

Title II Higher Education Act

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Jones International University

Traditional Program

2009-10

Print Report Card

Program Information

Name of Institution: Jones International University

Institution/Program Type: Traditional

Academic Year: 2009-10

State: Colorado

Address: 9697 E Mineral Ave

Centennial , CO, 80112

Contact Name: Ms. Sondra D'Aquisto

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Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant: No

TQE partnership name or grant number, if applicable:

Section I.a Program Admission

For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.

Element	Undergraduate	Postgraduate
Application	NA	Yes
Fee/Payment	NA	Yes
Transcript	NA	Yes
Fingerprint check	NA	Yes
Background check	NA	Yes
Experience in a classroom or working with children	NA	No
Minimum number of courses/credits/semester hours completed	NA	Yes

Minimum high school GPA	NA	No
Minimum undergraduate GPA	NA	Yes
Minimum GPA in content area coursework	NA	No
Minimum GPA in professional education coursework	NA	No
Minimum ACT score	NA	No
Minimum SAT score	NA	No
Minimum GRE score	NA	No
Minimum basic skills test score	NA	No
Subject area/academic content test or other subject matter verification	NA	No
Minimum Miller Analogies test score	NA	No
Recommendation(s)	NA	No
Essay or personal statement	NA	No
Interview	NA	No
Resume	NA	No
Beachelor's degree or higher	NA	Yes
Job offer from school/district	NA	No
Personality test (e.g.,Myers-Briggs Assessment)	NA	No
Other (specify: NA)	NA	No

Provide a link to your website where additional information about admissions requirements can be found:

<http://www.jiu.edu/admissions/admission>

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

Postgraduate Upon enrollment at JIU

Does your initial teacher certification program conditionally admit students? Yes

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

Not all requirements listed above are for all initial licensure programs. For instance, the requirements of minimum courses/credit hours and/or content exam only apply to our Bi-lingual Education programs.

Section I.b Program Enrollment

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

Total number of students enrolled in 2009-10:	123
Unduplicated number of males enrolled in 2009-10:	97
Unduplicated number of females enrolled in 2009-10:	26

2009-10	Number enrolled
<i>Ethnicity</i>	

Hispanic/Latino of any race:	7
<i>Race</i>	
American Indian or Alaska Native:	2
Asian:	2
Black or African American:	2
Native Hawaiian or Other Pacific Islander:	0
White:	92
Two or more races:	8

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2009-10.

Average number of clock hours required prior to student teaching	200
Average number of clock hours required for student teaching	600
Number of full-time equivalent faculty in supervised clinical experience during this academic year	0
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	14
Number of students in supervised clinical experience during this academic year	11

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

The numbers listed above (for both enrollment and supervised clinical experience) is an unduplicated headcount only representing Colorado students.

Section I.d Teachers Prepared

Provide the number of teachers prepared, by academic major and subject area prepared to teach in 2009-10. (§205(b)(1)(H))

Academic major	Number prepared
Education (Masters of)	9
TOTAL	9

Subject area	Number prepared
Elementary Education	5
Secondary - Health	1
Secondary Math	2
Secondary Physical Education	1
TOTAL	9

Section I.e Program Completers

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

2009-10: 9

2008-09: 6

2007-08: 9

Section II. Annual Goals

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure 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. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the area(s) in which the IHE does not have that program.

Teacher shortage area	Goal for increasing prospective teachers trained
Mathematics	<p>Academic year: 2009-10</p> <p>Goal: NA</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>While we do not have a program focusing on Mathematics, we will continue to encourage our students to teach in high need areas.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>
Science	<p>Academic year: 2009-10</p> <p>Goal: NA</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>While we do not have a program focusing on Science, we will continue to encourage our students to teach in high need areas.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>
Special education	<p>Academic year: 2009-10</p> <p>Goal: NA</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>While we do not have a special education program, we are currently developing one. In the future, we will have an annual goal in this area.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>

<p>Instruction of limited English proficient students</p>	<p>Academic year: 2008-09</p> <p>Goal: Increase enrollment by 5%</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Jones International University (JIU) has developed a strategic plan for growth in enrollment and is achieving its goals in this area. One aspect of this plan is the increase in the number of programs we offer. JIU began offering its ESL programs and certificates in the spring of 2009.</p> <p>JIU uses multiple recruitment strategies to increase enrollment in all School of Education programs. This includes the ESL and ESL-Bilingual programs. Outlined below are some of the recruitment strategies JIU has used, and is currently using.</p> <p>JIU employs knowledgeable staff dedicated to both recruiting and retaining students. Our Admission Counselors are able to help, efficiently and effectively, potential students navigate through the application process. The Financial Aid Advisors help students apply for and receive educational aid. We have a team of Student Support Counselors dedicated to new students, to help ensure that they are successful through their studies at JIU.</p> <p>JIU's dedicated military admissions team is committed to building and expanding relationships with the United States Military. JIU is actively involved with and utilizes information related to Troops to Teachers (http://www.proudtoserveagain.com/). We maintain relationships with Education Service Officers. To date, JIU has established relationships with over 90 military bases around the world. We directly support education fairs, presentations, and collateral for military students. These relationships, combined with a military media campaign help to recruit active duty, guard, reserve, veterans, and the family members of these groups, all of whom receive a military scholarship at JIU.</p> <p>JIU's strategic growth plan also includes developing partnerships with local school districts. Currently, JIU has collaborated with the Douglas County School District (DCSD). This partnership provides opportunities and scholarships for DCSD employees to return to higher education for a Master of Education degree, Doctorate of Education Degree in K-12 Leadership, or for one of two Certificates in ESL (Curriculum, Instruction, and Assessment; and Literacy).</p> <p>Finally, JIU has developed a marketing campaign in which we recruit students via marketing in various educational organizations and in education related publications. One example is our ads in Language Magazine (The Journal of Communication and Education) in which our ads focus on ESL programs. JIU publishes similar ads in several Colorado School District Publications.</p> <p>These strategies, among others, have helped to drive the increase in enrollment at Jones International University. We will continue to investigate future partnerships, scholarship opportunities, and marketing campaigns to expand our existing strategic plan for growth.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>JIU will continue to evaluate and expand our recruitment strategies. We will continue to serve our military students as well as continue to develop partnerships with additional educational organizations. In addition, we are rapidly expanding the number of Admission Counselors and Student Support Counselors to provide the highest quality of service to potential and enrolled students.</p>
<p>NA</p>	<p>Academic year: 2009-10</p> <p>Goal: NA</p> <p>Goal met?</p>

	<p>Description of strategies used to achieve goal:</p> <p>NA</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>NA</p>
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Provide any additional comments, exceptions and explanations below:

Section II. Assurances

Please indicate whether your institution is in compliance with the following assurances.

Training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institution's graduates are likely to teach, based on past hiring and recruitment trends.

Yes

Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.

NA

General education teachers receive training in providing instruction to children with disabilities.

Yes

General education teachers receive training in providing instruction to limited English proficient students.

Yes

General education teachers receive training in providing instruction to children from low-income families.

Yes

Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.

Yes

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

Each JIU School of Education K-12 degree program explicitly trains prospective teachers in content knowledge and professional skills related to addressing the needs of local education agencies in rural, suburban and urban school districts located throughout the United States.

Specifically, all teacher candidates in the JIU teacher licensure programs complete coursework and required field-based experiences that specifically teach them to:

- (1) Utilize data from formal and informal assessments to design lesson plans, modify curriculum and deliver instruction that is differentiated for students with diverse learning needs and who are from diverse backgrounds.
- (2) Understand and implement scientifically based literacy and mathematics instructional strategies across the content areas.
- (3) Understand and implement evidence-based instructional strategies for students with exceptional learning abilities (i.e., students with special education needs or students who are gifted, etc.).

(4) Understand and implement evidence-based instructional strategies for students who are English language learners. Course curricula include activities to study and implement the findings of the National Literacy Panel on Language-Minority Children and Youth (2006).

(5) Understand and implement evidence-based instructional strategies, identified in the National Reading Panel Report (2000) and other meta-analyses that are found to be highly effective for all learners, including those from low, middle and high socio-economic groups.

Each JIU School of Education K-12 teacher licensure program is rigorously aligned to the Performance Based Standards for Colorado Teachers and the standards of the National Council for Accreditation of Teacher Education (NCATE). These two sets of professional standards explicitly include preparing teachers to effectively work with students who come from diverse socio-economic, cultural (including English language learners), and ethnic backgrounds. These standards also explicitly include preparing teachers to know how to effectively work with students who have diverse learning needs, including those who have learning disabilities or exceptionalities.

Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate (%)	State Average scaled score
028 -ART Evaluation Systems group of Pearson Other enrolled students	2				83	233
034 -BUSINESS EDUCATION Evaluation Systems group of Pearson Other enrolled students	1				96	250
002 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2009-10	1				96	240
001 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1				93	244
001 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	8				90	249
001 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2009-10	1				98	251
001 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2008-09	2				99	250
001 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2007-08	1				100	250
0014 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS)	1				98	168

All enrolled students who have completed all nonclinical courses						
0014 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	4				95	169
0014 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	4				100	169
031 -HEALTH Evaluation Systems group of Pearson All program completers, 2009-10	1					
051 -INSTRUCTIONAL TECHNOLOGY Evaluation Systems group of Pearson Other enrolled students	2					
017 -LINGUISTICALLY DIVERSE EDUCATION Evaluation Systems group of Pearson Other enrolled students	2				74	238
004 -MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	1				95	250
004 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2008-09	2				100	254
0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1				70	162
029 -MUSIC Evaluation Systems group of Pearson Other enrolled students	1				86	239
032 -PHYSICAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	1				90	239
032 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2009-10	1				100	243
009 -SPANISH Evaluation Systems group of Pearson Other enrolled students	1				83	245

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2009-10	8			99

All program completers, 2008-09	4			100
All program completers, 2007-08	1			100
All program completers, combined 3 academic years	13	13	100	100

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

Other (specify: Higher Learning Commission)

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

No

Section V. Technology

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 how your program 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 how your program 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.

Each JIU School of Education K-12 degree program explicitly trains prospective teachers in content knowledge and professional skills related to addressing the needs of local education agencies in rural, suburban and urban school districts located throughout the United States. Specifically:

(1) All teacher candidates in the JIU teacher licensure programs complete one course in implementing instructional technology in K-12 school settings and one course in K-12 assessment which includes the use of technology to collect, manage and analyze data to improve teaching and learning. Of special note is JIU's new teacher effectiveness research project working with JIU teacher candidates in the Douglas County School District (Colorado). The research study will include teacher candidate use of technology to collect, manage and analyze data with the goal of positively impacting student achievement.

(2) All teacher candidates in the JIU teacher licensure programs complete and implement with students multiple lesson plans that incorporate instructional technology and the use of assessment data to drive differentiated instruction. JIU is happy to share lesson plan templates as evidence, upon request.

(3) All JIU teacher licensure programs incorporate the three essential components of the Universal Design for Learning model (developed by the Center for Applied Special Technology). In addition, teacher candidates are explicitly prepared to understand and know how to strategically utilize/synthesize instructional goals, “best practices”, research-based materials (including technology-based) and (valid and reliable) assessments. Teacher candidates are also required to complete EDU 524: Exceptional Students in Inclusive Classrooms where they learn how to work with students with diverse learning needs in inclusive classrooms.

(4) Currently, JIU is planning to implement across the teacher licensure programs more required activities that include the use of technology to collect, manage and analyze data. JIU is currently collaborating with several vendors (e.g., iStation and Wireless Generation) to identify technology that can be infused into the JIU degree programs.

Section VI. Teacher Training

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 how your program 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.

Each JIU School of Education teacher licensure degree program explicitly trains prospective teachers in how to effectively teach students from diverse backgrounds, including those who have learning disabilities and those who are second language learners.

As a Colorado “state-approved” educator preparation program institution, JIU is required to rigorously align its program content to the Performance Based Standards for Colorado Teachers. Colorado performance-based standard #6 includes elements specifically targeted to preparing teachers in how to teach students with disabilities or who may be English language learners. See 6.2, 6.3 and 6.5 below. All JIU teacher licensure degree programs have multiple course activities that are designed against Standard 6.

Captured from the Colorado Department of Education website on April 26, 2010
http://www.cde.state.co.us/cdeprof/download/pdf/li_perfbasedstandards.pdf

“Standard Six: Knowledge of Individualization of Instruction: The teacher is responsive to the needs and experiences children bring to the classroom, including those based on culture, community, ethnicity, economics, linguistics, and innate learning abilities. The teacher is knowledgeable about learning exceptionalities and conditions that affect the rate and extent of student learning, and is able to adapt instruction for all learners.

The teacher has demonstrated the ability to:

6.1 Employ a wide range of teaching techniques to match the intellectual, emotional, and social level of each student, and choose alternative teaching strategies and materials to achieve different curricular purposes.

6.2 Design and/or modify standards-based instruction in response to diagnosed student needs, including the needs of exceptional learners and English language learners.

6.3 Utilize his/her understanding of educational disabilities and giftedness and their effects on student learning in order to individualize instruction for these students.

6.4 Teach students within the scope of a teacher's legal responsibilities and students' educational rights, and follow procedures as specified in state, federal and local statutes.

6.5 Develop and apply individualized education plans.

6.6 Collect data on individual student achievement and be accountable for each child's learning.

6.7 Use specific knowledge of student medical conditions and medications and their possible effects on student learning and behavior."

As part of graduation requirements, all teacher licensure candidates are required to successfully complete EDU 524: Exceptional Students in Inclusive Classrooms. This course includes explicit instruction on implementing scientifically-based instructional practices for students with learning disabilities. This course also has required assignments that provide each teacher candidate opportunities to understand the development of individual education plans via an IEP Team process, as outlined in Title I, Part B 614(d)(1)(B) (IDEA).

Two of JIU's teacher licensure programs are specifically designed to prepare teachers who can effectively teach English language learners.

MEd in K-12 English as a Second Language Education: Teacher Licensure Program Web page link:

<http://www.jiu.edu/schools/education/masters/k-12-esl-licensure>

MEd in K-12 English as a Second Language Specialist: Bilingual Education Teacher Licensure Program Web page link:

<http://www.jiu.edu/schools/education/masters/k-12-esl-bilingual-licensure>

These two teacher licensure programs not only align to the Performance Based Standards for Colorado Teachers, they also align rigorously to TESOL standards (Teachers of English to Speakers of Other Languages). Consequently, teacher candidates who complete one of these programs are extensively trained in how to teach English language learners.

Does your program prepare special education teachers to:

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

Provide a description of how your program 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.

NA

Section VII. Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Jones International University is fully online and serves students who live throughout the country. We are an acceptable provider of teacher education in 49 states. As such, we only produce a Title II report for the state of Colorado, thereby grossly under-representing our teacher preparation program. For instance, we report our enrollment in this report as 123 students. This number only represents our Colorado students. An accurate enrollment number for our teacher licensure programs is 822 students, 76.1% female, and 23.9% Male. Additionally, these students are 29.8% African American, and 44.4% White. Currently all of the teacher licensure programs are under revision with the goal of improving our existing clinical model for teacher preparation. Within this model, opportunities will be increased for all teacher licensure candidates to practice evidence-based strategies proven effective with students who have learning disabilities and students who are English language learners. In addition, JIU is currently working with the Douglas County School District in Colorado to implement a teacher-effectiveness research project. JIU hopes to use results from studies like these to inform continuous improvement efforts in all of JIU's teacher licensure and advanced programs. Finally, JIU's Dean of the School of Education, Dr. Debora Scheffel, is an active member of the Colorado State Board of Education (<http://www.cde.state.co.us/cdeboard/bddeborascheffel.htm>). In this role, Dr. Scheffel is responsible for providing educational leadership for the state (<http://www.cde.state.co.us/cdeboard/bdauthority.htm>). Dr. Scheffel's expertise and state leadership in the areas of "effective practices" add significant value and insight to continuous improvement efforts in JIU's School of Education.

Supporting Files

Jones International University
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