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User Manuals

Western New Mexico University
Traditional Program

2014 | Title II Reports

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AY 2012-13

Institution Information

Name of Institution: Western New Mexico University
Institution/Program Type: Traditional
Academic Year: 2012-13
State: New Mexico

Address: 1000 W. College Avenue

Silver City, NM, 88062

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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?
Career and Technical Education	No
Early Childhood Education	No
Elementary Education	No
Physical Education	No
Secondary Education	No
Special Education	No
Total number of teacher preparation programs: 6	

Section I.b Admissions

Indicate when students are formally admitted into your initial teacher certification program:
Junior year First Year - Graduate students

Does your initial teacher certification program conditionally admit students?
No

Provide a link to your website where additional information about admissions requirements can be found:
<http://www.wnmu.edu/academic/schedu/>

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

Other: (Completion of EDUC 311 Foundations of Education with a C or better)

Other: (Completion of teacher education application to include:

--completed degree plan

--Basic Skills Assessment (NMTA)

Other: (Successful completion of Professional Behaviors and Dispositions Assessment Survey)

Section I.b Undergraduate Requirements

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

Are there initial teacher certification programs at the undergraduate level?

Yes

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

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

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

2.5

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

3.25

What is the minimum GPA required for completing the program?

2.75

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

3.32

Please provide any additional comments about the information provided above:

Section I.b Postgraduate Requirements

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

Are there initial teacher certification programs at the postgraduate level?

Yes

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

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

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

3

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

3.73

What is the minimum GPA required for completing the program?

3

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

3.81

Please provide any additional comments about the information provided above:

Section I.c Enrollment

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

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

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

Total number of students enrolled in 2012-13:	92
Unduplicated number of males enrolled in 2012-13:	20
Unduplicated number of females enrolled in 2012-13:	72

2012-13	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	37
Race	
American Indian or Alaska Native:	6
Asian:	2
Black or African American:	0
Native Hawaiian or Other Pacific Islander:	0
White:	44

Two or more races:	1
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Section I.d Supervised Clinical Experience

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

Average number of clock hours of supervised clinical experience required prior to student teaching	135
Average number of clock hours required for student teaching	680
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	14
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	102
Number of students in supervised clinical experience during this academic year	38

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

Our students start their supervised filed experience with the following:

1. Field One and Two Experiences: Between 117 and 153 hours, dependent upon the program. The number entered above is an average.
2. Field Three Experience: A minimum of 680 hours are required.

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

Subject Area	Number Prepared
Education - General	8
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	7
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	1
Teacher Education - Mathematics	3
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	1
Teacher Education - Reading	4
Teacher Education - Science Teacher Education/General Science	2
Teacher Education - Social Science	
Teacher Education - Social Studies	3
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	7
Teacher Education - Bilingual, Multilingual, and Multicultural Education	7
Education - Other Specify:	

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	6
Teacher Education - Early Childhood Education	7
Teacher Education - Elementary Education	16
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	11
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	1
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	1
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	

Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify:	

Section I.f Program Completers

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

2012-13: 47

2011-12: 62

2010-11: 119

Section II Annual Goals - Mathematics

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

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

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

Academic year 2012-13

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

Yes

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

1

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

Yes

Description of strategies used to achieve goal, if applicable:

Continued collaboration with the mathematics department.

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

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

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

Yes

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

2

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

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

Yes

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

3

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 2012-13

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

Yes

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

2

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

Yes

Description of strategies used to achieve goal, if applicable:

We are working to retain and help science educators remain with the program through completion. We are working with the Science Department to recruit future science educators through a Noyce Grant.

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

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

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

Yes

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

1

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

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

Yes

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

1

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Special Education

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

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

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

Academic year 2012-13

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

Yes

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

5

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

Yes

Description of strategies used to achieve goal, if applicable:

We have new faculty in the SPED program, and they are working to rebuild a program that was decimated by a prior faculty member.

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

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

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

Yes

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

3

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

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

Yes

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

5

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any

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

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

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

Academic year 2012-13

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

Yes

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

2

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

Yes

Description of strategies used to achieve goal, if applicable:

The program is available entirely online.

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

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

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

Yes

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

2

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

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

Yes

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

2

Provide any additional comments, exceptions and explanations below:

Section II Assurances

Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Assurance #1: Partnerships with local districts have been in place, but with new leadership within the College of Education and we are working to revitalize these partnerships by creating a Dean's Council and a Field Experience Advisory Group. In the past, the Dean and Gallup Chair met with Superintendents one or one to survey their needs, as did the Director of Field Experiences at both the Gallup and Silver City sites. Additionally, the employer and graduated student surveys as well as EBI surveys all help us to determine and address the identified needs of the students we serve.

Assurance #2: College of Education faculty serve as the Lead Clinical Faculty or University Supervisors of student teachers/practice teachers. This allows us to maintain a closer alignment between needs of the schools and the instructional decisions new teachers face in the classroom with what faculty are teaching in their courses.

Assurance #3: Our prospective special education teachers must graduate with a minimum of two endorsement areas, one in Language Arts and the second in Mathematics, Social Studies, or Science. They graduate with a minimum of 30-36 hours in an endorsement area with a minimum of 12 credit hours at the 300-400 level for certification purposes.

Assurance #4: Our general education teachers receive training in providing instruction to children with disabilities at both the undergraduate and graduate level. All students are required to take SPED 408/508: Introduction to Special Education in the Contextual Knowledge core and inclusion practices are integrated throughout other required course work in curriculum and assessment.

Assurance #5: Our general education teachers receive training in providing instruction to limited English proficient students in a minimum of two mandatory classes: BLED 414/514: Multicultural Education and BLED 445/545: ESL Methods for Content Literacy. Additionally, this is reinforced throughout other required course work in curriculum, assessment, and technology integration.

Assurance #6: By completing field experiences in low-income school districts, our students are exposed to the needs of low-income students early in their program. Strategies for supporting this population are reinforced through coursework and service learning projects supported by bilingual education, technology, and reading faculty.

Assurance #7: Our prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable. Primary preparation for working in rural and urban districts is done while students complete field experience hours in these various settings. Students then discuss difference and similarities between the settings and specific issues in the classes aligned with their field experiences. In our teacher preparation programs, we also address the rural indigenous populations we are serving in the states of NM and Arizona by working closely with the districts that serve these students.

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
001 -BASIC SKILLS Evaluation Systems group of Pearson Other enrolled students	75	268	75	100
001 -BASIC SKILLS Evaluation Systems group of Pearson All program completers, 2012-13	44	268	43	98
001 -BASIC SKILLS Evaluation Systems group of Pearson All program completers, 2011-12	34	269	33	97
001 -BASIC SKILLS Evaluation Systems group of Pearson All program completers, 2010-11	68	269	67	99
035 -EDUCATIONAL ADMINISTRATOR Evaluation Systems group of Pearson Other enrolled students	3			
035 -EDUCATIONAL ADMINISTRATOR Evaluation Systems group of Pearson All program completers, 2012-13	21	256	20	95
035 -EDUCATIONAL ADMINISTRATOR Evaluation Systems group of Pearson All program completers, 2011-12	10	265	10	100
035 -EDUCATIONAL ADMINISTRATOR Evaluation Systems group of Pearson All program completers, 2010-11	9			
011 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	11	261	9	82
011 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2012-13	13	273	13	100
011 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2011-12	6			

011 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2010-11	23	278	23	100
028 -HEALTH EDUCATION Evaluation Systems group of Pearson All program completers, 2010-11	1			
016 -HIST GEOG ECON CIVICS GOVT Evaluation Systems group of Pearson Other enrolled students	3			
016 -HIST GEOG ECON CIVICS GOVT Evaluation Systems group of Pearson All program completers, 2012-13	3			
016 -HIST GEOG ECON CIVICS GOVT Evaluation Systems group of Pearson All program completers, 2011-12	3			
016 -HIST GEOG ECON CIVICS GOVT Evaluation Systems group of Pearson All program completers, 2010-11	4			
012 -LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	5			
012 -LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2012-13	4			
012 -LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2011-12	2			
012 -LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2010-11	7			
014 -MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	2			
014 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2012-13	2			
014 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2011-12	6			
014 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2010-11	3			
029 -PHYSICAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
029 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2012-13	1			
029 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2010-11	2			
013 -READING Evaluation Systems group of Pearson Other enrolled students	1			
013 -READING Evaluation Systems group of Pearson All program completers, 2012-13	2			
034 -SCHOOL COUNSELOR Evaluation Systems group of Pearson All program completers, 2011-12	3			
034 -SCHOOL COUNSELOR Evaluation Systems group of Pearson All program completers, 2010-11	4			
015 -SCIENCE	1			

Evaluation Systems group of Pearson Other enrolled students				
015 -SCIENCE Evaluation Systems group of Pearson All program completers, 2011-12	1			
015 -SCIENCE Evaluation Systems group of Pearson All program completers, 2010-11	6			
020 -SPANISH Evaluation Systems group of Pearson Other enrolled students	2			
032 -SPECIAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	3			
032 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2012-13	6			
032 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2011-12	4			
032 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2010-11	1			
005 -TEACHER COMPETENCY (EARLY CHILDHOOD) Evaluation Systems group of Pearson All program completers, 2010-11	1			
003 -TEACHER COMPETENCY (ELEMENTARY) Evaluation Systems group of Pearson Other enrolled students	18	259	17	94
003 -TEACHER COMPETENCY (ELEMENTARY) Evaluation Systems group of Pearson All program completers, 2012-13	18	264	18	100
003 -TEACHER COMPETENCY (ELEMENTARY) Evaluation Systems group of Pearson All program completers, 2011-12	8			
003 -TEACHER COMPETENCY (ELEMENTARY) Evaluation Systems group of Pearson All program completers, 2010-11	29	270	29	100
004 -TEACHER COMPETENCY (SECONDARY) Evaluation Systems group of Pearson Other enrolled students	14	261	13	93
004 -TEACHER COMPETENCY (SECONDARY) Evaluation Systems group of Pearson All program completers, 2012-13	12	261	11	92
004 -TEACHER COMPETENCY (SECONDARY) Evaluation Systems group of Pearson All program completers, 2011-12	13	268	13	100
004 -TEACHER COMPETENCY (SECONDARY) Evaluation Systems group of Pearson All program completers, 2010-11	23	265	23	100
031 -TESOL Evaluation Systems group of Pearson Other enrolled students	1			
031 -TESOL Evaluation Systems group of Pearson All program completers, 2010-11	4			
022 -VISUAL ARTS Evaluation Systems group of Pearson Other enrolled students	1			
022 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2010-11	1			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2012-13	67	63	94
All program completers, 2011-12	44	42	95
All program completers, 2010-11	88	85	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 WNMU COE prepares pre-service and in-service teachers to integrate technology effectively into curricula and instruction by requiring all undergraduate and graduate students take EDUC 402: Computers in the Classroom or EDUC 534: Integration of Technology into Curriculum. These courses are taught by a full-time tenure track faculty with public school experience who are well versed in the use of technology to support instruction. Furthermore, our TEP (Teacher Education Program) outcomes align with the state Technology competencies which are aligned with ISTE standards.

The WNMU COE prepares pre-service and in-service teachers to use technology effectively to collect, manage, and analyze data to improve teaching and learning by requiring all students in the undergraduate and graduate programs to take the following depending on their program of study:

- Early Childhood – ECED 225 and ECED 325 Assessment of Children & Evaluation of Programs I and II.
- Elem. Educ. – EDUC 414/514 – Elementary Instructional Planning and Assessment
- Movement Sciences – K-12 Pedagogy (Physical Education – EDUC 474: Classroom Assessment and MVSC 408: Assessment in Movement Sciences
- Sec. Educ. - EDUC 474/574: Classroom Assessment
- SPED – SPED 454/554: Evaluation and Assessment of Exceptional Children
- RDG – RDG 411/511: Corrective Reading Instruction; RDG 412/512: Diagnosis and Prescription of Reading to Diverse Learners; and RDG 415/515: Remedial Reading.

Students in these courses learn how to use technology to support the assessment process and analyze appropriate data related to the assessments taught.

Faculty utilize the principle of Universal Design in the development of course materials for online and face to face students. Additionally in curriculum, method assessment, and technology courses students receive instruction on the following universal design principles: equity, flexibility, simple and intuitive design, and tolerance for error. To support these principles students are taught that they need to teach content in multiple ways, representing content differently based on student needs. Students are taught to provide their students with options and various ways to demonstrate their learning. The need to engage students and make content relevant and interesting is reinforced as students develop instructional units, materials, and assessment instruments.

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.

Our program prepares our general education teachers in providing instruction to children with disabilities at both the undergraduate and graduate level. Everyone is required to take SPED 408/508: Introduction to Special Education in the Contextual Knowledge core. In this course students receive instruction on identified exceptionalities, inclusion and the IEP process. These strategies are specifically reinforced in the curriculum classes. Students are taught differentiated instructional strategies, and Universal Design for Learning (UDL) principles in their curriculum, methods and assessment classes. Our general education teachers receive training in providing instruction to limited English proficient students in a minimum of two mandatory classes: BLED 414/514: Multicultural Education and BLED 445/545: ESL Methods for Content Literacy. Competencies that specifically address the needs of students with disabilities and diverse populations are identified in the state competencies identified for pre-service teachers and these competencies are addressed in courses aligned to those competencies. Additionally, strategies for addressing student needs are integrated throughout the coursework, helping students to better understand the application of these strategies in the classroom setting.

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.

Our program prepares special education teachers to teach students with disabilities, how to be a part of the IEP team, and to effectively teach ELL students in the following courses:

RDG/SPED 412/512. Diagnosis and Prescription of Reading for Diverse Learners. This course identifies theoretical and practical aspects of using formal and informal diagnostic procedures; selecting appropriate test batteries, prescribing instructional materials, and using appropriate teaching techniques based upon individual diagnosis are emphasized.

SPED 428/528. Curriculum and Methods in Special Education. Provides teachers of students with disabilities with basic background in methods, materials, IEP, and curriculum development; emphasizes the analysis and selection of curricula, instructional methods, and the use of materials in the educational process for children with disabilities.

SPED 455/555. Family, School, Community, and Culture and the Exceptional Child. Prepares special education teachers to work effectively with parents of children with special needs by providing information on a variety of issues dealing with parent-teacher relationships. Concepts include understanding families as systems, examining family access to community resources, analyzing models of partnerships that include respect, trust, open communication, value clarification, conferencing skills, working with community agencies, discipline and legality. Understanding families includes the awareness of diverse perspectives of disability, understanding the tenets of multicultural and bilingual special education with an emphasis on the multiple descriptions of cultural diversity.

SPED 470/570. Nature and Needs of Persons with Learning Disabilities. This course provides teachers with information which will assist them to understand the nature of learning disabilities from an interdisciplinary perspective. The focus will be on the identification, characteristics, and education of children with learning disabilities.

Our special education teachers receive training in providing instruction to limited English proficient students in a minimum of three mandatory classes: BLED 445/545: ESL Methods for Content Literacy; RDG/SPED 412/512. Diagnosis and Prescription of Reading for Diverse Learners; SPED 456/556. Culturally Diverse Exceptional Children. Theory and practice in bilingual/multicultural special education, with emphasis on language, culture, assessment practices, and learning styles of exceptional bilingual children.

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.

Western New Mexico University (WNMU) is an open admissions institution serving the multicultural populations of New Mexico, other states and other nations as a regional comprehensive university with an additional community college role. While research and public service are important undertakings of the institution; teaching and learning are preeminent at WNMU. We are a University that believes in the promise of every student, and together we work to create a educational community of diverse backgrounds, perspectives and talents that instills the values and develops the knowledge and skills necessary to prepare our students for the challenges of a changing world. Western New Mexico University, a Hispanic-serving institution has a long history of teacher preparation going back to its inception as a Normal School in 1893 and has continued to remain a catalyst for teacher education in the southwest. College Mission: The purpose of the College of Education (COE) is to ignite and nurture a spirit of learning for both educator and student. This purpose is based on a five-part philosophy, which stresses the following: 1. Educators recognize, accept, value, and promote diverse ideas, languages, and cultures. 2. Educators stress quality programs that are aligned with professional and state standards that produce exemplary results. 3. Educators integrate theoretical knowledge into the world of practice through field-based experiences and active reflection. 4. Educators possess the skills and knowledge to effectively collaborate with students, parents, other professionals and community stakeholders. 5. Educators review and critique theories and policies, advocating for equitable access, resources, technologies and policies that are consistent with researched practices. The College of Education offers undergraduate and graduate degrees and programs in teacher education at the initial level in: Early Childhood Education; Elementary Education; Secondary Education; Physical Education; Career and Technical Teacher Education; Special Education and Double Major Degrees in: Secondary Education and Math; and Secondary Education and Science. All of our programs are state and nationally NCATE accredited and we have received national recognition. We received the American Association of Colleges for Teacher Education (AACTE) Best Practice Award in Support of Teacher Education Quality and Accountability. We met all state competencies and NCATE standards during the state and national NCATE reaccreditation visits which occurred April 2011, and we chose to pilot the NCATE Continuous Improvement Track.

Supporting Files

Complete Report Card

AY 2012-13



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