Title II
Higher Education Act

SUBMIT REPORTS

Rowan University

Traditional Program

2010-11

Print Report Card

Program Information

Name of Institution: Rowan University

Institution/Program Type: Traditional

Academic Year: 2010-11

State: New Jersey

Address: 201 Mullica Hill Road

Glassboro, NJ, 08028

Contact Name: Dr. Carol Sharp

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Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant:
No

TQE partnership name or grant number, if applicable:

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

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
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 2010-11:	2377
Unduplicated number of males enrolled in 2010-11:	628
Unduplicated number of females enrolled in 2010-11:	1749

2010-11	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	126
Race	
American Indian or Alaska Native:	4
Asian:	35
Black or African American:	169
Native Hawaiian or Other Pacific Islander:	3
White:	1979
Two or more races:	35

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2010-11.

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	1349.5
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	44
Number of students in supervised clinical experience during this academic year	2983

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

Section I.d Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2010-11. 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	58
Teacher Education - Early Childhood Education	23
Teacher Education - Elementary Education	229
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	131
Teacher Education - Multiple Levels	

Teacher Education - Agriculture	
Teacher Education - Art	17
Teacher Education - Business	
Teacher Education - English/Language Arts	121
Teacher Education - Foreign Language	4
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	55
Teacher Education - Music	16
Teacher Education - Physical Education and Coaching	81
Teacher Education - Reading	34
Teacher Education - Science Teacher Education/General Science	6
Teacher Education - Social Science	9
Teacher Education - Social Studies	79
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	4
Teacher Education - Chemistry	1
Teacher Education - Drama and Dance	5
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	29
Teacher Education - Physics	1
Teacher Education - Spanish	3
Teacher Education - Speech	
Teacher Education - Geography	5
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	21
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify: Master of Science in Teaching in Collaborative Teaching (initial Certification program)	14

Section I.d Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2010-11. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	23
Teacher Education - Elementary Education	229
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	131
Teacher Education - Agriculture	
Teacher Education - Art	17
Teacher Education - Business	
Teacher Education - English/Language Arts	11
Teacher Education - Foreign Language	4
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	22
Teacher Education - Music	16
Teacher Education - Physical Education and Coaching	81
Teacher Education - Reading	
Teacher Education - Science	6
Teacher Education - Social Science	
Teacher Education - Social Studies	30
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	4
Teacher Education - Chemistry	1
Teacher Education - Drama and Dance	5
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	1
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	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other	14

Specify: Collaborative Teaching (initial Certification program)

Section I.e Program Completers

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

2010-11: 481

2009-10: 476

2008-09: 456

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:** 2010-11 **Goal:** maintain enrollment **Goal met?** Yes **Description of strategies used to achieve goal:** Maintained number of students admitted to the BA in Education with Subject-Matter Math Education Specialization and Mathematics Dual Major (for Elementary Education)through close collaboration with newly hired Associate Provost for Strategic Enrollment Management and the Mathematics Department concerning recruitment and retention (e.g., advisement, Minor in Education). During the 2010-2011 year, enrollment actually increased in the BA in Education with Subject-Matter Math Education Specialization by 9% and the Mathematics Dual Major (for Elementary Education) by 41%. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** Lessons learned: We need to continue working closely with the Mathematics Department and the Associate Provost for Strategic Enrollment Management to maintain this positive trend.
Science	**Academic year:** 2010-11

	Goal: maintain enrollment **Goal met?** Yes **Description of strategies used to achieve goal:** Maintain number of students admitted to the BA in Education with Subject-Matter Education Specialization in the Sciences and biology, chemistry, physical science, and physics dual majors through close collaboration with the Science Departments and the newly hired Associate Provost for Strategic Enrollment Management concerning recruitment and retention (e.g., advisement, Minor in Education). Our data indicates a steady trend in this area. We are working to increase our numbers of science students through new STEM initiatives campus wide. We are also working on a school partnership focusing on STEM to recruit more students to this area. **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 worked with the Associate Provost for Strategic Enrollment Management to increase the number of science candidates recruited to our programs. The College of Education has provided funds ($80,000) to assist in these focused recruitment efforts.
Special education	**Academic year:** 2010-11 **Goal:** maintain enrollment **Goal met?** Yes **Description of strategies used to achieve goal:** The numbers in our programs actually increased. The enrollment in Graduate Endorsement Program, offered in on-line and accelerated formats, increased by 46%. The undergraduate endorsement program increased by 11.5% Overall, the special education program (Teacher of Students with Disabilities) saw a 7.9% enrollment increase. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** Creating alternatives, including online and accelerated formats, has increased the enrollments in our programs.
Instruction of limited English proficient students	**Academic year:** 2010-11 **Goal:** Establish a cohort **Goal met?** Yes **Description of strategies used to achieve goal:** This program was recently revised. In addition to updating the knowledge base and skills, we the program revision included an increase in the field requirements and includes a clinical practice component for all candidates who are not already certified.

	There are currently 37 students in the program. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** We will continue to maintain the enrollment in the program.
NA	**Academic year:** 2010-11 **Goal:** NA **Goal met?** **Description of strategies used to achieve goal:** NA **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** NA
Foreign Language	**Academic year:** 2010-11 **Goal:** maintain enrollment **Goal met?** No **Description of strategies used to achieve goal:** We continue to seek ways to increase number of students admitted to the BA in Education with Subject-Matter Education Specialization and Spanish dual majors. We work closely with the Foreign Languages and Literatures Department concerning recruitment and retention (e.g., advisement, Minor in Education). Our data shows an enrollment decrease of 2 students since the last reporting cycle. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** Lessons learned: We will continue to work with the Foreign Language and Literatures Department, to increase the number of Spanish candidates recruited to our programs. We will also work closely with the newly hired Associate Provost for Strategic Enrollment Management. In addition, we will explore the feasibility of providing scholarship funds to aid in recruitment.

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 continue to 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. We continue 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 (%)
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	2			
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	17	168	17	100
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS)	16	167	16	100

All program completers, 2010-11				
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	23	169	23	100
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	10	167	10	100
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	16	161	16	100
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	4			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	3			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	2			
ETS0100 -BUSINESS EDUCATION Educational Testing Service (ETS) All program completers, 2008-09	1			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) Other enrolled students	4			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2010-11	2			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2009-10	2			
ETS0022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	3			
ETS0022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	32	177	32	100
ETS0022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	22	179	22	100
ETS0014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	17	165	17	100
ETS0014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS)	272	161	265	97

Other enrolled students				
ETS0014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	183	163	182	99
ETS0014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	220	165	220	100
ETS0014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	222	165	222	100
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	53	173	48	91
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	18	177	18	100
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	27	176	27	100
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	23	176	23	100
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	21	157	14	67
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	7			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	5			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1			
ETS0856 -HEALTH AND PE: CK Educational Testing Service (ETS) Other enrolled students	143	161	132	92
ETS0856 -HEALTH AND PE: CK Educational Testing Service (ETS) All program completers, 2010-11	88	163	88	100
ETS0856 -HEALTH AND PE: CK Educational Testing Service (ETS) All program completers, 2009-10	68	164	68	100
ETS0856 -HEALTH AND PE: CK Educational Testing Service (ETS)	99	166	99	100

All program completers, 2008-09				
ETS0200 -INTRO TO THE TEACHING OF READING Educational Testing Service (ETS) Other enrolled students	1			
ETS0200 -INTRO TO THE TEACHING OF READING Educational Testing Service (ETS) All program completers, 2009-10	19	651	19	100
ETS0200 -INTRO TO THE TEACHING OF READING Educational Testing Service (ETS) All program completers, 2008-09	17	649	17	100
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	31	149	27	87
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	22	151	21	95
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	13	149	13	100
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	14	147	14	100
ETS0049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2009-10	15	180	15	100
ETS0049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2008-09	13	174	13	100
ETS0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1			
ETS0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) Other enrolled students	5			
ETS0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2010-11	9			
ETS0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2009-10	13	169	13	100
ETS0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2008-09	20	172	20	100

ETS0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) Other enrolled students	4			
ETS0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2010-11	15	158	14	93
ETS0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2009-10	11	150	11	100
ETS0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2008-09	13	157	13	100
ETS0089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	2			
ETS0089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2010-11	2			
ETS0089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2009-10	7			
ETS0089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2008-09	5			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	26	168	24	92
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	17	170	17	100
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	22	170	22	100
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	19	168	19	100
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	3			
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1			
ETS0265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) Other enrolled students	5			

ETS0265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2009-10	2			
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	52	164	42	81
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	35	164	32	91
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	33	166	33	100
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	18	167	18	100
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	4			
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	4			
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	3			
ETS5195 -SPANISH: WORLD LANGUAGE Educational Testing Service (ETS) Other enrolled students	9			
ETS0640 -THEATRE Educational Testing Service (ETS) Other enrolled students	1			
ETS0640 -THEATRE Educational Testing Service (ETS) All program completers, 2010-11	4			
ETS0640 -THEATRE Educational Testing Service (ETS) All program completers, 2009-10	2			
ETS0640 -THEATRE Educational Testing Service (ETS) All program completers, 2008-09	2			

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2010-11	439	431	98
All program completers, 2009-10	420	420	100
All program completers, 2008-09	415	415	100

Section IV. Low-Performing

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

Is your teacher preparation program currently approved or accredited?
Yes

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

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**
  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.

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**
  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.

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.

Our candidates also are prepared to address teaching English Language Learners as a result of program revision.

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

Rowan University

Traditional Program

2010-11

Contact Us - Glossary - Log out