

**NCATE
Compliance with Specialty Outcomes**

Professional Organization National Council of Teachers of Mathematics

Institution Submitting Program Loyola College in Maryland (MD)

Program Grades 7-12, Mathematics

Degree Level(s) Baccalaureate

Date of Review November 17, 2000

Outcomes Not Met: Grades 7-12

Outcome 1.5.1 on applying number theory, number systems and number concepts is not met. The institution did not respond to this outcome.

Outcome 1.5.5 on Euclidean and other geometries is not met. There is no course required for graduation which focuses on geometry.

Outcome 1.5.10 on calculus is not met with the course listed. However, this may be due to a typing error since these topics would be covered in Calculus I and II.

Outcome 1.5.11 on discrete mathematics may or may not be met. The syllabi for MA 301 and MA 395 have little or no content listed making it impossible for the reviewer to verify the content is studied.

Outcome 1.6 on the history of mathematics, including contributions from underrepresented groups, is partially met by the course listed. Although a history source is listed in the bibliography, no reference to history was seen in the course objectives or course content for DEDU 433.

Outcomes 3.2 on a full-time student teaching experience and 3.3 on conference and instructional planning time are not obviously met. It was not clear that the ED 454 class was the class described early in the document on page 5. Even so, there was no syllabus documenting ED 454.

PERCEIVED PROGRAM STRENGTHS: Research supported effective teaching strategies seemed to be modeled by the instructors in the mathematics courses.

The use of technology and authentic assessments seemed to be implemented in the mathematics courses.

The internship experience as that includes experiences in middle school and secondary school appears to be an effective model.

PERCEIVED PROGRAM WEAKNESSES: A course in geometry is not required for graduation.

The study of the history of mathematics is very weak in this program.

OTHER COMMENTS: Some courses listed in the matrix such as MA 301 had no content listed in the syllabi and hence some requirements could not be met.

Your next review will be what NCATE is calling performance-based. In that review the evidence will be based on outputs showing student knowledge rather than syllabi. Such outputs might include interviews prior to student teaching, data showing student success in courses identifying prerequisites of other courses required in the program, portfolios, capstone courses or comprehensive examinations. Any of these evidences will require beginning to gather evidence that can be used in 2005.

PROFESSIONAL ASSOCIATION'S RECOMMENDATION REGARDING COMPLIANCE OR NONCOMPLIANCE WITH THE SPECIALTY OUTCOMES (i.e., has the institution adequately met the specialty outcomes?):

Program(s) in Compliance:

Program(s) NOT in Compliance: The grades 7-12 mathematics teacher preparation program at Loyola College in Maryland is not in compliance with the National Council of Teachers of Mathematics-NCATE Outcomes.

Additional Information Needed to Determine Compliance:

If a second review of the program folio is requested by the institution, how many copies of the rejoinder should be submitted? Two copies are needed by NCTM.

Special directions for the preparation of a rejoinder: The rejoinder can take the form of a memorandum addressing the outcomes partially met or not met and the perceived program weaknesses. None of the materials submitted needs to be re-sent, since they are on file.