

Complete Report Card

AY 2015-16

Institution Information

Name of Institution: Towson University
Institution/Program Type: Traditional
Academic Year: 2015-16
State: Maryland

Address: 8000 York Rd.

Towson, MD, 21252

Contact Name: Dr. Laila Richman
Phone: 410-704-3892
Email: lrichman@towson.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	No
Dance Education	No
Early Childhood Education	No
Early Childhood Education Master of Arts in Teaching	No
Elementary Education	No
Elementary Education Master of Arts in Teaching	No
Health Education	No
Integrated Early Childhood Special Education	No
Integrated Elementary Education Early Childhood	No

Education	
Integrated Elementary Education Special Education	No
Junior High/Intermediate/Middle School Education	No
Music Education	No
Physical Education	No
Secondary Education	No
Secondary Education Master of Arts in Teaching	No
Special Education	No
Special Education Master of Art in Teaching	No
Total number of teacher preparation programs: 17	

Section I.b Admissions

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

Junior year Post-baccalaureate for Master in Arts Teaching

Does your initial teacher certification program conditionally admit students?

No

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

<http://www.towson.edu/coe/departments/index.html>

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

Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (**§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	No
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 verification	No	Yes
Recommendation(s)	No	No
Essay or personal statement	Yes	No
Interview	No	No
OtherCriminal Self-disclosure for program admission	Yes	No

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 2015-16

3.4

What is the minimum GPA required for completing the program?

3

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

Please provide any additional comments about the information provided above:

Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§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	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	No
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	No	No
Essay or personal statement	Yes	No
Interview	No	No
OtherCriminal Self-disclosure for program admission	Yes	No

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

3

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

3.17

What is the minimum GPA required for completing the program?

3

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

3.94

Please provide any additional comments about the information provided above:

Section I.c Enrollment

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

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

[Additional guidance on reporting race and ethnicity data.](#)

Total number of students enrolled in 2015-16:	1239
Unduplicated number of males enrolled in 2015-16:	321
Unduplicated number of females enrolled in 2015-16:	918

2015-16	Number enrolled
<i>Ethnicity</i>	

Hispanic/Latino of any race:	75
<i>Race</i>	
American Indian or Alaska Native:	1
Asian:	43
Black or African American:	116
Native Hawaiian or Other Pacific Islander:	1
White:	907
Two or more races:	44

Section I.d Supervised Clinical Experience

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

Average number of clock hours of supervised clinical experience required prior to student teaching	83
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	71
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	1271
Number of students in supervised clinical experience during this academic year	637

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

Section I.e Teachers Prepared by Subject Area

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

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	158
Teacher Education - Early Childhood Education	137
Teacher Education - Elementary Education	283
Teacher Education - Junior High/Intermediate/Middle School Education	27
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	30
Teacher Education - Business	
Teacher Education - English/Language Arts	41
Teacher Education - Foreign Language	
Teacher Education - Health	7
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	14
Teacher Education - Music	19
Teacher Education - Physical Education and Coaching	31
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	4
Teacher Education - Social Science	21
Teacher Education - Social Studies	11
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	10
Teacher Education - Chemistry	

Teacher Education - Drama and Dance	6
Teacher Education - French	1
Teacher Education - German	
Teacher Education - History	14
Teacher Education - Physics	1
Teacher Education - Spanish	4
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	5
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify: Teacher Education - Chinese	2

Section I.e Teachers Prepared by Academic Major

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

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	157
Teacher Education - Early Childhood Education	112
Teacher Education - Elementary Education	283
Teacher Education - Junior High/Intermediate/Middle School Education	15
Teacher Education - Secondary Education	36
Teacher Education - Agriculture	
Teacher Education - Art	30
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	7
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	19
Teacher Education - Physical Education and Coaching	31
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	3
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	6
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	
Social Sciences	3
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	14
Foreign Languages	4
Family and Consumer Sciences/Human Sciences	
English Language/Literature	14
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	3
Mathematics and Statistics	7
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	4
Physics	0
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify:	

Section I.f Program Completers

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

- 2015-16: 603
- 2014-15: 604
- 2013-14: 710

Section II Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual

quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency.

including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

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

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

Academic year 2015-16

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

Yes

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

20

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

No

Description of strategies used to achieve goal, if applicable:

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

In 2015-2016 we were able to prepare 19 math teachers (10 in middle grades, 7 in secondary education, and 2 in Master of Arts in Teaching), which was 1 teacher shy of our set goal. In an effort to meet this goal next year, the UTeach program has engaged in the following activities:

- Towson UTeach is represented during on-campus recruiting sessions (Destination Towson, TU Open House and freshmen orientation).
- Towson UTeach master teachers, co-directors, and students participate in hosting visiting high school groups involved in Teacher Academy of Maryland (TAM) and meet with visiting potential community college transfer students and incoming freshmen and their families.
- Master teachers visit science and mathematics freshmen year orientation groups to extend the invitation to consider teaching and host them at a social gathering during the first week of classes.
- Towson University's Development Office raised over \$2.5 million in endowment to support the Towson UTeach Program, with \$4,000 generated each year in spendable income dedicated to student scholarships. An additional \$30,000 from a gift in operating funds from the Kahlert Foundation has been set aside for student scholarships in FY18; \$12,000 being dedicated to attract and support community college students; \$6,000 to attract and support incoming freshmen; and \$12,000 to support current students.
- Towson UTeach, in collaboration with TU Art Services created a poster featuring current and past students who graduated from Howard County Public Schools. Posters include information about students' majors and teaching assignments of TU graduates. Posters will be distributed to Howard County high schools for the purpose of recruiting and posters for Harford and Baltimore counties are being developed.
- Co-director of Towson UTeach will participate in the 2017 TAM summer Leadership Institute highlighting the critical need for secondary STEM teachers in Maryland.
- Co-director of Towson UTeach has communicated with Directors of Teacher Education for Maryland's Community Colleges (MADTECC), community college faculty, and community college students to promote the Towson UTeach program and provide information about available scholarships.
- Master Teacher of Towson UTeach has communicated with the respective offices of School Counseling, College and Career Readiness, Mathematics, and Science of 13 Maryland school districts to promote the Towson UTeach program and provide information about available scholarships.

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

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

Yes

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

20

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

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

Yes

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

20

Provide any additional comments, exceptions and explanations below:

SECTION II Annual Goals - SCIENCE

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

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

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

Academic year 2015-16

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

Yes

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

8

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

Yes

Description of strategies used to achieve goal, if applicable:

In 2015-2016 we were able to prepare 22 science teachers (6 in middle grades, 10 in Biology, 1 in Physics, and 5 in Earth Science). In an effort to continue this level of enrollment for next year, the UTeach program has engaged in the following activities:

- Towson UTeach is represented during on-campus recruiting sessions (Destination Towson, TU Open House and freshmen orientation).
- Towson UTeach master teachers, co-directors, and students participate in hosting visiting high school groups involved in Teacher Academy of Maryland (TAM) and meet with visiting potential community college transfer students and incoming freshmen and their families.
- Master teachers visit science and mathematics freshmen year orientation groups to extend the invitation to consider teaching and host them at a social gathering during the first week of classes.
- Towson University's Development Office raised over \$2.5 million in endowment to support the Towson UTeach Program, with \$4,000 generated each year in spendable income dedicated to student scholarships. An additional \$30,000 from a gift in operating funds from the Kahlert Foundation has been set aside for student scholarships in FY18; \$12,000 being dedicated to attract and support community college students; \$6,000 to attract and support incoming freshmen; and \$12,000 to support current students.
- Towson UTeach, in collaboration with TU Art Services created a poster featuring current and past students who graduated from Howard County Public Schools. Posters include information about students' majors and teaching assignments of TU graduates. Posters will be distributed to Howard County high schools for the purpose of recruiting and posters for Harford and Baltimore counties are being developed.
- Co-director of Towson UTeach will participate in the 2017 TAM summer Leadership Institute highlighting the critical need for secondary STEM teachers in Maryland.
- Co-director of Towson UTeach has communicated with Directors of Teacher Education for Maryland's Community Colleges (MADTECC), community college faculty, and community college students to promote the Towson UTeach program and provide information about available scholarships.
- Master Teacher of Towson UTeach has communicated with the respective offices of School Counseling, College and Career Readiness, Mathematics, and Science of 13 Maryland school districts to promote the Towson UTeach program and provide information about available scholarships.

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

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

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

Yes

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

20

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

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

Yes

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

20

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 2015-16

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

Yes

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

150

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

Yes

Description of strategies used to achieve goal, if applicable:

In 2015-2016, we were able to prepare 157 teachers in special education. Our ability to add this many new special educators to the field is due to the growth of our dual certification, integrated programs. Towson has two such programs - the Elementary Education/Special Education program and the Early Childhood Education/Special Education program. The Special Education department also participates in open house and recruitment activities as well as communicates regularly with local community colleges to support transfer students.

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

In order to meet the growing demand for the Early Childhood Special Education Program, an additional cohort has been added for Spring 2017, which will allow for an additional 20 candidates.

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

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

Yes

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

150

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

Will your program prepare teachers in special education in 2017-18?

Yes

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

150

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Instruction of Limited English Proficient Students

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

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

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

Academic year 2015-16

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

No

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

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

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 2016-17

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

No

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

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

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

No

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

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:

Towson's Professional Education Unit is fully aligned with both national (NCATE/CAEP) and Maryland (Institutional Priorities) performance requirements, which include the assurances above. As a result, the Unit was re-accredited by NCATE and the Maryland State Department of Education after the November 2014 campus visit. We also work closely with our PDS network of over 120 schools around the state to align our work with the their needs.

In addition, Towson University is located in a highly-diverse, metropolitan area and we work to ensure our candidates have at least one field experience and/or internship in a diverse and/or Title I school. Our programs work to prepare educators with the knowledge, skills, and dispositions needed to ensure equity for all students in the classrooms they will teach.

Section III Assessment Pass Rates

Assessment code - Assessment name	Number taking	Avg. scaled	Number passing	Pass rate
Test Company				

Group	tests	score	tests	(%)
ETS5135-ART CONTENT AND ANALYSIS Educational Testing Service (ETS) Other enrolled students	2			
ETS5135-ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2015-16	26	179	26	100
ETS5135-ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2014-15	22	177	22	100
ETS5135-ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2013-14	36	175	36	100
ETS0235-BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	4			
ETS0235-BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	7			
ETS0235-BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	10	168	10	100
ETS0235-BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	9			
ETS0245-CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
ETS0245-CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	3			
ETS0245-CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	2			
ETS5665-CHINESE (MANDARIN) WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5732-CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) Other enrolled students	472	162	427	90
ETS5732-CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2015-16	36	167	36	100
ETS5732-CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2014-15	13	174	13	100
ETS5732-CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5712-CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) Other enrolled students	469	178	459	98
ETS5712-CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2015-16	37	185	37	100
ETS5712-CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2014-15	13	184	13	100
ETS5712-CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5722-CORE ACADEMIC SKILLS FOR ED: WRITING	459	169	433	94

Educational Testing Service (ETS) Other enrolled students				
ETS5722-CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2015-16	39	171	39	100
ETS5722-CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2014-15	13	176	13	100
ETS5722-CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5022-EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	4			
ETS5022-EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	36	178	36	100
ETS5022-EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	122	179	122	100
ETS5022-EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	140	181	140	100
ETS5025-EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) Other enrolled students	46	176	44	96
ETS5025-EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2015-16	78	179	77	99
ETS5025-EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5571-EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) Other enrolled students	1			
ETS5571-EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2015-16	6			
ETS5571-EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5015-ELEM ED INSTR PRACTICE AND APPL (DISC) Educational Testing Service (ETS) All program completers, 2014-15	29	179	29	100
ETS5015-ELEM ED INSTR PRACTICE AND APPL (DISC) Educational Testing Service (ETS) All program completers, 2013-14	279	180	279	100
ETS5019-ELEM ED: INSTRUCTIONAL PRACTICE AND APPLICATIONS Educational Testing Service (ETS) Other enrolled students	39	170	33	85
ETS5019-ELEM ED: INSTRUCTIONAL PRACTICE AND APPLICATIONS Educational Testing Service (ETS) All program completers, 2015-16	230	175	229	100
ETS5019-ELEM ED: INSTRUCTIONAL PRACTICE AND APPLICATIONS Educational Testing Service (ETS) All program completers, 2014-15	185	174	184	99
ETS5019-ELEM ED: INSTRUCTIONAL PRACTICE AND APPLICATIONS Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5039-ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) Other enrolled students	7			
ETS5039-ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS	27	181	27	100

ETS5039-ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2015-16	47	181	47	100
ETS5039-ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2014-15	16	177	16	100
ETS5039-ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2013-14	21	179	21	100
ETS5174-FRENCH WORLD LANGUAGE Educational Testing Service (ETS) Other enrolled students	2			
ETS5174-FRENCH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5174-FRENCH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5551-HEALTH EDUCATION Educational Testing Service (ETS) Other enrolled students	4			
ETS5551-HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2015-16	4			
ETS5551-HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2014-15	7			
ETS5551-HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2013-14	5			
ETS5161-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	5			
ETS5161-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	8			
ETS5161-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	14	171	13	93
ETS5161-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	12	170	11	92
ETS5047-MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) Other enrolled students	3			
ETS5047-MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2015-16	4			
ETS5047-MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2014-15	8			
ETS5047-MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2013-14	5			
ETS5169-MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) Other enrolled students	2			
ETS5169-MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2015-16	10	172	10	100
ETS5169-MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2014-15	12	178	12	100

ETS5169-MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2013-14	6			
ETS5440-MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) Other enrolled students	2			
ETS5440-MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2015-16	6			
ETS5440-MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2014-15	8			
ETS0439-MIDDLE SCHOOL SCIENCE (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	2			
ETS0439-MIDDLE SCHOOL SCIENCE (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	3			
ETS5089-MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	2			
ETS5089-MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2015-16	9			
ETS5089-MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2014-15	10	168	8	80
ETS5089-MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2013-14	5			
ETS5114-MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2015-16	19	171	18	95
ETS5114-MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2014-15	24	170	22	92
ETS5114-MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2013-14	26	172	25	96
ACT1013-OPI MANDARIN American Council on the Teaching of Foreign Langua All program completers, 2013-14	2			
ACT1018-OPI SPANISH American Council on the Teaching of Foreign Langua All program completers, 2015-16	1			
ACT1018-OPI SPANISH American Council on the Teaching of Foreign Langua All program completers, 2014-15	4			
ACT1018-OPI SPANISH American Council on the Teaching of Foreign Langua All program completers, 2013-14	1			
ACT3003-OPIC FRENCH American Council on the Teaching of Foreign Langua All program completers, 2014-15	1			
ETS5095-PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) Other enrolled students	10	175	8	80
ETS5095-PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2015-16	26	179	26	100
ETS5095-PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS)	32	179	32	100

All program completers, 2014-15				
ETS5095-PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2013-14	18	176	17	94
ETS5265-PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
ETS5265-PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5265-PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	5			
ETS5265-PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	2			
ETS0730-PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	235	180	230	98
ETS0730-PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16	334	180	330	99
ETS0730-PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	381	180	379	99
ETS0730-PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	445	180	445	100
ETS0710-PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	234	179	222	95
ETS0710-PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16	331	179	327	99
ETS0710-PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	381	179	375	98
ETS0710-PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	446	179	442	99
ETS0720-PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	243	176	238	98
ETS0720-PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16	330	176	328	99
ETS0720-PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	376	176	375	100
ETS0720-PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	446	176	444	100
ETS5623-PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) Other enrolled students	1			
ETS5624-PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	17	181	17	100
ETS5624-PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2015-16	69	179	69	100
ETS5624-PRINC LEARNING AND TEACHING 7-12	74	179	74	100

Educational Testing Service (ETS) All program completers, 2014-15				
ETS5624-PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2013-14	78	181	78	100
ETS5621-PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) Other enrolled students	29	175	29	100
ETS5621-PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2015-16	95	171	93	98
ETS5621-PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2014-15	115	171	112	97
ETS5621-PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2013-14	123	172	123	100
ETS5622-PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	41	177	41	100
ETS5622-PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2015-16	233	180	233	100
ETS5622-PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2014-15	216	180	216	100
ETS5622-PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2013-14	281	181	281	100
ETS5354-SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) Other enrolled students	27	176	27	100
ETS5354-SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2015-16	143	176	143	100
ETS5354-SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2014-15	140	179	140	100
ETS5354-SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2013-14	185	177	185	100
ETS5086-SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) Other enrolled students	5			
ETS5086-SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2015-16	20	166	20	100
ETS5086-SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2014-15	23	169	23	100
ETS5086-SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2013-14	19	169	19	100
ETS5195-SPANISH WORLD LANGUAGE Educational Testing Service (ETS) Other enrolled students	2			
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	2			
ETS5041-WORLD AND U.S. HISTORY CK	2			

ETS5941-WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) Other enrolled students	4			
ETS5941-WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2014-15	2			
ETS5941-WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2013-14	1			
ACT2002-WPT CHINESE American Council on the Teaching of Foreign Language All program completers, 2013-14	2			
ACT2005-WPT FRENCH American Council on the Teaching of Foreign Language All program completers, 2014-15	1			
ACT2015-WPT SPANISH American Council on the Teaching of Foreign Language All program completers, 2015-16	1			
ACT2015-WPT SPANISH American Council on the Teaching of Foreign Language All program completers, 2014-15	4			
ACT2015-WPT SPANISH American Council on the Teaching of Foreign Language All program completers, 2013-14	6			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2015-16	553	541	98
All program completers, 2014-15	579	566	98
All program completers, 2013-14	674	666	99

Section IV Low-Performing

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

Is your teacher preparation program currently approved or accredited?

Yes

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

State
NCATE

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

No

Section V Use of Technology

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

Does your program prepare teachers to:

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

Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic

achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as

applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

Aligned with Towson University's institutional objectives and outcomes, all undergraduate and graduate student-learning outcomes include "information literacy and technological competency. In addition, theme four of the EPP's Conceptual Framework, "Utilizing appropriate technologies which reflect best practices in education," specifically reflects the EPP's commitment to preparing candidates who are able to use educational technology to promote learning for all students. The College of Education has also extended its expectations around the effective integration of technology through its most recent strategic plan by identifying a goal specifically focused on "technologies for teaching and learning." The strategic plan has aligned additional resources with efforts around enhancing the integration of technology both for and by teacher candidates. Initial certification candidates complete a minimum of three credit hours of pedagogical technology coursework. These courses are aligned with the Maryland Teacher Technology Standards as well as the International Society of Technology in Education Standards for Teachers.

The strategic plan also identifies a goal to "incorporate and model effective pedagogical practices to address learner variability" through the application of the principles of Universal Design for Learning (UDL) in all courses and internships. Faculty model ways in which technology can support UDL in teaching and learning.

Overall, technology has been infused throughout the EPP's programming as an integral component of the teaching/learning process. This ongoing effort has been accompanied by investments in technology that extend the capacity of every faculty member and candidate to connect with a wide variety of resources and tools for teaching and learning, as well as the faculty development necessary to use and model technology.

Interns complete a variety of assignments that require them to integrate technology into curricula and instruction. During the professional internship, interns are expected to master whatever technology is in the classroom, including interactive whiteboards, iPads, student response systems, learning management systems, and assistive technology. Within the College of Education, candidates have access to similar technologies to practice and learn with as well.

All candidates submit a minimum of one artifact to demonstrate their use of technology in the classroom and their proficiency on the Maryland Teacher Technology Standards (MTTS). Candidates are required to design, implement, and assess learning experiences that incorporate the use of technology in both coursework and field experiences. All candidates are required to use a variety of features in Blackboard throughout their program (e.g. online discussions, blogs, online assessments, etc). Several programs have piloted the use of assessment management tools as the College moves towards the adoption of a comprehensive assessment management system for the EPP.

Candidates have opportunities to practice using technology to collect, manage, and analyze data to improve teaching and learning in a variety of ways. Many candidates have the opportunity to use electronic grading and data management systems in their placements under the guidance of their mentor teachers. Others have experiences with using the Maryland Online IEP system both in their courses as well as in internship. Interns are also required to collect and analyze pre-test/post-test data for their final impact on student learning assignment.

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.

General education teacher candidates' internships occur in inclusive settings, to provide all candidates with hands-on experience in meeting the needs of diverse learners. Candidates' ability to work with diverse learners, specifically students with disabilities and English Language Learners, as well as their ability to work with special services personnel is assessed on their final internship evaluation as well. Evidence of their abilities to accommodate and differentiate instruction are evaluated in each candidate's exit portfolio or edTPA. Both address a candidate's ability to develop, teach, and assess integrated learning experiences for diverse student needs.

SPED 301: Introduction to Special Education is a required course for the majority of programs in the EPP. During this course, general education teachers are prepared to teach students with disabilities as well as those who are limited English proficient. Core content of the course includes, but is not limited to:

- special education law and teacher roles and responsibilities regarding IDEA
- culturally responsive teaching and overrepresentation in special education
- collaboration and co-teaching to meet the needs of diverse learners
- evidence based strategies for teaching all students
- understanding learner development and learner differences

For the few programs that do not require SPED 301, the above topics are integrated into other coursework throughout the program. In addition, several programs have additional course requirements in this area (ex., Physical Education candidates must complete Adaptive Physical education, Elementary Education students must complete SPED 401, Curriculum/Methods of Inclusion, a second-level course).

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.

In addition to successfully completing SPED 301, special education majors complete extensive coursework, field experiences, and an internship in special education. These experiences are designed to meet all Council for Exceptional Children (CEC) standards. In the special education program, candidates complete several signature assessments to evaluate their mastery of the standards. These assessments include writing an IEP, conducting an FBA and writing a PBIS, developing a universally designed lesson plan that integrates assistive technology, and developing a unit that includes a pre assessment and post assessment to determine impact on student learning. Students in special education programs attend at least one IEP meeting, but most usually have the opportunity to attend several. The program also includes a course focused specifically on collaborating with families of children with disabilities to assist candidates in understanding the unique needs of these families.

Towson's Special Education program was nationally recognized by CEC in February 2012, and is accredited by CEC until 2022.

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.

Supporting Files

Complete Report Card

AY 2015-16