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Goucher College
Traditional Program

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AY 2012-13

Institution Information

Name of Institution: Goucher College
Institution/Program Type: Traditional
Academic Year: 2012-13
State: Maryland

Address: 1021 Dulaney Valley Road

Towson, MD, 21204

Contact Name: Dr. LaJerne Cornish

Phone: 410-337-6210

Email: lcornish@goucher.edu

Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education? (<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>)

No

If yes, provide the following:

Award year:

Grantee name:

Project name:

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

Section I.a Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <http://www2.ed.gov/about/offices/list/oii/tqp/index.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Dual Elementary and Special Education	No
Dual Secondary and Special Education	No
Elementary Education	No
Secondary Education	No
Special Education	No
Total number of teacher preparation programs: 5	

Section I.b Admissions

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

Other depends on graduate or undergraduate program

Does your initial teacher certification program conditionally admit students?

Yes

http://www.goucher.edu/x2142.xml or http://www.goucher.edu/x21322.xml

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

Goucher offers initial teacher certification programs at the undergraduate and graduate level. At the undergraduate level admissions into the college serves as the admissions requirement into the education major. There are no additional requirements for a student to select education as a major. Therefore the general admissions requirements for Goucher are indicated above in the undergraduate column. Please note that beginning with the 2007-08 application cycle, Goucher has adopted an admissions test optional program for the undergraduate program, where test score (SAT Reasoning Test and ACT with writing) submission is optional when applying for admission. Students must indicate on the application supplement their preference for use of test scores in determining admission.

At the graduate level students can be conditionally(provisionally) admitted if they have not yet passed the Praxis I exam. They may not begin the internship.

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	No	Yes
Fingerprint check	Yes	No
Background check	No	No
Minimum number of courses/credits/semester hours completed	No	Yes
Minimum GPA	No	Yes
Minimum GPA in content area coursework	No	Yes
Minimum GPA in professional education coursework	No	No
Minimum ACT score	Yes	No
Minimum SAT score	Yes	No
Minimum basic skills test score	No	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	No	Data not reported

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

What was the median GPA of individuals accepted into the program in academic year 2012-13

3.03

What is the minimum GPA required for completing the program?

2.67

What was the median GPA of individuals completing the program in academic year 2012-13

3.53

Please provide any additional comments about the information provided above:

Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the postgraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Postgraduate level.

Element	Required for Entry	Required for Exit
Transcript	Yes	No
Fingerprint check	No	No
Background check	No	No
Minimum number of courses/credits/semester hours completed	No	Yes

Minimum Requirement	Yes	No
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	No	Yes
Minimum ACT score	Yes	Yes
Minimum SAT score	Yes	Yes
Minimum basic skills test score	No	No
Subject area/academic content test or other subject matter verification	Yes	Yes
Recommendation(s)	Yes	No
Essay or personal statement	Yes	No
Interview	No	No
Other Praxis I Exam	Yes	Yes

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

3

What was the median GPA of individuals accepted into the program in academic year 2012-13

3.25

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2012-13

3.72

Please provide any additional comments about the information provided above:

Section I.c Enrollment

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

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

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

Total number of students enrolled in 2012-13:	
Unduplicated number of males enrolled in 2012-13:	
Unduplicated number of females enrolled in 2012-13:	

2012-13	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	
Race	
American Indian or Alaska Native:	
Asian:	
Black or African American:	
Native Hawaiian or Other Pacific Islander:	
White:	
Two or more races:	

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2012-13.

Average number of clock hours of supervised clinical experience required prior to student teaching	90
Average number of clock hours required for student teaching	650
Average number of clock hours required for mentoring/induction support	90
Number of full-time equivalent faculty supervising clinical experience during this academic year	
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	
Number of students in supervised clinical experience during this academic year	

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

report the data for each program in the above table format. Therefore, in the above table, we have chosen to report the hours required in the undergraduate program.

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2012-13. 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	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education- History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2012-13. 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	
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - 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 Specify:	

Section I.f Program Completers

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

2012-13:

2011-12: 43

2010-11: 56

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 2012-13

Did your program prepare teachers in mathematics in 2012-13?

Yes

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

2

Did your program meet the goal for prospective teachers set in mathematics in 2012-13?

Data not reported

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Is your program preparing teachers in mathematics in 2013-14?

Yes

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

2

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Will your program prepare teachers in mathematics in 2014-15?

Data not reported

How many prospective teachers does your program plan to add in mathematics in 2014-15?

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Science

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

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 2012-13

Did your program prepare teachers in science in 2012-13?

Yes

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

2

Did your program meet the goal for prospective teachers set in science in 2012-13?

Data not reported

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Is your program preparing teachers in science in 2013-14?

Yes

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

2

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Will your program prepare teachers in science in 2014-15?

Data not reported

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

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Special Education

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

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

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

Academic year 2012-13

Did your program prepare teachers in special education in 2012-13?

Yes

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

25

Did your program meet the goal for prospective teachers set in special education in 2012-13?

Data not reported

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Is your program preparing teachers in special education in 2013-14?

Yes

6

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Will your program prepare teachers in special education in 2014-15?

Data not reported

How many prospective teachers does your program plan to add in special education in 2014-15?

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Instruction of Limited English Proficient Students

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

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

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

Academic year 2012-13

Did your program prepare teachers in instruction of limited English proficient students in 2012-13?

No

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

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2012-13?

Data not reported

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Is your program preparing teachers in instruction of limited English proficient students in 2013-14?

No

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

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Will your program prepare teachers in instruction of limited English proficient students in 2014-15?

Data not reported

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2014-15?

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.

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:

At the undergraduate and graduate levels, General Education students are required to complete their internship in public or private educational settings that serve the needs of children with disabilities, children with limited English proficiency, as well as children from low-income families. The students are trained and supervised in specific techniques designed to teach children with disabilities, children with limited English proficiency, as well as children from low-income families.

When possible, traditional student teachers at both the undergraduate and graduate levels are placed in Professional Development Schools (PDS), as required by the Maryland State Department of Education. The placement of students in a PDS assures that the local school systems and the college are working together to ensure that the training the student teachers are receiving is closely linked with the needs of schools and the children being educated in these schools.

In addition, at the graduate level, the Program Improvement Team (PIT), which includes faculty, staff, students and Local School System (LSS) partners, serves as the advisory board to the Master of Arts in Teaching Program. The PIT reviews data on a continuous basis in an effort to continually improve the quality of the programs offered.

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) Other enrolled students	1			
ETS0135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) Other enrolled students	1			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0353 -ED OF EXCEPTIONAL STUDENTS CORE CK Educational Testing Service (ETS) All program completers, 2010-11	5			
ETS0012 -ELEM ED CONTENT AREA EXERCISES Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS0012 -ELEM ED CONTENT AREA EXERCISES Educational Testing Service (ETS) Other enrolled students	5			
ETS0012 -ELEM ED CONTENT AREA EXERCISES Educational Testing Service (ETS) All program completers, 2011-12	2			
ETS0012 -ELEM ED CONTENT AREA EXERCISES Educational Testing Service (ETS) All program completers, 2010-11	16	162	16	100
ETS0014 -ELEM ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS0014 -ELEM ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	8			

ETS0014 -ELEM ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	4			
ETS0014 -ELEM ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	7			
ETS0014 -ELEM ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	15	171	15	100
ETS5015 -ELEM ED INSTR PRACTICE AND APPL (CD) Educational Testing Service (ETS) Other enrolled students	5			
ETS5015 -ELEM ED INSTR PRACTICE AND APPL (CD) Educational Testing Service (ETS) All program completers, 2012-13	17	177	17	100
ETS5015 -ELEM ED INSTR PRACTICE AND APPL (CD) Educational Testing Service (ETS) All program completers, 2011-12	15	178	15	100
ETS0044 -ENG LANG LIT COMP CONTENT & ANALYSIS Educational Testing Service (ETS) Other enrolled students	1			
ETS0044 -ENG LANG LIT COMP CONTENT & ANALYSIS Educational Testing Service (ETS) All program completers, 2012-13	2			
ETS0044 -ENG LANG LIT COMP CONTENT & ANALYSIS Educational Testing Service (ETS) All program completers, 2011-12	2			
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	3			
ETS0043 -ENG LANG LIT COMP PEDAGOGY Educational Testing Service (ETS) Other enrolled students	2			
ETS0043 -ENG LANG LIT COMP PEDAGOGY Educational Testing Service (ETS) All program completers, 2010-11	3			
ETS0831 -ENVIRONMENTAL EDUCATION Educational Testing Service (ETS) Other enrolled students	1			
ETS5174 -FRENCH WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0234 -LIFE SCIENCE PEDAGOGY Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) Other enrolled students	1			
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	5			
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) Other enrolled students	66	175	46	70

ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2012-13	47	177	48	97
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2011-12	24	178	24	100
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2010-11	27	178	27	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All enrolled students who have completed all noncl	5			
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) Other enrolled students	65	178	51	78
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2012-13	18	180	16	89
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2011-12	24	181	24	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2010-11	28	181	28	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All enrolled students who have completed all noncl	5			
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) Other enrolled students	65	176	56	86
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2012-13	18	178	16	89
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2011-12	24	178	24	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2010-11	27	178	27	100
ETS0624 -PRINC LEARNING AND TEACHING 7-12 II Educational Testing Service (ETS) Other enrolled students	2			
ETS0624 -PRINC LEARNING AND TEACHING 7-12 II Educational Testing Service (ETS) All program completers, 2012-13	6			
ETS0624 -PRINC LEARNING AND TEACHING 7-12 II Educational Testing Service (ETS) All program completers, 2011-12	6			
ETS0622 -PRINC LEARNING AND TEACHING K-6 II Educational Testing Service (ETS) Other enrolled students	2			
ETS0622 -PRINC LEARNING AND TEACHING K-6 II Educational Testing Service (ETS) All program completers, 2012-13	18	181	18	100
ETS0622 -PRINC LEARNING AND TEACHING K-6 II Educational Testing Service (ETS) All program completers, 2011-12	20	179	20	100
ETS0352 -SE APPLIC OF CORE PRINCIPLES ACROSS Educational Testing Service (ETS) All program completers, 2010-11	5			
ETS0354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) Other enrolled students	13	168	12	92
ETS0354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2012-13	19	178	19	100

ETS0354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2011-12	43	43	43	100
ETS0354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2010-11	12	178	12	100
ETS0086 -SOCIAL STUDIES CONTENT & INTERPRET Educational Testing Service (ETS) Other enrolled students	4			
ETS0086 -SOCIAL STUDIES CONTENT & INTERPRET Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0086 -SOCIAL STUDIES CONTENT & INTERPRET Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	3			
ETS0084 -SOCIAL STUDIES PEDAGOGY Educational Testing Service (ETS) All program completers, 2010-11	3			
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0192 -SPANISH PRODUCTIVE LANGUAGE SKILLS Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS5195 -SPANISH WORLD LANGUAGE (CD) Educational Testing Service (ETS) Other enrolled students	1			
ETS5195 -SPANISH WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS5195 -SPANISH WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2011-12	2			
ETS5195 -SPANISH WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2010-11	1			
ACT2002 -WPT CHINESE American Council on the Teaching of Foreign Languages Other enrolled students	1			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2012-13	38	35	92
All program completers, 2011-12	43	43	100
All program completers, 2010-11	43	43	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

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

No

Section V Use of Technology

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

Does your program prepare teachers to:

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.

At both the undergraduate and graduate levels, all students are required to meet the Maryland Teacher Technology Standards (MTTS).

At the undergraduate level, mastery of basic computer skills such as Blackboard, MS Word, PowerPoint, Excel and the Internet is demonstrated throughout students' education program coursework.

The undergraduate education students are required to complete an e-portfolio in order to fulfill the undergraduate computer proficiency requirement. Students are provided with training and workshop sessions to assist them in the development of their e-portfolios.

In addition, undergraduate students document and demonstrate their competency in each of the seven MTTS standards in their e-portfolios which are reviewed during the exit conference at the end of the internship.

Undergraduate students are required to complete ED 221 Assessment and Evaluation in Education. In this course students learn to use the Maryland databases and learn to collect, manage, and analyze data to improve teaching and learning.

At the graduate level, each student is required to complete three technology modules to demonstrate mastery of the Maryland Teacher Technology Standards (MTTS).

Module 1: Using Blackboard, MS Word, PowerPoint, Excel and the Internet for own scholarship.

Each semester the graduate department offers a module 1 session in a two hour training format. Students who feel they are proficient in the use of Module 1 content (Word, Excel, PowerPoint and the Internet) can exempt out of this module and will demonstrate the completion of the requirements during the core courses.

Module 2: Setting up your E-Portfolio.

All M.A.T. students are required to complete the module 2 requirement prior to their student teaching internship. Students are encouraged to complete this module early in their program.

Module 3: Using technology for instruction.

Students in the M.A.T. program complete the Technology Module 3 requirements by attending a semester long seminar during the second semester of their yearlong internship.

Students document and demonstrate their competency in each of the seven standards in their e-portfolios which are reviewed during the exit conference at the end of the internship.

In addition all students in the M.A.T. program are required to take a course in assessment - ED 672 Assessing Needs and Evaluating Progress. In this course students learn to use the Maryland databases and learn to collect, manage, and analyze data to improve teaching and 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.

At the undergraduate level, all students are required to take SPE 100 Special Education: Historical, Philosophical and Legal Foundations prior to their student teaching experience. Included in this course is a 30 hour internship or field work experience in which they are supervised and observed teaching children with disabilities. In addition, during the student teaching experience students are exposed to differentiation of instruction and diverse populations (including children with limited English language proficiency). With regard to English Language Learners, students are introduced to the effect and impact of schooling on English Language Learners in ED 207 Psychological Foundations of Education. Students learn strategies for teaching English Language Learners and students with special needs in the following courses: ED 222 Foundation of Reading and Language Arts: Process, Acquisition, and Instruction of Reading, ED 254 Reading Writing and Assessment in the Secondary Content Area, and in the special methods courses taken concurrently with the year-long student teaching internship.

At the graduate level, all students are required to complete ED 686 Foundations of Special Education. This course examines the characteristics of exceptional children, their educational needs, their legal rights, and curricular and methodological models for teaching them, as well as the historical and philosophical development of treatments, provisions, institutions, programs and services for exceptional children. Also in this course the roles of all members of individualized education program

Students are introduced to the considerations and strategies involved in teaching ELL students in their first class in the program, ED 680, Theories of Learning. All graduate students are also required to take ED 660 Reflective Planning/Reflective Teaching and to take methods courses appropriate to their areas of specialization. In these courses, students are instructed in strategies for meeting the needs of English Language Learners and are required to write lesson plans and unit plans that indicated accommodations and differentiated strategies to meet the needs of special education students and English Language Learners. In addition, the Foundations of Reading course, ED 682, taken by all students, is taught by a general educator and a special educator to ensure that the reading needs of special education students are addressed. All students complete a year-long internship with seminars. The second semester seminar includes instruction in differentiation, and one seminar session is devoted specifically to differentiation for English Language Learners. All seminar assignments and observed lessons require students to identify how their lessons differentiate for special education students and English Language Learners.

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.

At the undergraduate level students pursuing certification in Special Education are required to take not only the introductory course in special education along with a 30 hour internship, but also five additional courses specific to special education. They take two curriculum courses (one on methods and instructional procedures and one on principles and programs). They also take a course on diagnostic and prescriptive techniques as well as a course on counseling students and their parents. The fifth course requires an assessment of the behavior and development of a child with special needs in which the student must complete an extensive case study.

In addition, the internship focuses on teaching students with special needs and there are a specific set of standards that students becoming certified in Special Education are required to complete.

At the graduate level, students pursuing certification in Special Education are required to take not only the foundations of special education course, but also four additional courses specific to special education. They take two courses in assessment and diagnosis of students with special needs (one at the general and the other at the severe and profound level). In addition, they take two additional courses in curriculum design and adaptations for students with special needs (one at the general and the other at the severe and profound level).

In addition, the internship focuses on teaching students with special needs and there is a specific set of standards that students becoming certified in special education are required to complete. The students are also required to conduct a case study on a special education student.

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.

Sanford J. Ungar, President; Marc Roy, Provost; Dr. LaJerne Cornish, Chair, Department of Education; Dr. Phyllis Sunshine, Director, Graduate Programs in Education; www.goucher.edu. Founded in 1885, Goucher is an independent, selective, coeducational liberal arts college located on 287 wooded acres in Towson, eight miles north of downtown Baltimore. Enrolling more than 2,300 undergraduate and graduate students, Goucher offers a wide variety of majors and encourages students to create interdisciplinary programs of study. Undergraduates are required to participate in at least one international study program or internship, testing and enhancing their classroom learning through real, firsthand experience in the field. Community service projects are also an integral part of a student's experience. Additionally, Goucher offers Master of Arts in teaching, historic preservation, creative nonfiction, arts administration, and cultural sustainability, as well as a Master of Education in conjunction with the Sheppard Pratt Health System. For Goucher undergraduates interested in the pursuit of advanced areas in education, Goucher offers an accelerated degree program in which students can earn both the Bachelor of Arts degree and either a Master of Arts in Teaching or Master of Education degree in five years rather than the more typical six or seven years. The Post-Baccalaureate Premedical Program provides students with the necessary courses to enter medical school. The Goucher II program is for men and women beginning or resuming a college career after the age of 24. Professional Education Unit Profile: Undergraduate Program: •Small independent college of about 1400 undergraduate students, located in a suburb of Baltimore, Maryland •Thirteen programs for certification at the undergraduate level •Elementary Education, grades 1-6 •Generic Special Education, grades 1-8 •Secondary programs in art, biology, chemistry, dance, English, French, history, mathematics, Russian, social studies, and Spanish •The education department is one of the undergraduate departments in the college. Students begin school internships/fieldwork for the education program in their freshman year and build toward a yearlong internship in their junior-senior year. The department is responsible for recommending students for certification. •Approved Graduate Program: •Small independent college of about 200 MAT graduate students, located in a suburb of Baltimore, Maryland •Four programs for certification at the graduate level •Elementary Education, grades 1-6 •Generic Elementary Special Education, grades 1-8 •Generic Secondary Special Education, grades 6-12 •Secondary programs in art, biology, chemistry, dance, earth/space science, English, French, history, mathematics, music, physics, Russian, social studies, and Spanish •The MAT program is part of the Graduate Programs in Education and offers both state certification and a master's degree to qualified students. The department is responsible for recommending students for certification. •Approved

Supporting Files

Complete Report Card

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