Title II
Higher Education Act

SUBMIT REPORTS

Rowan University

Traditional Program

2008-09

Print Report Card

Program Information

Name of Institution: Rowan University

Institution/Program Type: Traditional

Academic Year: 2008-09

State: New Jersey

Address: 201 Mullica Hill Road

Glassboro, NJ, 08318

Contact Name: Dr. Jill Perry

Phone: 8562564753

Email: perry@rowan.edu

Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant:
Yes

TQE partnership name or grant number, if applicable: Award #: U336S090122

Section I.a Program Admission

For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.

Element	Undergraduate	Postgraduate
Application	Yes	Yes
Fee/Payment	No	Yes
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	No	No
Experience in a classroom or working with children	Yes	No

	Yes	No
Experience in a classroom or working with children	Yes	No
Minimum number of courses/credites/semester hours completed	Yes	Yes
Minimum high school GPA	No	No
Minimum undergraduate GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	No
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum GRE score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	Yes
Minimum Miller Analogies test score	No	No
Recommendation(s)	No	Yes
Essay or personal statement	No	Yes
Interview	No	Yes
Resume	No	Yes
Bachelor's degree or higher	No	Yes
Job offer from school/district	No	No
Personality test	No	No
Other (specify:)	No	No

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

http://www.rowan.edu/colleges/education/programs/

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

Junior year

Does your initial teacher certification program conditionally admit students? No

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

Section I.b Program 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.

Total number of students enrolled in 2008-09:	2259
Unduplicated number of males enrolled in 2008-09:	623

Unduplicated number of females enrolled in 2008-09:	1636

2008-09	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	118
Race	
American Indian or Alaska Native:	25
Asian:	38
Black or African American:	75
Native Hawaiian or Other Pacific Islander:	9
White:	2049
Two or more races:	32

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2008-09.

Average number of clock hours of supervised clinical experience required prior to student teaching	123.5
Average number of clock hours required for student teaching	560
Number of full-time equivalent faculty supervising clinical experience during this academic year	32
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	303
Number of students in supervised clinical experience during this academic year	618

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

Note:

Not counting P-12 cooperating teachers, 37 FTE adjunct faculty supervised our candidates in Clinical Practice.

Section I.d Certified Licensed

Provide the number of students who have been certified or licensed as teachers, by subject and area of certification or licensure.

Teaching subject/area	Number certified/ licensed 2008-09	Number certified/ licensed 2007-08	Number certified/ licensed 2006-07
TOTAL (all areas/subjects)	456	515	552
Elementary School Teacher	216	204	202
Art	10	18	23

English	22	33	31
English as a Second Language (ESL)	4	6	9
Spanish	3	1	6
Health and Physical Education	104	78	93
Mathematics	13	13	26
Music	20	14	5
Biological Science	3	2	2
Chemistry	2	0	0
Physical Science	2	3	1
Social Studies	19	26	36
Teacher of the Handicapped	5	57	72
Preschool-Grade 3	29	56	45
Comprehensive Business	2	2	0
Teacher of Theatre	2	2	1

Section I.e Program Completers

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

2008-09: 456

2007-08: 515

2006-07: 552

Section II. Annual Goals

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure 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. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the area(s) in which the IHE does not have that program.

Teacher shortage area	Goal for increasing prospective teachers trained
Mathematics	**Academic year:** 2008-09 **Goal:** 5% increase in enrollment **Goal met?** Yes **Description of strategies used to achieve goal:**

	Increase number of students admitted to the BA in Education with Subject-Matter Education Specialization and Mathematics Dual Major through close collaboration with the Mathematics Department concerning recruitment and retention (e.g., advisement, Minor in Education). Increase number of candidates in Master of Science in Teaching: K-12 Mathematics: Increased marketing to undergraduate mathematics majors who find difficulty in focusing on two majors as undergraduates or who are interested in earning a BA and an MST in 5 years. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** Lessons learned: In addition to working with the Mathematics Department, we needed to work with Admissions to increase the number of candidates accepted to the program. This collaboration led to increased numbers for the 2008-2009 admissions cycles. These numbers will not be reflected as program completers until 2011-2012. We are working with the Mathematics Department to retain these students.
Science	**Academic year:** 2008-09 **Goal:** 5% increase in enrollment **Goal met?** Yes **Description of strategies used to achieve goal:** Increase number of students admitted to the BA in Education with Subject-Matter Education Specialization and biology, chemistry, physical science, and physics majors dual majors through close collaboration with the Science Departments concerning recruitment and retention (e.g., advisement, Minor in Education). Master of Science in Teaching: K-12 (biology, chemistry, physical science, and physics): Increased marketing to undergraduate science majors who find difficulty in focusing on two majors as undergraduates or who are interested in earning a BA and an MST in 5 years. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** Lessons learned: In addition to working with the science departments, we needed to work with Admissions to increase the number of science candidates recruited to our programs. This collaboration led to increased numbers for the 2008-2009 admissions cycles. These numbers will not be reflected as program completers until 2011-2012. We are working with the science departments to retain these students.
Special education	**Academic year:** 2008-09 **Goal:** 5% increase **Goal met?** Yes

	Description of strategies used to achieve goal: In New Jersey, special education is an endorsement, not an initial licensure program; therefore, the certification numbers are not reflected in Section 1. We increased the number of candidates in the program by opening up an additional pathway: the Graduate Endorsement Program, in which candidates do not have to complete a Masters degree but can gain certification at the graduate level. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** Creating alternatives, including online and additional graduate offerings has increased the enrollments in our programs.
Instruction of limited English proficient students	**Academic year:** 2008-09 **Goal:** Revise program **Goal met?** Yes **Description of strategies used to achieve goal:** We put the program on hold for one year as we engaged in close study of the state and national standards to revise the program. In addition to updating the knowledge base and skills, we revised the program to increase the field requirements and include a clinical practice component for all candidates who are not already certified. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** We underwent the university curriculum revision process. The first cohort in the new program began in Spring 2010.
	Academic year: **Goal:** **Goal met?** **Description of strategies used to achieve goal:** **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:**

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:

1. Through the College of Education Advisory Council, Professional Development Schools, and Partnership Schools, and NCATE Standard and Program Teams, we collaborate with representatives from P-12 education on school and district needs, program outcomes, and program improvement to provide relevant training for our candidates.

2. A close partnership with Camden City Schools has enabled us to increase the number of field placements made and courses held in Camden, including that all of our undergraduate candidates (P-3, K-5, and K-12) have their initial field placement in an elementary school in Camden City.

3. With multiple field experiences throughout their programs (5 for undergraduate and 3 for graduate), our candidates for initial licensure experience diverse populations of students while building the knowledge and skills needed for effectively teaching for all students.

Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	10		10	100
133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	14		14	100
133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	25		25	100

235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	2			
235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	1			
232 -BIOLOGY CONTENT KNOWLEDGE PART 2 Educational Testing Service (ETS) All program completers, 2006-07	2			
100 -BUSINESS EDUCATION Educational Testing Service (ETS) All program completers, 2008-09	1			
100 -BUSINESS EDUCATION Educational Testing Service (ETS) All program completers, 2007-08	3			
100 -BUSINESS EDUCATION Educational Testing Service (ETS) All program completers, 2006-07	2			
241 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	1			
014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	222		222	100
014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	196		196	100
014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	197		197	100
041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	23		23	100
041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	31		31	100
041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	29		27	93
431 -GENERAL SCI CONTENT KNOWL PART 1 Educational Testing Service (ETS) All program completers, 2006-07	3			
432 -GENERAL SCI CONTENT KNOWL PART 2 Educational Testing Service (ETS) All program completers, 2006-07	2			

435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1			
435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	1			
856 -HEALTH & PE: CK Educational Testing Service (ETS) All program completers, 2008-09	100		100	100
856 -HEALTH & PE: CK Educational Testing Service (ETS) All program completers, 2007-08	79		79	100
856 -HEALTH & PE: CK Educational Testing Service (ETS) All program completers, 2006-07	91		91	100
200 -INTRO TO THE TEACHING OF READING Educational Testing Service (ETS) All program completers, 2008-09	17		17	100
200 -INTRO TO THE TEACHING OF READING Educational Testing Service (ETS) All program completers, 2007-08	21		21	100
200 -INTRO TO THE TEACHING OF READING Educational Testing Service (ETS) All program completers, 2006-07	9			
061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	14		14	100
061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	11		11	100
061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	28		28	100
049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2008-09	13		13	100
049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2007-08	5			
049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2006-07	3			
069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2008-09	20		20	100

069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2007-08	15		15	100
069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2006-07	11		11	100
439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2008-09	13		13	100
439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2007-08	7			
439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2006-07	7			
089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2008-09	5			
089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2007-08	2			
089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2006-07	1			
113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	19		19	100
113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	13		13	100
113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	6			
091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	1			
091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	6			
261 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	1			
081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	18		18	100

081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	24		24	100
081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	32		29	91
191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	3			
191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	1			
191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	5			
640 -THEATRE Educational Testing Service (ETS) All program completers, 2008-09	2			
640 -THEATRE Educational Testing Service (ETS) All program completers, 2007-08	2			
640 -THEATRE Educational Testing Service (ETS) All program completers, 2006-07	1			

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2008-09	415	415	100
All program completers, 2007-08	379	379	100
All program completers, 2006-07	429	423	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:
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. 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**
  No

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

Our candidates take methods courses that include the infusion of technology throughout their teaching, including all facets of the planning, instruction, and assessment cycle.

Section VI. Teacher Training

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

Does your program prepare general education teachers to:

- **teach students with disabilities effectively**
  Yes

- **participate as a member of individualized education program teams**
  Yes

- **teach students who are limited English proficient effectively**
  Yes

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

The multitude of student diversities are continuously addressed (as strands) throughout our programs

for general education teachers (both undergraduate and graduate).

As our undergraduate candidates prepare for becoming teachers who create and facilitate learning community classrooms, they take a two-course sequence of courses specifically helping them to develop the knowledge base and skills needed for teaching students with special needs:

1. Human Exceptionality (SPED 08130,3 sh) This general education course is designed to develop students' awareness and understanding of the nature and needs of individuals with exceptionalities. It provides a lifespan perspective that will assist students in better understanding, accepting and advocating for individuals with disabilities. A field component is required.

2.Differentiated Instruction in the Inclusive Classroom (SPED 083162 S.H.) This Junior Level (300) course will focus on how the diverse needs of individuals with educational disabilities/differences can be met within the general education classroom environment. Emphasis will be on developing communication/collaboration, instructional and assessment strategies that will assist the classroom teacher in diversifying instruction to meet individual needs. A field component is required. During this course, candidates also are prepared for working as members of IEP teams.

In Teaching Students of Linguistic and Cultural Diversity (SECD 03350), knowledge about diversities and the performance of appropriate instructional strategies are emphasized, and attention is directed to the sensitivity needed to assist the learning of students of linguistic and cultural diversity. The capstone assessment requires candidates to plan for, instruct, and assess the learning of English Language Learners.

During Clinical Practice (undergraduate) and and Internship II (graduate) students are evaluated in all three of the areas listed and must meet program performance expectations in order to pass the course and be recommended for licensure.

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**
  No

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.

Candidates desiring to be special education teachers have the opportunity to complete a program of study that leads to an endorsement for Teacher of Students with Disabilities at either the Post-Baccalaureate or Graduate Level. In both programs, every course prepares candidates to work with students with special needs. Further, there are two courses in which candidates are prepared for participating as members of IEP teams.

The programs are currently being revised for a Fall 2010 pilot of addressing teaching English Language Learners.

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.

A leading public institution, Rowan University combines liberal education with professional preparation from the baccalaureate degree through the doctorate. Rowan provides a collaborative, learning-centered environment in which highly qualified and diverse faculty, staff, and students integrate teaching, research, scholarship, creative activity, and community service. Through intellectual, social, and cultural contributions, the University enriches the lives of those in the campus community and surrounding region. The College of Education's primary mission is to ensure that faculty and undergraduate and graduate candidates develop the knowledge, skills, and dispositions needed to foster academic achievement, social responsibility, personal responsibility and social justice in themselves so that they can, in turn, facilitate high achievement in P-16 learners. Our programs provide an intellectually rigorous and challenging environment for all candidates. Built upon a liberal education, the College's programs combine the study of research, theory, and wisdom of practice in diverse settings with a variety of opportunities to apply knowledge, skills and dispositions to practice.

Supporting Files

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