

# Title II Higher Education Act

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Rachel Boren Program User

## Select Academic Year Menu

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 Traditional 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

THIS INSTITUTION HAS NO IPEDS ID

If no IPEDS ID, please provide an explanation

Address

Address line 2:

City

State

▾

Zip

Salutation

▾

First Name

Last Name

Phone

Email

## 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 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	UG	<ul style="list-style-type: none"> <li>• <a href="#">Edit</a></li> <li>• <a href="#">Delete</a></li> </ul>
13.1202	Elementary Education	Both	<ul style="list-style-type: none"> <li>• <a href="#">Edit</a></li> <li>• <a href="#">Delete</a></li> </ul>
13.1	Special Education	Both	<ul style="list-style-type: none"> <li>• <a href="#">Edit</a></li> <li>• <a href="#">Delete</a></li> </ul>
13.1301	Teacher Education - Agriculture	Both	<ul style="list-style-type: none"> <li>• <a href="#">Edit</a></li> <li>• <a href="#">Delete</a></li> </ul>
13.14	Teacher Education - English as a Second Language	Both	<ul style="list-style-type: none"> <li>• <a href="#">Edit</a></li> <li>• <a href="#">Delete</a></li> </ul>
13.1305	Teacher Education - English/Language Arts	Both	<ul style="list-style-type: none"> <li>• <a href="#">Edit</a></li> <li>• <a href="#">Delete</a></li> </ul>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	Both	<ul style="list-style-type: none"> <li>• <a href="#">Edit</a></li> <li>• <a href="#">Delete</a></li> </ul>
13.1316	Teacher Education - General Science	Both	<ul style="list-style-type: none"> <li>• <a href="#">Edit</a></li> <li>• <a href="#">Delete</a></li> </ul>
13.1311	Teacher Education - Mathematics	Both	<ul style="list-style-type: none"> <li>• <a href="#">Edit</a></li> <li>• <a href="#">Delete</a></li> </ul>

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1312	Teacher Education - Music	UG	<ul style="list-style-type: none"> <li>• <input type="button" value="Edit"/></li> <li>• <input type="button" value="Delete"/></li> </ul>
13.1314	Teacher Education - Physical Education and Coaching	Both	<ul style="list-style-type: none"> <li>• <input type="button" value="Edit"/></li> <li>• <input type="button" value="Delete"/></li> </ul>
13.1318	Teacher Education - Social Studies	Both	<ul style="list-style-type: none"> <li>• <input type="button" value="Edit"/></li> <li>• <input type="button" value="Delete"/></li> </ul>
<input type="text" value=""/>		UG, PG, or Both <input type="radio"/> UG <input type="radio"/> PG <input type="radio"/> Both <input type="radio"/>	<ul style="list-style-type: none"> <li>• <input type="button" value="Insert"/></li> <li>• <input type="button" value="Cancel"/></li> </ul>

Total number of teacher preparation programs:

**Save Option**

To save this page, indicate whether it is still in progress (indicating you may have entered data, but have not yet completed all portions of the page) or completed (indicating you have completed all portions of the page). When pages are marked as complete, the red dot next to the section on the right side menu will change to a green dot. You will still be able to edit all pages of your report until you certify the full report through the Certification link.

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**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
---------	-----------	------------

Undergraduate Requirements

Element	Admission	Completion
Transcript	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>
Fingerprint check	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>
Background check	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>
Minimum number of courses/credits/semester hours completed	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>
Minimum GPA	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>
Minimum GPA in content area coursework	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>
Minimum GPA in professional education coursework	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>
Minimum ACT score	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>
Minimum SAT score	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>
Minimum basic skills test score	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>
Subject area/academic content test or other subject matter verification	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>
Recommendation(s)	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>
Essay or personal statement	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>
Interview	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>
Other Specify:		
Other specify: <input type="text" value="Application, resume"/>	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>

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 <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>
Fingerprint check	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>
Background check	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>
Minimum number of courses/credits/semester hours completed	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>
Minimum GPA	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>
Minimum GPA in content area coursework	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>
Minimum GPA in professional education coursework	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>
Minimum ACT score	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>
Minimum SAT score	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>
Minimum basic skills test score	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>
Subject area/academic content test or other subject matter verification	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>
Recommendation(s)	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>
Essay or personal statement	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>
Interview	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>
Other Specify:		
Other specify: <input type="text" value="Comprehensive exam"/>	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>

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.)

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  
260

**Number of clock hours required for student teaching**      Number of clock hours required for student teaching 640

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:

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) 20

**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 50

**Number of students in supervised clinical experience during this academic year**      Number of students in supervised clinical experience during this academic year 50

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

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**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)	<input type="text"/>	
50% (Half-Time)	<input type="text"/>	
<input type="text" value="75%"/> Employment Rate (%)	<input type="text"/> Number of Faculty	Delete
<input type="text" value="25%"/> Employment Rate (%)	<input type="text"/> 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

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

Program Enrollment and Completers By Gender

Gender	Total Enrolled	Subset of Program Completers
Male	Male Enrollment <input type="text" value="54"/>	Male Completers <input type="text" value="16"/>
Female	Female Enrollment <input type="text" value="185"/>	Female Completers <input type="text" value="57"/>
Non-Binary/Other	Non-Binary/Other Enrollment <input type="text" value="0"/>	Non-Binary/Other Completers <input type="text" value="0"/>

Program Enrollment and Completers By Gender

Gender	Total Enrolled	Subset of Program Completers
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 11	American Indian or Alaska Native Completers 5
Asian	Asian Enrollment 2	Asian Completers 1
Black or African American	Black or African American Enrollment 1	Black or African American Completers 1
Hispanic/Latino of any race	Hispanic/Latino of any race enrollment 123	Hispanic/Latino of any race Completers 34
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 90	White Completers 28
Two or more races	Two or more races Enrollment 12	Two or more races Completers 4
No Race/Ethnicity Reported	Nonreported race/ethnicity Enrollment 0	Nonreported race/ethnicity Completers 0

**Save Option**

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**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**

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 <input type="text" value="4"/>
13.1202	Teacher Education - Elementary Education	Number Prepared <input type="text" value="24"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	Number Prepared <input type="text" value="0"/>
13.1210	Teacher Education - Early Childhood Education	Number Prepared <input type="text" value="11"/>
13.1301	Teacher Education - Agriculture	Number Prepared <input type="text" value="4"/>
13.1302	Teacher Education - Art	Number Prepared <input type="text" value="0"/>
13.1303	Teacher Education - Business	Number Prepared <input type="text" value="0"/>
13.1305	Teacher Education - English/Language Arts	Number Prepared <input type="text" value="10"/>
13.1306	Teacher Education - Foreign Language	Number Prepared <input type="text" value="0"/>
13.1307	Teacher Education - Health	Number Prepared <input type="text" value="0"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	Number Prepared <input type="text" value="2"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	Number Prepared <input type="text" value="0"/>
13.1311	Teacher Education - Mathematics	Number Prepared <input type="text" value="2"/>
13.1312	Teacher Education - Music	Number Prepared <input type="text" value="6"/>
13.1314	Teacher Education - Physical Education and Coaching	Number Prepared <input type="text" value="5"/>
13.1315	Teacher Education - Reading	Number Prepared <input type="text" value="0"/>
13.1316	Teacher Education - Science Teacher Education/General Science	Number Prepared <input type="text" value="5"/>
13.1317	Teacher Education - Social Science	Number Prepared <input type="text" value="0"/>
13.1318	Teacher Education - Social Studies	Number Prepared <input type="text" value="4"/>
13.1320	Teacher Education - Trade and Industrial	Number Prepared <input type="text" value="0"/>
13.1321	Teacher Education - Computer Science	Number Prepared <input type="text" value="0"/>
13.1322	Teacher Education - Biology	Number Prepared <input type="text" value="0"/>
13.1323	Teacher Education - Chemistry	Number Prepared <input type="text" value="0"/>
13.1324	Teacher Education - Drama and Dance	Number Prepared <input type="text" value="0"/>
13.1328	Teacher Education - History	Number Prepared <input type="text" value="0"/>
13.1329	Teacher Education - Physics	Number Prepared <input type="text" value="0"/>
13.1331	Teacher Education - Speech	Number Prepared <input type="text" value="0"/>
13.1337	Teacher Education - Earth Science	Number Prepared <input type="text" value="0"/>
13.14	Teacher Education - English as a Second Language	Number Prepared <input type="text" value="0"/>



CIP Code	Subject Area	Number Prepared
13.99	Education - Other Specify: Other specify: <input type="text"/>	Number Prepared <input type="text"/>

## 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 <input type="text" value="4"/>
13.1202	Teacher Education - Elementary Education	Number Prepared <input type="text" value="24"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	Number Prepared <input type="text" value="0"/>
13.1210	Teacher Education - Early Childhood Education	Number Prepared <input type="text" value="11"/>
13.1301	Teacher Education - Agriculture	Number Prepared <input type="text" value="4"/>
13.1302	Teacher Education - Art	Number Prepared <input type="text" value="0"/>
13.1303	Teacher Education - Business	Number Prepared <input type="text" value="0"/>
13.1305	Teacher Education - English/Language Arts	Number Prepared <input type="text" value="0"/>
13.1306	Teacher Education - Foreign Language	Number Prepared <input type="text" value="0"/>
13.1307	Teacher Education - Health	Number Prepared <input type="text" value="0"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	Number Prepared <input type="text" value="2"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	Number Prepared <input type="text" value="0"/>
13.1311	Teacher Education - Mathematics	Number Prepared <input type="text" value="2"/>
13.1312	Teacher Education - Music	Number Prepared <input type="text" value="6"/>
13.1314	Teacher Education - Physical Education and Coaching	Number Prepared <input type="text" value="5"/>
13.1315	Teacher Education - Reading	Number Prepared <input type="text" value="0"/>
13.1316	Teacher Education - General Science	Number Prepared <input type="text" value="5"/>
13.1317	Teacher Education - Social Science	Number Prepared <input type="text" value="0"/>
13.1318	Teacher Education - Social Studies	Number Prepared <input type="text" value="4"/>
13.1320	Teacher Education - Trade and Industrial	Number Prepared <input type="text" value="0"/>
13.1321	Teacher Education - Computer Science	Number Prepared <input type="text" value="0"/>
13.1322	Teacher Education - Biology	Number Prepared <input type="text" value="0"/>
13.1323	Teacher Education - Chemistry	Number Prepared <input type="text" value="0"/>

CIP Code	Academic Major	Number Prepared
13.1324	Teacher Education - Drama and Dance	Number Prepared <input type="text" value="0"/>
13.1328	Teacher Education - History	Number Prepared <input type="text" value="0"/>
13.1329	Teacher Education - Physics	Number Prepared <input type="text" value="0"/>
13.1331	Teacher Education - Speech	Number Prepared <input type="text" value="0"/>
13.1337	Teacher Education - Earth Science	Number Prepared <input type="text" value="0"/>
13.14	Teacher Education - English as a Second Language	Number Prepared <input type="text" value="0"/>
13.99	Education - Other Specify: Other specify: <input type="text"/>	Number Prepared <input type="text"/>
01	Agriculture	Number Prepared <input type="text"/>
03	Natural Resources and Conservation	Number Prepared <input type="text"/>
05	Area, Ethnic, Cultural, and Gender Studies	Number Prepared <input type="text"/>
09	Communication or Journalism	Number Prepared <input type="text"/>
11	Computer and Information Sciences	Number Prepared <input type="text"/>
12	Personal and Culinary Services	Number Prepared <input type="text"/>
14	Engineering	Number Prepared <input type="text"/>
16	Foreign Languages, Literatures, and Linguistics	Number Prepared <input type="text"/>
19	Family and Consumer Sciences/Human Sciences	Number Prepared <input type="text"/>
21	Technology Education/Industrial Arts	Number Prepared <input type="text"/>
22	Legal Professions and Studies	Number Prepared <input type="text"/>
23	English Language/Literature	Number Prepared <input type="text"/>
24	Liberal Arts/Humanities	Number Prepared <input type="text"/>
25	Library Science	Number Prepared <input type="text"/>
26	Biological and Biomedical Sciences	Number Prepared <input type="text"/>
27	Mathematics and Statistics	Number Prepared <input type="text"/>
30	Multi/Interdisciplinary Studies	Number Prepared <input type="text"/>
38	Philosophy and Religious Studies	Number Prepared <input type="text"/>
40	Physical Sciences	Number Prepared <input type="text"/>
41	Science Technologies/Technicians	Number Prepared <input type="text"/>
42	Psychology	Number Prepared <input type="text"/>
44	Public Administration and Social Service Professions	Number Prepared <input type="text"/>
45	Social Sciences	Number Prepared <input type="text"/>
46	Construction	Number Prepared <input type="text"/>
47	Mechanic and Repair Technologies	Number Prepared <input type="text"/>
50	Visual and Performing Arts	Number Prepared <input type="text"/>
51	Health Professions and Related Clinical Sciences	Number Prepared <input type="text"/>
52	Business/Management/Marketing	Number Prepared <input type="text"/>
54	History	Number Prepared <input type="text"/>
99	Other Specify: Other specify: <input type="text"/>	Number Prepared <input type="text"/>

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## 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](#)

### 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: We have multiple site-based teacher education programs. The teacher candidates and faculty meet on location and work in the classrooms throughout the week. Methods are taught in the schools and the practicing teachers assist with supervision and training of teacher candidates. In this real life practicum, the future teachers work with all children including limited English proficient, low income and

We have multiple site-based teacher education programs. The teacher candidates and faculty meet on location and work in the classrooms throughout the week. Methods are taught in the

those with disabilities.

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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)**

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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; All students in the TEP will take math methods courses and create lessons integrating math with other subject areas.

2 teachers; All students in the TEP will take math methods courses and create lessons integrating math with other subject areas.

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

3 teachers

8. Describe your goal. 3 teachers

**Set Next Year's Goal (2022-23)**

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

No

3 teachers

10. Describe your goal. 3 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)

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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

3 teachers

2. Describe your goal. 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)

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

No

3 teachers

8. Describe your goal. 3 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

3 teachers

10. Describe your goal. 3 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

4 teachers

2. Describe your goal. 4 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 special education in 2021-22? If no, leave the next question blank.  Yes

No

4 teachers

8. Describe your goal. 4 teachers

## Set Next Year's Goal (2022-23)

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

No

5 teachers

10. Describe your goal. 5 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)

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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

30 teachers

2. Describe your goal. 30 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

35 teachers

8. Describe your goal. 35 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

35 teachers

10. Describe your goal. 35 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 RTT'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

<b>Assessment code - Assessment name Test Company Group</b>	<b>Number taking tests</b>	<b>Avg. scaled score</b>	<b>Number passing tests</b>	<b>Pass rate (%)</b>
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) All enrolled students who have completed all noncl	85	170	78	92
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) All program completers, 2020-21	6			
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) All enrolled students who have completed all noncl	76	176	70	92
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) All program completers, 2020-21	6			
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) All enrolled students who have completed all noncl	89	164	63	71
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) All program completers, 2020-21	7			
ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2020-21	6			
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All enrolled students who have completed all noncl	29	161	24	83
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2020-21	19	165	18	95
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2019-20	2			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS)	4			

## Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
All enrolled students who have completed all noncl				
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2020-21	5			
ETS5122 -FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5122 -FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	4			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	5			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
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	20	248	20	100
PNM0051 -NES ASSESSMENT OF PROF KNOWLEDGE: ELEMENTARY Evaluation Systems group of Pearson All program completers, 2018-19	30	251	30	100
PNM0052 -NES ASSESSMENT OF PROF KNOWLEDGE: SECONDARY Evaluation Systems group of Pearson All program completers, 2020-21	4			
PNM0052 -NES ASSESSMENT OF PROF KNOWLEDGE: SECONDARY Evaluation Systems group of Pearson All program completers, 2019-20	30	243	30	100
PNM0052 -NES ASSESSMENT OF PROF KNOWLEDGE: SECONDARY Evaluation Systems group of Pearson All program completers, 2018-19	30	247	30	100
PNM0107 -NES EARLY CHILDHOOD EDUCATION (AGE 3-AGE 8) Evaluation Systems group of Pearson All program completers, 2020-21	3			
PNM0107 -NES EARLY CHILDHOOD EDUCATION (AGE 3-AGE 8) Evaluation Systems group of Pearson All program completers, 2019-20	12	259	12	100
PNM0102 -NES ELEMENTARY EDUCATION I Evaluation Systems group of Pearson All program completers, 2020-21	4			

## Assessment Pass Rates

<b>Assessment code - Assessment name Test Company Group</b>	<b>Number taking tests</b>	<b>Avg. scaled score</b>	<b>Number passing tests</b>	<b>Pass rate (%)</b>
PNM0102 -NES ELEMENTARY EDUCATION I Evaluation Systems group of Pearson All program completers, 2019-20	26	240	25	96
PNM0102 -NES ELEMENTARY EDUCATION I Evaluation Systems group of Pearson All program completers, 2018-19	30	237	28	93
PNM0103 -NES ELEMENTARY EDUCATION II Evaluation Systems group of Pearson All program completers, 2020-21	4			
PNM0103 -NES ELEMENTARY EDUCATION II Evaluation Systems group of Pearson All program completers, 2019-20	26	247	26	100
PNM0103 -NES ELEMENTARY EDUCATION II Evaluation Systems group of Pearson All program completers, 2018-19	30	244	30	100
PNM0301 -NES ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2020-21	5			
PNM0301 -NES ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2019-20	5			
PNM0301 -NES ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2018-19	6			
PNM0507 -NES ENGLISH TO SPEAKERS OF OTHER LANGUAGES Evaluation Systems group of Pearson All program completers, 2019-20	1			
PNM0507 -NES ENGLISH TO SPEAKERS OF OTHER LANGUAGES Evaluation Systems group of Pearson All program completers, 2018-19	1			
PNM0001 -NES ESSENTIAL ACADEMIC SKILLS I: READING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	71	243	69	97
PNM0001 -NES ESSENTIAL ACADEMIC SKILLS I: READING Evaluation Systems group of Pearson All program completers, 2020-21	66	248	65	98
PNM0001 -NES ESSENTIAL ACADEMIC SKILLS I: READING Evaluation Systems group of Pearson All program completers, 2019-20	84	248	82	98
PNM0001 -NES ESSENTIAL ACADEMIC SKILLS I: READING Evaluation Systems group of Pearson All program completers, 2018-19	81	248	80	99
PNM0002 -NES ESSENTIAL ACADEMIC SKILLS II: WRITING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	61	229	55	90
PNM0002 -NES ESSENTIAL ACADEMIC SKILLS II: WRITING Evaluation Systems group of Pearson All program completers, 2020-21	65	236	63	97
PNM0002 -NES ESSENTIAL ACADEMIC SKILLS II: WRITING Evaluation Systems group of Pearson All program completers, 2019-20	84	234	80	95
PNM0002 -NES ESSENTIAL ACADEMIC SKILLS II: WRITING Evaluation Systems group of Pearson All program completers, 2018-19	82	235	79	96
PNM0003 -NES ESSENTIAL ACADEMIC SKILLS III: MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	64	244	59	92
PNM0003 -NES ESSENTIAL ACADEMIC SKILLS III: MATHEMATICS	65	250	65	100

## Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
Evaluation Systems group of Pearson All program completers, 2020-21				
PNM0003 -NES ESSENTIAL ACADEMIC SKILLS III: MATHEMATICS	84	250	81	96
Evaluation Systems group of Pearson All program completers, 2019-20				
PNM0003 -NES ESSENTIAL ACADEMIC SKILLS III: MATHEMATICS	82	243	79	96
Evaluation Systems group of Pearson All program completers, 2018-19				
PNM0104 -NES ESSENTIAL COMPONENTS OF ELEM READING INSTR	1			
Evaluation Systems group of Pearson All program completers, 2020-21				
PNM0104 -NES ESSENTIAL COMPONENTS OF ELEM READING INSTR	16	237	15	94
Evaluation Systems group of Pearson All program completers, 2019-20				
PNM0104 -NES ESSENTIAL COMPONENTS OF ELEM READING INSTR	26	238	25	96
Evaluation Systems group of Pearson All program completers, 2018-19				
PNM0311 -NES GENERAL SCIENCE	1			
Evaluation Systems group of Pearson All program completers, 2020-21				
PNM0311 -NES GENERAL SCIENCE	4			
Evaluation Systems group of Pearson All program completers, 2019-20				
PNM0311 -NES GENERAL SCIENCE	3			
Evaluation Systems group of Pearson All program completers, 2018-19				
PNM0304 -NES MATHEMATICS	5			
Evaluation Systems group of Pearson All program completers, 2019-20				
PNM0204 -NES MIDDLE GRADES GENERAL SCIENCE	1			
Evaluation Systems group of Pearson All program completers, 2019-20				
PNM0504 -NES MUSIC	5			
Evaluation Systems group of Pearson All program completers, 2020-21				
PNM0504 -NES MUSIC	14	260	14	100
Evaluation Systems group of Pearson All program completers, 2019-20				
PNM0504 -NES MUSIC	9			
Evaluation Systems group of Pearson All program completers, 2018-19				
PNM0506 -NES PHYSICAL EDUCATION	1			
Evaluation Systems group of Pearson All program completers, 2019-20				
PNM0506 -NES PHYSICAL EDUCATION	3			
Evaluation Systems group of Pearson All program completers, 2018-19				
PNM0303 -NES SOCIAL SCIENCE	1			
Evaluation Systems group of Pearson All program completers, 2020-21				
PNM0303 -NES SOCIAL SCIENCE	2			
Evaluation Systems group of Pearson All program completers, 2019-20				
PNM0303 -NES SOCIAL SCIENCE	3			
Evaluation Systems group of Pearson All program completers, 2018-19				
PNM0601 -NES SPECIAL EDUCATION	3			
Evaluation Systems group of Pearson				

**Assessment code - Assessment name**  
**Test Company**  
**Group**

**Number** **Avg.** **Number** **Pass**  
**taking** **scaled** **passing** **rate**  
**tests** **score** **tests** **(%)**

All program completers, 2020-21				
PNM0601 -NES SPECIAL EDUCATION	3			
Evaluation Systems group of Pearson				
All program completers, 2019-20				
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE	2			
Educational Testing Service (ETS)				
All enrolled students who have completed all noncl				
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE	5			
Educational Testing Service (ETS)				
All program completers, 2020-21				
ETS5624 -PRINC LEARNING AND TEACHING 7-12	27	174	26	96
Educational Testing Service (ETS)				
All program completers, 2020-21				
ETS5624 -PRINC LEARNING AND TEACHING 7-12	3			
Educational Testing Service (ETS)				
All program completers, 2019-20				
ETS5622 -PRINC LEARNING AND TEACHING K-6	1			
Educational Testing Service (ETS)				
All enrolled students who have completed all noncl				
ETS5622 -PRINC LEARNING AND TEACHING K-6	20	172	19	95
Educational Testing Service (ETS)				
All program completers, 2020-21				
ETS5622 -PRINC LEARNING AND TEACHING K-6	7			
Educational Testing Service (ETS)				
All program completers, 2019-20				
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS	5			
Educational Testing Service (ETS)				
All enrolled students who have completed all noncl				
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS	1			
Educational Testing Service (ETS)				
All program completers, 2020-21				
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS	1			
Educational Testing Service (ETS)				
All program completers, 2019-20				
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE	7			
Educational Testing Service (ETS)				
All enrolled students who have completed all noncl				
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE	3			
Educational Testing Service (ETS)				
All program completers, 2020-21				
ETS5205 -TEACHING READING: ELEMENTARY	1			
Educational Testing Service (ETS)				
All enrolled students who have completed all noncl				
ETS5205 -TEACHING READING: ELEMENTARY	19	163	14	74
Educational Testing Service (ETS)				
All program completers, 2020-21				
ETS5205 -TEACHING READING: ELEMENTARY	7			
Educational Testing Service (ETS)				
All program completers, 2019-20				

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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	72	61	85
All program completers, 2019-20	86	75	87
All program completers, 2018-19	86	78	91

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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. 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. Technology standards from InTASC are also integrated into courses and assignments in all programs, including key assessments during practicum and student teaching, although these do need to be made more explicit in the assessments (particularly the Evidence of Student Learning and DULCE) as they are often folded into scoring areas with other criteria outside of technology integration/utilization specifically. We also have several assignments throughout candidate preparation that require them to demonstrate effective use of technology for the areas in the questions above.

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

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## Section VI: Teacher Training

### 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 in all TEP programs are required to take at least one special education course. All TEP courses also incorporate special education modifications into all lesson plan assignments created during methods courses.

Students in all TEP programs are required to take at least one special education course. All TEP courses also incorporate special education modifications into all lesson plan assignments

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*. A representative from the public schools comes into the student teaching seminars and does a mock IEP. She explains what an IEP is and how to prepare adequately for one. All student teachers also participate in IEPs during their student teaching experience.

A representative from the public schools comes into the student teaching seminars and does a mock IEP. She explains what an IEP is and how to prepare adequately for one. All student

3. Effectively teach students who are limited English proficient. Students in all TEP programs are required to take at least one bilingual/tesol course. The bilingual/tesol endorsement is embedded into the elementary education program. TEP students must also include language modifications into their lesson

Students in all TEP programs are required to take at least one bilingual/tesol course. The bilingual/tesol endorsement is embedded into the elementary education program. TEP students

plan assignments in all methods courses.

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 All special education preservice teachers are required to take 8 special education courses. They also complete

All special education preservice teachers are required to take 8 special education courses. They also complete student teaching in a special education classroom.

student teaching in a special education classroom.

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*. Attending and preparing for IEPs is part of the student teaching experience. The students also go through a mock IEP in their student teaching

Attending and preparing for IEPs is part of the student teaching experience. The students also go



through a mock IEP in their student teaching seminar.  
seminar.

3. Effectively teach students who are limited English proficient. All special education majors are required to take at least one bilingual/tesol course as part of their program.

All special education majors are required to take at least one bilingual/tesol course as part of their program.

their program.

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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

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**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 additional information about our program: <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  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:

Title:

### Certification of review of submission

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

Name of reviewer:

Title: