



New Mexico State University  
Traditional Report AY 2017-18  
New Mexico



100% COMPLETE  
STATUS: IN PROGRESS

## Institution Information

### ADDRESS

New Mexico State University

Box 30001 MSC 3AC

### CITY

Las Cruces

### STATE

New Mexico

### ZIP

88003

### SALUTATION

Dr.

### FIRST NAME

Rachel

### LAST NAME

Boren

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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?

<https://www2.ed.gov/programs/tqpartnership/awards.html>

- Yes  
 No

If yes, provide the following:

AWARD YEAR

GRANTEE NAME

PROJECT NAME

GRANT NUMBER

LIST PARTNER DISTRICTS/LEAS (ONE PER LINE)

LIST OTHER PARTNERS (ONE PER LINE)

PROJECT TYPE

- Residency
- Pre-baccalaureate
- Both Residency and Pre-baccalaureate

## List of Programs

On this page, review the list of teacher preparation programs offered by your institution of higher education (IHE) or organization. If you submitted an IPRC last year, this list of programs is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to enter the programs in the appropriate reports. For the traditional report, list all traditional programs within the IHE. For the alternative report, list all alternative programs within the IHE. You may edit, delete, and insert new rows as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page. The system will automatically total the number of programs for you.

THIS PAGE INCLUDES:

>> [Program Information](#)

## Program Information

List each teacher preparation program included in your traditional 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 <https://www2.ed.gov/programs/tqpartnership/awards.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Agricultural and Extension Education	No	
Early Childhood Education	No	
Elementary Education	No	
Family and Consumer Sciences Education	No	
Music Education	No	
Physical Education	No	
Secondary Education	No	
Special Education	No	

**Total number of teacher preparation programs: 8**

# Program Requirements

## THIS PAGE INCLUDES:

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

On this page, review and enter information about the program requirements for admission into the program, program completion, and supervised clinical experience. If you submitted an IPRC last year, much of this page is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to specify the requirements in the appropriate reports. For the traditional report, provide the requirements for traditional programs within the IHE. For the alternative report, provide the requirements for the alternative programs within the IHE.

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

## Admissions

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

Junior year



If Other, please specify:

2. Does your initial teacher certification program conditionally admit students?

- Yes  
 No

3. Provide a link to your website where additional information about admissions requirements can be found:

<https://education.nmsu.edu/student/tep/tep-admit/>

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

During the semester in which students submit their Teacher Education Program admission portfolio for review by faculty, some are enrolled in prerequisite classes and are therefore conditionally admitted. The students must successfully complete the course in order to continue into the teacher education program.

## Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. ([§205\(a\)\(1\)\(C\)\(i\)](#))

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 rest of the page blank (or [clear responses already entered](#)) then click save at the bottom of the page.

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

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

2.75

3. What was the median GPA of individuals accepted into the program in academic year 2017-18?

3.5

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

2.75

5. What was the median GPA of individuals completing the program in academic year 2017-18?

3.6

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

## Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. ([§205\(a\)\(1\)\(C\)\(i\)](#))

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 rest of the page blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Required for Entry	Required for Exit
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: Successful completion of Comprehensive Exam, Student Teaching, B or better in ...	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

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

3

3. What was the median GPA of individuals accepted into the program in academic year 2017-18?

3.9

4. 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

5. What was the median GPA of individuals completing the program in academic year 2017-18?

4

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

## Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2017-18. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

[Additional guidance on reporting supervised clinical experience and nonclinical coursework.](#)

Average number of clock hours of supervised clinical experience required prior to student teaching	350
Average number of clock hours required for student teaching	600
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	14
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	112
Number of students in supervised clinical experience during this academic year	267

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

## Enrollment

THIS PAGE INCLUDES:

>> [Enrollment](#)

On this page, enter the number of candidates for an initial teaching credential who are enrolled in the initial teacher preparation programs within your institution of higher education (IHE) or organization. **Do not** report on the total number of students enrolled in the entire IHE. **Do not** include individuals who currently hold a teaching credential and are seeking additional licenses or endorsements, or individuals preparing for school-based careers other than classroom teachers (e.g., administrators, guidance counselors).

The Department recognizes that in many cases, candidates voluntarily report their race/ethnicity and gender data, and that in some cases, candidates may choose not to report this information. Please report on the race/ethnicity data you have available, though the data may not be complete. It is not expected that the sum of the enrolled students reported by race/ethnicity or by gender will necessarily equal the total number of students enrolled.

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

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

## Enrollment

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 2017-18	<input type="text" value="163"/>
Unduplicated number of males enrolled in 2017-18	<input type="text" value="41"/>
Unduplicated number of females enrolled in 2017-18	<input type="text" value="122"/>

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. ([§205\(a\)\(1\)\(C\)\(ii\)\(H\)](#))

2017-18	Number Enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race	<input type="text" value="102"/>
<i>Race</i>	



2017-18

Number Enrolled

American Indian or Alaska Native

2

Asian

0

Black or African American

1

Native Hawaiian or Other Pacific Islander

0

White

56

Two or more races

1

## Teachers Prepared

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

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

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

### THIS PAGE INCLUDES:

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

## Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2017-18. 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\(b\)\(1\)\(H\)](#))

[Additional guidance on reporting teachers prepared by subject area.](#)

### What are CIP Codes?

No teachers prepared in academic year 2017-18

CIP Code	Subject Area	Number Prepared
13.01	Education - General	<input type="text"/>
13.10	Teacher Education - Special Education	11
13.1210	Teacher Education - Early Childhood Education	13
13.1202	Teacher Education - Elementary Education	39
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1205	Teacher Education - Secondary Education	15
13.1206	Teacher Education - Multiple Levels	<input type="text"/>

CIP Code	Subject Area	Number Prepared
13.1301	Teacher Education - Agriculture	9
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	5
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	3
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	1
13.1312	Teacher Education - Music	11
13.1314	Teacher Education - Physical Education and Coaching	3
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	1
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	1
13.1319	Teacher Education - Technical Education	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1325	Teacher Education - French	
13.1326	Teacher Education - German	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1330	Teacher Education - Spanish	

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	<input type="text"/>
13.1332	Teacher Education - Geography	<input type="text"/>
13.1333	Teacher Education - Latin	<input type="text"/>
13.1335	Teacher Education - Psychology	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	16
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>

## Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2017-18. 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.

[Additional guidance on reporting teachers prepared by academic major.](#)

### What are CIP Codes?

No teachers prepared in academic year 2017-18

CIP Code	Academic Major	Number Prepared
13.01	Education - General	<input type="text"/>
13.10	Teacher Education - Special Education	11
13.1210	Teacher Education - Early Childhood Education	13
13.1202	Teacher Education - Elementary Education	39
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1205	Teacher Education - Secondary Education	15
13.1301	Teacher Education - Agriculture	9

CIP Code	Academic Major	Number Prepared
13.1302	Teacher Education - Art	<input type="text"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	5
13.1306	Teacher Education - Foreign Language	<input type="text"/>
13.1307	Teacher Education - Health	<input type="text"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	3
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	1
13.1312	Teacher Education - Music	11
13.1314	Teacher Education - Physical Education and Coaching	3
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - Science	1
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	1
13.1319	Teacher Education - Technical Education	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	<input type="text"/>
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1325	Teacher Education - French	<input type="text"/>
13.1326	Teacher Education - German	<input type="text"/>
13.1328	Teacher Education - History	<input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>
13.1330	Teacher Education - Spanish	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>

CIP Code	Academic Major	Number Prepared
13.1332	Teacher Education - Geography	<input type="text"/>
13.1333	Teacher Education - Latin	<input type="text"/>
13.1335	Teacher Education - Psychology	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	16
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	<input type="text"/>
13.03	Education - Curriculum and Instruction	<input type="text"/>
13.09	Education - Social and Philosophical Foundations of Education	<input type="text"/>
24	Liberal Arts/Humanities	<input type="text"/>
42	Psychology	<input type="text"/>
45.01	Social Sciences	<input type="text"/>
45.02	Anthropology	<input type="text"/>
45.06	Economics	<input type="text"/>
45.07	Geography and Cartography	<input type="text"/>
45.10	Political Science and Government	<input type="text"/>
45.11	Sociology	<input type="text"/>
50	Visual and Performing Arts	<input type="text"/>
54	History	<input type="text"/>
16	Foreign Languages	<input type="text"/>
19	Family and Consumer Sciences/Human Sciences	<input type="text"/>
23	English Language/Literature	<input type="text"/>
38	Philosophy and Religious Studies	<input type="text"/>
01	Agriculture	<input type="text"/>
09	Communication or Journalism	<input type="text"/>
14	Engineering	<input type="text"/>

CIP Code	Academic Major	Number Prepared
26	Biology	<input type="text"/>
27	Mathematics and Statistics	<input type="text"/>
40.01	Physical Sciences	<input type="text"/>
40.02	Astronomy and Astrophysics	<input type="text"/>
40.04	Atmospheric Sciences and Meteorology	<input type="text"/>
40.05	Chemistry	<input type="text"/>
40.06	Geological and Earth Sciences/Geosciences	<input type="text"/>
40.08	Physics	<input type="text"/>
52	Business/Business Administration/Accounting	<input type="text"/>
11	Computer and Information Sciences	<input type="text"/>
99	Other Specify: <input type="text"/>	<input type="text"/>

## Program Completers

On this page, enter the total number of individuals who completed the program in AY 2017-18 and the two prior academic years. If you submitted an IPRC last year, the number of program completers for the two prior academic years are pre-loaded from your prior year's report.

A program completer is a person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as a criterion for determining who is a program completer.

An individual cannot be classified as both enrolled and as a program completer at the same time. An enrolled individual is not a program completer. Once an individual has met all the requirements of a state-approved teacher preparation program and becomes a program completer, the individual is no longer classified as enrolled.

After entering the program completers, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Program Completers](#)

## Program Completers

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

2017-18	<input type="text" value="104"/>
2016-17	<input type="text" value="110"/>
2015-16	<input type="text" value="162"/>



# Annual Goals

On this page, review the annual goals in each subject area listed below. If you submitted an IPRC last year, the goals you entered last year are pre-loaded from your prior year's report. Please respond to the questions to report on progress towards the goals, and set new goals for the next academic year.

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

## THIS PAGE INCLUDES:

- >> [Annual Goals - Mathematics](#)
- >> [Annual Goals - Science](#)
- >> [Annual Goals - Special Education](#)
- >> [Annual Goals - Instruction of Limited English Proficient Students](#)
- >> [Assurances](#)

## 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 <https://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 2017-18

1. Did your program prepare teachers in mathematics in 2017-18?

- Yes  
 No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in mathematics in 2017-18?

10

3. Did your program meet the goal for prospective teachers set in mathematics in 2017-18?

- Yes  
 No  
 Not applicable

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:

We are exploring new recruitment efforts and are collaborating with the math department for assistance.

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

The goal of ten prospective teachers applies to STEM fields in general.

## Academic year 2018-19

7. Is your program preparing teachers in mathematics in 2018-19?

- Yes  
 No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in mathematics in 2018-19?

8

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

## Academic year 2019-20

10. Will your program prepare teachers in mathematics in 2019-20?

- Yes  
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in mathematics in 2019-20?

5

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

## 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 <https://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 2017-18

1. Did your program prepare teachers in science in 2017-18?

- Yes  
 No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in science in 2017-18?

10

3. Did your program meet the goal for prospective teachers set in science in 2017-18?

- Yes

- No
- Not applicable

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:

We are revisiting our recruitment practices and are looking for something very comprehensive.

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

### Academic year 2018-19

7. Is your program preparing teachers in science in 2018-19?

- Yes
- No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in science in 2018-19?

8

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

We will revisit this goal as we examine our targets and progress next year.

### Academic year 2019-20

10. Will your program prepare teachers in science in 2019-20?

- Yes
- No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in science in 2019-20?

5

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

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

Information about teacher shortage areas can be found at <https://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 2017-18

1. Did your program prepare teachers in special education in 2017-18?

- Yes  
 No (leave remaining questions for year blank)

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

15

3. Did your program meet the goal for prospective teachers set in special education in 2017-18?

- Yes  
 No  
 Not applicable

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:

### Academic year 2018-19

7. Is your program preparing teachers in special education in 2018-19?

- Yes  
 No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in special education in 2018-19?

15

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

We will revisit this goal over the course of next year.

### Academic year 2019-20

10. Will your program prepare teachers in special education in 2019-20?

- Yes  
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in special education in 2019-20?

10

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

## 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 <https://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 2017-18

1. Did your program prepare teachers in instruction of limited English proficient students in 2017-18?

- Yes  
 No (leave remaining questions for year blank)

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

15

3. Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2017-18?

- Yes  
 No  
 Not applicable

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:

### Academic year 2018-19

7. Is your program preparing teachers in instruction of limited English proficient students in 2018-19?

- Yes  
 No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2018-19?

15

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

### Academic year 2019-20

10. Will your program prepare teachers in instruction of limited English proficient students in 2019-20?

- Yes  
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2019-20?

15

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

## 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.

1. 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 four site-based teacher education programs. The teacher candidates and faculty meet on location (3 elementary schools, one early childhood lab school) 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 those with disabilities.

## Assessment Pass Rates

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

On this page, review the assessment pass rates. 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 Westat's Title II Support Center and your testing company representative.

After reviewing, save the page using the floating save box at the bottom of the page.

## 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 enrolled students who have completed all noncl	7			
001 -BASIC SKILLS Evaluation Systems group of Pearson Other enrolled students	5			
001 -BASIC SKILLS Evaluation Systems group of Pearson All program completers, 2017-18	26	267	26	100
001 -BASIC SKILLS Evaluation Systems group of Pearson All program completers, 2016-17	75	267	75	100
001 -BASIC SKILLS Evaluation Systems group of Pearson All program completers, 2015-16	124	266	123	99
011 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	1			
011 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	28	264	27	96
016 -HIST GEOG ECON CIVICS GOVT Evaluation Systems group of Pearson All program completers, 2016-17	1			
016 -HIST GEOG ECON CIVICS GOVT Evaluation Systems group of Pearson All program completers, 2015-16	4			
012 -LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2015-16	9			



Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
014 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	1			
021 -MUSIC Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
021 -MUSIC Evaluation Systems group of Pearson Other enrolled students	1			
021 -MUSIC Evaluation Systems group of Pearson All program completers, 2017-18	2			
021 -MUSIC Evaluation Systems group of Pearson All program completers, 2016-17	4			
021 -MUSIC Evaluation Systems group of Pearson All program completers, 2015-16	8			
NT051 -NES ASSESSMENT OF PROFESSIONAL KNOWLEDGE: ELEM. Evaluation Systems group of Pearson All program completers, 2016-17	13	248	13	100
NT051 -NES ASSESSMENT OF PROFESSIONAL KNOWLEDGE: ELEM. Evaluation Systems group of Pearson All program completers, 2015-16	41	246	41	100
NT051.1 -NES ASSESSMENT OF PROFESSIONAL KNOWLEDGE: ELEM..1 Evaluation Systems group of Pearson All program completers, 2017-18	39	250	39	100
NT051.1 -NES ASSESSMENT OF PROFESSIONAL KNOWLEDGE: ELEM..1 Evaluation Systems group of Pearson All program completers, 2016-17	22	252	22	100
NT051.1 -NES ASSESSMENT OF PROFESSIONAL KNOWLEDGE: ELEM..1 Evaluation Systems group of Pearson All program completers, 2015-16	1			
NT052 -NES ASSESSMENT OF PROFESSIONAL KNOWLEDGE: SEC. Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
NT052 -NES ASSESSMENT OF PROFESSIONAL KNOWLEDGE: SEC. Evaluation Systems group of Pearson Other enrolled students	2			
NT052 -NES ASSESSMENT OF PROFESSIONAL KNOWLEDGE: SEC. Evaluation Systems group of Pearson All program completers, 2017-18	35	251	34	97
NT052 -NES ASSESSMENT OF PROFESSIONAL KNOWLEDGE: SEC. Evaluation Systems group of Pearson All program completers, 2016-17	35	251	33	94

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
NT052 -NES ASSESSMENT OF PROFESSIONAL KNOWLEDGE: SEC. Evaluation Systems group of Pearson All program completers, 2015-16	43	243	41	95
NT107 -NES EARLY CHILDHOOD EDUCATION (AGE 3-AGE 8) Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
NT107 -NES EARLY CHILDHOOD EDUCATION (AGE 3-AGE 8) Evaluation Systems group of Pearson All program completers, 2017-18	7			
NT102 -NES ELEMENTARY EDUCATION I Evaluation Systems group of Pearson All program completers, 2017-18	18	230	18	100
NT102 -NES ELEMENTARY EDUCATION I Evaluation Systems group of Pearson All program completers, 2016-17	40	237	38	95
NT102 -NES ELEMENTARY EDUCATION I Evaluation Systems group of Pearson All program completers, 2015-16	28	241	26	93
NT102.1 -NES ELEMENTARY EDUCATION I.1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	9			
NT102.1 -NES ELEMENTARY EDUCATION I.1 Evaluation Systems group of Pearson Other enrolled students	20	228	14	70
NT102.1 -NES ELEMENTARY EDUCATION I.1 Evaluation Systems group of Pearson All program completers, 2017-18	25	242	24	96
NT102.1 -NES ELEMENTARY EDUCATION I.1 Evaluation Systems group of Pearson All program completers, 2015-16	5			
NT103 -NES ELEMENTARY EDUCATION II Evaluation Systems group of Pearson All program completers, 2017-18	14	235	14	100
NT103 -NES ELEMENTARY EDUCATION II Evaluation Systems group of Pearson All program completers, 2016-17	40	238	37	93
NT103 -NES ELEMENTARY EDUCATION II Evaluation Systems group of Pearson All program completers, 2015-16	30	239	26	87
NT103.1 -NES ELEMENTARY EDUCATION II.1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	9			
NT103.1 -NES ELEMENTARY EDUCATION II.1 Evaluation Systems group of Pearson Other enrolled students	20	236	14	70

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
NT103.1 -NES ELEMENTARY EDUCATION II.1 Evaluation Systems group of Pearson All program completers, 2017-18	29	247	28	97
NT103.1 -NES ELEMENTARY EDUCATION II.1 Evaluation Systems group of Pearson All program completers, 2015-16	3			
NT301 -NES ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2017-18	1			
NT301 -NES ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2016-17	9			
NT301 -NES ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2015-16	1			
NT301.1 -NES ENGLISH LANGUAGE ARTS.1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
NT301.1 -NES ENGLISH LANGUAGE ARTS.1 Evaluation Systems group of Pearson Other enrolled students	6			
NT301.1 -NES ENGLISH LANGUAGE ARTS.1 Evaluation Systems group of Pearson All program completers, 2017-18	4			
NT301.1 -NES ENGLISH LANGUAGE ARTS.1 Evaluation Systems group of Pearson All program completers, 2016-17	1			
NT507 -NES ENGLISH TO SPEAKERS OF OTHER LANGUAGES Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
NT507 -NES ENGLISH TO SPEAKERS OF OTHER LANGUAGES Evaluation Systems group of Pearson All program completers, 2017-18	1			
NT507 -NES ENGLISH TO SPEAKERS OF OTHER LANGUAGES Evaluation Systems group of Pearson All program completers, 2016-17	1			
NT001 -NES ESSENTIAL ACADEMIC SKILLS I: READING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	37	247	36	97
NT001 -NES ESSENTIAL ACADEMIC SKILLS I: READING Evaluation Systems group of Pearson Other enrolled students	91	249	91	100
NT001 -NES ESSENTIAL ACADEMIC SKILLS I: READING Evaluation Systems group of Pearson All program completers, 2017-18	69	251	69	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
NT001 -NES ESSENTIAL ACADEMIC SKILLS I: READING Evaluation Systems group of Pearson All program completers, 2016-17	32	252	31	97
NT001 -NES ESSENTIAL ACADEMIC SKILLS I: READING Evaluation Systems group of Pearson All program completers, 2015-16	22	251	19	86
NT002 -NES ESSENTIAL ACADEMIC SKILLS II: WRITING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	38	234	34	89
NT002 -NES ESSENTIAL ACADEMIC SKILLS II: WRITING Evaluation Systems group of Pearson Other enrolled students	91	235	90	99
NT002 -NES ESSENTIAL ACADEMIC SKILLS II: WRITING Evaluation Systems group of Pearson All program completers, 2017-18	69	235	67	97
NT002 -NES ESSENTIAL ACADEMIC SKILLS II: WRITING Evaluation Systems group of Pearson All program completers, 2016-17	32	240	30	94
NT002 -NES ESSENTIAL ACADEMIC SKILLS II: WRITING Evaluation Systems group of Pearson All program completers, 2015-16	22	225	17	77
NT003 -NES ESSENTIAL ACADEMIC SKILLS III:MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	38	240	34	89
NT003 -NES ESSENTIAL ACADEMIC SKILLS III:MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	91	248	91	100
NT003 -NES ESSENTIAL ACADEMIC SKILLS III:MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	68	249	67	99
NT003 -NES ESSENTIAL ACADEMIC SKILLS III:MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	32	247	29	91
NT003 -NES ESSENTIAL ACADEMIC SKILLS III:MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	22	237	19	86
NT104 -NES ESSENTIAL COMPONENTS OF ELEM.READING INSTRUCT. Evaluation Systems group of Pearson All program completers, 2017-18	35	236	32	91
NT104 -NES ESSENTIAL COMPONENTS OF ELEM.READING INSTRUCT. Evaluation Systems group of Pearson All program completers, 2016-17	35	239	34	97
NT104 -NES ESSENTIAL COMPONENTS OF ELEM.READING INSTRUCT. Evaluation Systems group of Pearson All program completers, 2015-16	28	230	22	79

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
NT310 -NES FAMILY AND CONSUMER SCIENCE Evaluation Systems group of Pearson Other enrolled students	1			
NT310 -NES FAMILY AND CONSUMER SCIENCE Evaluation Systems group of Pearson All program completers, 2016-17	1			
NT310 -NES FAMILY AND CONSUMER SCIENCE Evaluation Systems group of Pearson All program completers, 2015-16	2			
NT311 -NES GENERAL SCIENCE Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
NT311 -NES GENERAL SCIENCE Evaluation Systems group of Pearson Other enrolled students	2			
NT311 -NES GENERAL SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	4			
NT311 -NES GENERAL SCIENCE Evaluation Systems group of Pearson All program completers, 2016-17	1			
NT311 -NES GENERAL SCIENCE Evaluation Systems group of Pearson All program completers, 2015-16	1			
NT304 -NES MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	3			
NT304 -NES MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	4			
NT304 -NES MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	1			
NT304 -NES MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	2			
NT504 -NES MUSIC Evaluation Systems group of Pearson Other enrolled students	1			
NT504 -NES MUSIC Evaluation Systems group of Pearson All program completers, 2016-17	4			
NT504 -NES MUSIC Evaluation Systems group of Pearson All program completers, 2015-16	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
NT504.1 -NES MUSIC.1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5			
NT504.1 -NES MUSIC.1 Evaluation Systems group of Pearson Other enrolled students	1			
NT504.1 -NES MUSIC.1 Evaluation Systems group of Pearson All program completers, 2017-18	9			
NT506 -NES PHYSICAL EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
NT506 -NES PHYSICAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
NT506 -NES PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	3			
NT506 -NES PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	5			
NT506 -NES PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	7			
NT303 -NES SOCIAL SCIENCE Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
NT303 -NES SOCIAL SCIENCE Evaluation Systems group of Pearson Other enrolled students	1			
NT303 -NES SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	1			
NT303 -NES SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2016-17	3			
NT303 -NES SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2015-16	3			
NT601 -NES SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	12	238	12	100
NT601 -NES SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	7			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
NT601.1 -NES SPECIAL EDUCATION.1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
NT601.1 -NES SPECIAL EDUCATION.1 Evaluation Systems group of Pearson All program completers, 2017-18	10	252	10	100
NT601.1 -NES SPECIAL EDUCATION.1 Evaluation Systems group of Pearson All program completers, 2015-16	1			
029 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	1			
029 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	1			
015 -SCIENCE Evaluation Systems group of Pearson All program completers, 2016-17	2			
015 -SCIENCE Evaluation Systems group of Pearson All program completers, 2015-16	1			
020 -SPANISH Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
020 -SPANISH Evaluation Systems group of Pearson All program completers, 2015-16	2			
032 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	8			
005 -TEACHER COMPETENCY (EARLY CHILDHOOD) Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
005 -TEACHER COMPETENCY (EARLY CHILDHOOD) Evaluation Systems group of Pearson All program completers, 2017-18	6			
005 -TEACHER COMPETENCY (EARLY CHILDHOOD) Evaluation Systems group of Pearson All program completers, 2016-17	24	250	23	96
005 -TEACHER COMPETENCY (EARLY CHILDHOOD) Evaluation Systems group of Pearson All program completers, 2015-16	27	252	24	89
003 -TEACHER COMPETENCY (ELEMENTARY) Evaluation Systems group of Pearson Other enrolled students	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
003 -TEACHER COMPETENCY (ELEMENTARY) Evaluation Systems group of Pearson All program completers, 2016-17	1			
003 -TEACHER COMPETENCY (ELEMENTARY) Evaluation Systems group of Pearson All program completers, 2015-16	14	260	13	93
004 -TEACHER COMPETENCY (SECONDARY) Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
004 -TEACHER COMPETENCY (SECONDARY) Evaluation Systems group of Pearson All program completers, 2016-17	1			
004 -TEACHER COMPETENCY (SECONDARY) Evaluation Systems group of Pearson All program completers, 2015-16	12	261	12	100



## Summary Pass Rates

THIS PAGE INCLUDES:

[>> Summary Pass Rates](#)

On this page, review the summary pass rates. 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 Westat's Title II Support Center and your testing company representative.

After reviewing, save the page using the floating save box at the bottom of the page.

## Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2017-18	96	91	95
All program completers, 2016-17	107	100	93
All program completers, 2015-16	149	129	87

## Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

On this page, review the questions regarding your program's approval/accreditation and whether your program has been designated as low performing by the state. 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.

## Low-Performing

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

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  
 NCATE  
 TEAC  
 CAEP  
 Other specify:

2. 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)?

- Yes  
 No

# Use of Technology

THIS PAGE INCLUDES:

>> [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.

## Use of Technology

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

Does your program prepare teachers to:

- a. integrate technology effectively into curricula and instruction

Yes  
 No

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

Yes  
 No

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

Yes  
 No

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

Yes  
 No

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

Our teacher education program integrates (or is working to integrate) the following innovative technology instruction into our courses: 1) Working with teacher candidates to implement: a) class norms and expectations in the use of technology, b) community building in the area of technology, c) introduction to TPACK (Technological Pedagogical Content Knowledge), and d) starting their Teacher Toolkits with Google and Google Classroom. (Note: this has been implemented already) 2) Integrating the new STEM Tech Center at NMSU that houses flight simulators, VR goggles, and a computer lab with a mission-focused curriculum. (Note: this has been implemented already) 3) Introducing the concepts of Digital Citizenship, Ethics, Cyberbullying – including: a) interactive slideshare about the topic and b) research about personal learning network (PLN) development. (Note: this has been implemented already) 4) For integrating the new media concepts of Social Media and PLN Development, we have utilized: a) team activities with social media and b) developing and reflecting on PLN. (Note: this has been implemented already and the students really took to it, see Twitter search and #EDLT368) 5) 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. (Note: we are working on this for next semester, with one of our doctoral students whose focus is games in education taking a key role as we finalize our plans) 6) 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. (Note: this is planned but

has not been formally implemented yet) 7) Integrating another important new technology, maker labs, has also been a part of our revised technology training for teacher candidates. In particular, use of Cyber/Maker Learning - which includes Discovery Labs for cyberlearning and makerspaces such as circuits, robotics, 3D printing, basic coding, and more STEM Tech Center, are being used when we revisit previous concepts that have been covered in addition to new content. We are working with the teacher candidates to demonstrate how to use the Makerspace in the delivery of the school curriculum and will also use a project based approach to this delivery. (Note: this has been implemented) 8) 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. (Note: we are planning to podcast but won't get to short movies immediately, though we did use Flipgrid with the Makerspaces module which is a video discussion board) 9) 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. (Note: this has been mostly implemented) 10) As we implement these new strategies, we will also have our teacher candidates: 1) discuss and reflect on their experiences, and 2) design individualized curriculum materials to add to their Google Classrooms per recommended strategies from Tondeur, et al. (2017). 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.

# Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

On this page, review the questions about how your program trains general education teachers and special education teachers. For the purposes of these questions, general education teachers means those who are not specifically prepared as special education teachers. 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.

## 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.  [\(§205\(a\)\(1\)\(G\)\)](#)

### 1. Does your program prepare general education teachers to:

#### a. teach students with disabilities effectively

- Yes  
 No

#### b. participate as a member of individualized education program teams

- Yes  
 No

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

- Yes  
 No

### 2. 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 pre-service teachers who will be participating on the Individualized Education Program teams as teachers. SPED 350/500 has a large section of its course instruction on IDEA, its history, and requirements. This includes the complete IEP process involving team membership, their roles, goals, objectives, and more. In SPED 360/523 pre-service teachers are taught the accommodations that should be made for students with special needs. An example is the site-based teacher education program Movemos which is located at a local public school. In Movemos, teacher candidates are provided real-life experiences in the inclusive classroom. General education students take SPED 458/558 as an elective. In this course students are required to prepare and participate in mock IEP meetings where they prepare to play different roles of team members based on scenarios provided by the professor. Regarding training general education pre-service teachers to effectively teach students who have limited English proficiency and who are also placed in special education, SPED 568 and SPED 565 were designed with that purpose in mind. SPED 350/500 Introduction to Special Education in a Diverse Society SPED 360/325 Curriculum for Diverse Exceptional Learners SPED 458/558 Intellectual Disabilities in a Diverse Society SPED 568 Bilingual Special Ed. and ESL Methods for Monolingual Teachers Working with SPED Students SPED 565 Socio-Cultural Perspectives Bilingual/Multicultural SPED All programs require candidates to take SPED 350 listed above, Introduction to Special Education in a Diverse Society, which has a learning objective that centers on applying knowledge of cultural, social, environmental, linguistic, and familial context to promote academic success for individuals with disabilities. There are corresponding assignments and readings that cover culturally sensitive pedagogy and gaining an understanding of individual student needs and circumstances and how to effectively meet the needs of a highly diverse set of students. In terms of limited English proficient students, the Early Childhood Education, Elementary Education, and Secondary Education programs require EDUC 315, Multicultural Education, which addresses community, equity and diversity and have the following course goals: • Understand the competing definitions, conceptions, and trends of Multicultural Education. • Examine the meaning (including causes and effects) of racism, sexism, and other forms of bias and explore one's own personal response to these forms of bias. • Evaluate the multiple models of multicultural

education and their resulting implications for curriculum, instruction and educational policy. • Comprehend the influence on learning of such social identities as race, class, sexual orientation, language, and gender and to understand how discrimination based on these factors translates into school structures, policies and practices that perpetuate inequity. • Recognize the structural and discursive (language) forces that hamper particular students' educational attainment and reinforce different opportunities within educational institutions. • Develop sound philosophical rationale for multicultural education and critically examine the role of multicultural education in school reform and social change. • Conceptualize, creatively and reflectively, a teaching perspective and school level strategies targeted towards a more just and equitable education. Specific to Early Childhood Education, there are two required classes in working with diverse families and communities and this area has been identified as a strength in the teacher candidate student teaching evaluations. First, candidates are required to take ECED 135, Family and Community Collaboration, with assignments and specific competencies designed to provide current and future practitioners in various early childhood programs, schools and community settings with opportunities to 1) reflect critically on social, cultural and historical factors and policy contexts that affect "diverse" families and their children; 2) learn content knowledge, skills and dispositions necessary for developing a vision for successful, collaborative home school relationships; and 3) be able to identify, analyze, and evaluate various resources and programs available in communities for "diverse" families. The second family and community specific course is ECED 335, Family, Language, and Culture. This advanced course has assignments and specific competencies that prepare candidates for working effectively as partners with family and community members to facilitate the development and learning of young children. The complexity and dynamics of families as systems will be included and community resources to support families are also discussed. For Elementary Education, beginning in Fall 2018, all candidates in the program will be required to take Bilingual Ed/TESOL courses to get prepared to work with English learners and families. The goal is that all elementary education students graduating from NMSU will have a Bilingual/TESOL endorsement, which will better prepare all teacher candidates to meet and understand the needs of all students, particularly English Language Learners. Additionally, courses in the Elementary Education blocks address how teachers can learn about and meet the needs of students and their communities, including: (1) EDUC 342, Sheltered English Instruction for ESL Classrooms, which focuses on approaches and strategies which support the acquisition of English by speakers of other languages while learning in the content areas, critical multicultural frameworks for scaffolding language learning in the classroom, and creative pedagogical strategies with attention to language, culture, power and identity; (2) EDUC 343, Language, Literacy, and Culture, which provides candidates with the opportunity to acquire knowledge in socio-cultural perspective of literacy development, introduces candidates to teaching methods, instructional strategies and assessment practices which they can utilize to effectively teach linguistically and culturally diverse students, and provides candidates with theoretical and analytical tools to examine how and to what degree classroom practices support and/or hinder the literacy development of English language learners; and (3) EDUC 483, Second Language Acquisition, where candidates obtain an overview of the affective, cultural, linguistic, and cognitive factors that influence the second language acquisition process with application to classroom practice and contributes to the preparation of pre-service teachers who are knowledgeable about the developmental process and stages of second language acquisition and can, in turn, effectively facilitate learning for linguistically and culturally diverse learners in the public school system. Secondary Education has been thoughtful about accessing this topic through placement in Gadsden Independent School District for EDUC 475. This is an area that Secondary leadership feels needs additional training for mentors and supervisors, and faculty also need to address a gap in this topic from early field to student teaching experience. Secondary Education also requires EDUC 342, Sheltered English Instruction for ESL Classrooms, which focuses on approaches and strategies which support the acquisition of English by speakers of other languages while learning in the content areas, critical multicultural frameworks for scaffolding language learning in the classroom, and creative pedagogical strategies with attention to language, culture, power and identity. For Special Education, candidates take many of the same courses as the Elementary and Secondary candidates, and consequently experience the same requirements for assignments and courses in these areas. Special Education also follows the Council for Exceptional Children standards, which emphasize the need for candidates to understand specific needs of students and how their backgrounds influence educational and developmental needs.

**3. Does your program prepare special education teachers to:**

**a. teach students with disabilities effectively**

- Yes
- No
- Program does not prepare special education teachers

**b. participate as a member of individualized education program teams**

- Yes
- No
- Program does not prepare special education teachers

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

- Yes
- No
- Program does not prepare special education teachers

**4. 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.

## Contextual Information

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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

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.

Nonresident Alien (1) and Not reported/Unknown (13) counts are not included in the ethnicity table (in Section I.c Enrollment )

## Supporting Files

No files have been provided.

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



# Report Card Certification

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.

## Enrollment Confirmation

Total Title II enrollment from Section I: Program Information, Enrollment is **163**.

Number of program completers from Section I: Program Information, Program Completers is **104**.

For a total enrollment of **267**.

## 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:

## Comparison with Last Year

Item	Last Year	This Year	Change
<a href="#">Total Enrollment</a>	338	163	-51.78%
<a href="#">Male Enrollment</a>	104	41	-60.58%
<a href="#">Female Enrollment</a>	234	122	-47.86%
<a href="#">Hispanic/Latino Enrollment</a>	175	102	-41.71%
<a href="#">American Indian or Alaska Native Enrollment</a>	6	2	-66.67%
<a href="#">Asian Enrollment</a>	8	0	
<a href="#">Black or African American Enrollment</a>	3	1	-66.67%
<a href="#">Native Hawaiian or Other Pacific Islander Enrollment</a>	0	0	

Item	Last Year	This Year	Change
<a href="#">White Enrollment</a>	138	56	-59.42%
<a href="#">Two or more races Enrollment</a>	5	1	-80.00%
<a href="#">Average number of clock hours required prior to student teaching</a>	255	350	37.25%
<a href="#">Average number of clock hours required for student teaching</a>	560	600	7.14%
<a href="#">Average number of clock hours required for mentoring</a>	0	0	
<a href="#">Number of full-time equivalent faculty in supervised clinical experience during this academic year</a>	14	14	0.00%
<a href="#">Number of adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)</a>	112	112	0.00%
<a href="#">Number of students in supervised clinical experience during this academic year</a>	201	267	32.84%
<a href="#">Total completers for current academic year</a>	110	104	-5.45%
<a href="#">Total completers for prior academic year</a>	162	110	-32.10%
<a href="#">Total completers for second prior academic year</a>	119	162	36.13%