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**KEENE STATE COLLEGE**  
Traditional Program

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**Institution Information**

AY 2012-13

**Name of Institution:** KEENE STATE COLLEGE

**Institution/Program Type:** Traditional

**Academic Year:** 2012-13

**State:** New Hampshire

**Address:** 229 Main Street

Keene, NH, 03435

**Contact Name:** Dr. Beverly Kling

**Phone:** 6033582022

**Email:** bkling@keene.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:**

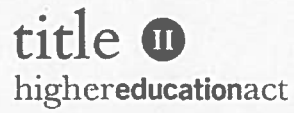
**Project Type:**

**Institution Information**

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## Section I.a Program Information

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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?
Chemistry for Grades 7-12	No
Dance Education	No
Early Childhood Education (Birth - age 8)	No
Earth-Space Science for Grades 7-12	No
Elementary Education (K-8)	No
English Language Arts for Grades 5-12	No
French - Teacher Certification	No
General Science (Grades 5-9)	No
Life Sciences for grades 7-12	No
Mathematics - Teacher Certification (Grades 7-12)	No
Middle School Mathematics (Grades 5-8)	No
Music Education	No
Physical Education	No
Physics for Grades 7-12	No
Social Studies for Grades 5-12	No
Spanish - Teacher Certification	No
Special Education	No
Total number of teacher preparation programs: 17	

## Section I.a Program Information

AY 2012-13

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**KEENE STATE COLLEGE**  
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### Section I.b Admissions

AY 2012-13

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

Other Prior to first field experience course

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.keene.edu/academics/departments/teachered/students/decision-points/>

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

While Keene State College does not require a minimum high school GPA for admission to the college, the average high school GPA for admitted students is 3.0, and students with less than 2.5 are rarely admitted. Thus, all applicants for Admission to Teacher Education Program at the undergraduate level meet this criteria. In addition, candidates must meet additional admissions criteria established by the Unit (Decision Point 1 - Admission to Teacher Education) and by individual programs.

### Section I.b Admissions

AY 2012-13

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## Section I.b Undergraduate Requirements

AY 2012-13

Please provide the following information about your teacher preparation program's entry and exit requirements. (S205(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	Yes
Fingerprint check	No	Yes
Background check	No	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	Yes	No
Essay or personal statement	No	No
Interview	No	No
Other Dispositions Assessment	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

3.28

What is the minimum GPA required for completing the program?

2.5

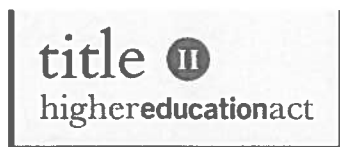
What was the median GPA of individuals completing the program in academic year 2012-13

3.39

Please provide any additional comments about the information provided above:

## Section I.b Undergraduate Requirements

AY 2012-13



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## Section I.b Postgraduate Requirements

AY 2012-13

Please provide the following information about your teacher preparation program's entry and exit requirements. (S205(a)(1)(C)(i))

Are there initial teacher certification programs at the postgraduate level?

Yes

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

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	Yes
Background check	No	Yes
Minimum number of courses/credits/semester hours completed	No	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	No
Recommendation(s)	Yes	No
Essay or personal statement	Yes	No
Interview	Yes	No
Other	Data not reported	Data not reported

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

3.19

What is the minimum GPA required for completing the program?

2.5

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

3.42

Please provide any additional comments about the information provided above:

## Section I.b Postgraduate Requirements

AY 2012-13

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## Section I.c Enrollment

AY 2012-13

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:	360
Unduplicated number of males enrolled in 2012-13:	79
Unduplicated number of females enrolled in 2012-13:	281

2012-13	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	8
<i>Race</i>	
American Indian or Alaska Native:	1
Asian:	3
Black or African American:	0
Native Hawaiian or Other Pacific Islander:	0
White:	303
Two or more races:	6

## Section I.c Enrollment

AY 2012-13

## Section I.d Supervised Clinical Experience

AY 2012-13

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	80
Average number of clock hours required for student teaching	560
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	21
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	8
Number of students in supervised clinical experience during this academic year	429

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

In some programs Keene State College employs PreK-12 teachers to serve as site supervisors in clinical experiences. These people are paid with a stipend and are not considered adjunct faculty.

## Section I.d Supervised Clinical Experience

AY 2012-13

## Section I.e Teachers Prepared by Subject Area

AY 2012-13

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	0
Teacher Education - Special Education	11
Teacher Education - Early Childhood Education	21
Teacher Education - Elementary Education	89
Teacher Education - Junior High/Intermediate/Middle School Education	0
Teacher Education - Secondary Education	43
Teacher Education - Multiple Levels	0
Teacher Education - Agriculture	0
Teacher Education - Art	0
Teacher Education - Business	0
Teacher Education - English/Language Arts	9
Teacher Education - Foreign Language	0
Teacher Education - Health	0
Teacher Education - Family and Consumer Sciences/Home Economics	0
Teacher Education - Technology Teacher Education/Industrial Arts	0
Teacher Education - Mathematics	7
Teacher Education - Music	9
Teacher Education - Physical Education and Coaching	15
Teacher Education - Reading	0
Teacher Education - Science Teacher Education/General Science	7
Teacher Education - Social Science	0
Teacher Education - Social Studies	16
Teacher Education - Technical Education	0
Teacher Education - Computer Science	0
Teacher Education - Biology	1
Teacher Education - Chemistry	0
Teacher Education - Drama and Dance	1
Teacher Education - French	2
Teacher Education - German	0
Teacher Education - History	0
Teacher Education - Physics	0
Teacher Education - Spanish	1
Teacher Education - Speech	0
Teacher Education - Geography	0
Teacher Education - Latin	0
Teacher Education - Psychology	0
Teacher Education - Earth Science	0
Teacher Education - English as a Second Language	0
Teacher Education - Bilingual, Multilingual, and Multicultural Education	0



## Section I.e Teachers Prepared by Academic Major

AY 2012-13

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	2
Teacher Education - Special Education	11
Teacher Education - Early Childhood Education	21
Teacher Education - Elementary Education	89
Teacher Education - Junior High/Intermediate/Middle School Education	0
Teacher Education - Secondary Education	43
Teacher Education - Agriculture	0
Teacher Education - Art	0
Teacher Education - Business	0
Teacher Education - English/Language Arts	0
Teacher Education - Foreign Language	0
Teacher Education - Health	0
Teacher Education - Family and Consumer Sciences/Home Economics	0
Teacher Education - Technology Teacher Education/Industrial Arts	0
Teacher Education - Mathematics	0
Teacher Education - Music	9
Teacher Education - Physical Education and Coaching	15
Teacher Education - Reading	0
Teacher Education - Science	7
Teacher Education - Social Science	0
Teacher Education - Social Studies	0
Teacher Education - Technical Education	0
Teacher Education - Computer Science	0
Teacher Education - Biology	0
Teacher Education - Chemistry	0
Teacher Education - Drama and Dance	0
Teacher Education - French	0
Teacher Education - German	0
Teacher Education - History	0
Teacher Education - Physics	0
Teacher Education - Spanish	0
Teacher Education - Speech	0
Teacher Education - Geography	0
Teacher Education - Latin	0
Teacher Education - Psychology	0
Teacher Education - Earth Science	0
Teacher Education - English as a Second Language	0
Teacher Education - Bilingual, Multilingual, and Multicultural Education	0
Education - Curriculum and Instruction	0

Education: Sociological/Philosophical Foundations of Education	0
Liberal Arts/Humanities	0
Psychology	31
Social Sciences	9
Anthropology	0
Economics	0
Geography and Cartography	2
Political Science and Government	0
Sociology	16
Visual and Performing Arts	5
History	12
Foreign Languages	8
Family and Consumer Sciences/Human Sciences	0
English Language/Literature	21
Philosophy and Religious Studies	0
Agriculture	0
Communication or Journalism	6
Engineering	0
Biology	1
Mathematics and Statistics	18
Physical Sciences	0
Astronomy and Astrophysics	0
Atmospheric Sciences and Meteorology	0
Chemistry	0
Geological and Earth Sciences/Geosciences	0
Physics	0
Business/Business Administration/Accounting	0
Computer and Information Sciences	0
Other	15
Specify: AMST (5), ENST (1), HGS (1), Indiv. (5), WGS (1), Gen. Science (2)	

## Section I.e Teachers Prepared by Academic Major

AY 2012-13

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## Section I.f Program Completers

AY 2012-13

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

2012-13: 189

2011-12: 212

2010-11: 180

## Section I.f Program Completers

AY 2012-13

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## Section II Annual Goals - Mathematics

AY 2012-13

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?

7

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:

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?

8

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?

8

Provide any additional comments, exceptions and explanations below:

## Section II Annual Goals - Mathematics

AY 2012-13



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## Section II Annual Goals - Science

AY 2012-13

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. (5205(a)(1)(A)(ii), 5206(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?

5

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:

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?

6

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?

6

Provide any additional comments, exceptions and explanations below:

## Section II Annual Goals - Science

AY 2012-13

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## Section II Annual Goals - Special Education

AY 2012-13

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?

18

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:

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:

Keene State College is now offering a Master of Education degree leading to certification in Special Education and is phasing out Elementary Education/Special Education (which led to certification in Elementary Education K-8 and General Special Education) at the undergraduate level. During 2012-13 11 undergraduate candidates completed the EEd/SPED program and 18 candidates completed the M.Ed. program.

## 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?

18

Provide any additional comments, exceptions and explanations below:

Keene State College is now offering a Master of Education degree leading to certification in Special Education and is phasing out Elementary Education/Special Education (which led to certification in Elementary Education K-8 and General Special Education) at the undergraduate level. It is projected that in 2013-14 5 undergraduate candidates will complete the EEd/SPED program and 13 candidates will complete the M.Ed. program.

## 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?

15

Provide any additional comments, exceptions and explanations below:

Keene State College is now offering a Master of Education degree leading to certification in Special Education and is phasing out Elementary Education/Special Education (which led to certification in Elementary Education K-8 and General Special Education) at the undergraduate level. It is projected that in 2014-15 2-4 undergraduate candidates will complete the EEd/SPED program and 13-17 candidates will complete the M.Ed. program.

**Section II Annual Goals - Instruction of Limited English Proficient Students**

AY 2012-13

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. (5205(a)(1)(A)(ii), 5206(a))

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

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

**Academic year 2012-13**

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

No

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

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

Data not reported

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

At the present time our program does not prepare teachers to effectively teach students who are limited English proficient. In the geographic area where Keene State College is located, there is a very small population of school students who are limited English proficient. While we recognize that our graduates may seek employment in other parts of the state, region, or country, their ability to effectively teach students who are limited English proficient has not been, to date, a strategic priority in their preparation.

**Academic year 2013-14**

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

No

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

Provide any additional comments, exceptions and explanations below:

At the present time our program does not prepare teachers to effectively teach students who are limited English proficient. In the geographic area where Keene State College is located, there is a very small population of school students who are limited English proficient. While we recognize that our graduates may seek employment in other parts of the state, region, or country, their ability to effectively teach students who are limited English proficient has not been, to date, a strategic priority in their preparation.

**Academic year 2014-15**

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

No

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

Provide any additional comments, exceptions and explanations below:

At the present time our program does not prepare teachers to effectively teach students who are limited English proficient. In the geographic area where Keene State College is located, there is a very small population of school students who are limited English proficient. While we recognize that our graduates may seek employment in other parts of the state, region, or country, their ability to effectively teach students who are limited English proficient has not been, to date, a strategic priority in their preparation.


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## Section II Assurances

AY 2012-13

Please certify that your institution is in compliance with the following assurances. (5205(a)(1)(A)(iii), 5206(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.

No

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:

Keene State College Educator Preparation Programs have a long history of collaboration with schools in the southwestern region

of New Hampshire. We value each unique relationship that we build with P-12 schools, and we realize that the diversity of school experiences in which our candidates engage is essential for their development. School collaborations, including partnership and placement relationships, can have an enormous impact on the future of public education that needs high quality and effective teachers. The formal partnership between KSC and Marlborough School and an emerging partnership effort with Winchester School prompted us to initiate the development of a more formalized process for establishing school-college collaboration agreements. School-College Collaboration Guidelines and Steps for Development of School-College Collaborations documents have been developed to help ensure collaborations are thoughtfully planned and implemented.

During the 12/13 reporting period the Southwestern New Hampshire Educational Support Center at KSC continued to expand its programming in technology and other professional development supports for K-12 educators and administrators.

By now offering a Master of Education degree leading to certification in Special Education, Keene State has been able to use its resources to integrate more special education content in undergraduate educator preparation programs. At the same time the Master of Education, Special Education option program continued to enhance our professional development offerings for inservice and preservice teachers.

In July 2013 Keene State hosted the New Hampshire Department of Education Professional Education Conference. The themes of the conference were to support the education of all learners and to focus on learning outcomes assessment and teacher effectiveness strategies for our state. There were over 500 participants, including P-12 teachers and administrators and college faculty representing all educator preparation programs in New Hampshire.

Keene State continued its collaboration on several statewide grant projects to enhance professional development for in-service educators and administrators. These projects support our work across the P-20 spectrum to effectively educate all students in our rural, often socio-economically disadvantaged districts and to engage teacher candidates and in-service educators alike in transforming teaching and learning.

## Section II Assurances

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## Section III Assessment Pass Rates

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Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0233 -BIOLOGY CONTENT ESSAYS Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0233 -BIOLOGY CONTENT ESSAYS Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0242 -CHEMISTRY CONTENT ESSAYS Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0242 -CHEMISTRY CONTENT ESSAYS Educational Testing Service (ETS) All program completers, 2010-11	2			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2010-11	2			
ETS0022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS0022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	20	176	20	100
ETS0022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	24	177	24	100
ETS0022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	23	177	23	100
ETS0571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2011-12	2			
ETS0571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0014 -ELEM ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	95	161	89	94

ETSS034 -ELEM ED MULTI SUBJ MATH	03	100	75	00
Educational Testing Service (ETS) All program completers, 2010-11				
ETSS033 -ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) All enrolled students who have completed all noncl	8			
ETSS033 -ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) Other enrolled students	1			
ETSS033 -ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) All program completers, 2012-13	81	166	52	64
ETSS033 -ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) All program completers, 2011-12	5			
ETSS033 -ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) All program completers, 2010-11	2			
ETSS032 -ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) All enrolled students who have completed all noncl	8			
ETSS032 -ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) Other enrolled students	1			
ETSS032 -ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) All program completers, 2012-13	81	176	73	90
ETSS032 -ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) All program completers, 2011-12	5			
ETSS032 -ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) All program completers, 2010-11	2			
ETSS035 -ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) All enrolled students who have completed all noncl	8			
ETSS035 -ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) Other enrolled students	1			
ETSS035 -ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) All program completers, 2012-13	81	165	63	78
ETSS035 -ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) All program completers, 2011-12	5			
ETSS035 -ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) All program completers, 2010-11	2			
ETSS034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) All enrolled students who have completed all noncl	8			
ETSS034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) Other enrolled students	1			
ETSS034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) All program completers, 2012-13	81	161	61	75
ETSS034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) All program completers, 2011-12	5			
ETSS034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) All program completers, 2010-11	2			
ETS0044 -ENG LANG LIT COMP CONTENT & ANALYSIS Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			

ETS0044 -ENG LANG LIT COMP CONTENT & ANALYSIS Educational Testing Service (ETS) Other enrolled students				
ETS0044 -ENG LANG LIT COMP CONTENT & ANALYSIS Educational Testing Service (ETS) All program completers, 2012-13	8			
ETS0044 -ENG LANG LIT COMP CONTENT & ANALYSIS Educational Testing Service (ETS) All program completers, 2011-12	10	174	9	90
ETS0044 -ENG LANG LIT COMP CONTENT & ANALYSIS Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	14	169	10	71
ETS0042 -ENG LANG LIT COMP ESSAYS Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0042 -ENG LANG LIT COMP ESSAYS Educational Testing Service (ETS) All program completers, 2010-11	14	158	12	86
ETS0173 -FRENCH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1			
ETSS174 -FRENCH WORLD LANGUAGE (CD) Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETSS174 -FRENCH WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2012-13	3			
ETSS174 -FRENCH WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2011-12	3			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0433 -GENERAL SCIENCE CONTENT ESSAYS Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0063 -MATH PROOFS MODELS PROBLEMS PART 1 Educational Testing Service (ETS) All program completers, 2011-12	9			
ETS0063 -MATH PROOFS MODELS PROBLEMS PART 1 Educational Testing Service (ETS) All program completers, 2010-11	4			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	6			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	9			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	4			
ETS0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) Other enrolled students	2			
ETS0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2012-13	1			

ETS0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2011-12				
ETS0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2012-13	6			
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	76	179	76	100
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) Other enrolled students	291	180	291	100
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2012-13	180	180	180	100
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2011-12	198	179	195	98
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2010-11	175	179	175	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All enrolled students who have completed all noncl	76	179	76	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) Other enrolled students	292	178	291	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2012-13	179	178	179	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2011-12	200	178	197	99
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2010-11	174	178	173	99
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All enrolled students who have completed all noncl	76	176	76	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) Other enrolled students	291	176	291	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2012-13	179	176	179	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2011-12	199	176	198	99
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2010-11	174	176	173	99
ETS0082 -SOCIAL STUDIES ANALYTICAL ESSAYS Educational Testing Service (ETS) All program completers, 2011-12	2			
ETS0082 -SOCIAL STUDIES ANALYTICAL ESSAYS Educational Testing Service (ETS) All program completers, 2010-11	16	152	15	94
ETS0086 -SOCIAL STUDIES CONTENT & INTERPRET Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS0086 -SOCIAL STUDIES CONTENT & INTERPRET Educational Testing Service (ETS) All program completers, 2012-13	16	154	8	50

ETS0000 - SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	13	130	11	75
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	3			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	16	167	16	100
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS5195 -SPANISH WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS5195 -SPANISH WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2011-12	3			
ETS5195 -SPANISH WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2010-11	1			

## Section III Assessment Pass Rates

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Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2012-13	183	137	75
All program completers, 2011-12	203	185	91
All program completers, 2010-11	180	167	93

**Section III Summary Pass Rates**

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**KEENE STATE COLLEGE**  
Traditional Program

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### Section IV Low-Performing

AY 2012-13

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

NASM - Music

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 IV Low-Performing

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## Section V Use of Technology

AY 2012-13

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  
No
- use technology effectively to analyze data to improve teaching and learning  
No

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.

During the reporting period Keene State College educator preparation programs have continued to expand their efforts to prepare future educators with the skills to integrate instructional technology in their P-12 classrooms. The integration technology was evident in both required and elective courses taken by our pre-service candidates. The Southwest Educational Support Center at Keene State College offered collegiate faculty, in-service educator and candidate professional development programming in SmartBoards, EnoBoards, iPADs, Extended Learning Opportunities, Response to Instruction, and other successful instructional strategies.

Beyond these efforts college faculty used WebQuests, Tk20, Blackboard, and freeware-- including Google Docs, Moodle, Canvas!-- and others to support collaborative teaching and learning in their classrooms.

The College continued its use of the enhanced media-rich classroom renovated in the 2008/09 reporting period. This classroom boast Smart, Eno, and Promethean Board hardware and software and is used in required instructional courses and for Southwest Center professional development activities.

Finally the College's Center for Engagement Learning and Teaching continued its professional development efforts by providing pedagogical support for faculty engaged in educator preparation.

## Section V Use of Technology

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## Section VI Teacher Training

AY 2012-13

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  
No

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 students in Teacher Education programs take either EDSP 202 or EDSP 333 as part of their program requirements.

EDSP 202 - Study of typical and atypical cognitive, language, physical, and social/emotional development; roles of general and special educators in educating all students; the special education process; collaborative approaches to team planning for inclusive school environments.

EDSP 333 - An examination of the roles and responsibilities of the secondary content teacher in the context of the special education process. Focus on inclusive teaching practices, social and academic supports, collaborative challenges, and current issues for teachers of individuals with disabilities.

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  
No

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.

Links to KSC Undergraduate and Graduate Special Education catalog descriptions of courses are included below:

<http://www.keene.edu/catalog/programs/courses/GRAD.cfm> (graduate - EDUCSP)

<http://www.keene.edu/catalog/programs/courses/EDUC.cfm> (undergraduate - EDSP)

At the present time our program does not prepare special education teachers to effectively teach students who are limited English proficient. In the geographic area where Keene State College is located, there is a very small population of school students who are limited English proficient. While we recognize that our special education graduates may seek employment in other parts of the state, region, or country, their ability to effectively teach students who are limited English proficient has not been a strategic priority in their preparation.

## Section VI Teacher Training

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## Section VII Contextual Information

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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.

Section I.c. - While it appears there was a substantial decrease in enrollment during this reporting period, the 11-12 enrollment figures inadvertently included program completers. The 12-13 reporting year does not include program completers, per the definition of "enrollment". The actual enrollment figure for 11-12 should have been 288. Although it looks like there was a significant increase in enrollment (2011-12=288 and 2012-13=360), some of the increase can be attributed to the way records of admission to programs were being kept. That process has been revised, and several candidates who should have been reported in 2011-2012 have now been reported in 2012-13. Likewise, the supervised clinical experience data in 2011-12 only reflected candidates in student teaching, whereas the 2012-13 data includes candidates in both early field experiences and student teaching, per the definition of "supervised clinical experience". The actual figure for 2011-12 should have been 439. Section I.e and section I.f - Completer numbers for specific program areas have been delineated from our student information system. Data are aggregated by the Office of the Registrar and individual queries are run to report various sub-groups for educator preparation programs by the Office of Institutional Research, the Educator Preparation Office, and professional staff in the Office of the Registrar. Data related to certification are also available through the Education Information System (New Hampshire Department of Education) and were cross-checked to verify the accuracy of our reporting here.

## Supporting Files

## Section VII Contextual Information

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## Section VIII Report Certification

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## Program Data Collection

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## Report Card Certification

Information in this report has been certified as accurate and complete by:

Beverly King  
 Assistant Dean, Professional and Graduate Studies

This submission was reviewed and certified as accurate and complete by:

Wayne Hartz  
 Interim Dean, Professional and Graduate Studies

## Comparison with Last Year

Item	Last Year	This Year	Change
Total Enrollment	500	360	-28.00%
Male Enrollment	100	79	-21.00%
Female Enrollment	400	281	-29.75%
Hispanic/Latino Enrollment	4	8	100.00%
American Indian or Alaska Native Enrollment	0	1	
Asian Enrollment	0	3	
Black or African American Enrollment	0	0	
Native Hawaiian or Other Pacific Islander Enrollment	0	0	
White Enrollment	445	303	-31.91%
Two or more races Enrollment	8	6	-25.00%
Average number of clock hours required prior to student teaching	80	80	0.00%
Average number of clock hours required for student teaching	560	560	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	19	21	10.53%
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	11	8	-27.27%
Number of students in supervised clinical experience during this academic year	207	429	107.25%
Total completers for current academic year	212	189	-10.85%
Total completers for prior academic year	180	212	17.78%
Total completers for second prior academic year	191	180	-5.76%

## Section VIII Report Certification

AY 2012-13