title II
highereducationact

VIEW TITLE II REPORTS   SUBMIT REPORTS

Login   Technical Assistance

North Carolina A&T State University
Alternative, IHE-based Program

2016 | Title II Reports

Institution Information

Program Data Collection

State Guidance

Choose Report Card

Welcome

Instructions

Institution Information

Section I.a Program Information

Section I.b Admissions

Section I.b Undergraduate Requirements

Section I.b Postgraduate Requirements

Section I.c Enrollment

Section I.d Supervised Clinical Experience

Section I.e Teachers Prepared by Subject Area

Section I.e Teachers Prepared by Academic Major

Section I.f Program Completers

Section II Annual Goals - Mathematics

Section II Annual Goals - Science

Section II Annual Goals - Special Education

Section II Annual Goals - Instruction of Limited English Proficient Students

Section II Assurances

Section III Assessment Pass Rates

Section III Summary Pass Rates

Section IV Low-Performing

Section V Use of Technology

Section VI Teacher Training

Section VII Contextual Information

Section VIII Report Certification

Print Report

Print Prior Report

Account Information

Log Out

Name of Institution: North Carolina A&T State University

Institution/Program Type: Alternative, IHE-based

Academic Year: 2014-15

State: North Carolina

Address: School of Education
1601 East Market Street
Greensboro, NC, 27411

Contact Name: Dr. Anthony Graham

Phone: 336-334-7757

Email: agraham@ncat.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:

Institution Information

title **II**
higher**education**act

VIEW TITLE II REPORTS   SUBMIT REPORTS

Login   Technical Assistance

North Carolina A&T State University
Alternative, IHE-based Program

2016 | Title II Reports

Section I.a Program Information

Program Data Collection

Account Information

Log Out

List each teacher preparation program included in your alternative, ihe-based 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?
MAT - Biology Education	No
MAT - Business Education	No
MAT - Chemistry Education	No
MAT - Child Development Early Education & Family Studies (B-K)	No
MAT - Comprehensive Social Studies (History Education)	No
MAT - Elementary Education	No
MAT - English Education	No
MAT - Family & Consumer Sciences	No
MAT - Health & Physical Education	No
MAT - Mathematics Education	No
MAT - Special Education: General Curriculum	No
MAT - Technology Education	No
MS - Agricultural Education (Professional Licensure)	No
Total number of teacher preparation programs: 13	

Section I.a Program Information

title **II**
higher**education**act

VIEW TITLE II REPORTS   SUBMIT REPORTS

Login   Technical Assistance

North Carolina A&T State University
Alternative, IHE-based Program

2016 | Title II Reports

Section I.b Admissions

Program Data Collection

- State Guidance
- Choose Report Card
- Welcome
- Instructions
- Institution Information
- Section I.a Program Information
- Section I.b Admissions
- Section I.b Undergraduate Requirements
- Section I.b Postgraduate Requirements
- Section I.c Enrollment
- Section I.d Supervised Clinical Experience
- Section I.e Teachers Prepared by Subject Area
- Section I.e Teachers Prepared by Academic Major
- Section I.f Program Completers
- Section II Annual Goals - Mathematics
- Section II Annual Goals - Science
- Section II Annual Goals - Special Education
- Section II Annual Goals - Instruction of Limited English Proficient Students
- Section II Assurances
- Section III Assessment Pass Rates
- Section III Summary Pass Rates
- Section IV Low-Performing
- Section V Use of Technology
- Section VI Teacher Training
- Section VII Contextual Information
- Section VIII Report Certification
- Print Report
- Print Prior Report

Account Information

Log Out

Indicate when students are formally admitted into your initial teacher certification program:
Other   MAT/PBS First Semester

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.ncat.edu/academics/schools-colleges1/soe/teacher-education/Admission.html

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

The current requirements are:

1. Purchase and create a Taskstream account

2. Complete Disposition Survey via Taskstream

3. Complete Comprehensive Teacher Education Profile via Taskstream

4. Minimum overall GPA of 2.6

5. Complete Notification and Acknowledgment of Criminal Background form

6. Complete Interview

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

About Title II | Technical Assistance | Privacy Policy | Contacts

title **II**
highereducationact

VIEW TITLE II REPORTS   SUBMIT REPORTS

Login   Technical Assistance

North Carolina A&T State University
Alternative, IHE-based Program

2016 | Title II Reports

Section I.b Undergraduate Requirements

AY 2014-15

Program Data Collection

- State Guidance
- Choose Report Card
- Welcome
- Instructions
- Institution Information
- Section I.a Program Information
- Section I.b Admissions
- Section I.b Undergraduate Requirements
- Section I.b Postgraduate Requirements
- Section I.c Enrollment
- Section I.d Supervised Clinical Experience
- Section I.e Teachers Prepared by Subject Area
- Section I.e Teachers Prepared by Academic Major
- Section I.f Program Completers
- Section II Annual Goals - Mathematics
- Section II Annual Goals - Science
- Section II Annual Goals - Special Education
- Section II Annual Goals - Instruction of Limited English Proficient Students
- Section II Assurances
- Section III Assessment Pass Rates
- Section III Summary Pass Rates
- Section IV Low-Performing
- Section V Use of Technology
- Section VI Teacher Training
- Section VII Contextual Information
- Section VIII Report Certification
- Print Report
- Print Prior Report
- Account Information
- Log Out

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?

No

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

Element	Required for Entry	Required for Exit
Transcript	Data not reported	Data not reported
Fingerprint check	Data not reported	Data not reported
Background check	Data not reported	Data not reported
Minimum number of courses/credits/semester hours completed	Data not reported	Data not reported
Minimum GPA	Data not reported	Data not reported
Minimum GPA in content area coursework	Data not reported	Data not reported
Minimum GPA in professional education coursework	Data not reported	Data not reported
Minimum ACT score	Data not reported	Data not reported
Minimum SAT score	Data not reported	Data not reported
Minimum basic skills test score	Data not reported	Data not reported
Subject area/academic content test or other subject matter verification	Data not reported	Data not reported
Recommendation(s)	Data not reported	Data not reported
Essay or personal statement	Data not reported	Data not reported
Interview	Data not reported	Data not reported
Other Dispositions survey	Data not reported	Data not reported

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

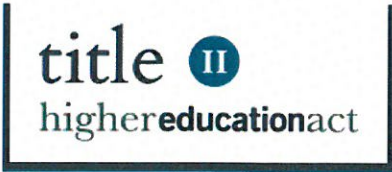What was the median GPA of individuals accepted into the program in academic year 2014-15

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2014-15

Please provide any additional comments about the information provided above:

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

About Title II | Technical Assistance | Privacy Policy | Contacts

6/29/2016

title **II**
highereducation act

VIEW TITLE II REPORTS   SUBMIT REPORTS

Login   Technical Assistance

North Carolina A&T State University
Alternative, IHE-based Program

2016 | Title II Reports

Section I.b Postgraduate Requirements

AY 2014-15

Program Data Collection

- State Guidance
- Choose Report Card
- Welcome
- Instructions
- Institution Information
- Section I.a Program Information
- Section I.b Admissions
- Section I.b Undergraduate Requirements
- Section I.b Postgraduate Requirements
- Section I.c Enrollment
- Section I.d Supervised Clinical Experience
- Section I.e Teachers Prepared by Subject Area
- Section I.e Teachers Prepared by Academic Major
- Section I.f Program Completers
- Section II Annual Goals - Mathematics
- Section II Annual Goals - Science
- Section II Annual Goals - Special Education
- Section II Annual Goals - Instruction of Limited English Proficient Students
- Section II Assurances
- Section III Assessment Pass Rates
- Section III Summary Pass Rates
- Section IV Low-Performing
- Section V Use of Technology
- Section VI Teacher Training
- Section VII Contextual Information
- Section VIII Report Certification
- Print Report
- Print Prior Report
- Account Information
- Log Out

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	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	No	No
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	No	No
Essay or personal statement	No	No
Interview	Yes	Yes
Other Dispositions Survey	Yes	Yes

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

2.6

What was the median GPA of individuals accepted into the program in academic year 2014-15

3.54

What is the minimum GPA required for completing the program?

2.6

What was the median GPA of individuals completing the program in academic year 2014-15

3.68

Please provide any additional comments about the information provided above:

Section I.b Postgraduate Requirements

AY 2014-15

6/29/2016

title Ⅱ
highereducationact

VIEW TITLE II REPORTS   SUBMIT REPORTS

Login   Technical Assistance

North Carolina A&T State University
Alternative, IHE-based Program

2016 | Title II Reports

Section I.c Enrollment

AY 2014-15

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 2014-15:	15
Unduplicated number of males enrolled in 2014-15:	6
Unduplicated number of females enrolled in 2014-15:	9

2014-15	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	0
Race	
American Indian or Alaska Native:	0
Asian:	0
Black or African American:	12
Native Hawaiian or Other Pacific Islander:	0
White:	3
Two or more races:	0

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

About Title II | Technical Assistance | Privacy Policy | Contacts

title **II**
higher**education**act

VIEW TITLE II REPORTS   SUBMIT REPORTS

Login   Technical Assistance

North Carolina A&T State University
Alternative, IHE-based Program

2016 | **Title II Reports**

Section I.d Supervised Clinical Experience

AY 2014-15

Program Data Collection

Provide the following information about supervised clinical experience in 2014-15.

Average number of clock hours of supervised clinical experience required prior to student teaching	60
Average number of clock hours required for student teaching	600
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	12
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	2
Number of students in supervised clinical experience during this academic year	21

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

Section I.d Supervised Clinical Experience

AY 2014-15

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

About Title II | Technical Assistance | Privacy Policy | Contacts

6/29/2016

title **II**
highereducationact

North Carolina A&T State University
Alternative, IHE-based Program

2016 | **Title II Reports**

Section I.e Teachers Prepared by Subject Area

AY 2014-15

Program Data Collection

- State Guidance
- Choose Report Card
- Welcome
- Instructions
- Institution Information
- Section I.a Program Information
- Section I.b Admissions
- Section I.b Undergraduate Requirements
- Section I.b Postgraduate Requirements
- Section I.c Enrollment
- Section I.d Supervised Clinical Experience
- Section I.e Teachers Prepared by Subject Area
- Section I.e Teachers Prepared by Academic Major
- Section I.f Program Completers
- Section II Annual Goals - Mathematics
- Section II Annual Goals - Science
- Section II Annual Goals - Special Education
- Section II Annual Goals - Instruction of Limited English Proficient Students
- Section II Assurances
- Section III Assessment Pass Rates
- Section III Summary Pass Rates
- Section IV Low-Performing
- Section V Use of Technology
- Section VI Teacher Training
- Section VII Contextual Information
- Section VIII Report Certification
- Print Report
- Print Prior Report
- Account Information
- Log Out

Please provide the number of teachers prepared by subject area for academic year 2014-15. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	2
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	4
Teacher Education - Art	
Teacher Education - Business	2
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	3
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	1
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	

Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify: Health & Physical Education	10

Section I.e Teachers Prepared by Subject Area

AY 2014-15

title **II**
highereducationact

VIEW TITLE II REPORTS   SUBMIT REPORTS

Login   Technical Assistance

North Carolina A&T State University
Alternative, IHE-based Program

2016 | **Title II Reports**

Section I.e Teachers Prepared by Academic Major

AY 2014-15

Program Data Collection

Please provide the number of teachers prepared by academic major for academic year 2014-15. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

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

Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	2
Psychology	1
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	1
Sociology	
Visual and Performing Arts	
History	1
Foreign Languages	
Family and Consumer Sciences/Human Sciences	1
English Language/Literature	1
Philosophy and Religious Studies	
Agriculture	3
Communication or Journalism	1
Engineering	
Biology	1
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	2
Computer and Information Sciences	
Other Specify: Human Performance and Leisure Studies	8

Section I.e Teachers Prepared by Academic Major

AY 2014-15

6/29/2016

title **II**
higher**education**act

North Carolina A&T State University
Alternative, IHE-based Program

2016 | Title II Reports

Section I.f Program Completers

AY 2014-15

Program Data Collection

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

2014-15: 22

2013-14: 18

2012-13: 20

Section I.f Program Completers

AY 2014-15

6/29/2016

title Ⅱ
highereducationact

VIEW TITLE II REPORTS   SUBMIT REPORTS

Login   Technical Assistance

North Carolina A&T State University
Alternative, IHE-based Program

2016 | Title II Reports

Section II Annual Goals - Mathematics

AY 2014-15

Program Data Collection

- State Guidance
- Choose Report Card
- Welcome
- Instructions
- Institution Information
- Section I.a Program Information
- Section I.b Admissions
- Section I.b Undergraduate Requirements
- Section I.b Postgraduate Requirements
- Section I.c Enrollment
- Section I.d Supervised Clinical Experience
- Section I.e Teachers Prepared by Subject Area
- Section I.e Teachers Prepared by Academic Major
- Section I.f Program Completers
- Section II Annual Goals - Mathematics
- Section II Annual Goals - Science
- Section II Annual Goals - Special Education
- Section II Annual Goals - Instruction of Limited English Proficient Students
- Section II Assurances
- Section III Assessment Pass Rates
- Section III Summary Pass Rates
- Section IV Low-Performing
- Section V Use of Technology
- Section VI Teacher Training
- Section VII Contextual Information
- Section VIII Report Certification
- Print Report
- Print Prior Report
- Account Information
- Log Out

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 2014-15

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

No

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

Did your program meet the goal for prospective teachers set in mathematics in 2014-15?

Data not reported

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Is your program preparing teachers in mathematics in 2015-16?

No

How many prospective teachers did your program plan to add in mathematics in 2015-16?

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Will your program prepare teachers in mathematics in 2016-17?

Yes

How many prospective teachers does your program plan to add in mathematics in 2016-17?

1

Provide any additional comments, exceptions and explanations below:

The university wide teacher education governance council will form a standing recruitment and retention committee charged with developing and implementing specific strategies to increase the number of math teachers entering and matriculating through our teacher education program.

title **II**
highereducation**act**

VIEW TITLE II REPORTS   SUBMIT REPORTS

About Title II | Contacts

Login   Technical Assistance

North Carolina A&T State University
Alternative, IHE-based Program

2016 | **Title II Reports**

Section II Annual Goals - Science

Program Data Collection

State Guidance

Choose Report Card

Welcome

Instructions

Institution Information

Section I.a Program Information

Section I.b Admissions

Section I.b Undergraduate Requirements

Section I.b Postgraduate Requirements

Section I.c Enrollment

Section I.d Supervised Clinical Experience

Section I.e Teachers Prepared by Subject Area

Section I.e Teachers Prepared by Academic Major

Section I.f Program Completers

Section II Annual Goals - Mathematics

Section II Annual Goals - Science

Section II Annual Goals - Special Education

Section II Annual Goals - Instruction of Limited English Proficient Students

Section II Assurances

Section III Assessment Pass Rates

Section III Summary Pass Rates

Section IV Low-Performing

Section V Use of Technology

Section VI Teacher Training

Section VII Contextual Information

Section VIII Report Certification

Print Report

Print Prior Report

Account Information

Log Out

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 2014-15

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

Yes

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

0

Did your program meet the goal for prospective teachers set in science in 2014-15?

Yes

Description of strategies used to achieve goal, if applicable:

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

The university wide teacher education governance council will form a standing recruitment and retention committee charged with developing and implementing specific strategies to increase the number of science teachers entering and matriculating through our teacher education program.

The interim education dean will work with the provost, chancellor, and other stakeholders to align teacher education programs on our campus. One of the chief goals will be recruitment and retention of science teachers.

Provide any additional comments, exceptions and explanations below:

Although we did not plan to prepare any prospective science teachers in 2014-15, we actually did prepare 1 biology teacher in 2014-2015.

Academic year 2015-16

Is your program preparing teachers in science in 2015-16?

No

How many prospective teachers did your program plan to add in science in 2015-16?

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Will your program prepare teachers in science in 2016-17?

Yes

How many prospective teachers does your program plan to add in science in 2016-17?

2

Provide any additional comments, exceptions and explanations below:

title II
highereducationact

North Carolina A&T State University
Alternative, IHE-based Program

2016 | Title II Reports

Section II Annual Goals - Special Education

AY 2014-15

Program Data Collection

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 2014-15

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

Yes

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

0

Did your program meet the goal for prospective teachers set in special education in 2014-15?

Yes

Description of strategies used to achieve goal, if applicable:

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

Faculty within the School of Education have secured two extramurally funded grants from the United States Department of Education Office of Special Education Programs totaling approximately $2.3 million. These funds will support undergraduate and graduate candidates with the attainment of their initial teaching license in Special Education. Over a five-year period, we anticipate the preparation of 40 licensed special education teachers as a result of these efforts.

Provide any additional comments, exceptions and explanations below:

Although we did not plan to prepare any prospective special education teachers in 2014-15, we actually did prepare 2 special education teachers in 2014-2015.

Academic year 2015-16

Is your program preparing teachers in special education in 2015-16?

Yes

How many prospective teachers did your program plan to add in special education in 2015-16?

2

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Will your program prepare teachers in special education in 2016-17?

Yes

How many prospective teachers does your program plan to add in special education in 2016-17?

2

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Special Education

AY 2014-15

title **II**
highereducationact

North Carolina A&T State University
Alternative, IHE-based Program

2016 | **Title II Reports**

Section II Annual Goals - Instruction of Limited English Proficient Students

AY 2014-15

Program Data Collection

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 2014-15

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

No

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

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2014-15?

Data not reported

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Is your program preparing teachers in instruction of limited English proficient students in 2015-16?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2015-16?

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Will your program prepare teachers in instruction of limited English proficient students in 2016-17?

No

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2016-17?

Provide any additional comments, exceptions and explanations below:

title **II**
highereducation**act**

VIEW TITLE II REPORTS   SUBMIT REPORTS

Login   Technical Assistance

North Carolina A&T State University
Alternative, IHE-based Program

2016 | Title II Reports

Section II Assurances

AY 2014-15

Program Data Collection

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:

NC A&T State University partners with several school districts in which many of our graduates find employment. Representatives from these LEAs serve on the Teacher Education Council and School of Education Advisory Board, as well as program specific advisory boards. Additionally, annual focus groups are held with cooperating teachers to identify strengths and weaknesses of the program. This data is used to improve our quality of teacher education programs.

Undergraduate elementary education candidates have the option of receiving special education licensure as an add-on. All general education teachers are required to take at least one course in differentiated instruction; this includes specific information about students with disabilities. Additionally, as they are taught in the core areas, general education candidates are taught strategies for working with students with special needs.

Section II Assurances

AY 2014-15

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

About Title II | Technical Assistance | Privacy Policy | Contacts

title **II**
highereducationact

About Title II | Contacts

Login   Technical Assistance

North Carolina A&T State University
Alternative, IHE-based Program

2016 | Title II Reports

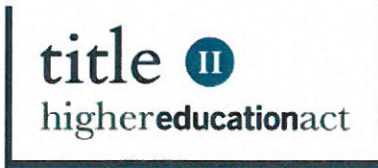## Section III Assessment Pass Rates

AY 2014-15

Program Data Collection

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	2			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	3			
ETS5015 -ELEM ED INSTR PRACTICE AND APPL (DISC) Educational Testing Service (ETS) All program completers, 2012-13	3			
ETS5122 -FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) Other enrolled students	2			
ETS5122 -FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5121 -FAMILY AND CONSUMER SCIENCES (DISCONTINUED 2) Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5511 -FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) All program completers, 2014-15	2			
ETS5511 -FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5856 -HEALTH AND PE (DISC) Educational Testing Service (ETS) All program completers, 2014-15	9			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) Other enrolled students	2			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2014-15	2			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2012-13	2			

Section III Assessment Pass Rates

AY 2014-15

About Title II | Technical Assistance | Privacy Policy | Contacts

6/29/2016

title Ⅱ
highereducationact

VIEW TITLE II REPORTS   SUBMIT REPORTS

Login   Technical Assistance

North Carolina A&T State University
Alternative, IHE-based Program

2016 | Title II Reports

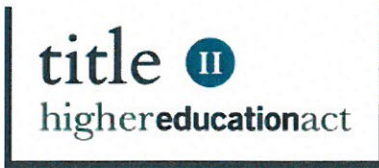## Section III Summary Pass Rates

AY 2014-15

Program Data Collection

State Guidance

Choose Report Card

Welcome

Instructions

Institution Information

Section I.a Program Information

Section I.b Admissions

Section I.b Undergraduate Requirements

Section I.b Postgraduate Requirements

Section I.c Enrollment

Section I.d Supervised Clinical Experience

Section I.e Teachers Prepared by Subject Area

Section I.e Teachers Prepared by Academic Major

Section I.f Program Completers

Section II Annual Goals - Mathematics

Section II Annual Goals - Science

Section II Annual Goals - Special Education

Section II Annual Goals - Instruction of Limited English Proficient Students

Section II Assurances

Section III Assessment Pass Rates

Section III Summary Pass Rates

Section IV Low-Performing

Section V Use of Technology

Section VI Teacher Training

Section VII Contextual Information

Section VIII Report Certification

Print Report

Print Prior Report

Account Information

Log Out

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2014-15	17	17	100
All program completers, 2013-14	4		
All program completers, 2012-13	5		
All program completers, combined 3 academic years	26	25	96

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

About Title II | Technical Assistance | Privacy Policy | Contacts

6/29/2016

title II
highereducationact

VIEW TITLE II REPORTS   SUBMIT REPORTS

Login   Technical Assistance

North Carolina A&T State University
Alternative, IHE-based Program

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:
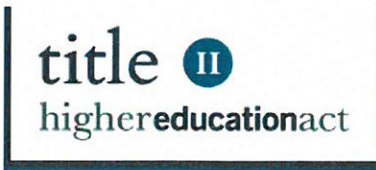State
NCATE

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

title **II**
highereducation**act**

North Carolina A&T State University
Alternative, IHE-based Program

2016 | **Title II Reports**

Section V Use of Technology

AY 2014-15

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 overarching themes of the Conceptual Framework for all educator programs in the NC A&T School of Education reflect a commitment to diversity, assessment, reflection, and technology (DART). This framework requires teacher candidates to use technology to gather, manage, and reach logical conclusions about data in the context of the subject area as a means to bridge the social, cultural, economic, and cognitive gaps between learners. MAT students who are lateral entry enter the public school having learned what attributes of technology promote effective learning in the classroom. In addition, they are well equipped to use technology to examine content more critically, solve problems, and establish reliability.

Key to the use and application of technology to collect, manage, and analyze data and effectively integrate it into the classroom is the School of Education's model elementary classroom. This classroom is designed for MAT Lateral Entry students to practice and teach in a classroom simulation space that mirrors a classroom in a traditional classroom setting. Key to MAT methods training and further use by MAT teachers of record is the technology available for use in the model classroom. Candidates have access to a variety of instructional technologies including, (1) a small computer lab with the latest education software, (2) an interactive smart board with a wide variety of educational resources included, (3) a class set of ipad minis that integrate with the interactive smart board, (4) ELMO clickers that allow elementary students to poll interactively and simultaneously for immediate feedback, and (5) a document camera for use in displaying teacher-directed material. In order to provide feedback from peers and other observers and generate discussion, the model classroom is equipped with an interactive camera system that allows observers to view the lesson conducted in the model classroom remotely via a television. MAT lateral entry teachers of record can bring their elementary students to the model classroom to take advantage of the latest technology, software, and other educational materials.

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

About Title II | Technical Assistance | Privacy Policy | Contacts

6/29/2016

title Ⅱ
highereducationact

VIEW TITLE II REPORTS   SUBMIT REPORTS

Login   Technical Assistance

North Carolina A&T State University
Alternative, IHE-based Program

Section VI Teacher Training

AY 2014-15

Program Data Collection

Account Information

Log Out

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.

All general education candidates enrolled in our alternate programs receive training to facilitate learning for special needs populations. Our students work with diverse learners in their field experiences. General education teacher candidates are prepared to provide instruction to limited English proficient students and children from low-income families.

Does your program prepare special education teachers to:

- **teach students with disabilities effectively**
  Yes
- **participate as a member of individualized education program teams**
  Yes
- **teach students who are limited English proficient effectively**
  Yes

Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

Candidates at North Carolina A&T State University construct a "Differentiated Instruction Teacher Work Sample" (DITWS) Electronic Evidence as part of their general professional education core coursework. The DITWS requires candidates to address the varying cognitive levels, special needs, and performance abilities of learners within their classrooms through thoughtful and strategic instructional planning. Candidates must provide credible evidence of their ability to facilitate learning by developing significant, challenging, and appropriate learning goals consistent with their program area Common Core or Essential Standards. Using pre-assessment data, candidates must design and implement a unit plan that utilizes differentiated lesson plans responding to candidate performance data. Throughout the unit, candidates must use multiple formative assessments that demonstrate student learning, and they must post-assess student understanding and skills at the conclusion of the unit. Candidates analyze this data to determine the extent of student growth throughout the unit; and then they must reflect on their instruction to articulate ways that they would improve their instructional practice in the future.

Candidates enrolled in the MAT Special Education program also construct a "Special Education Model Demonstration Capstone Project" Electronic Evidence. This evidence requires candidates to demonstrate proficiency as an effective instructional leader and exert a positive influence on their teacher colleagues. Candidates articulate a project rationale, explore existing scholarly research to substantiate the proposed approach or methodology that they will use, engage in an analysis of P-12 student prior knowledge utilizing formative and summative assessment data, and deliver responsive instruction using research-based strategies. Based on their work, candidates engage in a presentation by sharing their research findings with their colleagues.

Section VI Teacher Training

AY 2014-15

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

About Title II | Technical Assistance | Privacy Policy | Contacts

6/29/2016

title **II**
highereducationact

VIEW TITLE II REPORTS   SUBMIT REPORTS

Login   Technical Assistance

North Carolina A&T State University
Alternative, IHE-based Program

2016 | Title II Reports

Section VII Contextual Information

AY 2014-15

Program Data Collection

State Guidance

Choose Report Card

Welcome

Instructions

Institution Information

Section I.a Program Information

Section I.b Admissions

Section I.b Undergraduate Requirements

Section I.b Postgraduate Requirements

Section I.c Enrollment

Section I.d Supervised Clinical Experience

Section I.e Teachers Prepared by Subject Area

Section I.e Teachers Prepared by Academic Major

Section I.f Program Completers

Section II Annual Goals - Mathematics

Section II Annual Goals - Science

Section II Annual Goals - Special Education

Section II Annual Goals - Instruction of Limited
English Proficient Students

Section II Assurances

Section III Assessment Pass Rates

Section III Summary Pass Rates

Section IV Low-Performing

Section V Use of Technology

Section VI Teacher Training

Section VII Contextual Information

Section VIII Report Certification

Print Report

Print Prior Report

Account Information

Log Out

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.

SCHOOL OF EDUCATION (SOE) CONCEPTUAL FRAMEWORK: The School of Education has selected as its program theme "The Professional Educator: Catalyst for Learning." From the theme, a conceptual framework has been developed which includes a rationale and organizing principles that guide the development of the curriculum for professional education including the categorization of knowledge. The Unit's vision, mission, and dispositions emerged directly from the university's mission. Both the Unit and University strive to transmit a cultural experience for our candidates to be transformed into catalysts for learning. Candidates learn to create their own learning from the experiences of the faculty, curricula and field experience opportunities, and other education leaders. Thus, because candidates create their learning outcomes from the interaction with their faculty and curricula, candidates are philosophically constructivists. While the constructivist view is primarily the philosophy by which education programs are structured, content specialists and school personnel programs might have other philosophical basis. The conceptual framework is sufficiently broad as an umbrella to embrace all of the programs. The conceptual framework is the guiding force for program development and performance assessment. The outcome of the framework is the development of unit standards for all programs, which are Diversity, Assessment, Reflection, and Technology (DART).

Supporting Files

Section VII Contextual Information

AY 2014-15

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

About Title II | Technical Assistance | Privacy Policy | Contacts

6/29/2016

title **II**
highereducation**act**

VIEW TITLE II REPORTS   SUBMIT REPORTS

Login   Technical Assistance

North Carolina A&T State University
Alternative, IHE-based Program

2016 | **Title II Reports**

Section VIII Report Certification

AY 2014-15

Report Card Certification

Information in this report has been certified as accurate and complete by:
Dr. Loury Floyd
Associate Dean

This submission was reviewed and certified as accurate and complete by:
Dr. Anthony Graham
Professor and Interim Dean

Comparison with Last Year

Item	Last Year	This Year	Change
Total Enrollment	55	15	-72.73%
Male Enrollment	5	6	20.00%
Female Enrollment	50	9	-82.00%
Hispanic/Latino Enrollment	0	0	
American Indian or Alaska Native Enrollment	0	0	
Asian Enrollment	0	0	
Black or African American Enrollment	33	12	-63.64%
Native Hawaiian or Other Pacific Islander Enrollment	0	0	
White Enrollment	11	3	-72.73%
Two or more races Enrollment	0	0	
Average number of clock hours required prior to student teaching	60	60	0.00%
Average number of clock hours required for student teaching	600	600	0.00%
Average number of clock hours required for mentoring	0	0	
Number of full-time equivalent faculty in supervised clinical experience during this academic year	10	12	20.00%
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	4	2	-50.00%
Number of students in supervised clinical experience during this academic year	20	21	5.00%
Total completers for current academic year	18	22	22.22%
Total completers for prior academic year	20	18	-10.00%
Total completers for second prior academic year	65	20	-69.23%

Section VIII Report Certification

AY 2014-15