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AY 2014-15

Institution Information

Name of Institution: Towson University
Institution/Program Type: Traditional
Academic Year: 2014-15
State: Maryland

Address: 8000 York Rd.

Towson, MD, 21252

Contact Name: Dr. Jeffrey Kenton
Phone: 410-704-4226
Email: jkenton@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	No
Drama and Dance	No
Early Childhood Education	No
Early Childhood Education MAT	No
Early Childhood Education MEd	No
Elementary Education	No
Elementary Education MAT	No
Health	No
Integrated Early Childhood Special Education	No
Integrated Elementary Education Special	No

Education	
Junior High/Intermediate/Middle School Education	No
Music	No
Physical Education and Coaching	No
Secondary Education	No
Secondary Education MAT	No
Special Education	No
Special Education MAT	No
Special Education MEd	No
Total number of teacher preparation programs: 18	

Section I.b Admissions

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

Junior year post-baccalaureate for MAT

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 2014-15

3.43

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

3.62

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 2014-15

3.25

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

3.95

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 2014-15:	1231
Unduplicated number of males enrolled in 2014-15:	343
Unduplicated number of females enrolled in 2014-15:	888

2014-15	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	67
<i>Race</i>	

American Indian or Alaska Native:	4
Asian:	35
Black or African American:	103
Native Hawaiian or Other Pacific Islander:	3
White:	933
Two or more races:	35

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	105
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	231
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	82
Number of students in supervised clinical experience during this academic year	2986

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

The number of supervised clinical experiences exceeds the number of enrollments because we are counting all PLACEMENTS in full-time clinical internships, as well as in field experiences that took place during 2014-2015. There are thus substantial duplications.

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	156
Teacher Education - Early Childhood Education	131
Teacher Education - Elementary Education	238
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	24
Teacher Education - Business	
Teacher Education - English/Language Arts	25
Teacher Education - Foreign Language	
Teacher Education - Health	11
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	28
Teacher Education - Music	25
Teacher Education - Physical Education and Coaching	33
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	11
Teacher Education - Social Science	27
Teacher Education - Social Studies	11
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	11
Teacher Education - Chemistry	4
Teacher Education - Drama and Dance	2
Teacher Education - French	1

Teacher Education - German	
Teacher Education - History	18
Teacher Education - Physics	5
Teacher Education - Spanish	5
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	156
Teacher Education - Early Childhood Education	123
Teacher Education - Elementary Education	238
Teacher Education - Junior High/Intermediate/Middle School Education	22
Teacher Education - Secondary Education	29
Teacher Education - Agriculture	
Teacher Education - Art	24
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	11
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	25
Teacher Education - Physical Education and Coaching	33
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	

TEACHER EDUCATION - LEV III	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	2
History	18
Foreign Languages	5
Family and Consumer Sciences/Human Sciences	
English Language/Literature	10
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	4
Mathematics and Statistics	13
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	4
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:

2014-15: 604

2013-14: 710

2012-13: 696

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?

20

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:

1. Wrote a grant proposal and obtained a grant to fund replication the UTeach model of STEM secondary teacher preparation at Towson.
2. Maintained a NSF Robert Noyce Scholarship grant to produce 45 new STEM teachers over 5 years.
3. Marketed STEM teaching careers to undergraduates, incoming first-years, potential community college transfers.
4. Continued the STEM-TC (Teaching Communities) program to engage STEM majors as "undergraduate learning assistants," with a view toward identifying potential STEM teachers.
5. Completed development of Towson's implementation of the UTeach curriculum; the courses include a school field experience; we offered the entire sequence of courses for the Towson UTeach Program. The first completers of the UTeach program will appear in spring 2016.
6. Development of the Towson UTeach webpage that includes information about each major within the Towson UTeach program, scholarship opportunities, and certification requirements.

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

1. STEM teaching is being highlighted as a possible career choice at all Fisher College Science and Mathematics recruiting sessions (Destination Towson, TU Open House, freshmen orientation, and introductory classes).
2. Towson University's Development Office raised over \$2.5 million in endowment to support the Towson UTeach Program, with \$3,000 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 FY16; \$12,000 of which is specifically being dedicated to attract and support community college students.
3. Co-director of Towson UTeach met with Directors of Teacher Education for Maryland's Community Colleges (MADTECC), community college faculty, and community college students to promote the Towson UTeach program.
4. Towson University's Marketing Office produced an aired on public television a commercial to promote the Towson UTeach Program.

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?

20

Provide any additional comments, exceptions and explanations below:**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?

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. (**S205(a)(1)(A)(ii)**, **S206(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?**

Yes

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

8

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

Yes

Description of strategies used to achieve goal, if applicable:

1. Wrote a grant proposal and obtained a grant to fund replication the UTeach model of STEM secondary teacher preparation at Towson.
2. Maintained a NSF Robert Noyce Scholarship grant to produce 45 new STEM teachers over 5 years.
3. Marketed STEM teaching careers to undergraduates, incoming first-years, potential community college transfers.
4. Continued the STEM-TC (Teaching Communities) program to engage STEM majors as "undergraduate learning assistants," with a view toward identifying potential STEM teachers.
5. Completed development of Towson's implementation of the UTeach curriculum; the courses include a school field experience; we offered the entire sequence of courses for the Towson UTeach Program. The first completers of the UTeach program will appear in spring 2016.
6. Development of the Towson UTeach webpage that includes information about each major within the Towson UTeach program, scholarship opportunities, and certification requirements.

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

1. STEM teaching is being highlighted as a possible career choice at all Fisher College Science and Mathematics recruiting sessions (Destination Towson, TU Open House, freshmen orientation, and introductory classes).
2. Towson University's Development Office raised over \$2.5 million in endowment to support the Towson UTeach Program, with \$3,000 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 FY16; \$12,000 of which is specifically being dedicated to attract and support community college students.
3. Co-director of Towson UTeach met with Directors of Teacher Education for Maryland's Community Colleges (MADTECC), community college faculty, and community college students to promote the Towson UTeach program.
4. Towson University's Marketing Office produced an aired on public television a commercial to promote the Towson UTeach Program.

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

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

Yes

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

8

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

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

Yes

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

8

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. (**S205(a)(1)(A)(ii)**, **S206(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?

125

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:

- Coursework/internships involving signature assessments which assess students' mastery of CEC standards;
- Lesson plan instruction/development/implementation that include the Maryland College and Career Ready Standards;
- IEP instruction utilizing the Maryland on-line IEP;
- Instruction and Lesson planning reflecting Universal Design for Learning principles;
- PDS sites and internships that are coordinated to ensure that special education interns work with diverse student populations in urban, suburban, and rural settings as 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 special education in 2015-16?

Yes

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

150

Provide any additional comments, exceptions and explanations below:

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?

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 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?

Data not reported

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:

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 reaccredited by NCATE and the Maryland State Department of Education after the November 2014 campus visit

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) Other enrolled students	2			
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
ETS5135-ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2012-13	29	176	29	100
ETS0235-BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	5			
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			

ETS0235-BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	8			
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			
ETS0245-CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
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	134	159	106	79
ETS5732-CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2014-15	12	175	12	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	134	179	129	96
ETS5712-CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2014-15	12	185	12	100
ETS5722-CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) Other enrolled students	130	169	114	88
ETS5722-CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2014-15	12	176	12	100
ETS5022-EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	40	178	40	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
ETS5022-EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	106	179	106	100
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, 2013-14	1			
ETS5571-EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2012-13	3			
ETS5015-ELEM ED INSTR PRACTICE AND APPL (DISC) Educational Testing Service (ETS) Other enrolled students	2			
ETS5015-ELEM ED INSTR PRACTICE AND APPL (DISC) Educational Testing Service (ETS) All program completers, 2014-15	30	179	30	100
ETS5015-ELEM ED INSTR PRACTICE AND APPL (DISC)	279	180	279	100

Educational Testing Service (ETS) All program completers, 2013-14				
ETS5015-ELEM ED INSTR PRACTICE AND APPL (DISC) Educational Testing Service (ETS) All program completers, 2012-13	271	180	268	99
ETS5019-ELEM ED: INSTRUCTIONAL PRACTICE AND APPLICATIONS Educational Testing Service (ETS) Other enrolled students	34	176	34	100
ETS5019-ELEM ED: INSTRUCTIONAL PRACTICE AND APPLICATIONS Educational Testing Service (ETS) All program completers, 2014-15	183	174	182	99
ETS5019-ELEM ED: INSTRUCTIONAL PRACTICE AND APPLICATIONS Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5044-ENG LANG LIT COMP CONTENT & ANALYSIS (DISC) Educational Testing Service (ETS) All program completers, 2012-13	18	179	18	100
ETS0041-ENG LANG LIT COMP CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS5039-ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) Other enrolled students	11	181	11	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	20	179	20	100
ETS5039-ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2012-13	3			
ETS5174-FRENCH WORLD LANGUAGE Educational Testing Service (ETS) Other enrolled students	3			
ETS5174-FRENCH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5551-HEALTH EDUCATION Educational Testing Service (ETS) Other enrolled students	1			
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			
ETS5550-HEALTH EDUCATION (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	11	729	11	100
ETS5161-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3			
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	11	169	10	91
ETS0061-MATHEMATICS CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2012-13	18	159	18	100
ETS5047-MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS)	1			

Other enrolled students				
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			
ETS5049-MIDDLE SCHOOL ENG LANG ARTS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS5169-MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) Other enrolled students	1			
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			
ETS0069-MIDDLE SCHOOL MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	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			
ETS0439-MIDDLE SCHOOL SCIENCE (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	6			
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			
ETS5089-MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2012-13	5			
ETS5114-MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2014-15	23	170	21	91
ETS5114-MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2013-14	26	172	25	96
ETS5114-MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2012-13	25	171	24	96
ETS0113-MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
ACT1013-OPI MANDARIN American Council on the Teaching of Foreign Langua Other enrolled students	1			
ACT1013-OPI MANDARIN American Council on the Teaching of Foreign Langua All program completers, 2013-14	2			
ACT1013-OPI MANDARIN American Council on the Teaching of Foreign Langua All program completers, 2012-13	2			

ACT1018-OPI SPANISH American Council on the Teaching of Foreign Langua Other enrolled students	2			
ACT1018-OPI SPANISH American Council on the Teaching of Foreign Langua All program completers, 2014-15	5			
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	178	9	90
ETS5095-PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2014-15	32	179	31	97
ETS5095-PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2013-14	18	176	17	94
ETS5095-PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2012-13	28	178	27	96
ETS5265-PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5265-PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	4			
ETS5265-PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	2			
ETS5265-PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	5			
ETS0730-PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	498	180	489	98
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
ETS0730-PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	441	180	437	99
ETS0710-PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	498	179	486	98
ETS0710-PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	381	179	374	98
ETS0710-PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	447	179	442	99
ETS0710-PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	442	179	440	100
ETS0720-PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	501	176	492	98
ETS0720-PRAXIS I WRITING (DISCONTINUED)	376	176	375	100

Educational Testing Service (ETS) All program completers, 2014-15				
ETS0720-PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	447	176	445	100
ETS0720-PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	444	176	442	100
ETS5624-PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	18	177	17	94
ETS5624-PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2014-15	71	179	71	100
ETS5624-PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2013-14	76	181	76	100
ETS5624-PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2012-13	81	177	81	100
ETS5621-PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) Other enrolled students	21	171	19	90
ETS5621-PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2014-15	114	171	112	98
ETS5621-PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2013-14	122	172	122	100
ETS5621-PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2012-13	99	171	99	100
ETS5622-PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	40	180	40	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
ETS5622-PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2012-13	273	180	273	100
ETS5354-SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) Other enrolled students	17	176	17	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
ETS5354-SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2012-13	168	177	168	100
ETS5086-SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) Other enrolled students	10	167	10	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)	19	169	19	100

All program completers, 2013-14				
ETS5086-SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2012-13	24	167	24	100
ETS5195-SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2013-14	2			
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 Langua Other enrolled students	1			
ACT2002-WPT CHINESE American Council on the Teaching of Foreign Langua All program completers, 2013-14	2			
ACT2002-WPT CHINESE American Council on the Teaching of Foreign Langua All program completers, 2012-13	5			
ACT2005-WPT FRENCH American Council on the Teaching of Foreign Langua All program completers, 2014-15	1			
ACT2015-WPT SPANISH American Council on the Teaching of Foreign Langua Other enrolled students	2			
ACT2015-WPT SPANISH American Council on the Teaching of Foreign Langua All program completers, 2014-15	5			
ACT2015-WPT SPANISH American Council on the Teaching of Foreign Langua All program completers, 2013-14	6			
ACT2015-WPT SPANISH American Council on the Teaching of Foreign Langua All program completers, 2012-13	1			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2014-15	577	563	98
All program completers, 2013-14	673	665	99
All program completers, 2012-13	653	645	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 the University's mission statement ("competence in the use of technology"), Theme 4 of the Unit's Conceptual Framework, "Utilizing appropriate technologies which reflect best practices in education," specifically reflects the unit's commitment to preparing candidates who are able to use educational technology to help all students learn. Initial certification candidates complete six credits 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.

Overall, technology has been infused throughout unit programming and is perceived 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 student to connect with a wide variety of resources and tools for teaching/learning, as well as the faculty development necessary to use and model technology.

Candidates have a required capstone demonstration of using technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement through their required InTASC-based portfolio artifact for Standard 6, Assessment of and for Student Learning—the Planning Cycle for Evidence of Student Learning. Through its Assessment of Data Collection component, candidates demonstrate use of technology to collect and display data, and through analysis of data demonstrate a measure of how they impacted student learning. (As an example, candidates are provided with a Excel spreadsheet model to calculate the index of student gains by percent.) The InTASC-aligned professional portfolio assessment model was developed collaboratively by the College of Education and its PDS partners).

Additionally, the unit has an assessment system that uses technology to collect and analyze annual data on the candidate performance, faculty performance, and unit operations to evaluate and improve the unit and its programs. (The key annual instruments are the Yearly Assessment System Update and Data Analysis Reports.) In the 2011-2012 academic year, the Unit began using online student teaching evaluation instruments. To address the lack of a specific "technology" InTASC standard, the Unit has incorporated an "11th InTASC" which asks specific questions about technology use in education.

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.

SPED 301: Introduction to Special Education is a required course for ALL students in the Professional Education Unit. During this course, general education teachers are prepared to teach students with disabilities and who are limited English proficient as follows:

- Two chapters of the assigned text book and approximately three weeks of class time are devoted specifically to special education law and teacher roles and responsibilities regarding IDEA;
- One chapter of the assigned text and approximately two weeks of class time are devoted specifically to culturally responsive teaching, including teacher roles and responsibilities;
- Both of these topics are also integrated throughout the remainder of the course materials, instruction, texts, projects and activities;
- Guest speakers are invited to speak to the students to share their particular experiences and knowledge regarding these issues;
- Students are exposed to specific instructional strategies to address students with disabilities and limited English proficiency during assigned readings, instruction and projects.

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.

Finally, clinical experiences occur in inclusive settings, to provide all candidates with hands-on experience in meeting the needs of all children.

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, internships and capstone student teaching experiences that meet all Council for Exceptional Children (CEC) standards. These experiences prepare special educators as follows:

-Coursework involves signature assessments which assess students' mastery of CEC standards;

-Lesson plan instruction includes the Maryland College and Career Ready Standards;

-IEP instruction utilizes the Maryland on-line IEP;

-PDS sites and internships are coordinated in order to insure that special education interns work with diverse and inclusive students.

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 2014-15