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Mt. St. Mary's University | Traditional Program

2016

Title II
Reports

Complete Report Card

AY 2014-15

Institution Information

Name of Institution: Mt. St. Mary's University

Institution/Program Type: Traditional

Academic Year: 2014-15

State: Maryland

Address: 16300 Old Emmitsburg Road
Emmitsburg, MD, 21727

Contact Name: Dr. Barbara Martin Palmer

Phone: 301-447-5371

Email: palmer@msmary.edu

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 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 <http://www2.ed.gov/about/offices/list/oii/tqp/index.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Art Education P-12	No
Elementary & Special Education	No
Elementary Education	No
Music Education P-12 (postgrad only)	No
Secondary Business (postgrad Only)	No
Secondary English	No
Secondary Mathematics	No
Secondary Social Studies	No
World Languages: French P-12	No
World Languages: German P-12	No
World Languages: Spanish P-12	No
Total number of teacher preparation programs: 11	

Section I.b Admissions

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

Sophomore year Graduate- can take up to 9 credit hours before all admissions requirements must be met

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:

msmary.edu/School_of_education_and_human_services/department-of-education/Overview/

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

We admit two groups of undergraduates into our program: those of traditional college age (18-22) and those of nontraditional age (22+) in our Continuing Studies program. Upon entrance to the School, Continuing Studies undergraduate candidates must submit a transcript for review; traditional undergraduate transcripts are reviewed, but not submitted by the student. They are obtained by the School from the university Registrar. All undergraduate students must participate in an admission interview and submit a portfolio, both of which need to receive a satisfactory score.

Students with a cumulative grade point average below the required GPA are provisionally admitted when it is ascertained that the GPA is achievable in the coming semester. Students who have not yet submitted qualifying scores on measures of basic skills (Praxis CORE, combined math and verbal SAT scores, or ACT) at the time of admission are able to be provisionally accepted based on additional

factors such as GPA and interview scores. Provisionally accepted students are expected to achieve qualifying scores within one semester to proceed in the program.

Transfer students holding the AAT have achieved 2.75 GPA or higher. Transfer students without the AAT are not held to the GPA requirement. University requirements for transfer students state that all students must have at least a 2.5. Only grades of 'C' or higher are accepted for transfer and are listed on the transcript with a grade of Pass (P). These courses are not counted in the cumulative average for the student.

The following items are required for admission in the Graduate program: 2 letters of recommendation, official undergraduate transcripts with a final GPA of 2.75 or higher, an admission essay, and qualifying scores on a basic skills test (combined math and verbal SAT scores, Praxis CORE, ACT, or GRE). Qualifying scores on Praxis II Content Knowledge are also required for secondary education candidates in Business, English, Mathematics, and Social Studies programs, as well as for World Language programs. The student also needs to participate in an admission interview and submit a portfolio, both of which need to receive a satisfactory score.

Graduate students can be provisionally accepted if they do not have all admission criteria met when applying. However, all outstanding requirements must be completed within the student's first 9 credit hours. Students who do not complete all admission requirements are not eligible to register for additional credits until requirements are met.

Graduate students who do not have an undergraduate GPA of 2.75 can be accepted into the program under a provisional GPA status. Acceptance depends on the presence of qualifying scores on a basic skills test (combined verbal and math SAT scores, Praxis CORE, ACT, or GRE) and the GPA itself. Students who are accepted under a provisional GPA status must earn a 'B' or higher in their first 3 graduate courses (9 credits) to remain in the program. After that time, the provisional status is lifted.

Section I.b Undergraduate Requirements

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

Are there initial teacher certification programs at the undergraduate 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 Undergraduate level.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	Yes
Background check	No	Yes
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	Yes	Yes
Subject area/academic content test or other subject matter	No	Yes

verification		
Recommendation(s)	No	No
Essay or personal statement	Yes	Yes
Interview	Yes	Yes
Other Dispositions Self-Assessment, Resume	Yes	Yes

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

2.75

What was the median GPA of individuals accepted into the program in academic year 2014-15

3.338

What is the minimum GPA required for completing the program?

2.75

What was the median GPA of individuals completing the program in academic year 2014-15

3.49

Please provide any additional comments about the information provided above:

In keeping with Maryland State Department of Education guidelines, students may substitute a minimum SAT or ACT test score in place of a minimum basic skills test score.

Section I.b Postgraduate Requirements

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

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	No	Yes
Background check	No	Yes
Minimum number of courses/credits/semester hours completed	No	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	No	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	Yes	Yes
Recommendation(s)	Yes	No
Essay or personal statement	Yes	Yes
Interview	Yes	Yes

Other Dispositions Self-Assessment, Resume	Yes	Yes
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What is the minimum GPA required for admission into the program?

2.75

What was the median GPA of individuals accepted into the program in academic year 2014-15

3.2

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2014-15

3.845

Please provide any additional comments about the information provided above:

In keeping with Maryland State Department of Education guidelines, students may substitute a minimum SAT or ACT test score in place of a minimum basic skills test score.

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 2014-15:	68
Unduplicated number of males enrolled in 2014-15:	19
Unduplicated number of females enrolled in 2014-15:	49

2014-15	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	4
<i>Race</i>	
American Indian or Alaska Native:	6
Asian:	1
Black or African American:	3
Native Hawaiian or Other Pacific Islander:	0
White:	57
Two or more races:	4

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2014-15.

Average number of clock hours of supervised clinical experience required prior to student teaching	33
Average number of clock hours required for student teaching	650

Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	5
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	89
Number of students in supervised clinical experience during this academic year	82

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

Field experiences are designed to provide students with structured experiences in professional practice. Maryland Redesign designates that all certification candidates complete a 100-day extensive internship in a Professional Development School (PDS). The extensive internship occurs across two consecutive semesters for all traditional undergraduate programs and for all secondary graduate programs (Internship I in spring semester, Internship II in the following fall semester).

For candidates in the Continuing Studies programs and for elementary and elementary/special education graduate candidates, the extensive internship spans three semesters (Internship I is comprised of both the fall and spring semester during an academic year and Internship II is the following fall semester). Additionally, all elementary/special education undergraduate and graduate candidates log at least an additional 12 hours of special education internship during a “May-mester” immediately following the Internship I spring semester.

Field experiences prior to Internships facilitate candidates’ development as professional educators. Candidates observe in schools, tutor students, assist teachers, and participate in the teaching process. These placements are tracked to ensure variety within school settings.

All five of the full-time equivalent faculty mentioned above all are full-time faculty members serving in supervisor roles. Of the 89 adjunct faculty, 12 are part-time supervisors or Professors in Residence employed through Mount St. Mary’s University and 77 are PreK-12 staff serving as mentors. The number of students exceeds the number of mentors due to repeat mentors within the time period.

The average number of clock hours required for mentoring/induction support category is not applicable to our programs so a number of “0” was entered as “NA” was not a valid response.

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2014-15. 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	25
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	40
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	11
Teacher Education - Multiple Levels	4
Teacher Education - Agriculture	

Teacher Education - Art	2
Teacher Education - Business	1
Teacher Education - English/Language Arts	3
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	1
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	5
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	1
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 2014-15. 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	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	33
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	3
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
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	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	3
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	
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	1
Social Sciences	2
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	4
History	1
Foreign Languages	1
Family and Consumer Sciences/Human Sciences	
English Language/Literature	3
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	2
Engineering	
Biology	
Mathematics and Statistics	2
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	3
Computer and Information Sciences	
Other	1

Section I.f Program Completers

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

2014-15: 55

2013-14: 70

2012-13: 64

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 2014-15

Did your program prepare teachers in mathematics in 2014-15?

Yes

How many prospective teachers did your program plan to add in mathematics in 2014-15?

1

Did your program meet the goal for prospective teachers set in mathematics in 2014-15?

Yes

Description of strategies used to achieve goal, if applicable:

Associate Professor of Mathematics continued membership on Content Area Advisory Committee where recruitment ideas were developed.

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

Discussed recruitment goal with Mathematics and University Admissions Staff.

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Is your program preparing teachers in mathematics in 2015-16?

Yes

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

3

Provide any additional comments, exceptions and explanations below:

One undergraduate student is currently in Internship I. One graduate student is currently in Internship I, while another applied for Internship I but didn't complete prerequisites prior to the start of Internship.

Academic year 2016-17

Will your program prepare teachers in mathematics in 2016-17?

Yes

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

1

Provide any additional comments, exceptions and explanations below:

We expect to add one undergraduate student in the 2016-2017 academic year.

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 2014-15

Did your program prepare teachers in science in 2014-15?

No

How many prospective teachers did your program plan to add in science in 2014-15?

Did your program meet the goal for prospective teachers set in science in 2014-15?

NA

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 2015-16

Is your program preparing teachers in science in 2015-16?

No

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

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Will your program prepare teachers in science in 2016-17?

No

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

Provide any additional comments, exceptions and explanations below:

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. ([§ 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 special education in each of three academic years.

Academic year 2014-15

Did your program prepare teachers in special education in 2014-15?

Yes

How many prospective teachers did your program plan to add in special education in 2014-15?

10

Did your program meet the goal for prospective teachers set in special education in 2014-15?

Yes

Description of strategies used to achieve goal, if applicable:

Special Education Faculty member attended information sharing sessions for institutions of higher education hosted by the Maryland State Department of Education.

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

The ad hoc PDS Special Education Steering Committee continued evaluation of current internship models and developed several for implementation in Fall 2014.

Provide any additional comments, exceptions and explanations below:

Added eleven undergraduate students and eight graduate students in special education in 2014-15.

Academic year 2015-16

Is your program preparing teachers in special education in 2015-16?

Yes

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

25

Provide any additional comments, exceptions and explanations below:

We expected to add 15 undergraduate students and 10 graduate students in special education in 2015-2016. We have added 16 undergraduate students and 6 graduate students so far this year.

Academic year 2016-17

Will your program prepare teachers in special education in 2016-17?

Yes

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

4

Provide any additional comments, exceptions and explanations below:

We expect to add two undergraduate students and two graduate students to the special education program in 2016-17.

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 2014-15

Did your program prepare teachers in instruction of limited English proficient students in 2014-15?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2014-15?

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2014-15?

NA

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 2015-16

Is your program preparing teachers in instruction of limited English proficient students in 2015-16?

No

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

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Will your program prepare teachers in instruction of limited English proficient students in 2016-17?

No

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

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

Prospective general education teachers are prepared to provide instruction to limited English proficient students.

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:

Preparation for our teacher candidates is linked to needs of LEAs and MSDE. We have established

Professional Development Schools with the county school system. We have also assigned a Professor in Residence to PDSs.

Throughout our program, the special education teacher candidates' coursework consists of a 54-credit liberal arts core curriculum. These teacher candidates also follow the elementary education sequence of classes with 12 credits of science and 9 credits of mathematics.

Elementary and secondary teacher candidates take Methods/Management for Inclusive Settings, Curriculum Design/Adaptation, and Globalization and Education. In addition, they participate in workshops and class sessions focused on the ELL, interact with and instruct ELLs and children from low-income families in urban and rural settings during internships and early field experiences.

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2014-15	2			
ETS5135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2013-14	4			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	2			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	2			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) Other enrolled students	4			
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) Other enrolled students	5			
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) Other enrolled students	5			
ETS5015 -ELEM ED INSTR PRACTICE AND APPL (DISC) Educational Testing Service (ETS) Other enrolled students	1			

ETS5015 -ELEM ED INSTR PRACTICE AND APPL (DISC) Educational Testing Service (ETS) All program completers, 2014-15	4			
ETS5015 -ELEM ED INSTR PRACTICE AND APPL (DISC) Educational Testing Service (ETS) All program completers, 2013-14	46	179	46	100
ETS5015 -ELEM ED INSTR PRACTICE AND APPL (DISC) Educational Testing Service (ETS) All program completers, 2012-13	43	180	43	100
ETS5019 -ELEM ED: INSTRUCTIONAL PRACTICE AND APPLICATIONS Educational Testing Service (ETS) Other enrolled students	2			
ETS5019 -ELEM ED: INSTRUCTIONAL PRACTICE AND APPLICATIONS Educational Testing Service (ETS) All program completers, 2014-15	34	173	34	100
ETS5044 -ENG LANG LIT COMP CONTENT & ANALYSIS (DISC) Educational Testing Service (ETS) All program completers, 2012-13	5			
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) Other enrolled students	3			
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2014-15	3			
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5174 -FRENCH WORLD LANGUAGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5174 -FRENCH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5174 -FRENCH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2012-13	2			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	2			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS)	3			

All program completers, 2013-14				
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2012-13	3			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	27	179	26	96
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	41	179	41	100
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	46	179	46	100
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	42	180	42	100
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	26	180	25	96
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	41	179	41	100
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	46	179	46	100
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	42	180	42	100
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	25	178	25	100
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	41	177	41	100

ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	46	177	46	100
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	42	178	42	100
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	2			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2014-15	11	177	11	100
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2013-14	18	178	18	100
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2012-13	15	176	15	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	3			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2014-15	38	179	38	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2013-14	46	178	45	98
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2012-13	42	178	42	100
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2014-15	24	175	24	100
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2013-14	34	174	34	100
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2012-13	22	177	22	100
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) Other enrolled students	3			
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION	5			

Educational Testing Service (ETS) All program completers, 2014-15				
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2013-14	9			
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2012-13	5			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2013-14	1			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2014-15	56	55	98
All program completers, 2013-14	70	69	99
All program completers, 2012-13	63	63	100

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

ACEI, CEC, ACTFL, NCSS, NCTE, NCTM

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.

Technology is incorporated into courses as current research supports curriculum integration rather than separate instruction.

The teacher candidate examines technology for learning, particularly the use of computer software, digital photography, CD-ROMS, and the Internet as well as legal and ethical issues of technology in the classroom. An e-portfolio is used to evaluate student performance with the Maryland Teacher Technology Standards.

In addition, a reflective inquiry project is completed in the course of requiring candidates to collect, manage and analyze student data to improve teaching and learning.

During a second semester internship, classroom experience provides opportunities for candidates to apply learning from coursework and effectively integrate technology into curricula and instruction. For example, candidates have created lessons using SMART and Promethean boards, response clickers, Audacity, Jing, and various other applications.

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.

All initial certification programs require students to enroll in Methods/Management for Inclusive Settings. In this course students learn about IDEA. They learn the components of individual education plans and individual learning plans, how to follow the plan and what constitutes as documentation for the plan.

All initial certification programs require students to enroll in Instruction of Reading. In this course

students employ the International Phonetic Alphabet so that they can capture phonemes of other languages for comparison and instruction. Students learn about African American Vernacular English, dialectism, and second language acquisition theories in this class.

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.

Students are able to identify characteristics associated with various disabilities and upon completion of the program students are able to name and identify characteristics of students in each of the disability areas. They have been exposed to a myriad of evidence-based educational practices they can utilize to address the needs of students with disabilities. These include ways to accommodate, adapt, and modify instruction and classroom environment and how to conduct behavioral observations and develop and implement behavior intervention plans based on the data collected. Furthermore, students not only understand their role as a member of the IEP team, attend actual IEP meetings, participate in a mock IEP meeting, and write an entire IEP based on assessment data they gather on a child.

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.

In previous years, including last year, enrollment data reflected the inclusion of program completers as enrolled students. This explains the apparent significant drop in enrollment in this report year from the previous year. Beginning in the 2013-2014 academic year the Education Department transitioned to a new program model that incorporates 2, 3, and 4-credit courses. A brief overview of benefits/reasons for the new model is below. 1. An analysis of course evaluations revealed a need to consolidate similar courses to minimize overlap of content. The creation of 4-credit courses ensures that combined courses will still allow for enough instruction time to remain in compliance with the content standards of specialized professional associations, standards of the National Council for the Accreditation of Teacher Education/Council for the Accreditation of Teacher Education, and expectations of the Maryland State Department of Education. 2. The addition of 4-credit courses allows for a 1-credit lab to be attached to courses to better facilitate early field placement experiences. The designation of a specific lab time has improved the early field experiences and increase time spent in schools. 3. Technology is incorporated into courses as current research supports curriculum integration rather than separate instruction. An emphasis on using and training candidates in Distance Education will also be implemented. 4. A global component was added for each candidate to enhance their understanding of education on a broader scale. 5. Realignment of credits per course - allow for a two-credit research methods course during candidates' Internship II experience that provides instruction on the development of a research question, action research methodologies, and data-based decision making. 6. Rigor and accountability

have been strengthened during candidate's Internship I experience by attaching a 1-credit lab to methods/pedagogy courses. This facilitates the necessary colleague consultation between course instructors and field supervisors to appropriately evaluate Internship I performance and allows time for rigorous observation and conferencing between supervisor and intern.

Supporting Files

Complete Report Card

AY 2014-15

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