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New Mexico State University
Alternative, IHE-based Program

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AY 2015-16

Institution Information

Name of Institution: New Mexico State University
Institution/Program Type: Alternative, IHE-based
Academic Year: 2015-16
State: New Mexico

Address: New Mexico State University
Box 30001 MSC 3AC
Las Cruces, NM, 88003

Contact Name: Dr. Enedina Vazquez
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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education? (<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>)

No

If yes, provide the following:

Award year:

Grantee name:

Project name:

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

Section I.a Program Information

List each teacher preparation program included in your alternative, ihe-based route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <http://www2.ed.gov/about/offices/list/oii/tqp/index.html>.

| Teacher Preparation Programs | Teacher Quality Partnership Grant Member? |
|---|---|
| EED | No |
| SED | No |
| SPED | No |
| Total number of teacher preparation programs: 3 | |

Section I.b Admissions

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

Does your initial teacher certification program conditionally admit students?
Yes

Provide a link to your website where additional information about admissions requirements can be found:
<http://ci.education.nmsu.edu/files/2013/07/ci-alt-lic-application-june19-2013.pdf>

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

Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (S205(a)(1)(C)(i))

Are there initial teacher certification programs at the undergraduate level?

No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate level.

| Element | Required for Entry | Required for Exit |
|---|--------------------|-------------------|
| Transcript | Data not reported | Data not reported |
| Fingerprint check | Data not reported | Data not reported |
| Background check | Data not reported | Data not reported |
| Minimum number of courses/credits/semester hours completed | Data not reported | Data not reported |
| Minimum GPA | Data not reported | Data not reported |
| Minimum GPA in content area coursework | Data not reported | Data not reported |
| Minimum GPA in professional education coursework | Data not reported | Data not reported |
| Minimum ACT score | Data not reported | Data not reported |
| Minimum SAT score | Data not reported | Data not reported |
| Minimum basic skills test score | Data not reported | Data not reported |
| Subject area/academic content test or other subject matter verification | Data not reported | Data not reported |
| Recommendation(s) | Data not reported | Data not reported |
| Essay or personal statement | Data not reported | Data not reported |
| Interview | Data not reported | Data not reported |
| Other | Data not reported | Data not reported |

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

What was the median GPA of individuals accepted into the program in academic year 2015-16

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2015-16

Please provide any additional comments about the information provided above:

Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (S205(a)(1)(C)(i))

Are there initial teacher certification programs at the postgraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Postgraduate level.

| Element | Required for Entry | Required for Exit |
|--|--------------------|-------------------|
| Transcript | Yes | Yes |
| Fingerprint check | Yes | No |
| Background check | Yes | No |
| Minimum number of courses/credits/semester hours completed | Yes | Yes |
| Minimum GPA | Yes | Yes |
| Minimum GPA in content area coursework | Yes | Yes |
| Minimum GPA in professional education coursework | Yes | Yes |
| Minimum ACT score | No | No |
| Minimum SAT score | No | No |
| Minimum basic skills test score | No | Yes |
| Subject area/academic content test or other subject matter verification | Yes | Yes |
| Recommendation(s) | Yes | No |
| Essay or personal statement | Yes | No |
| Interview | No | No |
| OtherApplication, experience in classroom, resume, bachelor's deg/higher, job offer from school/district | Yes | Yes |

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

What was the median GPA of individuals accepted into the program in academic year 2015-16

3.35

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2015-16

3.72

Please provide any additional comments about the information provided above:

Section I.c Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and not an enrolled student.

Additional guidance on reporting race and ethnicity data.

| | |
|---|----|
| Total number of students enrolled in 2015-16: | 37 |
| Unduplicated number of males enrolled in 2015-16: | 12 |
| Unduplicated number of females enrolled in 2015-16: | 25 |

| 2015-16 | Number enrolled |
|--|-----------------|
| Ethnicity | |
| Hispanic/Latino of any race: | 18 |
| Race | |
| American Indian or Alaska Native: | 0 |
| Asian: | 3 |
| Black or African American: | 2 |
| Native Hawaiian or Other Pacific Islander: | 0 |
| White: | 13 |
| Two or more races: | 0 |

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2015-16.

| | |
|---|------|
| Average number of clock hours of supervised clinical experience required prior to student teaching | 0 |
| Average number of clock hours required for student teaching | 1125 |
| Average number of clock hours required for mentoring/induction support | 45 |
| Number of full-time equivalent faculty supervising clinical experience during this academic year | 8 |
| Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff) | 5 |
| Number of students in supervised clinical experience during this academic year | 27 |

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

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2015-16. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

| Subject Area | Number Prepared |
|--|-----------------|
| Education - General | |
| Teacher Education - Special Education | 11 |
| Teacher Education - Early Childhood Education | |
| Teacher Education - Elementary Education | 3 |
| Teacher Education - Junior High/Intermediate/Middle School Education | |
| Teacher Education - Secondary Education | 10 |
| Teacher Education - Multiple Levels | |

| | |
|--|---|
| Teacher Education - Agriculture | |
| Teacher Education - Art | |
| Teacher Education - Business | |
| Teacher Education - English/Language Arts | 2 |
| Teacher Education - Foreign Language | |
| Teacher Education - Health | |
| Teacher Education - Family and Consumer Sciences/Home Economics | |
| Teacher Education - Technology Teacher Education/Industrial Arts | |
| Teacher Education - Mathematics | 2 |
| Teacher Education - Music | |
| Teacher Education - Physical Education and Coaching | |
| Teacher Education - Reading | |
| Teacher Education - Science Teacher Education/General Science | 3 |
| Teacher Education - Social Science | 1 |
| Teacher Education - Social Studies | |
| Teacher Education - Technical Education | |
| Teacher Education - Computer Science | |
| Teacher Education - Biology | |
| Teacher Education - Chemistry | |
| Teacher Education - Drama and Dance | |
| Teacher Education - French | |
| Teacher Education - German | |
| Teacher Education - History | |
| Teacher Education - Physics | |
| Teacher Education - Spanish | 2 |
| Teacher Education - Speech | |
| Teacher Education - Geography | |
| Teacher Education - Latin | |
| Teacher Education - Psychology | |
| Teacher Education - Earth Science | |
| Teacher Education - English as a Second Language | |
| Teacher Education - Bilingual, Multilingual, and Multicultural Education | |
| Education - Other Specify: | |

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2015-16. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

| Academic Major | Number Prepared |
|--|-----------------|
| Education - General | |
| Teacher Education - Special Education | 11 |
| Teacher Education - Early Childhood Education | |
| Teacher Education - Elementary Education | 3 |
| Teacher Education - Junior High/Intermediate/Middle School Education | |
| Teacher Education - Secondary Education | 10 |
| Teacher Education - Agriculture | |
| Teacher Education - Art | |
| Teacher Education - Business | |
| Teacher Education - English/Language Arts | 2 |
| Teacher Education - Foreign Language | |
| Teacher Education - Health | |
| Teacher Education - Family and Consumer Sciences/Home Economics | |
| Teacher Education - Technology Teacher Education/Industrial Arts | |
| Teacher Education - Mathematics | 2 |
| Teacher Education - Music | |
| Teacher Education - Physical Education and Coaching | |

| TEACHER EDUCATION - RESULTS | |
|--|---|
| Teacher Education - Science | 3 |
| Teacher Education - Social Science | |
| Teacher Education - Social Studies | 1 |
| Teacher Education - Technical Education | |
| Teacher Education - Computer Science | |
| Teacher Education - Biology | |
| Teacher Education - Chemistry | |
| Teacher Education - Drama and Dance | |
| Teacher Education - French | |
| Teacher Education - German | |
| Teacher Education - History | |
| Teacher Education - Physics | |
| Teacher Education - Spanish | 2 |
| Teacher Education - Speech | |
| Teacher Education - Geography | |
| Teacher Education - Latin | |
| Teacher Education - Psychology | |
| Teacher Education - Earth Science | |
| Teacher Education - English as a Second Language | |
| Teacher Education - Bilingual, Multilingual, and Multicultural Education | |
| Education - Curriculum and Instruction | |
| Education - Social and Philosophical Foundations of Education | |
| Liberal Arts/Humanities | |
| Psychology | |
| Social Sciences | |
| Anthropology | |
| Economics | |
| Geography and Cartography | |
| Political Science and Government | |
| Sociology | |
| Visual and Performing Arts | |
| History | |
| Foreign Languages | |
| Family and Consumer Sciences/Human Sciences | |
| English Language/Literature | |
| Philosophy and Religious Studies | |
| Agriculture | |
| Communication or Journalism | |
| Engineering | |
| Biology | |
| Mathematics and Statistics | |
| Physical Sciences | |
| Astronomy and Astrophysics | |
| Atmospheric Sciences and Meteorology | |
| Chemistry | |
| Geological and Earth Sciences/Geosciences | |
| Physics | |
| Business/Business Administration/Accounting | |
| Computer and Information Sciences | |
| Other Specify: | |

Section I.f Program Completers

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

2015-16: 24

2013-14: 12

Section II Annual Goals - Mathematics

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

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2015-16

Did your program prepare teachers in mathematics in 2015-16?

Yes

How many prospective teachers did your program plan to add in mathematics in 2015-16?

8

Did your program meet the goal for prospective teachers set in mathematics in 2015-16?

No

Description of strategies used to achieve goal, if applicable:

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

We were awarded a grant to help recruit Math and Science candidates, however, PEDs did not release funds until after the start of the school year, so we were unable to recruit as we planned without this funding source.

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Is your program preparing teachers in mathematics in 2016-17?

Yes

How many prospective teachers did your program plan to add in mathematics in 2016-17?

8

Provide any additional comments, exceptions and explanations below:

We are in the process of expanding on the STEM program outreach and making STEM an emphasis in our upcoming restructuring of the College under our new Dean and Associate Dean

Academic year 2017-18

Will your program prepare teachers in mathematics in 2017-18?

Yes

How many prospective teachers does your program plan to add in mathematics in 2017-18?

10

Provide any additional comments, exceptions and explanations below:

The number above is a goal for STEM teachers overall.

Section II Annual Goals - Science

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

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2015-16

Did your program prepare teachers in science in 2015-16?

Yes

How many prospective teachers did your program plan to add in science in 2015-16?

Did your program meet the goal for prospective teachers set in science in 2015-16?

No

Description of strategies used to achieve goal, if applicable:

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

Recruiting, particularly potential teachers who live across the state, is difficult without funding as this is most effectively done through face to face outreach.

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Is your program preparing teachers in science in 2016-17?

Yes

How many prospective teachers did your program plan to add in science in 2016-17?

11

Provide any additional comments, exceptions and explanations below:

We are in the process of expanding on the STEM program outreach and making STEM an emphasis in our upcoming restructuring of the College under our new Dean and Associate Dean

Academic year 2017-18

Will your program prepare teachers in science in 2017-18?

Yes

How many prospective teachers does your program plan to add in science in 2017-18?

10

Provide any additional comments, exceptions and explanations below:

The goal above represents STEM teachers in general.

Section II Annual Goals - Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (5205(a)(1)(A)(ii), 5206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2015-16

Did your program prepare teachers in special education in 2015-16?

Yes

How many prospective teachers did your program plan to add in special education in 2015-16?

20

Did your program meet the goal for prospective teachers set in special education in 2015-16?

Yes

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Is your program preparing teachers in special education in 2016-17?

Yes

How many prospective teachers did your program plan to add in special education in 2016-17?

20

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

Yes

How many prospective teachers does your program plan to add in special education in 2017-18?

20

Provide any additional comments, exceptions and explanations below:

Section II 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 to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2015-16

Did your program prepare teachers in instruction of limited English proficient students in 2015-16?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2015-16?

2

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2015-16?

Yes

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

These individuals are elementary education students.

Academic year 2016-17

Is your program preparing teachers in instruction of limited English proficient students in 2016-17?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2016-17?

2

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

Will your program prepare teachers in instruction of limited English proficient students in 2017-18?

Yes

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2017-18?

2

Provide any additional comments, exceptions and explanations below:

Section II Assurances

Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

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

Yes

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

Yes

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

Yes

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

Yes

Yes

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

Yes

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

Yes

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

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.

Section III Assessment Pass Rates

| Assessment code - Assessment name Test Company Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|---|---------------------------|-------------------------|----------------------------|---------------------|
| 001-BASIC SKILLS Evaluation Systems group of Pearson All program completers, 2015-16 | 12 | 269 | 12 | 100 |
| 001-BASIC SKILLS Evaluation Systems group of Pearson All program completers, 2014-15 | 9 | | | |
| 001-BASIC SKILLS Evaluation Systems group of Pearson All program completers, 2013-14 | 16 | 277 | 16 | 100 |
| 011-ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16 | 1 | | | |
| 011-ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15 | 1 | | | |
| 016-HIST GEOG ECON CIVICS GOVT Evaluation Systems group of Pearson All program completers, 2013-14 | 2 | | | |
| 012-LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2014-15 | 2 | | | |
| 012-LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2013-14 | 1 | | | |
| 030-LIBRARY MEDIA Evaluation Systems group of Pearson All program completers, 2013-14 | 1 | | | |
| 014-MATHEMATICS Evaluation Systems group of Pearson All program completers, 2014-15 | 1 | | | |
| 014-MATHEMATICS Evaluation Systems group of Pearson All program completers, 2013-14 | 3 | | | |
| NT051-NES ASSESSMENT OF PROFESSIONAL KNOWLEDGE: ELEM. Evaluation Systems group of Pearson All program completers, 2015-16 | 2 | | | |
| NT052-NES ASSESSMENT OF PROFESSIONAL KNOWLEDGE: SEC. Evaluation Systems group of Pearson All program completers, 2015-16 | 8 | | | |
| NT102-NES ELEMENTARY EDUCATION I Evaluation Systems group of Pearson All program completers, 2015-16 | 1 | | | |
| NT103-NES ELEMENTARY EDUCATION II Evaluation Systems group of Pearson All program completers, 2015-16 | 1 | | | |
| NT301-NES ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2015-16 | 2 | | | |
| NT001-NES ESSENTIAL ACADEMIC SKILLS I: READING Evaluation Systems group of Pearson All program completers, 2015-16 | 3 | | | |

| | | | | |
|---|----|-----|----|----|
| NT003-NES ESSENTIAL ACADEMIC SKILLS III: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16 | 3 | | | |
| NT104-NES ESSENTIAL COMPONENTS OF ELEM. READING INSTRUCT. Evaluation Systems group of Pearson All program completers, 2015-16 | 1 | | | |
| NT311-NES GENERAL SCIENCE Evaluation Systems group of Pearson All program completers, 2015-16 | 1 | | | |
| NT304-NES MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16 | 2 | | | |
| NT401-NES SPANISH Evaluation Systems group of Pearson All program completers, 2015-16 | 1 | | | |
| NT601-NES SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16 | 7 | | | |
| 015-SCIENCE Evaluation Systems group of Pearson All program completers, 2015-16 | 2 | | | |
| 015-SCIENCE Evaluation Systems group of Pearson All program completers, 2013-14 | 3 | | | |
| 020-SPANISH Evaluation Systems group of Pearson All program completers, 2014-15 | 1 | | | |
| 032-SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15 | 1 | | | |
| 032-SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14 | 3 | | | |
| 003-TEACHER COMPETENCY (ELEMENTARY) Evaluation Systems group of Pearson All program completers, 2015-16 | 1 | | | |
| 003-TEACHER COMPETENCY (ELEMENTARY) Evaluation Systems group of Pearson All program completers, 2014-15 | 2 | | | |
| 003-TEACHER COMPETENCY (ELEMENTARY) Evaluation Systems group of Pearson All program completers, 2013-14 | 2 | | | |
| 004-TEACHER COMPETENCY (SECONDARY) Evaluation Systems group of Pearson All program completers, 2015-16 | 3 | | | |
| 004-TEACHER COMPETENCY (SECONDARY) Evaluation Systems group of Pearson All program completers, 2014-15 | 3 | | | |
| 004-TEACHER COMPETENCY (SECONDARY) Evaluation Systems group of Pearson All program completers, 2013-14 | 13 | 265 | 12 | 92 |
| 031- TESOL Evaluation Systems group of Pearson All program completers, 2014-15 | 1 | | | |
| 022-VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2013-14 | 1 | | | |

Section III Summary Pass Rates

| Group | Number taking tests | Number passing tests | Pass rate (%) |
|---------------------------------|---------------------|----------------------|---------------|
| All program completers, 2015-16 | 18 | 16 | 89 |
| All program completers, 2014-15 | 10 | 9 | 90 |

| | | | | | |
|----|--------------------|------|----|----|----|
| 00 | PROGRAM COMPLETION | 0000 | 00 | 00 | 00 |
|----|--------------------|------|----|----|----|

Section IV Low-Performing

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

Is your teacher preparation program currently approved or accredited?

Yes

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

State

NCATE

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

No

Section V Use of Technology

Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare teachers to:

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

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

a) Web Portfolio: Students prepare a portfolio to be used for

entrance into the Teacher Education Program. Along with the website on digital portfolios, they use the requirements of the TEP application as a guideline and create a digital portfolio for use as a digital supplement to the TEP application. [Technology Integration; Analyze Data]

b) WebQuest: students create an interdisciplinary (content

areas: reading, math, social studies, and science), thematic unit for use on the web. Students use the guidelines and samples presented on the Web Quest websites and incorporate the activities from class lectures. Students create an innovative thematic unit incorporating individual lessons for math, science, language arts, social studies and the arts.

They incorporate the use of essential questions to encourage inquiry among students. [Technology Integration; Data Collection; Analyze Data]

c) Field Experience and Reflection (in-pairs): Students will form a team of two for these assignments. a)*Observation*: Students will have a chance to observe a elementary, middle, or high school teacher using technology in their classrooms; b)*Teaching*: Each team will create a lesson plan that they will teach to the class observed. They attempt to develop a lesson plan that is aligned with what the classroom teacher intends to teach on their teaching day; c) *Individual paper/report*:

Although the observation and teaching experience is done in pairs, each student is required to write a reflection paper addressing the issues, concerns, opportunities, and overall experiences during this process. Lastly, a reflection on these experiences is required and should reflect serious thought concerning the issues and anxieties that you experienced

during this process. [Technology Integration; Analyze Data]

Section VI Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare general education teachers to:

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

Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

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

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

Does your program prepare special education teachers to:

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

Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

See above. The special education licensure is a dual-licensure program such that students receive both elementary education and special education licensure and complete all required practica and field experience specific to each licensure area.

Section VII Contextual Information

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

We are also in the process of expanding on the STEM program outreach and making STEM an emphasis in our upcoming restructuring of the College under our new Dean and Associate Dean.

Supporting Files

Complete Report Card

AY 2015-16