title **II** higher education act

2024 TITLE II REPORTS
National Teacher Preparation Data

MD | **Towson University**
Traditional Report AY 2022-23
Maryland

REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Academic year
- IPEDS ID

IPEDS ID

164076

☐ **THIS INSTITUTION HAS NO IPEDS ID**

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

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CITY

Towson

STATE

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SALUTATION

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List of Programs

THIS PAGE INCLUDES:

>> List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Postgraduate level (PG), or both. **(§205(a)(C))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Teacher Preparation Program

List of Programs

Note: This section is preloaded with the list of programs reported in the prior year's IPRC.

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	Both	
13.1202	Elementary Education	Both	
13.1203	Junior High/Intermediate/Middle School Education and Teaching	Both	
13.1	Special Education	Both	
13.1302	Teacher Education - Art	Both	
13.1322	Teacher Education - Biology	Both	
13.1323	Teacher Education - Chemistry	Both	
13.1324	Teacher Education - Drama and Dance	Both	
13.1337	Teacher Education - Earth Science	Both	
13.1305	Teacher Education - English/Language Arts	Both	
13.1306	Teacher Education - Foreign Language	Both	
13.1316	Teacher Education - General Science	Both	
13.1328	Teacher Education - History	Both	
13.1311	Teacher Education - Mathematics	Both	
13.1312	Teacher Education - Music	Both	
13.1314	Teacher Education - Physical Education and Coaching	Both	
13.1329	Teacher Education - Physics	Both	
13.1318	Teacher Education - Social Studies	Both	

Total number of teacher preparation programs:

18

Program Requirements

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. **(§205(a)(1)(C)(i))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Full-time equivalent faculty supervising clinical experience
- Adjunct faculty supervising clinical experience
- Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience
- Supervised clinical experience

Undergraduate Requirements

Note: This section is preloaded from the prior year's IPRC.

1. Are there initial teacher certification programs at the undergraduate level?

● Yes
○ No

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. If no, leave the table below blank (or **clear responses already entered**) then click save at the bottom of the page.

Element	Admission		Completion	
Transcript	● Yes	○ No	○ Yes	● No
Fingerprint check	○ Yes	● No	● Yes	○ No
Background check	○ Yes	● No	● Yes	○ No
Minimum number of courses/credits/semester hours completed	● Yes	○ No	● Yes	○ No
Minimum GPA	● Yes	○ No	○ Yes	● No
Minimum GPA in content area coursework	● Yes	○ No	○ Yes	● No
Minimum GPA in professional education coursework	○ Yes	● No	○ Yes	● No
Minimum ACT score	○ Yes	● No	○ Yes	● No
Minimum SAT score	○ Yes	● No	○ Yes	● No
Minimum basic skills test score	○ Yes	● No	○ Yes	● No
Subject area/academic content test or other subject matter verification	○ Yes	● No	○ Yes	● No
Recommendation(s)	● Yes	○ No	○ Yes	● No

Element	Admission		Completion	
Essay or personal statement	● Yes	○ No	○ Yes	● No
Interview	○ Yes	● No	○ Yes	● No
Other Specify: Criminal self-disclosure for program admission	● Yes	○ No	○ Yes	● No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

> 3

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

4. Please provide any additional information about the information provided above:

I. PROCEDURES AND REQUIREMENTS FOR ADMISSION TO ALL TEACHER EDUCATION PROGRAMS A. Complete a self-disclosure criminal background form to be submitted to the major department with the application. B. Submit an application for formal admission to the program. Students seeking admission to teacher education programs must contact their department chairperson or program coordinator by 45 credit hours for program-specific procedures and requirements for admission to professional education programs. C. A cumulative/overall GPA of 3.00 or higher is required for admission to an initial licensure teacher education program. i. Applicants with a GPA between 2.50 - 2.99 may be admitted conditionally if they provide evidence of passing scores on a Basic Skills Assessment* as identified by the Maryland State Department of Education (i.e. SAT, ACT, GRE, Praxis Core) and receive approval from the department chairperson/program coordinator. *Candidates may apply for a test waiver directly to the department. Such waivers should only be granted if it is predicted, based on the individual candidate's transcript data, that the candidate's final cumulative/overall GPA will be above a 3.00. II. REQUIREMENTS FOR MAINTAINING CANDIDATE STATUS A. Maintain a semester GPA of 3.00 in required education courses for all programs. i. At the department's discretion, candidates who do not meet the above GPA requirement may continue for one additional semester under probationary status, but must meet the 3.00 GPA requirement at the end of the probationary period. If the GPA requirement is not met at the end of the probationary period, the candidate would be dismissed from the program. B. Obtain a grade of C or better in academic major coursework applicable only in programs requiring an academic major. (Middle School; Secondary; Art, Dance, Health, Music, World Languages, Physical Education). C. Exhibit behavior that is consistent with the University's Code of Student Conduct, the Educator Preparation Program's Professional Behavior Policy, and established professional practice in educational and clinical settings. (see COE Behavior Policy) III. PROCEDURES AND REQUIREMENTS FOR ENTRY INTO CAPSTONE INTERNSHIP FOR ALL PROFESSIONAL EDUCATION PROGRAMS. A. Complete a criminal background check as required by the school system in which the internship is located. B. Complete all required coursework.

Postgraduate Requirements

Note: This section is preloaded from the prior year's IPRC.

1. Are there initial teacher certification programs at the postgraduate level?

● Yes
○ No

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. If no, leave the table below blank (or **clear responses already entered**) then click save at the bottom of the page.

Element	Admission		Completion	
Transcript	● Yes	○ No	○ Yes	● No
Fingerprint check	○ Yes	● No	● Yes	○ No
Background check	○ Yes	● No	● Yes	○ No

Element	Admission		Completion	
Minimum number of courses/credits/semester hours completed	● Yes	○ No	● Yes	○ No
Minimum GPA	● Yes	○ No	○ Yes	● No
Minimum GPA in content area coursework	● Yes	○ No	○ Yes	● No
Minimum GPA in professional education coursework	○ Yes	● No	○ Yes	● No
Minimum ACT score	○ Yes	● No	○ Yes	● No
Minimum SAT score	○ Yes	● No	○ Yes	● No
Minimum basic skills test score	○ Yes	● No	○ Yes	● No
Subject area/academic content test or other subject matter verification	○ Yes	● No	○ Yes	● No
Recommendation(s)	● Yes	○ No	○ Yes	● No
Essay or personal statement	● Yes	○ No	○ Yes	● No
Interview	○ Yes	● No	○ Yes	● No
Other Specify: Criminal Self-disclosure for program admission	● Yes	○ No	○ Yes	● No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

4. Please provide any additional information about the information provided above:

I. PROCEDURES AND REQUIREMENTS FOR ADMISSION TO ALL TEACHER EDUCATION PROGRAMS A. Complete a self-disclosure criminal background form to be submitted to the major department with the application. B. Submit an application for formal admission to the program. Students seeking admission to teacher education programs must contact their department chairperson or program coordinator by 45 credit hours for program-specific procedures and requirements for admission to professional education programs. C. A cumulative/overall GPA of 3.00 or higher is required for admission to an initial licensure teacher education program. i. Applicants with a GPA between 2.50 - 2.99 may be admitted conditionally if they provide evidence of passing scores on a Basic Skills Assessment* as identified by the Maryland State Department of Education (i.e. SAT, ACT, GRE, Praxis Core) and receive approval from the department chairperson/program coordinator. *Candidates may apply for a test waiver directly to the department. Such waivers should only be granted if it is predicted, based on the individual candidate's transcript data, that the candidate's final cumulative/overall GPA will be above a 3.00. II. REQUIREMENTS FOR MAINTAINING CANDIDATE STATUS A. Maintain a semester GPA of 3.00 in required education courses for all programs. i. At the department's discretion, candidates who do not meet the above GPA requirement may continue for one additional semester under probationary status, but must meet the 3.00 GPA requirement at the end of the probationary period. If the GPA requirement is not met at the end of the probationary period, the candidate would be dismissed from the program. B. Obtain a grade of C or better in academic major coursework applicable only in programs requiring an academic major. (Middle School; Secondary; Art, Dance, Health, Music, World Languages, Physical Education). C. Exhibit behavior that is consistent with the University's Code of Student Conduct, the Educator Preparation Program's Professional Behavior Policy, and established professional practice in educational and clinical settings. (see COE Behavior Policy) III. PROCEDURES AND REQUIREMENTS FOR ENTRY INTO CAPSTONE INTERNSHIP FOR ALL PROFESSIONAL EDUCATION PROGRAMS. A. Complete a criminal background check as required by the school system in which the internship is located. B. Complete all required coursework.

Supervised Clinical Experience

Note: The clinical experience requirements in this section are preloaded from the prior year's IPRC. Teacher preparation providers will enter the number of participants each year.

Provide the following information about supervised clinical experience in 2022-23. **(§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))**

Are there programs with student teaching models?

- ● Yes
- ○ No

If yes, provide the next two responses. If no, leave them blank.

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	83
Number of clock hours required for student teaching	700

You have programs with the teacher of record model, but "clock hours of supervised clinical experience required prior to teaching as the teacher of record" and "years required for teaching as the teacher of record" are 0. Please correct the data, or confirm.

☑ **I confirm that there are 0 hours required**

Are there programs in which candidates are the teacher of record?

- ● Yes
- ○ No

If yes, provide the next two responses. If no, leave them blank.

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)	
Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	0
Years required of teaching as the teacher of record in a classroom	0

All Programs	
Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) Optional tool for automatically calculating full-time equivalent faculty in the system	73.5
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	10
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	1100
Number of students in supervised clinical experience during this academic year	900

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

Student teaching occurs in Professional Development Schools. The average number of clock hours required for the yearlong internship is 700. MD

requires a 100-day internship experience. Using a 7.0 hour day as a guideline, the total hours for the internship is 700 hours. A number of our teacher preparation programs surpass the 700 hours state requirement and all of the programs require additional field experiences prior to the capstone internship. There were 33 interns in the graduate MAT program who were already hired as conditional teachers by the district, so were able to complete their internship requirements on-the-job while the teacher of record. These interns must complete all TU program requirements during the on-the-job internship, including the 100 day requirement in order to successfully graduate from the MAT program. Additionally, 14 undergraduate interns participated in a pilot residency program where they were hired as long-term substitutes and served as teacher of record under the guidance and support of an assigned mentor and university mentor. These interns must complete all TU program requirements during the residency internship, including the 100 day requirement in order to successfully graduate from the program.

Enrollment and Program Completers

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year. **(§205(a)(1)(C)(ii))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Enrolled Student
- Program Completer

Enrollment and Program Completers

2022-23 Total	
Total Number of Individuals Enrolled	1483
Subset of Program Completers	501

Gender	Total Enrolled	Subset of Program Completers
Male	358	93
Female	1125	408
Non-Binary/Other	0	0
No Gender Reported	0	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	3	0
Asian	62	18
Black or African American	189	61
Hispanic/Latino of any race	174	57
Native Hawaiian or Other Pacific Islander	0	0
White	887	313

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	74	22
No Race/Ethnicity Reported	94	30

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	74	22
No Race/Ethnicity Reported	94	30

Teachers Prepared

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Academic Major

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2022-23.

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))**

What are CIP Codes?

☐ **No teachers prepared in academic year 2022-23**

If your program has no teachers prepared, check the box above and leave the table below blank (or **clear responses already entered**).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55).

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	193

CIP Code	Subject Area	Number Prepared
13.1202	Teacher Education - Elementary Education	185
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	11
13.1210	Teacher Education - Early Childhood Education	151
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	16
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	26
13.1306	Teacher Education - Foreign Language	5
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	12
13.1312	Teacher Education - Music	31
13.1314	Teacher Education - Physical Education and Coaching	14
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	4
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	30
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	5
13.1323	Teacher Education - Chemistry	2
13.1324	Teacher Education - Drama and Dance	1
13.1328	Teacher Education - History	24
13.1329	Teacher Education - Physics	

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	1
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify:	

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2022-23. 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))**

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

What are CIP Codes?

Does this teacher preparation provider grant degrees upon completion of its programs?

- ● Yes
- ○ No

☐ **No teachers prepared in academic year 2022-23**

If this provider does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or **clear responses already entered**).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	47
13.1202	Teacher Education - Elementary Education	95
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	11
13.1210	Teacher Education - Early Childhood Education	77
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	16
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	5
13.1306	Teacher Education - Foreign Language	1

CIP Code	Academic Major	Number Prepared
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	3
13.1312	Teacher Education - Music	31
13.1314	Teacher Education - Physical Education and Coaching	14
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	5
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	1
13.1328	Teacher Education - History	5
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify: Early Childhood/Special Education (56); Elementary/Special Education (90)	146
01	Agriculture	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	

CIP Code	Academic Major	Number Prepared
09	Communication or Journalism	
11	Computer and Information Sciences	
12	Personal and Culinary Services	
14	Engineering	
16	Foreign Languages, Literatures, and Linguistics	4
19	Family and Consumer Sciences/Human Sciences	
21	Technology Education/Industrial Arts	
22	Legal Professions and Studies	
23	English Language/Literature	14
24	Liberal Arts/Humanities	
25	Library Science	
26	Biological and Biomedical Sciences	5
27	Mathematics and Statistics	4
30	Multi/Interdisciplinary Studies	
38	Philosophy and Religious Studies	
40	Physical Sciences	
41	Science Technologies/Technicians	
42	Psychology	
44	Public Administration and Social Service Professions	
45	Social Sciences	4
46	Construction	
47	Mechanic and Repair Technologies	
50	Visual and Performing Arts	
51	Health Professions and Related Clinical Sciences	
52	Business/Management/Marketing	

CIP Code	Academic Major	Number Prepared
54	**History**	15
99	**Other Specify:** Chemistry (2), Earth-Space Science (1)	3

CIP Code	Academic Major	Number Prepared
54	**History**	15
99	**Other Specify:** Chemistry (2), Earth-Space Science (1)	3

Program Assurances

Respond to the following assurances. Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. **(§205(a)(1)(A)(iii); §206(b))**

Program Assurances

Note: This section is preloaded from the prior year's IPRC.

1. **Program 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
   ○ No

2. **Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.**

   ● Yes
   ○ No

3. **Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.**

   ● Yes
   ○ No
   ○ **Program does not prepare special education teachers**

4. **Prospective general education teachers are prepared to provide instruction to students with disabilities.**

   ● Yes
   ○ No

5. **Prospective general education teachers are prepared to provide instruction to limited English proficient students.**

   ● Yes
   ○ No

6. **Prospective general education teachers are prepared to provide instruction to students from low-income families.**

   ● Yes
   ○ No

7. **Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.**

   ● Yes
   ○ No

8. **Describe your institution's most successful strategies in meeting the assurances listed above:**

   Towson's teacher preparation programs are fully aligned with both national accreditation standards (CAEP) and Maryland program approval requirements, which include the assurances above. We recently completed our CAEP self-study and hosted a site visit in November 2023. While the final accreditation decision is pending approval from the accreditation council, the site visit team's preliminary findings were that the Towson University Educator Preparation program met all standards. The Towson University College of Education works closely with our Professional Development School network of over 90 schools around the state to align our efforts with their local needs. In addition, Towson University is located in a highly diverse, metropolitan area and we work to ensure our candidates have at least one field experience and/or internship in a diverse and/or Title I school. Our programs prepare educators with the knowledge, skills, and dispositions needed to ensure equity for all students in the classrooms they will teach.

Areas of focus in our programs and internships include Universal Design for Learning, differentiation of instruction, social emotional learning, and culturally relevant pedagogies. The College of Education received a five-year grant funded by the United States Department of Education, Office of English Language Acquisition (OELA), to implement the ELEVATE project, which is a multi-pronged effort to build capacity, within the College of Education and in the community, for serving our increasing population of English learner (EL) students. The project builds on the previous EMPOWER project and offers fully funded coursework and stipends to undergraduate students to complete 12 credits in ESOL. This competitive opportunity is open to elementary education, early childhood education, special education, middle grades education, and secondary education candidates.

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 teacher preparation 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)(i), §205(a)(1)(A)(ii), §206(a))**

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in mathematics in 2022-23?

If no, leave remaining questions for 2022-23 blank (or **clear responses already entered**).

- ● Yes
- ○ No

2. Describe your goal.

Our goal was to prepare 15 prospective teachers in mathematics in 2022 - 2023.

3. Did your program meet the goal?

- ○ Yes
- ● No

4. Description of strategies used to achieve goal, if applicable:

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

We were able to prepare 10 prospective teachers in mathematics (3 middle grades math, 3 MAT secondary math, 4 UTeach [secondary education math]), short of our goal of 15. Programs engaged in several strategies focused on recruiting individuals into mathematics licensure programs. Mathematics programs are represented during each of the university's on-campus Admitted Students Day. Student representatives serve on both College of Education and Fisher College of Science and Mathematics Student Panels. E-postcards were sent during the summer of 2023 to all accepted Fisher College of Science and Mathematics students who had not already expressed an interest in mathematics secondary education, inviting them to explore teaching by enrolling in SEMS 110. The Towson UTeach director also corresponded via email with potential incoming freshmen and transfer students. In Spring 2023 Towson UTeach began efforts to revise and produce recruitment posters to be distributed to public schools beginning

in Fall 2024. Scholarships: Towson UTeach implements a multi-prong scholarship award program to recruit and retain students. Recruitment Scholarships: Preparing for 2023-2024, Kahlert Foundation Scholarships ($2,500/yr; renewable for a maximum $10,000 award) were awarded to 3 math secondary education applicants. Two students accepted the awards and matriculated to TU. Kahlert Foundation Scholarships (for incoming transfers) were advertised via the Maryland Association of Directors of Teacher Education of Community Colleges (MADTECC) as well as mathematics division heads of local community colleges. Kahlert Foundation Scholarships (for incoming freshmen) announcements were sent to each of the surrounding county school systems via their Offices of Student Services (oversees guidance counselors) as well as Supervisors for K-12 Mathematics, some department chairs, and the Teacher Academy of Maryland. In April 2023, Towson UTeach initiated the Alumni Assist Recruitment Effort where current high school math/science teachers, who are Towson UTeach alumni, were asked to help recruit high school seniors that had been admitted to TU as a math major interested in secondary education. Unfortunately, this effort was made late in the recruitment season and was not productive. Three awards [$1,000/yr renewable; $4,000 maximum] were made to prospective math education majors, but none matriculated. Still as a pilot effort, it served to pave the pathway for future implementations. Retention Scholarships: Preparing for 2023-2024, 15 current science students were awarded various scholarships from the Towson UTeach Program. Endowed Scholarships from generous donors and Towson UTeach Scholarships from were awarded in July 2023 to meet the unmet need (as determined by FAFSA) of all students who had been enrolled as full-time students in good-standing during the Spring 2023 semester. Awards were made to 13 graduating seniors to cover fees (internship, edTPA, Watermark) associated with their pursuit of teaching certification. Kahlert Foundation Scholarships, typically awarded to incoming freshmen and transfer students, were renewed for 6 current math students. Finally, the MAT program is working with various school systems in Maryland to help conditional teachers obtain certification---this includes those teaching in math.

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in mathematics in 2023-24? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

Our goal is to prepare 15 prospective teachers in mathematics in 2023 - 2024.

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in mathematics in 2024-25? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

Our goal is to prepare 10 prospective teachers in mathematics in 2024 - 2025.

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 teacher preparation 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)(i), §205(a)(1)(A)(ii), §206(a))**

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in science in 2022-23?

If no, leave remaining questions for 2022-23 blank (or **clear responses already entered**).

- ● Yes
- ○ No

2. Describe your goal.

Our goal was to prepare 7 prospective teachers in science.

3. Did your program meet the goal?

- ● Yes
- ○ No

4. Description of strategies used to achieve goal, if applicable:

Programs were able to prepare 12 prospective teachers in science in 2022 - 2023. All science preparation programs are represented during each of the university's on-campus Admitted Students Day. Student representatives serve on both College of Education and Fisher College of Science and Mathematics Student Panels. E-postcards were sent during the summer of 2023 to all accepted FCSM students who had not already expressed an interest in science secondary education, inviting them to explore teaching by enrolling in SEMS 110. The faculty met in-person with potential incoming freshmen and their families and the UTeach director corresponded via email with potential individual incoming freshmen and transfer students. Scholarships: Towson UTeach implements a multi-prong scholarship award program to recruit and retain students. Recruitment Scholarships: Preparing for 2023-2024, Kahlert Foundation Scholarships ($2,500/yr; renewable for a maximum $10,000 award) were awarded to 2 science secondary education applicants. One student accepted the awards and matriculated to TU. Kahlert Foundation Scholarships (for incoming transfers) were advertised via the Maryland Association of Directors of Teacher Education of Community Colleges (MADTECC) as well as mathematics division heads of local community colleges. Kahlert Foundation Scholarships (for incoming freshmen) announcements were sent to each of the surrounding county school systems via their Offices of Student Services (oversees guidance counselors) as well as Supervisors for K-12 Mathematics, some department chairs, and the Teacher Academy of Maryland. In Spring 2023, Towson UTeach initiated the Recruit Science Effort, offering scholarships [$2,000/yr;

renewable for a maximum $8,000] to high achieving high school seniors who had been admitted to Towson UTeach for the upcoming fall semester as a science major with an interest in secondary education. Six scholarships were offered and two awardees matriculated to TU. In April 2023, Towson UTeach initiated the Alumni Assist Recruitment Effort where current high school math/science teachers, who are Towson UTeach alumni, would be asked to help recruit high school seniors that had been admitted to TU as a science major interested in secondary education. Unfortunately, as no alumni were serving as teachers at schools of prospective science freshmen, no such awards were offered. Still as a pilot effort it served to pave the pathway for future implementations. Retention Scholarships: Preparing for 2023-2024, 10 current science students were awarded various scholarships from the Towson UTeach Program. Endowed Scholarships from generous donors and Towson UTeach Scholarships from were awarded in July 2023 to meet the unmet need (as determined by FAFSA) of all students who had been enrolled as full-time students in good-standing during the Spring 2023 semester. Awards were made to 13 graduating seniors to cover fees (internship, edTPA, Watermark) associated with their pursuit of teaching certification. Finally, the MAT program is working with various school systems in Maryland to help conditional teachers obtain certification---this includes those teaching in science.

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

6. Provide any additional comments, exceptions and explanations below:

Secondary Biology – 5; Secondary Chemistry – 2, Secondary Earth-Space Science – 1, Middle School Program Science - 4; Total – 12

Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in science in 2023-24? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

Our goal is to prepare 10 prospective teachers in science.

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in science in 2024-25? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

Our goal is to prepare 8 prospective teachers in science.

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 teacher preparation 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)(i), §205(a)(1)(A)(ii), §206(a))**

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in special education in 2022-23?

If no, leave remaining questions for 2022-23 blank (or clear responses already entered).

- ● Yes
- ○ No

2. Describe your goal.

Our goal was to prepare 125 prospective special education teachers.

3. Did your program meet the goal?

- ● Yes
- ○ No

4. Description of strategies used to achieve goal, if applicable:

Towson University prepared 172 special education teachers (90 EESE, 35 ECSE, 13 SPED, 34 MAT). The program continues to form strong relationships with students in classes and internships. This is also true for the communications that the pre-major advisors share with prospective students who are either transferring from four-year or communication colleges, or who are native TU students. Additionally, the program has been working with several Maryland school districts to develop both undergraduate and graduate special education program offerings that will meet the scheduling needs of full-time instructional assistants and/or conditional teachers to enable them to complete either a BS or MAT in special education, leading to Maryland certification as special education teachers. The program anticipates continued enrollment gains in these specialized cohorts, which may offer a lengthier path to completion than those for traditional students but offer numerous opportunities for rich connections to practice and retaining candidates already vested in school systems.

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

The program continues to identify strategies and approaches to support enrollment and retention of teacher candidates. These include personalized advising, early intervention for candidates who experience difficulty in coursework or practicum and internship experiences, and strong relationships with partner school districts for placement and partnerships.

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in special education in 2023-24? If no, leave the next question blank.

⦿ Yes
○ No

8. Describe your goal.

Our goal is to prepare 100 prospective special education teachers.

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in special education in 2024-25? If no, leave the next question blank.

⦿ Yes
○ No

10. Describe your goal.

Our goal is to prepare 125 special education teachers.

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 teacher preparation 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)(i), §205(a)(1)(A)(ii), §206(a))**

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in instruction of limited English proficient students in 2022-23?

If no, leave remaining questions for 2022-23 blank (or **clear responses already entered**).

○ Yes
● No

2. Describe your goal.

3. Did your program meet the goal?

○ Yes
○ No

4. Description of strategies used to achieve goal, if applicable:

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

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in instruction of limited English proficient students in 2023-24? If no, leave the next question blank.

○ Yes

● No

8. Describe your goal.

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in instruction of limited English proficient students in 2024-25? If no, leave the next question blank.

○ Yes

● No

10. Describe your goal.

Assessment Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. **(§205(a)(1)(B))**

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact RTI's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Pass rate
- Scaled score
- Teacher credential assessment

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2022-23	14	168	13	93
ETS5135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2021-22	21	166	16	76
ETS5135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2020-21	14	171	13	93
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	3			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	4			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	4			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	2			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) Other enrolled students	10	146	5	50
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2022-23	14	142	5	36
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2021-22	105	153	63	60
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2020-21	260	162	234	90
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) Other enrolled students	11	171	9	82
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2022-23	12	167	8	67
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2021-22	112	170	93	83
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2020-21	264	175	254	96
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) Other enrolled students	9			
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2022-23	13	158	5	38
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2021-22	107	161	63	59

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2020-21	265	167	236	89
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) Other enrolled students	55	157	38	69
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) All program completers, 2022-23	29	162	24	83
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) All program completers, 2021-22	36	167	32	89
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) All program completers, 2020-21	14	173	13	93
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) Other enrolled students	54	166	40	74
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) All program completers, 2022-23	27	171	25	93
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) All program completers, 2021-22	30	171	26	87
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) All program completers, 2020-21	8			
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) Other enrolled students	53	157	25	47
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) All program completers, 2022-23	29	162	18	62
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) All program completers, 2021-22	37	162	24	65
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) All program completers, 2020-21	11	165	7	64
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) Other enrolled students	12	172	11	92
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2022-23	94	175	89	95

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2021-22	104	174	101	97
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2020-21	124	175	124	100
ETS5571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) Other enrolled students	1			
ETS5571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2020-21	1			
TPA0014 -EDTPA: EARLY CHILDHOOD Evaluation Systems group of Pearson Other enrolled students	1			
TPA0014 -EDTPA: EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2022-23	128	42	128	100
TPA0014 -EDTPA: EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2021-22	119	41	119	100
TPA0014 -EDTPA: EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2020-21	73	43	73	100
TPA0110 -EDTPA: ELEM ED LITERACY WITH MATHEMATICS TASK 4 Evaluation Systems group of Pearson All program completers, 2022-23	92	53	92	100
TPA0110 -EDTPA: ELEM ED LITERACY WITH MATHEMATICS TASK 4 Evaluation Systems group of Pearson All program completers, 2021-22	135	52	135	100
TPA0110 -EDTPA: ELEM ED LITERACY WITH MATHEMATICS TASK 4 Evaluation Systems group of Pearson All program completers, 2020-21	68	50	68	100
TPA0018 -EDTPA: MIDDLE CHILDHOOD ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2022-23	2			
TPA0018 -EDTPA: MIDDLE CHILDHOOD ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2021-22	2			
TPA0019 -EDTPA: MIDDLE CHILDHOOD HISTORY-SOCIAL STUDIES Evaluation Systems group of Pearson Other enrolled students	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TPA0019 -EDTPA: MIDDLE CHILDHOOD HISTORY-SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2022-23	3			
TPA0019 -EDTPA: MIDDLE CHILDHOOD HISTORY-SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2021-22	7			
TPA0016 -EDTPA: MIDDLE CHILDHOOD MATHEMATICS Evaluation Systems group of Pearson All program completers, 2022-23	2			
TPA0016 -EDTPA: MIDDLE CHILDHOOD MATHEMATICS Evaluation Systems group of Pearson All program completers, 2021-22	4			
TPA0017 -EDTPA: MIDDLE CHILDHOOD SCIENCE Evaluation Systems group of Pearson All program completers, 2022-23	3			
TPA0017 -EDTPA: MIDDLE CHILDHOOD SCIENCE Evaluation Systems group of Pearson All program completers, 2021-22	2			
TPA0003 -EDTPA: SECONDARY ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2022-23	19	46	19	100
TPA0003 -EDTPA: SECONDARY ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2021-22	20	46	20	100
TPA0003 -EDTPA: SECONDARY ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2020-21	16	46	16	100
TPA0004 -EDTPA: SECONDARY HISTORY-SOCIAL STUDIES Evaluation Systems group of Pearson Other enrolled students	1			
TPA0004 -EDTPA: SECONDARY HISTORY-SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2022-23	24	43	24	100
TPA0004 -EDTPA: SECONDARY HISTORY-SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2021-22	22	45	22	100
TPA0004 -EDTPA: SECONDARY HISTORY-SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2020-21	18	45	18	100
TPA0005 -EDTPA: SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2022-23	6			
TPA0005 -EDTPA: SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2021-22	14	41	14	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TPA0005 -EDTPA: SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2020-21	8			
TPA0006 -EDTPA: SECONDARY SCIENCE Evaluation Systems group of Pearson Other enrolled students	1			
TPA0006 -EDTPA: SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2022-23	8			
TPA0006 -EDTPA: SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2021-22	4			
TPA0006 -EDTPA: SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2020-21	7			
TPA0020 -EDTPA: WORLD LANGUAGES Evaluation Systems group of Pearson Other enrolled students	1			
TPA0020 -EDTPA: WORLD LANGUAGES Evaluation Systems group of Pearson All program completers, 2022-23	5			
TPA0020 -EDTPA: WORLD LANGUAGES Evaluation Systems group of Pearson All program completers, 2021-22	5			
ETS7813 -ELEM ED CKT: MATHEMATICS Educational Testing Service (ETS) Other enrolled students	20	169	18	90
ETS7813 -ELEM ED CKT: MATHEMATICS Educational Testing Service (ETS) All program completers, 2022-23	113	163	98	87
ETS7813 -ELEM ED CKT: MATHEMATICS Educational Testing Service (ETS) All program completers, 2021-22	170	164	150	88
ETS7813 -ELEM ED CKT: MATHEMATICS Educational Testing Service (ETS) All program completers, 2020-21	152	167	147	97
ETS7812 -ELEM ED CKT: READING LANGUAGE ARTS Educational Testing Service (ETS) Other enrolled students	9			
ETS7812 -ELEM ED CKT: READING LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2022-23	115	172	100	87
ETS7812 -ELEM ED CKT: READING LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2021-22	166	172	145	87

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS7812 -ELEM ED CKT: READING LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2020-21	152	173	145	95
ETS7814 -ELEM ED CKT: SCIENCE Educational Testing Service (ETS) Other enrolled students	17	175	14	82
ETS7814 -ELEM ED CKT: SCIENCE Educational Testing Service (ETS) All program completers, 2022-23	112	176	106	95
ETS7814 -ELEM ED CKT: SCIENCE Educational Testing Service (ETS) All program completers, 2021-22	168	175	155	92
ETS7814 -ELEM ED CKT: SCIENCE Educational Testing Service (ETS) All program completers, 2020-21	148	179	146	99
ETS7815 -ELEM ED CKT: SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	10	172	8	80
ETS7815 -ELEM ED CKT: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2022-23	114	171	97	85
ETS7815 -ELEM ED CKT: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2021-22	162	172	143	88
ETS7815 -ELEM ED CKT: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2020-21	152	175	147	97
ETS7803 -ELEMENTARY EDUCATION: MATHEMATICS CKT Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS7802 -ELEMENTARY EDUCATION: READING AND LANG ARTS CKT Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS7804 -ELEMENTARY EDUCATION: SCIENCE CKT Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) Other enrolled students	6			
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2022-23	17	176	16	94
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2021-22	19	177	18	95

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2020-21	21	178	20	95
ETS5551 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2020-21	5			
ETS5165 -MATHEMATICS Educational Testing Service (ETS) Other enrolled students	2			
ETS5165 -MATHEMATICS Educational Testing Service (ETS) All program completers, 2022-23	6			
ETS5165 -MATHEMATICS Educational Testing Service (ETS) All program completers, 2021-22	5			
ETS5165 -MATHEMATICS Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	9			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	7			
ETS5047 -MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2022-23	4			
ETS5047 -MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2021-22	5			
ETS5047 -MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2020-21	2			
ETS5164 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5164 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2021-22	4			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2020-21	4			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5442 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2022-23	2			
ETS5442 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2021-22	6			
ETS5442 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5440 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2020-21	3			
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2022-23	3			
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2021-22	7			
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2020-21	3			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2022-23	26	168	21	81
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2021-22	19	164	12	63
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2020-21	35	169	32	91
ACT1013 -OPI MANDARIN American Council on the Teaching of Foreign Langua All program completers, 2021-22	1			
ACT1018 -OPI SPANISH American Council on the Teaching of Foreign Langua Other enrolled students	1			
ACT1018 -OPI SPANISH American Council on the Teaching of Foreign Langua All program completers, 2020-21	2			
ACT3003 -OPIC FRENCH American Council on the Teaching of Foreign Langua All program completers, 2020-21	1			
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) Other enrolled students	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2022-23	14	171	12	86
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2021-22	11	172	9	82
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2020-21	33	176	30	91
ETS5265 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	2			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2021-22	3			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2020-21	9			
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) Other enrolled students	1			
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2022-23	6			
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2021-22	6			
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2020-21	45	171	44	98
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2022-23	6			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2021-22	4			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2020-21	50	178	49	98
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) Other enrolled students	18	172	15	83
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2022-23	92	172	76	83
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2021-22	135	174	123	91
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2020-21	153	175	148	97
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) Other enrolled students	1			
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2022-23	8			
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2021-22	14	166	14	100
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2020-21	9			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5205 -TEACHING READING: ELEMENTARY Educational Testing Service (ETS) Other enrolled students	22	166	15	68
ETS5205 -TEACHING READING: ELEMENTARY Educational Testing Service (ETS) All program completers, 2022-23	214	170	186	87
ETS5205 -TEACHING READING: ELEMENTARY Educational Testing Service (ETS) All program completers, 2021-22	277	168	241	87
ETS5205 -TEACHING READING: ELEMENTARY Educational Testing Service (ETS) All program completers, 2020-21	302	170	289	96
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) Other enrolled students	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2020-21	1			
ACT2002 -WPT CHINESE-MANDARIN American Council on the Teaching of Foreign Langua All program completers, 2021-22	1			
ACT2005 -WPT FRENCH American Council on the Teaching of Foreign Langua All program completers, 2020-21	1			
ACT2015 -WPT SPANISH American Council on the Teaching of Foreign Langua All program completers, 2020-21	1			

Summary Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. **(§205(a)(1)(B))**

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact RTI's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Pass rate
- Scaled score
- Teacher credential assessment

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2022-23	452	369	82
All program completers, 2021-22	497	373	75
All program completers, 2020-21	511	448	88

Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program. **(§205(a)(1)(D), §205(a)(1)(E))**

Note: This section is preloaded from the prior year's IPRC.

Low-Performing

1. Is your teacher preparation program currently approved or accredited?

- ● Yes
- ○ No

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

- ☑ **State**
- ☑ **CAEP**
- ☐ **AAQEP**
- ☐ **Other specify:**

2. Is your teacher preparation program currently under a designation as "low-performing" by the state?

- ○ Yes
- ● No

Use of Technology

On this page, review the questions regarding your program's use of technology, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

Use of Technology

1. **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. (§205(a)(1)(F))**

   Does your program prepare teachers to:

   a. **integrate technology effectively into curricula and instruction**

   - ● Yes
   - ○ No

   b. **use technology effectively to collect data to improve teaching and learning**

   - ● Yes
   - ○ No

   c. **use technology effectively to manage data to improve teaching and learning**

   - ● Yes
   - ○ No

   d. **use technology effectively to analyze data to improve teaching and learning**

   - ● Yes
   - ○ No

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

   Aligned with Towson University's institutional objectives and outcomes, all undergraduate and graduate student-learning outcomes include "information literacy and technological competency." The College of Education has articulated its expectations around the effective integration of technology through its most recent technology strategic plan which outlines initiatives and resources focused on promoting "cohesive and innovative use of technology." The strategic plan has aligned additional resources with efforts around enhancing the integration of technology both for and by teacher candidates. Initial certification candidates complete a minimum of three credit hours of pedagogical technology coursework. These courses are aligned with the Maryland Teacher Technology Standards as well as the International Society of Technology in Education Standards for Teachers. Overall, technology has been infused throughout the EPP's programming as an integral component of the teaching/learning process. This ongoing effort has been accompanied by investments in technology that extend the capacity of every faculty member and candidate to connect with a wide variety of resources and tools for teaching and learning, as well as the faculty development necessary to use and model technology. Interns complete a variety of assignments that require them to integrate technology into curricula and instruction. During the professional internship, interns are expected to master whatever technology is in the classroom, including interactive whiteboards, handheld technologies, learning management systems, and assistive technology. Within the College of Education, candidates have access to similar technologies to practice and learn with as well. The College has a makerspace for faculty and students. The makerspace, called the Sandbox, has a range of technologies, including 3D printers, robots, circuits, and more, and supports students in applying the design thinking framework to teaching and learning. In addition, the College of Education has an AR/VR/XR lab focused on creating and applying virtual technologies to promote learning. Candidates are required to design, implement, and assess learning experiences that incorporate the use of

technology in both coursework and field experiences. All candidates are required to use a variety of features in Blackboard throughout their program (e.g. online discussions, blogs, online assessments, etc.). All candidates also utilize SL&L by Watermark, the comprehensive assessment management system for the EPP. Candidates have opportunities to practice using technology to collect, manage, and analyze data to improve teaching and learning in a variety of ways. Many candidates have the opportunity to use electronic grading and data management systems in their placements under the guidance of their mentor teachers. Others have experiences with using the Maryland Online IEP system both in their courses as well as in internship. Interns are also required to collect and analyze pre-test/post-test data for their impact on student learning inquiry research assignment. Each program has an evaluation plan to collect and analyze data on candidate performance of the ISTE Standards for Educators. Effective integration of technology is also assessed in the final internship experience by the mentor teacher and supervisor.

Teacher Training

Provide the following information about your teacher preparation program.
(§205(a)(1)(G))

Note: This section is preloaded from the prior year's IPRC.

Teacher Training

1. **Provide a description of the activities that prepare general education teachers to:**

   a. **Teach students with disabilities effectively**

   General education teacher candidates' internships occur in inclusive settings, to provide all candidates with hands-on experience in meeting the needs of diverse learners. Evidence of their abilities to accommodate and differentiate instruction are evaluated throughout coursework and the final internship through the internship evaluation and edTPA. Both address a candidate's ability to develop, teach, and assess integrated learning experiences for diverse student needs. SPED 301: Introduction to Special Education is a required course for the majority of programs in the EPP. During this course, general education teachers are prepared to teach students with disabilities as well as those who are limited English proficient. Core content of the course includes, but is not limited to: • special education law and teacher roles and responsibilities regarding IDEA • culturally responsive teaching and overrepresentation in special education • collaboration and co-teaching to meet the needs of diverse learners • evidence-based strategies for teaching all students • understanding learner development and learner differences. For the few programs that do not require SPED 301, the above topics are integrated into other coursework throughout the program. In addition, several programs have additional course requirements in this area (ex., Physical Education candidates must complete Adaptive Physical Education, Elementary Education students must also complete SPED 401, a course which they take while enrolled in their two-day internship, which is designed to provide additional content and applications to support all learners, particularly those with disabilities and limited English proficiency.

   b. **Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act.***

   In SPED 301, which is taken by general and special education majors, candidates learn about the IEP process, including the specific roles and responsibilities of each member of the team. The course highlights the importance of collaboration, especially with parents, in the IEP process. Candidates learn about IDEA and the importance of identifying the least restrictive environment to support student learning. Candidates also understand the specific responsibilities educators have for implementing the required supports, assistive technologies, and accommodations to support access to the general education curriculum as well as the importance of helping learners achieve their annual IEP goals. During internship experiences, candidates are to attend any IEP meetings that are held for students in their assigned classroom as allowed.

   c. **Effectively teach students who are limited English proficient.**

   The skills and instructional strategies for teaching learners who are limited English proficient (LEP) are integrated throughout the professional education coursework. Candidates in the Elementary Education program also take a three credit course, Linguistically Diverse Learners in the Classroom and offer candidates the option to engage in an "ELL Cohort" where their field experiences occur in schools with high ELL populations. In addition to coursework, the EPP offers two extended opportunities to all education majors to further develop candidates' ability to effectively teach students who are LEP. First, a Linguistic Diversity Minor has been developed to allow candidates to seek additional preparation serving students who are LEP. Second, through the ELEVATE project, funded by the US Department of Education Office of English Language Acquisition (OELA), the College offers an undergraduate fellowship, which provides candidates with a stipend and tuition to complete 12 additional credits of coursework in ESOL. In addition, curricular content developed as part of the project is also being disseminated to EPP faculty to integrate into coursework as well.

2. **Does your program prepare special education teachers?**

- ● Yes
- ○ No

If yes, provide a description of the activities that prepare *special education teachers* to:

a. **Teach students with disabilities effectively**

In addition to successfully completing SPED 301, special education majors complete extensive coursework, field experiences, and an internship in special education. These experiences are designed to meet all Council for Exceptional Children (CEC) standards. In the special education program, candidates complete several signature assessments to evaluate their mastery of the standards. These assessments include conducting a thorough review, writing an Individualized Education Plan and attending the IEP Team for a student during their internship experience, conducting an Functional Behavior Assessment and writing a Positive Behavior Intervention Support Plan, developing a Universally Designed Lesson Plan that integrates assistive technology, and developing a unit that includes a pre-assessment and post-assessment to determine impact on student learning. The program also includes a course focused specifically on collaborating with families of children with disabilities to assist candidates in understanding the unique needs of these families. Towson's Special Education Program was nationally recognized by CEC in February 2020.

b. **Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act.***

In SPED 301, which is taken by general and special education majors, candidates learn about the IEP process, including the specific roles and responsibilities of each member of the team. The course highlights the importance of collaboration, especially with parents, in the IEP process. Candidates learn about IDEA and the importance of identifying the least restrictive environment to support student learning. Candidates also understand the specific responsibilities educators have for implementing the required supports, assistive technologies, and accommodations to support access to the general education curriculum as well as the importance of helping learners achieve their annual IEP goals. Special Education majors further their training and understanding of IDEA through additional coursework where they engage in all aspects of the IEP process, from evaluation to implementation and periodic review. Students in special education programs attend at least one IEP meeting, but typically have the opportunity to attend several. They also take a course focused on working with families with a special focus on collaborating with families on the IEP process.

c. **Effectively teach students who are limited English proficient.**

The skills and instructional strategies for teaching learners who are limited English proficient (LEP) are integrated throughout the professional education coursework. Candidates in the Elementary Education program also take a three credit course, Linguistically Diverse Learners in the Classroom and offer candidates the option to engage in an "ELL Cohort" where their field experiences occur in schools with high ELL populations. In addition to coursework, the EPP offers two extended opportunities to all education majors to further develop candidates' ability to effectively teach students who are LEP. First, a Linguistic Diversity Minor has been developed to allow candidates to seek additional preparation serving students who are LEP. Second, through the ELEVATE project, funded by the US Department of Education Office of English Language Acquisition, the College offers an undergraduate fellowship, which provides candidates with a stipend and tuition to complete 12 additional credits of coursework in ESOL. In addition, curricular content developed as part of the project is also being disseminated to EPP faculty to integrate into coursework as well.

Contextual Information

On this page, review the contextual information about your program, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

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 (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

It is important to note that since the Maryland State Department of Education (MSDE) has allowed a 3.0 GPA to meet the Basic Skills Assessment requirement, the Towson University College of Education does not require the Praxis Core assessments for admission. However, several students take the assessment while at their community college and when they realize they don't need it for admission to Towson University, they never retake any unsuccessful attempts. Currently, MSDE still lists the Praxis Core as a licensure requirement in the ETS system, so these unsuccessful attempts are counted in Towson University's Summary Pass Rate. We have shared this concern with MSDE as well.

Supporting Files

Mission, Vision & Goals	
Strategic Plan	
COE Diversity, Equity & Inclusion Strategic Plan	
Project ELEVATE – Enhancing Literacy for English Learners: Valuing Assets Through Engagement	

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

Report Card Certification

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

Certification of submission

☑ **I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the** *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual.*

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Laila Richman

TITLE:

Associate Dean

Certification of review of submission

☑ **I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the** *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual.*

NAME OF REVIEWER:

Laurie Mullen

TITLE:

Dean