

# Title II

## Higher Education Act

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Rowan University  
Traditional Program  
2011-12

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**Name of Institution:** Rowan University  
**Institution/Program Type:** Traditional  
**Academic Year:** 2011-12  
**State:** New Jersey

**Address:** 201 Mullica Hill Road  
  
Glassboro, NJ, 08028

**Contact Name:** Dr. Donna Jorgensen  
**Phone:** 8562564751  
**Email:** jorgensen@rowan.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/oi/tqp/index.html>

Yes

**If yes, provide the following:**

**Award year:** 2009

**Grantee name:** William Paterson University

**Project name:** Garden State Partnership for Teacher Quality

**Grant number:** U336S090122

**List partner districts/LEAs:**

Bridgeton Public Schools  
Vineland Public Schools  
Camden Public Schools

**List other partners:**

William Paterson University

Kean University

**Project Type:** Both Residency and Pre-baccalaureate

**Section I.a Program Information**

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at

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

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Art Education	Yes
Early Childhood Education	Yes
Elementary Education K-5	Yes
English as a Second Language	Yes
English Education	Yes
Health and Physical Education	Yes
Mathematics Education	Yes
MST Elementary Education	No
MST Subject Matter Education	No
MST Theater Education	No
Music Education	Yes
Science Education	Yes
Social Studies Education	Yes
Spanish Education	Yes
Special Education	No
Teacher of Reading	No
Teacher of Students With Disabilities	No
<b>Total number of teacher preparation programs: 17</b>	

**Section I.b Admissions**

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

Junior year

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:

**Please provide any additional 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	Yes
Fingerprint check	No	No
Background check	No	No
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	No	No
Interview	No	No
Other		

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

2.5

**What was the median GPA of individuals accepted into the program in academic year 2011-12**

3.33

**What is the minimum GPA required for completing the program?**

2.75

**What was the median GPA of individuals completing the program in academic year 2011-12**

### 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	No
Fingerprint check	No	No
Background check	No	No
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	Yes	Yes
Recommendation(s)	Yes	No
Essay or personal statement	Yes	No
Interview	Yes	No
Other Resume	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 2011-12

3.08

What is the minimum GPA required for completing the program?

2.75

What was the median GPA of individuals completing the program in academic year 2011-12

3.95

## Section I.c 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 2011-12:	2347
Unduplicated number of males enrolled in 2011-12:	682
Unduplicated number of females enrolled in 2011-12:	1665

2011-12	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	139
<i>Race</i>	
American Indian or Alaska Native:	7
Asian:	45
Black or African American:	189
Native Hawaiian or Other Pacific Islander:	6
White:	1936
Two or more races:	36

## Section I.d Supervised Experience

Provide the following information about supervised clinical experience in 2011-12.

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
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	42
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	1553
Number of students in supervised clinical experience during this academic year	2359

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

1. Teaching in Learning Communities I course - Numbers are down because more transfer students are taking this course at community colleges (# of students lower than last year).
2. Teaching in Learning Communities II course - In spring 2012, for elementary and subject matter candidates, clinical experience went to an enhanced virtual field placement (# of students lower than last year).

3. Number of PreK-12 faculty (cooperating teachers) were counted in full-time faculty in error last year. Please note the "outliers" in Section VIII-this accounts for those "changes".

4. Number of adjunct faculty increased as many candidates had more than one supervisor.

### Section I.e Teachers Prepared by Subject Area

**Please provide the number of teachers prepared by subject area for academic year 2011-12. 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	0
Teacher Education - Special Education	69
Teacher Education - Early Childhood Education	22
Teacher Education - Elementary Education	208
Teacher Education - Junior High/Intermediate/Middle School Education	0
Teacher Education - Secondary Education	135
Teacher Education - Multiple Levels	0
Teacher Education - Agriculture	0
Teacher Education - Art	9
Teacher Education - Business	0
Teacher Education - English/Language Arts	141
Teacher Education - Foreign Language	4
Teacher Education - Health	0
Teacher Education - Family and Consumer Sciences/Home Economics	0
Teacher Education - Technology Teacher Education/Industrial Arts	0
Teacher Education - Mathematics	54
Teacher Education - Music	17
Teacher Education - Physical Education and Coaching	76
Teacher Education - Reading	67
Teacher Education - Science Teacher Education/General Science	11
Teacher Education - Social Science	26
Teacher Education - Social Studies	81
Teacher Education - Technical Education	0
Teacher Education - Computer Science	0
Teacher Education - Biology	7
Teacher Education - Chemistry	2
Teacher Education - Drama and Dance	3

Teacher Education - French	0
Teacher Education - German	0
Teacher Education - History	22
Teacher Education - Physics	1
Teacher Education - Spanish	2
Teacher Education - Speech	0
Teacher Education - Geography	9
Teacher Education - Latin	0
Teacher Education - Psychology	0
Teacher Education - Earth Science	0
Teacher Education - English as a Second Language	8
Teacher Education - Bilingual, Multilingual, and Multicultural Education	1
Education - Other Specify : Physical Science	1

### Section I.e Teachers Prepared by Academic Major

**Please provide the number of teachers prepared by academic major for academic year 2011-12. 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	0
Teacher Education - Special Education	0
Teacher Education - Early Childhood Education	22
Teacher Education - Elementary Education	208
Teacher Education - Junior High/Intermediate/Middle School Education	0
Teacher Education - Secondary Education	145
Teacher Education - Agriculture	0
Teacher Education - Art	9
Teacher Education - Business	0
Teacher Education - English/Language Arts	38
Teacher Education - Foreign Language	4
Teacher Education - Health	0
Teacher Education - Family and Consumer Sciences/Home Economics	0
Teacher Education - Technology Teacher Education/Industrial Arts	0
Teacher Education - Mathematics	24
Teacher Education - Music	17

Teacher Education - Physical Education and Coaching	76
Teacher Education - Reading	0
Teacher Education - Science	11
Teacher Education - Social Science	0
Teacher Education - Social Studies	29
Teacher Education - Technical Education	0
Teacher Education - Computer Science	0
Teacher Education - Biology	7
Teacher Education - Chemistry	2
Teacher Education - Drama and Dance	3
Teacher Education - French	0
Teacher Education - German	0
Teacher Education - History	0
Teacher Education - Physics	1
Teacher Education - Spanish	0
Teacher Education - Speech	0
Teacher Education - Geography	0
Teacher Education - Latin	0
Teacher Education - Psychology	0
Teacher Education - Earth Science	0
Teacher Education - English as a Second Language	0
Teacher Education - Bilingual, Multilingual, and Multicultural Education	0
Education - Curriculum and Instruction	0
Education - Social and Philosophical Foundations of Education	0
Liberal Arts/Humanities	0
Psychology	0
Social Sciences	0
Anthropology	0
Economics	0
Geography and Cartography	0
Political Science and Government	0
Sociology	0
Visual and Performing Arts	0
History	0
Foreign Languages	0
Family and Consumer Sciences/Human Sciences	0
English Language/Literature	0



Philosophy and Religious Studies	0
Agriculture	0
Communication or Journalism	0
Engineering	0
Biology	0
Mathematics and Statistics	0
Physical Sciences	0
Astronomy and Astrophysics	0
Atmospheric Sciences and Meteorology	0
Chemistry	0
Geological and Earth Sciences/Geosciences	0
Physics	0
Business/Business Administration/Accounting	0
Computer and Information Sciences	0
Other Specify :	0

### Section I.f Program Completers

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

2011-12: 451

2010-11: 481

2009-10: 476

### 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 2011-12

Did your program prepare teachers in mathematics in 2011-12?

Yes

**How many prospective teachers did your program plan to add in mathematics in 2011-12?**

2

**Did your program meet the goal for prospective teachers set in mathematics in 2011-12?**

Yes

**Description of strategies used to achieve goal, if applicable:**

We continue to increase our enrollment in science and math preparation, in collaboration with the Associate Provost for Strategic Enrollment Management (SEM) and Department of Mathematics. We have accepted larger numbers of math majors for subject-matter education over the last several years and they are now in our education courses. We aggressively targeted math education in hiring last year to ensure best practices in math education. A new faculty hire is actively engaged in research in schools regarding attitudes towards mathematics in order to help us to refine curriculum to meet needs of P-12 students in mathematics and to better prepare them for their future needs in mathematics.

**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 2012-13**

**Is your program preparing teachers in mathematics in 2012-13?**

Yes

**How many prospective teachers did your program plan to add in mathematics in 2012-13?**

2

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

We continue working with the Associate Provost for SEM and with the Department of Mathematics, in addition to communicating with schools and refining mathematics curriculum, in order to maintain this upward trend.

**Academic year 2013-14**

**Will your program prepare teachers in mathematics in 2013-14?**

Yes

**How many prospective teachers does your program plan to add in mathematics in 2013-14?**

1

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

We will continue working with the Associate Provost for SEM and with the Department of Mathematics in recruiting teacher candidates, in addition to working with our refined mathematics curriculum, in order to at least maintain enrollment.

## Section II. Annual Goals - Science

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

number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

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

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

**Academic year 2011-12**

**Did your program prepare teachers in science in 2011-12?**

Yes

**How many prospective teachers did your program plan to add in science in 2011-12?**

2

**Did your program meet the goal for prospective teachers set in science in 2011-12?**

Yes

**Description of strategies used to achieve goal, if applicable:**

We continue to increase our enrollment in science preparation in collaboration with the Associate Provost for Strategic Enrollment Management (SEM), including active recruitment of science majors into the MST program. We accepted larger numbers of science majors for subject-matter education over the last several years and they are now in our education courses.

Two of our faculty have connected with Engineers on Wheels and other engineering programs to bring initiatives to school partners. This includes working with our candidates in schools to enhance science and STEM education.

**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:**

We have five more teacher candidates in science than at the time of the last Title II report.

**Academic year 2012-13**

**Is your program preparing teachers in science in 2012-13?**

Yes

**How many prospective teachers did your program plan to add in science in 2012-13?**

2

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

We continue working with the Associate Provost for SEM in order to maintain this trend. We will continue to attempt to increase our enrollment in science preparation including active recruitment of science majors into the MST program.

We will continue to build relationships with engineering and other programs to bring initiatives to school partners. This includes working with our candidates in schools to enhance science and STEM education.

**Academic year 2013-14**

**Will your program prepare teachers in science in 2013-14?**

Yes

**How many prospective teachers does your program plan to add in science in 2013-14?**

2

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

We will continue working with the Associate Provost for SEM and with science departments, in order to maintain an upward trend.

In cooperation with the STEM center, we will be adding a STEM education major, creating a joint appointment in physics and education to work toward higher numbers. We are also investigating a partnership with University of the Sciences in Philadelphia as they phase out their teacher education program to find a way for their science majors to complete education degrees at Rowan, most likely in STEM.

We have designated a scholarship for a Corell science fair winner to attend Rowan, hopefully in science education.

The College of Education has sponsored a 3 credit exceptional service adjusted load release for STEM education for 2013-2014.

## Section II. Annual Goals - Special Education

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

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

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

**Academic year 2011-12**

**Did your program prepare teachers in special education in 2011-12?**

Yes

**How many prospective teachers did your program plan to add in special education in 2011-12?**

6

**Did your program meet the goal for prospective teachers set in special education in 2011-12?**

Yes

**Description of strategies used to achieve goal, if applicable:**

Special Education continues to be a focus in the context of our courses at all levels, and we continue to ensure that all candidates have what they need to meet Common Core and state standards for work

with differentiation in literacy, mathematics and inclusion. The number of undergraduate candidates who want a Teaching Of Students with Disabilities (TOSD) endorsement is increasing, which we believe is a sign that candidates understand the complexities of today's classrooms, where everyone must be treated with respect and care for their needs.

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

One area of concern is that special education in NJ also includes the gifted and talented and it is easy to undermine the importance of addressing those needs. There are elements of Teacher Work Sample in which candidates are compelled to look at all learners; this is one area where we will work to address these (and other) concerns.

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

We added 11 candidates in Special Education in 2011-2012.

**Academic year 2012-13**

**Is your program preparing teachers in special education in 2012-13?**

Yes

**How many prospective teachers did your program plan to add in special education in 2012-13?**

5

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

The creation of an online Teacher of Students with Disabilities endorsement has increased enrollment in this program.

**Academic year 2013-14**

**Will your program prepare teachers in special education in 2013-14?**

Yes

**How many prospective teachers does your program plan to add in special education in 2013-14?**

3

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

Undergraduate and Graduate Teacher of Students with Disabilities programs, as well as online programs, will help us (we believe) to maintain this upward trend.

**Section II. Annual Goals - LEP**

**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 2011-12**

**Did your program prepare teachers in instruction of limited English proficient students in 2011-12?**

Yes

**How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2011-12?**

0

**Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2011-12?**

Yes

**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:**

The numbers in this area dropped last year due to reasons listed below:

1. Part of the recent ESL cohort were "internal" candidates who completed their program of study;
2. Some of the candidates in the recent ESL cohort were non traditional students who withdrew and will continue at a later time;
3. Some candidates in the recent ESL cohort were removed due to eligibility issues but will complete the program later;
4. There was an increase in numbers previously due to a grant that allowed teachers in a partner district to participate in the ESL program. These numbers dropped when the grant finished.

Due to this and recent changes we did not plan to increase enrollment until next year - see Academic Year 2013-2014.

**Academic year 2012-13**

**Is your program preparing teachers in instruction of limited English proficient students in 2012-13?**

Yes

**How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2012-13?**

0

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

Our ESL/Bilingual program has recently gone online to offer additional opportunities for teacher preparation in that area.

An undergraduate ESL program is under development that would support adding this endorsement much as we do with reading and special education.

**Academic year 2013-14**

**Will your program prepare teachers in instruction of limited English proficient students in 2013-14?**

Yes

**How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2013-14?**

5

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

The University wants to expand our ESL program in summer to an international student population to increase proficiency in teaching English Language Learners. Our online ESL/Bilingual program will continue to offer additional opportunities for teacher preparation in that area.

All our Urban Teacher Residency candidates are ESL certified at graduation.

## 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 that has enabled us to increase the number of field placements made and courses held in Camden, including the fact 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**

<b>Assessment code - Assessment name Test Company Group</b>	<b>Number taking tests</b>	<b>Avg. scaled score</b>	<b>Number passing tests</b>	<b>Pass rate (%)</b>
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1			
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	12	165	12	100
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	7			
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	16	167	16	100
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	23	169	23	100
ETS0134 -ART CONTENT KNOWLEDGE II Educational Testing Service (ETS) Other enrolled students	17	165	13	76
ETS0134 -ART CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	15	161	13	87
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	6			



ETSo235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	4			
ETSo235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	3			
ETSo245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) Other enrolled students	6			
ETSo245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2011-12	2			
ETSo245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2010-11	2			
ETSo245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2009-10	2			
ETSo022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	3			
ETSo022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	47	176	47	100
ETSo022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	20	177	20	100
ETSo022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	22	179	22	100
ETSo014 -ELEM ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	13	164	13	100
ETSo014 -ELEM ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	365	163	362	99
ETSo014 -ELEM ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	165	163	165	100
ETSo014 -ELEM ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	183	163	183	100
ETSo014 -ELEM ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	219	165	219	100
ETSo041 -ENG LANG LIT COMP CONTENT KNOWLEDGE	44	171	39	89

Educational Testing Service (ETS) Other enrolled students				
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	29	176	29	100
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
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	23	159	21	91
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	8			
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			
ETS0856 -HEALTH AND PE CK Educational Testing Service (ETS) Other enrolled students	146	161	134	92
ETS0856 -HEALTH AND PE CK Educational Testing Service (ETS) All program completers, 2011-12	71	162	71	100
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	71	164	71	100
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, 2011-12	1			
ETS0200 -INTRO TO THE TEACHING OF READING Educational Testing Service (ETS) All program completers, 2009-10	19	651	19	100

ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	46	148	37	80
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	17	152	17	100
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
ETS0049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) Other enrolled students	9			
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
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	17	171	17	100
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
ETS0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) Other enrolled students	11	162	10	91
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
ETS0089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	11	158	5	45

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			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	35	165	34	97
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	14	171	14	100
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
ACT1018 -OPI SPANISH American Council on the Teaching of Foreign Languages (ACTFL) Other enrolled students	2			
ETS0091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
ETS0265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) Other enrolled students	6			
ETS0265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2011-12	1			
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			
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) Other enrolled students	1097	180	1033	94
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) Other enrolled students	1097	179	1010	92
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) Other enrolled students	1098	177	1039	95
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE	77	164	61	79

Educational Testing Service (ETS) Other enrolled students				
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	20	164	20	100
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
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
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			
ETS5195 -SPANISH WORLD LANGUAGE (CD) Educational Testing Service (ETS) Other enrolled students	11	167	7	64
ETS5195 -SPANISH WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2011-12	2			
ETS0204 -TEACHING READING Educational Testing Service (ETS) Other enrolled students	9			
ETS0204 -TEACHING READING Educational Testing Service (ETS) All program completers, 2011-12	5			
ETS0640 -THEATRE Educational Testing Service (ETS) Other enrolled students	3			
ETS0640 -THEATRE Educational Testing Service (ETS) All program completers, 2010-11	4			
ETS0640 -THEATRE Educational Testing Service (ETS) All program completers, 2009-10	2			

### Section III. Summary Rates

Group	Number taking	Number passing	Pass rate
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	tests	tests	(%)
All program completers, 2011-12	355	355	100
All program completers, 2010-11	439	432	98
All program completers, 2009-10	420	420	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.**

Candidates take a technology course to improve their technology skills.

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

Candidates complete a rigorous, unit-wide Teacher Work Sample (TWS) project that requires them to use technology to collect assessment data (TWS Elements 3 and 4), manage/display and analyze the data (TWS Element 5) and reflect on the data to discuss instructional decisions (Element 6), and successful/unsuccessful outcomes and professional goals based on those outcomes (Element 7).

All candidates are assessed during clinical practice experiences on use of technology in teaching and in analyzing impact on student learning.

## 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.**

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 as leaders and members of learning community classrooms, they take a two-course sequence specifically helping them to develop the knowledge, skills, and dispositions needed for teaching students with special needs:

1. Human Exceptionality (SPED 08130, 3 s.h.) 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 08316, 2 s.h.) This Junior Level course focuses on how the diverse needs of individuals with educational disabilities/differences can be met within the general education classroom environment. Emphasis is on developing communication/collaboration, and 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, 1 s.h.), 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.

Elementary Education candidates take READ 30351: Differentiated Literacy Instruction (2 s.h.) This course prepares teacher candidates to provide differentiated literacy instruction in diverse classrooms with a wide range of developmental levels, instructional needs, interests, and backgrounds. Candidates learn how to select, administer, and analyze various assessment tools to inform instruction. Field experience is required.

Health and Physical Education candidates have differentiated instruction woven throughout several pedagogy courses. In addition, they take PHED 35452 (Teaching Concepts of Adapted Physical Education, 3 s.h.) This course has a field component.

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

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**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 Teacher Work Sample, completed during clinical practice, compels candidates to look at all learners.

Our candidates also are prepared to address teaching English Language Learners as a result of program revision as noted in the prior report.

## 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 (University Mission Statement). 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 (College of Education Mission Statement). All Teacher Candidates are now required to complete a Teacher Work Sample as part of their clinical practice. This consists of seven elements: Context, Learning Goals, Plan for Assessment, Designing from Unit to Lessons, Analyzing Student Assessment Data, Instructional Decision Making, and Self Evaluation and Reflection. This major project ensures candidates understand the context in which they teach, use backward planning to determine what students will know and be able to do as a result of instructional units, plan assessment and instruction to maximize learning outcomes for all (diverse) students, assess learning outcomes, and reflect on student learning and on their own instruction. We believe this helps our candidates to become effective teachers and assessors, and prepares them for the teacher evaluation systems they will face when they become teachers in New Jersey. Two TWS elements are attached for illustrative purposes: Element 3 (Assessment Plan) and Element 5 (Analysis of Assessment Data).

### Supporting Files

[TWS Element 3](#)

[TWS Element 5](#)

Rowan University  
Traditional Program  
2011-12

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Title II, Higher Education Act

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