve teaching and learning ◉ Yes
      ○ No
   4. 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. Alternative Licensure candidates take an Educational Technology course like traditional students. One area in particular where we have used several sources of data to help direct program changes is in how we prepare our teacher candidates to integrate technology into their instruction and assessment. Based on feedback from completer and employer surveys and student teaching assessments, it is clear that we need to better prepare our candidates to use technology effectively, and a key way we have begun to address this is in the EDLT 368 course, Integrating Technology with Teaching, that all teacher candidates have to take. Core faculty who teach this class have already implemented or are planning to implement the following changes to the course: We are reinvigorating how we train teachers to use games and apps, particularly by having our teacher candidates: a) play and deconstruct games and apps for education, b) research pedagogical perspectives of Game-Based Learning, gamification, and gameful learning, and c) wireframe (design) Marvel games. We are also well aware the coding is an important area of technology and that students are now introduced to this skill at a very young age. We are looking into tools like the MIT created Scratch and Alice, a digital storytelling platform. Using podcasting and movies for learning are also being planned for upcoming semesters. This includes the analysis and creation of podcasts as a midpoint assessment and making short movies. We are also creating a Knowledge Center, which is in the early works but will be a module with co-created activities and resources for topics such as classroom leadership, i.e. Bellwork, class newsletters, contracts, technology evaluations, etc.

   > Alternative Licensure candidates take an
   > Educational Technology course like traditional
   > students. One area in particular where we have
   > used several sources of data to help direct

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Teacher Training

Provide the following information about your teacher preparation program. **(§205(a)(1)(G))**

This Page Includes:

- Teacher Training

Teacher Training

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

   1. Teach students with disabilities effectively Students are required to take a Special Education course in all programs. The courses identified below provide training for alternative licensure teachers who will be participating in Individualized Education Program teams as teachers. SPED 500 has a large section of its course instruction based on IDEA, including its history and requirements and the complete IEP process, including team roles and membership. All of the coursework designed for the alternative licensure process includes the expectation that candidates will be working with many students who are learning English. Methods are provided throughout the coursework to meet the needs of English Language Learners who also receive special education services. SPED 500: Introduction to Special Education in a Diverse Society SPED 504: Introduction to Assessment for Diverse Exceptional Learners SPED 506: High Incidence Disabilities in a Diverse Society SPED 507: Low Incidence Disabilities in a Diverse Society SPED 509: Reading for Elementary Exceptional Learners in a Diverse Society SPED 511: Reading for Secondary Exceptional Learners in a Diverse Society SPED 559: Classroom

      Management for Diverse Exceptional Learners.

      > Students are required to take a Special Education course in all programs. The courses identified below provide training for alternative licensure teachers who will be participating in Individualized

   2. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act.* The courses identified below provide training for alternative licensure teachers who will be participating in Individualized Education Program teams as teachers. SPED 500 has a large section of its course instruction based on IDEA, including its history and requirements and the complete IEP process, including team roles and membership. All of the coursework designed for the alternative licensure process includes the expectation that candidates will be working with many students who are learning English. Methods are provided throughout the coursework to meet the needs of English Language Learners who also receive special education services. SPED 500: Introduction to Special Education in a Diverse Society SPED 504: Introduction to Assessment for Diverse Exceptional Learners SPED 506: High Incidence Disabilities in a Diverse Society SPED 507: Low Incidence Disabilities in a Diverse Society SPED 509: Reading for Elementary Exceptional Learners in a Diverse Society SPED 511: Reading for Secondary Exceptional Learners in a Diverse

      Society SPED 559: Classroom Management for Diverse Exceptional Learners.

      > The courses identified below provide training for alternative licensure teachers who will be participating in Individualized Education Program teams as teachers. SPED 500 has a large section

   3. Effectively teach students who are limited English proficient. All programs except Secondary have a bilingual or foreign language requirement.

      > All programs except Secondary have a bilingual or foreign language requirement.

2. Does your program prepare special education teachers? ⊙ Yes
   ⊚ No

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

   1. Teach students with disabilities effectively Students are placed in a special education classroom which includes attending IEPs. The courses identified below provide training for alternative licensure teachers who will be participating in Individualized Education Program teams as teachers. SPED 500 has a large section of its course instruction based on IDEA, including its history and requirements and the complete IEP process, including team roles and membership. All of the coursework designed for the alternative licensure process includes the expectation that candidates will be working with many students who are learning English. Methods are provided throughout the coursework to meet the needs of English Language Learners who also receive special education services. SPED 500: Introduction to Special Education in a Diverse Society SPED 504: Introduction to Assessment for Diverse

Exceptional Learners SPED 506: High Incidence Disabilities in a Diverse Society SPED 507: Low Incidence Disabilities in a Diverse Society SPED 509: Reading for Elementary Exceptional Learners in a Diverse Society SPED 511: Reading for Secondary Exceptional Learners in a Diverse Society SPED

> Students are placed in a special education classroom which includes attending IEPs. The courses identified below provide training for alternative licensure teachers who will be

559: Classroom Management for Diverse Exceptional Learners

2. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act.* The courses identified below provide training for alternative licensure teachers who will be participating in Individualized Education Program teams as teachers. SPED 500 has a large section of its course instruction based on IDEA, including its history and requirements and the complete IEP process, including team roles and membership. All of the coursework designed for the alternative licensure process includes the expectation that candidates will be working with many students who are learning English. Methods are provided throughout the coursework to meet the needs of English Language Learners who also receive special education services. SPED 500: Introduction to Special Education in a Diverse Society SPED 504: Introduction to Assessment for Diverse Exceptional Learners SPED 506: High Incidence Disabilities in a Diverse Society SPED 507: Low Incidence Disabilities in a Diverse Society SPED 509: Reading for Elementary Exceptional Learners in a Diverse Society SPED 511: Reading for Secondary Exceptional Learners in a Diverse

> The courses identified below provide training for alternative licensure teachers who will be participating in Individualized Education Program teams as teachers. SPED 500 has a large section

Society SPED 559: Classroom Management for Diverse Exceptional Learners

3. Effectively teach students who are limited English proficient. All programs except Secondary have a bilingual or foreign language requirement.

> All programs except Secondary have a bilingual or foreign language requirement.

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[Info]

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Contextual Information

On this page, review the contextual information about your program. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

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

This Page Includes:

- Contextual Information

Contextual Information

Back To Top

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 our CAEP reporting measures for more information: https://hest.nmsu.edu/research-outreach/unit-reports.html

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>
> https://hest.nmsu.edu/research-outreach/unit-

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.

Link Text [ ]

File [Choose File] No file selected

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Report Card Certification

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

Certification of submission

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

Name of responsible representative for teacher preparation program: [Rachel Boren]

Title: [Director, Evaluation and E]

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: [Phillip Post]

Title: [Interim Associate Dean of]

[Certify and Submit Report Card]