title **II** highereducationact

Marshall University
Traditional Program

2013 | Title II Reports

Complete Report Card

AY 2011-12

Institution Information

Name of Institution: Marshall University
Institution/Program Type: Traditional
Academic Year: 2011-12
State: West Virginia

Address: One John Marshall Drive
Room JH 225
Huntington, WV, 25755

Contact Name: Dr. Robert Bookwalter
Phone: 304-696-6703
Email: bookwalt@marshall.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?
Early Childhood Education	No
Elementary Education	No
Secondary Education	No
Total number of teacher preparation programs: 3	

Section I.b Admissions

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

Does your initial teacher certification program conditionally admit students?
Yes

Provide a link to your website where additional information about admissions requirements can be found:
http://www.marshall.edu/admissions/

If a student meets 2 of the 3 requirements of the Teacher Education and has the possibility of completing the third requirement before the next semester begins, for example; a student has a GPA of 3.0, has passed the Praxis, but is currently enrolled in EDF 218/270.

At the graduate level for the Master of Art in Teaching and the Post-baccalaureate programs there is no conditional admission.

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	No
Fingerprint check	No	No
Background check	No	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	No
Recommendation(s)	No	No
Essay or personal statement	No	No
Interview	No	No
Other	No	No

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

2.7

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

3.3

What is the minimum GPA required for completing the program?

2.7

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

3.36

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	Yes
Fingerprint check	No	No
Background check	No	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes

Minimum SAT score	Yes	Yes
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	No
Recommendation(s)	No	No
Essay or personal statement	No	No
Interview	No	No
Other	No	No

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 2011-12

What is the minimum GPA required for completing the program?

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

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 2011-12:	409
Unduplicated number of males enrolled in 2011-12:	111
Unduplicated number of females enrolled in 2011-12:	298

2011-12	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	5
Race	
American Indian or Alaska Native:	2
Asian:	3
Black or African American:	4
Native Hawaiian or Other Pacific Islander:	1
White:	385
Two or more races:	4

Section I.d Supervised Clinical Experience

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

Average number of clock hours of supervised clinical experience required prior to student teaching	190
Average number of clock hours required for student teaching	525
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	7
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	37
Number of students in supervised clinical experience during this academic year	386

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

Note: Induction support is done through the counties.

(Average number of clock hours required for mentoring/induction support = N/A)

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2011-12. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

Education - General	
Teacher Education - Special Education	16
Teacher Education - Early Childhood Education	5
Teacher Education - Elementary Education	77
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	2
Teacher Education - Business	
Teacher Education - English/Language Arts	16
Teacher Education - Foreign Language	
Teacher Education - Health	4
Teacher Education - Family and Consumer Sciences/Home Economics	1
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	10
Teacher Education - Music	14
Teacher Education - Physical Education and Coaching	8
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	5
Teacher Education - Social Science	
Teacher Education - Social Studies	19
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	3
Teacher Education - Chemistry	2
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 2011-12. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	3
Teacher Education - Elementary Education	79
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	84
Teacher Education - Agriculture	
Teacher Education - Art	

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	

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:

2011-12: 166

2010-11: 143

2009-10: 129

Section II Annual Goals - Mathematics

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

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

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

Academic year 2011-12

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

Yes

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

30

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

Yes

Description of strategies used to achieve goal, if applicable:

-Updated Math curriculum enabling students to receive two degrees: Math and Math Education

-Utilize recruiting efforts

- Initiate a greater physical presence in high schools to share options available in teacher shortage academic areas.

- Increase mandatory advising for all COE students.

- Increase outreach to Elementary and Middle schools to encourage and change rigor and availability of math/science initiatives.

-Developing coursework for elementary math endorsement.

-Work collaboratively with Mathematics faculty to evaluate program requirements.

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

- Attend College fairs at high schools, and arrange follow up visits based on the interest of high schools students.

- Share options available in teacher shortage academic areas.

- Professional development initiatives to enhance rigor of science/math curriculum in elementary & middle school sites

-Participate in Appalachian Math/Science Partnership to provide science/math professional development to Braxton, Cabell, Mingo, Mason, and Wayne Counties.

- Market and make available opportunities to enroll & complete the MAT programs for teacher shortage areas.

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

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

Yes

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

30

Provide any additional comments, exceptions and explanations below:

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

Yes

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

30

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

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

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

Academic year 2011-12

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

Yes

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

25

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

Yes

Description of strategies used to achieve goal, if applicable:

- Utilize recruiting efforts

- Initiate a greater physical presence in high schools to share options available in teacher shortage academic areas.

- Increase mandatory advising for all COE students.

- Increase outreach to Elementary and Middle schools to encourage and change rigor and availability of math/science initiatives.

-Work collaboratively with College of Science faculty to evaluate program requirements.

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

- Attend College fairs at high schools, and arrange follow up visits based on the interest of high schools students.

- Share options available in teacher shortage academic areas.

- Professional development initiatives to enhance rigor of science/math curriculum in elementary & middle school sites.

- Participate in Appalachian Math/Science Partnership to provide science/math professional development to Braxton, Cabell, Mingo, Mason, and Wayne Counties.

-Facilitate summer training through the Shewey Science Academy in Mingo County

- Market and make available opportunities to enroll & complete the MAT programs for teacher shortage areas.

- ITQ Grants

- Program submitted for national review

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

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

Yes

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

25

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

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

Yes

25

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 2011-12

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

Yes

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

15

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

Yes

Description of strategies used to achieve goal, if applicable:

- Utilize recruiting efforts

- Initiate a greater physical presence in high schools to share options available in teacher shortage academic areas.

- Increase mandatory advising for all COE students.

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

- Attend College fairs at high schools, and arrange follow up visits based on the interest of high schools students.

- Share options available in teacher shortage academic areas.

- Market and make available opportunities to enroll & complete the alternative certification programs for teacher shortage areas.

-Advise non-education post-baccalaureate students to enter this field of study.

- 3rd party contracts

-Cohort programs

- CAR approval

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

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

Yes

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

15

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

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

Yes

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

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

agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

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

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

Academic year 2011-12

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

Yes

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

12

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

Yes

Description of strategies used to achieve goal, if applicable:

-Courses available online to increase access.

-Contact counties to increase their awareness of the program.

-Close coordination with WV Department of Education

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

-Increase marketing/awareness

-Continued contact with the WV Department of Education

-ESL cohorts

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

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

Yes

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

12

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

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

Yes

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

12

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.
NA

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

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

Yes

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

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

1. The PEU participated in the Appalachian Math/Science Partnership to provide science/math professional development to Braxton, Cabell, Mingo, Mason, and Wayne Counties.

The PEU and Math faculty are working with Wayne County to increase the number of certified 5-9 Math teachers.

The PEU meets once each semester with the EPPAC to discuss programmatic changes.

2. The PEU collaborated with the June Harless Center to develop K-5; 6-8 model schools. These schools are clinical sites for prospective teachers to learn 21st century instruction strategies.

The PEU refocused its efforts toward creating a renewed collaboration with Professional Development Schools.

The PEU meets once each semester with the EPPAC to discuss programmatic modifications.

3 & 4. The PEU provided coursework and training for all prospective (general and special education) teachers adding a special education endorsement. Many clinical placements take place in Professional Development Schools (PDS).

5. This is an area for improvement. The PEU is working to establish diversity proficiencies and competencies for both coursework and clinical experiences which include a focus on students with limited English proficiency.

6. The PEU provides course work (SOS 207, EDF475,CI 342, CI 343, CI 446, CI 470) and experiences that illustrate the impact of poverty and socio-economic status in conjunction with the school abilities of children and families.

Several SOE faculty have completed Ruby Payne's Framework for Understanding Poverty training and utilize the concepts in their courses. Research-based strategies are provided for pre-service teachers.

At the graduate level diversity is emphasized in each course especially in those involving clinical experiences (EDF537, EDF637, EDF677, CISP655, CIRG623, CIRG643, CIME675, CIME677, CI672, SPSY745, COUN698, CIDH601/602, CIVI601/602, and LS660.

7. Prospective teachers receive coursework and clinical experiences that expose them to various suburban or rural teaching situations. The immediate surrounding areas limit our ability to provide extreme urban experiments but their experiences are adequate to give a good perspective to the contrasts of urban and rural schools.

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0133 –ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	3			
ETS0134 –ART CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0235 –BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS0235 –BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3			
ETS0235 –BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	3			
ETS0235 –BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	2			
ETS0231 –BIOLOGY CONTENT KNOWLEDGE PART 1 Educational Testing Service (ETS) Other enrolled students	2			
ETS0231 –BIOLOGY CONTENT KNOWLEDGE PART 1 Educational Testing Service (ETS) All program completers, 2011-12	4			
ETS0231 –BIOLOGY CONTENT KNOWLEDGE PART 1 Educational Testing Service (ETS) All program completers, 2009-10	3			
ETS0100 –BUSINESS ED Educational Testing Service (ETS) All program completers, 2011-12	4			

Educational Testing Service (ETS) All program completers, 2009-10				
ETS0101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2011-12	2			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2009-10	1			
ETS0353 -ED OF EXCEPTIONAL STUDENTS CORE CK Educational Testing Service (ETS) Other enrolled students	3			
ETS0353 -ED OF EXCEPTIONAL STUDENTS CORE CK Educational Testing Service (ETS) All program completers, 2011-12	6			
ETS0353 -ED OF EXCEPTIONAL STUDENTS CORE CK Educational Testing Service (ETS) All program completers, 2010-11	13	174	13	100
ETS0353 -ED OF EXCEPTIONAL STUDENTS CORE CK Educational Testing Service (ETS) All program completers, 2009-10	24	171	24	100
ETS0542 -ED OF EXCEPTIONAL STUDENTS MTMD Educational Testing Service (ETS) Other enrolled students	4			
ETS0542 -ED OF EXCEPTIONAL STUDENTS MTMD Educational Testing Service (ETS) All program completers, 2011-12	4			
ETS0542 -ED OF EXCEPTIONAL STUDENTS MTMD Educational Testing Service (ETS) All program completers, 2010-11	5			
ETS0542 -ED OF EXCEPTIONAL STUDENTS MTMD Educational Testing Service (ETS) All program completers, 2009-10	16	177	16	100
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) Other enrolled students	2			
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2011-12	60	178	57	95
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2010-11	69	174	69	100
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2009-10	47	175	47	100
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	6			
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	14	180	14	100
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	11	181	11	100
ETS0121 -FAMILY AND CONSUMER SCIENCES II Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0432 -GENERAL SCI CONTENT KNOWL PART 2 Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
	5			

Educational Testing Service (ETS) Other enrolled students				
ETS0432 –GENERAL SCI CONTENT KNOWL PART 2 Educational Testing Service (ETS) All program completers, 2011-12	5			
ETS0432 –GENERAL SCI CONTENT KNOWL PART 2 Educational Testing Service (ETS) All program completers, 2009-10	4			
ETS0550 –HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2011-12	4			
ETS0550 –HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2009-10	1			
ETS0310 –LIBRARY MEDIA SPECIALIST Educational Testing Service (ETS) All program completers, 2009-10	3			
ETS0311 –LIBRARY MEDIA SPECIALIST II Educational Testing Service (ETS) Other enrolled students	11	166	11	100
ETS0311 –LIBRARY MEDIA SPECIALIST II Educational Testing Service (ETS) All program completers, 2009-10	4			
ETS0561 –MARKETING EDUCATION II Educational Testing Service (ETS) All program completers, 2009-10	1			
ETS0061 –MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			
ETS0061 –MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	4			
ETS0061 –MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	4			
ETS0069 –MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) Other enrolled students	6			
ETS0069 –MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2011-12	6			
ETS0069 –MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2009-10	4			
ETS0439 –MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2009-10	1			
ETS0089 –MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0113 –MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS0113 –MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
ETS0113 –MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	11	173	11	100
ETS0113 –MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	4			
ETS0091 –PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
	1			

Educational Testing Service (ETS) Other enrolled students				
ETS0091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	7			
ETS0091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	4			
ETS0481 -PHYSICAL SCIENCE CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS0481 -PHYSICAL SCIENCE CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	5			
ETS0481 -PHYSICAL SCIENCE CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	4			
ETS0481 -PHYSICAL SCIENCE CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	4			
ETS0265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2009-10	1			
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	13	179	13	100
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) Other enrolled students	179	178	175	98
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2011-12	111	179	109	98
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2010-11	59	178	59	100
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2009-10	75	179	74	99
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All enrolled students who have completed all noncl	13	181	13	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) Other enrolled students	179	179	178	99
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2011-12	112	179	111	99
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2010-11	61	178	61	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2009-10	76	179	75	99
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All enrolled students who have completed all noncl	13	178	13	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) Other enrolled students	178	176	176	99
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2011-12	110	176	109	99
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2010-11	60	175	59	98
	76	176	75	99

Educational Testing Service (ETS) All program completers, 2009-10				
ETS0530 -PRE-KINDERGARTEN EDUCATION Educational Testing Service (ETS) Other enrolled students	2			
ETS0530 -PRE-KINDERGARTEN EDUCATION Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0530 -PRE-KINDERGARTEN EDUCATION Educational Testing Service (ETS) All program completers, 2009-10	5			
ETS0531 -PRE-KINDERGARTEN EDUCATION II Educational Testing Service (ETS) All program completers, 2011-12	2			
ETS0523 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0523 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0523 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2009-10	7			
ETS0623 -PRINC LEARNING AND TEACHING 5-9 II Educational Testing Service (ETS) All program completers, 2011-12	5			
ETS0524 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS0524 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	4			
ETS0524 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2011-12	31	179	31	100
ETS0524 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2010-11	3			
ETS0524 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2009-10	47	175	47	100
ETS0624 -PRINC LEARNING AND TEACHING 7-12 II Educational Testing Service (ETS) All enrolled students who have completed all noncl	10	177	10	100
ETS0624 -PRINC LEARNING AND TEACHING 7-12 II Educational Testing Service (ETS) Other enrolled students	12	176	12	100
ETS0624 -PRINC LEARNING AND TEACHING 7-12 II Educational Testing Service (ETS) All program completers, 2011-12	30	173	29	97
ETS0522 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	2			
ETS0522 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2011-12	14	180	14	100
ETS0522 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2010-11	69	178	69	100
ETS0522 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2009-10	59	178	59	100
ETS0622 -PRINC LEARNING AND TEACHING K-6 II Educational Testing Service (ETS) Other enrolled students	2			
	52	172	49	94

Educational Testing Service (ETS) All program completers, 2011-12				
ETS0300 -READING SPECIALIST Educational Testing Service (ETS) Other enrolled students	1			
ETS0300 -READING SPECIALIST Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0300 -READING SPECIALIST Educational Testing Service (ETS) All program completers, 2009-10	20	610	20	100
ETS0420 -SCHOOL GUIDANCE AND COUNSELING Educational Testing Service (ETS) All program completers, 2009-10	1			
ETS0543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) Other enrolled students	5			
ETS0354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2011-12	4			
ETS0281 -SE TEACHING STU WVISUAL IMPAIRMENT Educational Testing Service (ETS) Other enrolled students	2			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	19	166	18	95
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	10	162	10	100
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1			
ETS5195 -SPANISH WORLD LANGUAGE (CD) Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5195 -SPANISH WORLD LANGUAGE (CD) Educational Testing Service (ETS) Other enrolled students	2			
ETS5195 -SPANISH WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2011-12	2			
ETS0690 -SPECIAL ED PRESCHOOLEARLY CHILD Educational Testing Service (ETS) Other enrolled students	1			
ETS0690 -SPECIAL ED PRESCHOOLEARLY CHILD Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0690 -SPECIAL ED PRESCHOOLEARLY CHILD Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0690 -SPECIAL ED PRESCHOOLEARLY CHILD Educational Testing Service (ETS) All program completers, 2009-10	4			
	2			

Educational Testing Service (ETS) All program completers, 2009-10				
ETS0280 -TCHG STUDENTS WVISUAL IMPAIRMENTS Educational Testing Service (ETS) All program completers, 2009-10	1			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2011-12	163	154	94
All program completers, 2010-11	75	74	99
All program completers, 2009-10	156	151	97

Section IV Low-Performing

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

Is your teacher preparation program currently approved or accredited?
Yes

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

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?
No

Section V 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:

- **integrate technology effectively into curricula and instruction**
  Yes
- **use technology effectively to collect data to improve teaching and learning**
  Yes
- **use technology effectively to manage data to improve teaching and learning**
  Yes
- **use technology effectively to analyze data to improve teaching and learning**
  Yes

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

The Marshall University School of Education uses a variety of methods to prepare teachers to use technology effectively in the classroom. First and foremost, all pre-service teachers are required to take four credit hours of computer instruction. Specifically, the required courses are Introduction to Computers in the Classroom (1 hour) and Instructional Technology and Computing (3 hours). These courses combine to train teachers on using various technologies for instruction and assessment purposes. In addition, technology is embedded in all education courses through hands-on use by faculty and students as part of the learning process. Technologies such as interactive boards and document cameras are installed in 75% of the classrooms and used during instructional time. Students are also exposed to a wide-range of cutting-edge technologies, including student response systems, ipads, and high definition video conferencing for virtual field trips. Student work in many classes includes using various technologies, such as those previously mentioned, as tools to complete course assignments.

The School of Education trains pre-service teachers to collect and analyze data for the purpose of improving instruction throughout the students' course of study. Faculty model methods of assessment and data analysis as well as train students on how data can be used to modify instructional practices. All students are required to take a course on Classroom Assessment, which outlines how to effectively assess student achievement and interpret the results of the data. Finally, as part of the capstone experience, students must create an assessment plan, collect data, graphically analyze and interpret the results, and modify instruction based on the data interpretation. The unit also collects and manages data through the unit's database manager. Components of the student data include Praxis test scores and student work on performance tasks. Performance tasks are assessments embedded throughout the program that the unit has identified as representing the course and program objectives. Each course has a specific performance task and the student results on these tasks are used by the chair, coordinators, and faculty to review how well students are performing and where deficiencies in instruction may need to be addressed.

The concept of universal design of instruction is woven throughout the students' program of study. Every course places an emphasis on modifying instruction to reach at-risk and disabled students, as well as students that process information in a variety of ways. Students are also required to take classes in special education to familiarize themselves with the unique challenges that these children face as well as how to effectively instruct them. As part of the capstone experience pre-service teachers are required to create a unit of instruction centered on the principles of universal design and be able to explain to their capstone evaluators how the plan met the needs of all students.

Candidates demonstrate their abilities with technology integration during clinicals and practica as well as in capstone presentations. Due to the rural locations of many of the candidates both instructors and candidates make use of technology in unique ways to meet their needs.

Along with being able to use technology in the classroom, candidates are expected to use it to track student achievement and use the statistics to improve instruction and meet the needs of a diverse population of students.

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.

As part of their preparation, pre-service general education teachers complete two specific courses in special education. CISP 421, Children with Exceptionalities, provides students with a broad introduction to special education concepts and terms. The course content includes special education law, state policies, and characteristics of exceptional children. The second course, CISP 422, Differentiated Instruction, offers specific intervention strategies for including students with special needs in the general education curriculum. It includes the strategies and skills general education teachers need to work effectively as part of an IEP team. A 15 hour field-based experience is required with one of the course. In addition, pre-service teachers are also provided with specific knowledge and skills in modifying instruction in their content area methods classes.

At the graduate level all prospective teachers take CISP 510, CISP 520, or CISP 521 which gives them a broad view of special education and the needs of students who have been identified as having special needs. Not only are the laws and procedures introduced to candidates, but candidates become familiar with the varying needs of students that are labeled by the regulations. Candidates in all fields take these courses so their varying backgrounds contribute to the discussions.

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.

Special Education pre-service teachers take six specific courses that prepare them to work with K-12 students with special needs. The courses (CISP 320, CISP 420, CISP 433, CISP 435, CISP 439, and CISP 453) are designed to give them an in-depth understanding of legal issues and the learning needs of exceptional children. Additionally, the skills to assess these learning needs and to develop effective intervention strategies are covered in their coursework. As part of their preparation, pre-service special education teachers are provided with instruction in writing IEPs, participating in IEP meetings, and collaborating and consulting with in-service teachers. Eighty-five (cumulative) hours of field-based experiences are included in the courses.

At the graduate level students receive general special education information through the basic courses and then receive specific information for each area of expertise. Students certifying in visually impaired and deaf and hard of hearing spend time at the WV School for Deaf and Blind in Romney, WV.

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.

Marshall University offers 42 different areas of certification at the graduate and undergraduate level. These include specific content areas such as English, social studies, math and the sciences as well as specialty areas such as music and art and foreign languages. Candidates are also able to continue their education with additional coursework in areas such as special education, English as a second language, reading, school counseling, and school psychology to name a few. Marshall University also offers programs for Educational Specialist degrees and programs leading to a doctorate in curriculum and instruction, public school administration, and higher education administration. Five year reports and annual reports on these programs are available upon request.

Supporting Files

Complete Report Card

AY 2011-12

ED.gov This is a United States Department of Education computer system.