



University of Central Missouri
Traditional Report AY 2022-23
Missouri



REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Academic year](#)
- [IPEDS ID](#)

IPEDS ID

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

CITY

STATE

ZIP

SALUTATION

FIRST NAME

LAST NAME

McCoy

PHONE

(660) 543-8762

EMAIL

mccoy@ucmo.edu

List of Programs

THIS PAGE INCLUDES:

>> [List of Programs](#)

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Postgraduate level (PG), or both. ([§205\(a\)\(C\)](#))

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Teacher Preparation Program](#)

List of Programs

Note: This section is preloaded with the list of programs reported in the prior year's IPRC.

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	Both	
13.1202	Elementary Education	Both	
13.1203	Junior High/Intermediate/Middle School Education and Teaching	Both	
13.1	Special Education	Both	
13.1301	Teacher Education - Agriculture	Both	
13.1302	Teacher Education - Art	Both	
13.1322	Teacher Education - Biology	Both	
13.1303	Teacher Education - Business	Both	
13.1323	Teacher Education - Chemistry	Both	
13.1337	Teacher Education - Earth Science	Both	
13.1305	Teacher Education - English/Language Arts	Both	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	Both	
13.1306	Teacher Education - Foreign Language	Both	
13.1311	Teacher Education - Mathematics	Both	
13.1312	Teacher Education - Music	Both	
13.1314	Teacher Education - Physical Education and Coaching	Both	
13.1329	Teacher Education - Physics	Both	

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1317	Teacher Education - Social Sciences	Both	
13.1331	Teacher Education - Speech	Both	
13.1309	Teacher Education - Technology/Industrial Arts	Both	

Total number of teacher preparation programs:

20

Program Requirements

THIS PAGE INCLUDES:

- >> [Undergraduate Requirements](#)
- >> [Postgraduate Requirements](#)
- >> [Supervised Clinical Experience](#)

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. [\(\\$205\(a\)\(1\)\(C\)\(i\)\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Full-time equivalent faculty supervising clinical experience](#)
- [Adjunct faculty supervising clinical experience](#)
- [Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience](#)
- [Supervised clinical experience](#)

Undergraduate Requirements

Note: This section is preloaded from the prior year's IPRC.

1. Are there initial teacher certification programs at the undergraduate level?

- Yes
 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. If no, leave the table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Admission	Completion
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

Element	Admission	Completion
Essay or personal statement	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <input type="text" value="Individual programs may have additional requirements"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

4. Please provide any additional information about the information provided above:

Our EPP requires a 3.0 content area and professional education GPA for admission to our teacher education program. Our EPP and the state of Missouri require a 3.0 content area and professional education GPA for completion and certification. The state is now allowing a variety of measures to be used to fulfill the test of basic skills and UCM's requirements are the same as Missouri's.

Postgraduate Requirements

Note: This section is preloaded from the prior year's IPRC.

1. Are there initial teacher certification programs at the postgraduate level?

- Yes
 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 postgraduate level. If no, leave the table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Admission	Completion
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum GPA in content area coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

Element	Admission	Completion
Minimum basic skills test score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <input type="text"/>	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.5

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

4. Please provide any additional information about the information provided above:

When students have previously completed a bachelor's degree, no basic skills test is required. To be admitted to our Graduate School, students must have at least a 2.5 cumulative GPA on previous coursework.

Supervised Clinical Experience

Note: The clinical experience requirements in this section are preloaded from the prior year's IPRC. Teacher preparation providers will enter the number of participants each year.

Provide the following information about supervised clinical experience in 2022-23. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models?

- Yes
 No

If yes, provide the next two responses. If no, leave them blank.

Programs with student teaching models (most traditional programs)

Number of clock hours of supervised clinical experience required prior to student teaching

80

Number of clock hours required for student teaching

480

Are there programs in which candidates are the teacher of record?

- Yes
 No

If yes, provide the next two responses. If no, leave them blank.

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)

Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom

Years required of teaching as the teacher of record in a classroom

All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)

16

[Optional tool](#) for automatically calculating full-time equivalent faculty in the system

Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)

52

Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year

350

Number of students in supervised clinical experience during this academic year

530

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

Enrollment and Program Completers

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year.

(§205(a)(1)(C)(ii))

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Enrolled Student](#)
- [Program Completer](#)

Enrollment and Program Completers

2022-23 Total	
Total Number of Individuals Enrolled	945
Subset of Program Completers	182

Gender	Total Enrolled	Subset of Program Completers
Male	237	40
Female	706	142
Non-Binary/Other	0	0
No Gender Reported	2	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	3	0
Asian	4	0
Black or African American	33	7
Hispanic/Latino of any race	10	0
Native Hawaiian or Other Pacific Islander	0	0
White	818	169

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	72	5
No Race/Ethnicity Reported	5	1

Teachers Prepared

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

- >> [Teachers Prepared by Subject Area](#)
- >> [Teachers Prepared by Academic Major](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Academic Major](#)

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2022-23.

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\(b\)\(1\)\(H\)](#))

What are CIP Codes?

No teachers prepared in academic year 2022-23

If your program has no teachers prepared, check the box above and leave the table below blank (or [clear responses already entered](#)).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (<https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>).

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	17

CIP Code	Subject Area	Number Prepared
13.1202	Teacher Education - Elementary Education	48
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	23
13.1210	Teacher Education - Early Childhood Education	24
13.1301	Teacher Education - Agriculture	1
13.1302	Teacher Education - Art	13
13.1303	Teacher Education - Business	5
13.1305	Teacher Education - English/Language Arts	8
13.1306	Teacher Education - Foreign Language	1
13.1307	Teacher Education - Health	0
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	4
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	1
13.1311	Teacher Education - Mathematics	3
13.1312	Teacher Education - Music	10
13.1314	Teacher Education - Physical Education and Coaching	6
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - Science Teacher Education/General Science	0
13.1317	Teacher Education - Social Science	10
13.1318	Teacher Education - Social Studies	0
13.1320	Teacher Education - Trade and Industrial	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	4
13.1323	Teacher Education - Chemistry	0
13.1324	Teacher Education - Drama and Dance	0
13.1328	Teacher Education - History	0
13.1329	Teacher Education - Physics	0

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	3
13.1337	Teacher Education - Earth Science	1
13.14	Teacher Education - English as a Second Language	0
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2022-23. 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\(b\)\(1\)\(H\)](#))

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

What are CIP Codes?

Does this teacher preparation provider grant degrees upon completion of its programs?

- Yes
 No

No teachers prepared in academic year 2022-23

If this provider does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or [clear responses already entered](#)).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	17
13.1202	Teacher Education - Elementary Education	48
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	23
13.1210	Teacher Education - Early Childhood Education	24
13.1301	Teacher Education - Agriculture	1
13.1302	Teacher Education - Art	13
13.1303	Teacher Education - Business	5
13.1305	Teacher Education - English/Language Arts	8
13.1306	Teacher Education - Foreign Language	1

CIP Code	Academic Major	Number Prepared
13.1307	Teacher Education - Health	0
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	4
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	1
13.1311	Teacher Education - Mathematics	3
13.1312	Teacher Education - Music	10
13.1314	Teacher Education - Physical Education and Coaching	6
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - General Science	0
13.1317	Teacher Education - Social Science	10
13.1318	Teacher Education - Social Studies	0
13.1320	Teacher Education - Trade and Industrial	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	4
13.1323	Teacher Education - Chemistry	0
13.1324	Teacher Education - Drama and Dance	0
13.1328	Teacher Education - History	0
13.1329	Teacher Education - Physics	0
13.1331	Teacher Education - Speech	3
13.1337	Teacher Education - Earth Science	1
13.14	Teacher Education - English as a Second Language	0
13.99	Education - Other Specify: <input data-bbox="289 1724 1255 1772" type="text"/>	<input data-bbox="1292 1692 1565 1740" type="text"/>
01	Agriculture	<input data-bbox="1292 1797 1565 1845" type="text"/>
03	Natural Resources and Conservation	<input data-bbox="1292 1881 1565 1929" type="text"/>
05	Area, Ethnic, Cultural, and Gender Studies	<input data-bbox="1292 1965 1565 2013" type="text"/>

CIP Code	Academic Major	Number Prepared
09	Communication or Journalism	<input type="text"/>
11	Computer and Information Sciences	<input type="text"/>
12	Personal and Culinary Services	<input type="text"/>
14	Engineering	<input type="text"/>
16	Foreign Languages, Literatures, and Linguistics	<input type="text"/>
19	Family and Consumer Sciences/Human Sciences	<input type="text"/>
21	Technology Education/Industrial Arts	<input type="text"/>
22	Legal Professions and Studies	<input type="text"/>
23	English Language/Literature	<input type="text"/>
24	Liberal Arts/Humanities	<input type="text"/>
25	Library Science	<input type="text"/>
26	Biological and Biomedical Sciences	<input type="text"/>
27	Mathematics and Statistics	<input type="text"/>
30	Multi/Interdisciplinary Studies	<input type="text"/>
38	Philosophy and Religious Studies	<input type="text"/>
40	Physical Sciences	<input type="text"/>
41	Science Technologies/Technicians	<input type="text"/>
42	Psychology	<input type="text"/>
44	Public Administration and Social Service Professions	<input type="text"/>
45	Social Sciences	<input type="text"/>
46	Construction	<input type="text"/>
47	Mechanic and Repair Technologies	<input type="text"/>
50	Visual and Performing Arts	<input type="text"/>
51	Health Professions and Related Clinical Sciences	<input type="text"/>
52	Business/Management/Marketing	<input type="text"/>

CIP Code	Academic Major	Number Prepared
54	History	<input type="text"/>
99	Other Specify: <input type="text"/>	<input type="text"/>

Program Assurances

THIS PAGE INCLUDES:

>> [Program Assurances](#)

Respond to the following assurances. Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. ([§205\(a\)\(1\)\(A\)\(iii\)](#); [§206\(b\)](#))

Program Assurances

Note: This section is preloaded from the prior year's IPRC.

1. Program 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
 No

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

- Yes
 No

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

- Yes
 No
 Program does not prepare special education teachers

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

- Yes
 No

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

- Yes
 No

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

- Yes
 No

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

- Yes
 No

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

The University of Central Missouri is committed to attracting and supporting a diverse body of students, faculty, and staff members. The campus strives to be responsive to the specific needs of people with different learning needs and offers educational programs to allow all students to reach their potential. Central Missouri encourages acceptance and respect of individuals with differing values, ideas, beliefs, abilities, and life experiences. The university promotes good citizenship, a sense of civic responsibility, global awareness, and an appreciation for human diversity at all levels. The campus attracts and supports a body of students, faculty, and staff reflecting the composition of its service area in West-Central Missouri. As a cornerstone of the institution since 1871 the University of Central Missouri's Educator Preparation Program (EPP) develops educators who are well-grounded in theory, display competence in content knowledge and instructional strategies, and possess the dispositions to ensure success for all learners. The EPP

prepares individuals who create positive and safe learning environments within ever-changing, diverse communities. The EPP partners with schools to prepare candidates within real-world settings to develop dedicated educators who positively impact student learning. Educator preparation is a student-centered, campus-wide responsibility. All UCM teacher candidates are required to complete coursework that prepares them to provide instruction to students with disabilities and who have limited English proficiency. To reinforce classroom learning, all initial certification candidates participate in a scaffolded sequence of field experiences (between 80 and 440 hours) prior to the student teaching semester. UCM's policy of requiring multiple, developmental clinical placements ensures that candidates experience appropriate spans of age and subject area prior to certification. The candidates deliberately are placed in a variety of settings that include diverse populations, students with exceptionalities, and students of different cultures and socioeconomic backgrounds. Field experiences are systematically designed and sequenced to provide students with early and continuing experiences to participate and observe and then participate in actual classroom environments with a variety of learners. In conjunction with coursework, these experiences allow candidates to reflect on their experiences, integrating information from their university classroom with their hands-on experiences with P-12 learners. The Office of Clinical Services maintains demographic data on 10 key diversity indicators for more than 100 participating public schools in our region. Each candidate's field experiences are tracked by the certification officer to assure that, by the time they complete student teaching, they have documented experience with classrooms representing the range of demographic characteristics in the area. An active Advisory Board ensures the UCM EPP is aware of the hiring needs of area schools. The Advisory Board regularly provides feedback to the EPP regarding the performance of new educators. UCM's EPP works to achieve these goals: Professional Knowledge, Skills, and Dispositions The UCM educator preparation program will integrate experiences into coursework that prepare educator candidates to:

- Apply current technology to engage and improve learning for all students.
- Develop and apply the knowledge, skills, and dispositions of effective collaborative practices for educating students with special needs.
- Develop and apply the knowledge, skills, and dispositions for enacting classroom and behavior management practices for all students.
- Develop and apply trauma informed practices for all students.

Student Recruitment, Retention, and Success The UCM educator preparation program will:

- Align recruitment initiatives with the demographics of the regions served by educator preparation programs.
- Increase the number of candidates from diverse backgrounds entering and completing educator preparation programs.
- Increase systematic support for monitoring student persistence and success in educator preparation programs.
- Increase the number of non-traditional students pursuing educator certification through alternative pathways to certification.

Diversity, Equity, Equality, and Inclusion The UCM educator preparation program will:

- Embed the central concepts of multicultural education into existing coursework to increase diverse, equitable, and inclusive pedagogical knowledge across learning environments.
- Integrate knowledge of contextual factors, resources, and supports to increase differentiated instruction across learning environments.

Collaborative Partnerships The UCM educator preparation program will:

- Collaborate with stakeholders to develop and sustain meaningful reciprocal relationships to increase candidate effectiveness.
- Collaborate with stakeholders to provide mentor training to clinical educators.

Continuous Improvement The UCM educator preparation program will:

- Develop and maintain a culture of assessment, defined as evidence-based decision-making to improve and sustain educator candidate learning outcomes.
- Collaborate with stakeholders to collect and use data to continuously review the impact of educator candidates and completers.

Annual Goals: Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation 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\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in mathematics in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

Our goal for the 2022-23 year is to prepare 7 new mathematics teachers.

3. Did your program meet the goal?

- Yes
 No

4. Description of strategies used to achieve goal, if applicable:

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

We will continue and expand recruitment efforts. We plan to add mathematics specific sessions to our recruiting events. We will once again apply for recruitment funds from our state. Our middle school mathematics program numbers have increased.

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in mathematics in 2023-24? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Our goal for 2023-24 is to prepare 5 new secondary mathematics teachers. We are experiencing some decrease in applications for teacher education programs and believe this is a reasonable goal.

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in mathematics in 2024-25? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

Our goal for 2024-25 is to prepare 5 new secondary mathematics teachers.

Annual Goals: Science

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

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 teacher preparation 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\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in science in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

Our goal for 2022-2023 is to add 3 science educators.

3. Did your program meet the goal?

- Yes
 No

4. Description of strategies used to achieve goal, if applicable:

We made efforts to recruit career changers with a science background.

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

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in science in 2023-24? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Our goal for 2023-24 is to prepare 3 new secondary science teachers. We are experiencing some decrease in applications for teacher education programs and believe this is a reasonable goal.

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in science in 2024-25? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

Our goal for 2024-25 is to prepare 3 new secondary science teachers.

Annual Goals: Special Education

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

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 teacher preparation 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\(a\)\(1\)\(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in special education in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

Our goal is to prepare 10 new special education teachers in 2022-23.

3. Did your program meet the goal?

- Yes
 No

4. Description of strategies used to achieve goal, if applicable:

We were fortunate to receive funds from our state department of education to provide scholarships for those seeking certification in special education. In addition, our paraprofessional to certified teacher pathway has grown.

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

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in special education in 2023-24? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Our goal for 2023-24 is to prepare 10 new special education teachers. We are experiencing some decrease in applications for teacher education programs and believe this is a reasonable goal.

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in special education in 2024-25? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

Our goal for 2024-25 is to prepare 12 new special education teachers.

Annual Goals: Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation 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\(a\)\(1\)\(A\)\(i\)](#), [§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in instruction of limited English proficient students in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

3. Did your program meet the goal?

- Yes
 No

4. Description of strategies used to achieve goal, if applicable:

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

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in instruction of limited English proficient students in 2023-24? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in instruction of limited English proficient students in 2024-25? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

Assessment Pass Rates

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. [\(\\$205\(a\)\(1\)\(B\)\)](#)

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact RTI's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
015 -AGRICULTURE Evaluation Systems group of Pearson All program completers, 2022-23	1			
015 -AGRICULTURE Evaluation Systems group of Pearson All program completers, 2021-22	6			
036 -ART Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
036 -ART Evaluation Systems group of Pearson Other enrolled students	1			
036 -ART Evaluation Systems group of Pearson All program completers, 2022-23	13	246	13	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
036 -ART Evaluation Systems group of Pearson All program completers, 2021-22	8			
075 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2022-23	4			
075 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2021-22	2			
017 -BUSINESS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
017 -BUSINESS Evaluation Systems group of Pearson Other enrolled students	6			
017 -BUSINESS Evaluation Systems group of Pearson All program completers, 2022-23	5			
017 -BUSINESS Evaluation Systems group of Pearson All program completers, 2021-22	7			
018 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2021-22	1			
076 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2021-22	1			
064 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	18	249	18	100
064 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson Other enrolled students	4			
064 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2022-23	24	244	22	92
064 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	43	234	38	88
064 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	6			
049 -EARLY CHILDHOOD SPECIAL EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
049 -EARLY CHILDHOOD SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2022-23	5			
049 -EARLY CHILDHOOD SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	2			
077 -EARTH SCIENCE Evaluation Systems group of Pearson All program completers, 2022-23	1			
073 -ELEMENTARY EDUCATION SUBTEST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	18	256	18	100
073 -ELEMENTARY EDUCATION SUBTEST I Evaluation Systems group of Pearson Other enrolled students	4			
073 -ELEMENTARY EDUCATION SUBTEST I Evaluation Systems group of Pearson All program completers, 2022-23	47	247	46	98
073 -ELEMENTARY EDUCATION SUBTEST I Evaluation Systems group of Pearson All program completers, 2021-22	56	248	55	98
073 -ELEMENTARY EDUCATION SUBTEST I Evaluation Systems group of Pearson All program completers, 2020-21	4			
074 -ELEMENTARY EDUCATION SUBTEST II Evaluation Systems group of Pearson All enrolled students who have completed all noncl	18	244	17	94
074 -ELEMENTARY EDUCATION SUBTEST II Evaluation Systems group of Pearson Other enrolled students	4			
074 -ELEMENTARY EDUCATION SUBTEST II Evaluation Systems group of Pearson All program completers, 2022-23	47	243	46	98
074 -ELEMENTARY EDUCATION SUBTEST II Evaluation Systems group of Pearson All program completers, 2021-22	56	246	55	98
074 -ELEMENTARY EDUCATION SUBTEST II Evaluation Systems group of Pearson All program completers, 2020-21	6			
007 -ELEMENTARY EDUCATION: ENGLISH LANG. ARTS SUBTEST Evaluation Systems group of Pearson All program completers, 2021-22	23	247	23	100
007 -ELEMENTARY EDUCATION: ENGLISH LANG. ARTS SUBTEST Evaluation Systems group of Pearson All program completers, 2020-21	16	246	16	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
008 -ELEMENTARY EDUCATION: MATHEMATICS SUBTEST Evaluation Systems group of Pearson All program completers, 2021-22	23	257	23	100
008 -ELEMENTARY EDUCATION: MATHEMATICS SUBTEST Evaluation Systems group of Pearson All program completers, 2020-21	16	251	16	100
009 -ELEMENTARY EDUCATION: SCIENCE SUBTEST Evaluation Systems group of Pearson All program completers, 2021-22	23	254	23	100
009 -ELEMENTARY EDUCATION: SCIENCE SUBTEST Evaluation Systems group of Pearson All program completers, 2020-21	16	241	16	100
010 -ELEMENTARY EDUCATION: SOCIAL STUDIES SUBTEST Evaluation Systems group of Pearson All program completers, 2021-22	23	246	23	100
010 -ELEMENTARY EDUCATION: SOCIAL STUDIES SUBTEST Evaluation Systems group of Pearson All program completers, 2020-21	16	245	16	100
020 -ENGLISH Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
020 -ENGLISH Evaluation Systems group of Pearson Other enrolled students	1			
020 -ENGLISH Evaluation Systems group of Pearson All program completers, 2022-23	8			
020 -ENGLISH Evaluation Systems group of Pearson All program completers, 2021-22	13	234	11	85
038 -FAMILY & CONSUMER SCIENCES Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
038 -FAMILY & CONSUMER SCIENCES Evaluation Systems group of Pearson Other enrolled students	5			
038 -FAMILY & CONSUMER SCIENCES Evaluation Systems group of Pearson All program completers, 2022-23	5			
038 -FAMILY & CONSUMER SCIENCES Evaluation Systems group of Pearson All program completers, 2021-22	5			
082 -MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
082 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2022-23	3			
023 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2021-22	8			
011 -MIDDLE SCHOOL EDUCATION: LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	2			
011 -MIDDLE SCHOOL EDUCATION: LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2022-23	7			
011 -MIDDLE SCHOOL EDUCATION: LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2021-22	5			
011 -MIDDLE SCHOOL EDUCATION: LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2020-21	1			
012 -MIDDLE SCHOOL EDUCATION: MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
012 -MIDDLE SCHOOL EDUCATION: MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	5			
012 -MIDDLE SCHOOL EDUCATION: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2022-23	7			
012 -MIDDLE SCHOOL EDUCATION: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2021-22	7			
013 -MIDDLE SCHOOL EDUCATION: SCIENCE Evaluation Systems group of Pearson Other enrolled students	4			
013 -MIDDLE SCHOOL EDUCATION: SCIENCE Evaluation Systems group of Pearson All program completers, 2022-23	3			
013 -MIDDLE SCHOOL EDUCATION: SCIENCE Evaluation Systems group of Pearson All program completers, 2021-22	7			
014 -MIDDLE SCHOOL EDUCATION: SOCIAL SCIENCE Evaluation Systems group of Pearson Other enrolled students	4			
014 -MIDDLE SCHOOL EDUCATION: SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2022-23	7			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
014 -MIDDLE SCHOOL EDUCATION: SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2021-22	3			
014 -MIDDLE SCHOOL EDUCATION: SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2020-21	2			
050 -MILD/MODERATE CROSS CATEGORICAL SPECIAL EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
050 -MILD/MODERATE CROSS CATEGORICAL SPECIAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	4			
050 -MILD/MODERATE CROSS CATEGORICAL SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2022-23	8			
050 -MILD/MODERATE CROSS CATEGORICAL SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	10	255	10	100
043 -MUSIC: INSTRUMENTAL & VOCAL Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
043 -MUSIC: INSTRUMENTAL & VOCAL Evaluation Systems group of Pearson Other enrolled students	1			
043 -MUSIC: INSTRUMENTAL & VOCAL Evaluation Systems group of Pearson All program completers, 2022-23	9			
043 -MUSIC: INSTRUMENTAL & VOCAL Evaluation Systems group of Pearson All program completers, 2021-22	14	243	14	100
044 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
044 -PHYSICAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	3			
044 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2022-23	7			
044 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	15	238	15	100
062 -PROFESSIONAL KNOWLEDGE: MIDDLE SCHOOL Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
062 -PROFESSIONAL KNOWLEDGE: MIDDLE SCHOOL Evaluation Systems group of Pearson All program completers, 2021-22	4			
062 -PROFESSIONAL KNOWLEDGE: MIDDLE SCHOOL Evaluation Systems group of Pearson All program completers, 2020-21	1			
051 -SEVERELY DEVELOPMENTALLY DISABLED Evaluation Systems group of Pearson All program completers, 2022-23	4			
051 -SEVERELY DEVELOPMENTALLY DISABLED Evaluation Systems group of Pearson All program completers, 2021-22	2			
071 -SOCIAL SCIENCE Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
071 -SOCIAL SCIENCE Evaluation Systems group of Pearson Other enrolled students	11	238	10	91
071 -SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2022-23	9			
071 -SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2021-22	16	230	14	88
071 -SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2020-21	1			
031 -SPEECH & THEATER Evaluation Systems group of Pearson All program completers, 2022-23	3			
031 -SPEECH & THEATER Evaluation Systems group of Pearson All program completers, 2021-22	3			
046 -TECHNOLOGY & ENGINEERING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
046 -TECHNOLOGY & ENGINEERING Evaluation Systems group of Pearson All program completers, 2022-23	1			
046 -TECHNOLOGY & ENGINEERING Evaluation Systems group of Pearson All program completers, 2021-22	1			
039 -WORLD LANGUAGES: FRENCH Evaluation Systems group of Pearson Other enrolled students	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
045 -WORLD LANGUAGES: SPANISH Evaluation Systems group of Pearson Other enrolled students	2			
045 -WORLD LANGUAGES: SPANISH Evaluation Systems group of Pearson All program completers, 2022-23	1			
045 -WORLD LANGUAGES: SPANISH Evaluation Systems group of Pearson All program completers, 2021-22	2			

Summary Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. [\(§205\(a\)\(1\)\(B\)\)](#)

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact RTI's Title II Support Center and your testing company representative.

THIS PAGE INCLUDES:

[>> Summary Pass Rates](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2022-23	182	174	96
All program completers, 2021-22	264	250	95
All program completers, 2020-21	33	32	97

Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

Provide the following information about the approval or accreditation of your teacher preparation program. ([§205\(a\)\(1\)\(D\)](#), [§205\(a\)\(1\)\(E\)](#))

Note: This section is preloaded from the prior year's IPRC.

Low-Performing

1. Is your teacher preparation program currently approved or accredited?

- Yes
- No

If yes, please specify the organization(s) that approved or accredited your program:

- State
- CAEP
- AAQEP
- Other specify:

2. Is your teacher preparation program currently under a designation as "low-performing" by the state?

- Yes
- No

Use of Technology

THIS PAGE INCLUDES:

>> [Use of Technology](#)

On this page, review the questions regarding your program's use of technology, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

Use of Technology

1. 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. ([§205\(a\)\(1\)\(F\)](#))

Does your program prepare teachers to:

- a. integrate technology effectively into curricula and instruction

Yes
 No

- b. use technology effectively to collect data to improve teaching and learning

Yes
 No

- c. use technology effectively to manage data to improve teaching and learning

Yes
 No

- d. use technology effectively to analyze data to improve teaching and learning

Yes
 No

2. 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 University of Central Missouri is a leader in the use of educational technology and there is substantial campus-wide support for hardware, software, and career and technical training. The Center for Digital Learning and Instructional Innovation (DLII) supports the use of technology through university-wide professional development with many training sessions each month. DLII provides instruction and support on a wide variety of topics, ranging from educational development (instructional technology and instructional design) to quality assurance (Quality Matters course reviews and consultation). This includes the enhancement of both face-to-face and online teaching. UCM is dedicated to providing a standardized technology enhanced classroom environment across campus and serves its constituency through multiple initiatives including Extended Campus, the Regional Professional Development Center, and the James C. Kirkpatrick Library. Additionally, the college has a dedicated computer technician and a campus wide Office of Technology for all technology related support. Faculty in UCM's EPP model integration of instructional technology in their courses. Candidates and faculty have technology-rich environments, innovative classrooms, and traditional settings where appropriate technologies are modeled and used. Prior to student teaching, all candidates are required to complete modules on the effective use of technology. These modules are delivered through Blackboard, the UCM learning management system. The modules are updated regularly by the EPP's Technology Committee and faculty from the Instructional Technology program. For initial program completers, technology competence is assessed during student teaching by two summative items on the Unit's Student Teaching Evaluation. Candidates are assessed on their appropriate use of technology to support the management of time, space, transitions, and activities. They are also assessed on their use of technology to enhance student learning as part of classroom communication. In addition, as part of the summative Teacher Work Sample submitted during the student teaching semester, candidates provide an account of their use of

technology and provide a rationale for the specific technology utilized as well as a reflection on the impact of the technology on student learning. The collection, maintenance, and analysis of PK-12 student achievement and progress data is addressed formatively during the professional education course sequence, and evaluated summatively during student teaching, as part of the unit's assessment system. Candidates have multiple opportunities to observe and practice these skills in conjunction with Missouri's Response to Intervention framework. Specifically, candidates learn techniques for administering and interpreting standardized tests, designing and implementing classroom and curriculum-based measures, and using student progress data to design instruction. During student teaching, candidates design and teach an instructional unit to PK-12 students. Elements of this capstone project include: analyzing the context of instruction, pretesting to determine current skill level of students in the classroom, using universal design strategies to develop a set of integrated lessons that aligned with state curriculum standards and grade-appropriate learning expectations, using formative assessment to guide instruction of the unit and make necessary adjustments, conducting a summative assessment that compares each student's performance relative to the unit's goals and mastery expectations, reflecting on the success/impact of the instructional unit, and identifying modifications and "next steps" in the instructional process to assure that all students master the necessary knowledge and skills to be successful.

Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

Note: This section is preloaded from the prior year's IPRC.

Teacher Training

1. Provide a description of the activities that prepare general education teachers to:

a. Teach students with disabilities effectively

All candidates for initial certification are required to take a course in education/psychology of the exceptional child. Based on the skills and competencies described by the Council for Exceptional Children as well as state standards, the course provides an introduction to: characteristics of PK-12 students with exceptionalities, special education history, special education law—including the role of the general educator in the IEP process, and effective interventions for students with exceptional learning needs. The course includes a strong emphasis on differentiation. This classroom experience is reinforced by a field experience that requires candidates to: interview a general and special educator, observe students with IEPs in an inclusive setting, observe students during specialized educational instruction, and reflect on the experience. Although working with diverse learners is addressed early in the course sequence during foundations and educational psychology courses, the most explicit instruction occurs in a sequence of reading/literacy courses. In those courses, candidates learn and apply information to case studies and hands-on activities with PK-12 students as they select content, discuss strategies, and deliver instruction. In addition to the use of universal design principles, candidates are required to explicitly state how lesson and unit plans would be modified to ensure the success of students with disabilities and/or with limited English proficiency.

b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

All candidates for initial certification are required to take a course in education/psychology of the exceptional child. Based on the skills and competencies described by the Council for Exceptional Children as well as state standards, the course provides an introduction to: characteristics of PK-12 students with exceptionalities, special education history, special education law—including the role of the general educator in the IEP process, and effective interventions for students with exceptional learning needs. In addition, many teacher candidates have the opportunity to observe IEP team meetings as part of their field experiences.

c. Effectively teach students who are limited English proficient.

All candidates for initial certification are required to complete a course titled "Introduction to English Language Learners and Culturally Responsive Pedagogy". In this course, candidates are introduced to English Language Learners and examine ways to assess first language competencies; identify and apply the six developmental levels of second language acquisition; technologies and resources for engaging and supporting achievement across academic content areas, and instructional and assessment strategies for bridging ELL progress. Paralinguistics, scaffolding, semiotics and other basic linguistic skills are explored. In addition, candidates examine the philosophical and conceptual frames for professional stance in terms of racial identity; socioeconomic status; sexual orientation; gender; ethnic and religious considerations and approaches and resources for respectful interactions with students and families that celebrate, value, and enhance success in the classroom community and culture.

2. Does your program prepare special education teachers?

- Yes
 No

If yes, provide a description of the activities that prepare *special education teachers* to:

a. Teach students with disabilities effectively

Prospective special education teachers complete the same courses listed above for general educators and develop the same initial skill set for working with diverse learners, including those with disabilities or low English proficiency. In addition, however, they take a sequence of courses that prepare them as entry-level special education teachers. Specifically, they take courses in collaborating with families of exceptional learners, characteristics of students with disabilities, behavior management, methods of teaching students with disabilities, assessing students with disabilities for diagnostic and prescriptive/instruction purposes, and IEP writing and special education law. Additional field experiences have been added to the program to ensure candidates have practical experience that will prepare them for their own classrooms. Finally, special education students take courses in teaching the four major content areas: math, science, literacy/reading, and social studies.

b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

Prospective special education teachers completed the same introductory course listed above for general educators and develop the same initial skill set for working as part of an IEP team. In addition, special education candidates complete a course titled "IEP and the Law". This course covers administrative procedures and policies needed in establishing a program of special education. Special emphasis is given to the content of federal and Missouri state laws that govern the public school special education programs and compliance with federal and state law. Course materials and activities prepare candidates to work cooperatively in a team setting to generate a viable IEP that meets the needs of a particular student and meets the compliance standards.

c. Effectively teach students who are limited English proficient.

Prospective special education teachers completed the same introductory course listed above for general educators and develop the same initial skill set for working with students who are limited English proficient. Additional coursework in the special education program provides opportunities for candidates to increase their knowledge and skill in supporting students.

Contextual Information

THIS PAGE INCLUDES:

>> [Contextual Information](#)

On this page, review the contextual information about your program, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

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 (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

The University of Central Missouri (UCM) is a moderately selective, comprehensive, public university located in Warrensburg, a west central Missouri community of 17,000, fifty miles southeast of Kansas City. UCM was founded in 1871 as a two-year institution, State Normal School #2, with three faculty members and 30 students. Created originally for educator preparation, UCM has evolved into a multi-faceted, multi-college institution serving more than 11,000 students in 150 programs of study at the undergraduate and graduate level. The institution was authorized to award Master of Science in Education degrees in 1947 and Master of Arts and Education Specialist degrees a few years later. The importance of teacher education has remained a consistent focus of the university through its evolution. UCM has an excellent reputation in Missouri and the region for educator preparation and is the longest continuously nationally-accredited public institution in the state. Approximately 1,800 of UCM's students have enrolled in programs in the College of Education (COE), making education one of the largest discipline in the institution. Additional evidence of UCM's reputation as a teacher-training institution is the 98% placement rate for our professional education graduates; many programs experienced 100% graduate employment. Like most states, Missouri is in the middle of a severe teacher shortage with even certification areas that have not historically experienced shortages (for example, elementary education) declining. UCM is partnering with area districts to find creative solutions for this issue. Grow Your Own efforts to recruit both high school students and paraprofessionals into the teaching profession are part of our work with districts. Institutional Characteristics UCM's Warrensburg campus, covering more than 1,500 acres, is large and attractive, yet small enough that most facilities are within a six-minute walk. The University also offers courses at the Missouri Innovation Campus in Lee's Summit, Missouri, approximately 35 miles from Warrensburg on the eastern outskirts of the Kansas City metropolitan area. A number of UCM's teacher education programs offer courses through distance education, including online instruction and interactive television. To maintain the quality of academic programs, UCM hires highly-qualified instructional faculty who are accessible to students. More than 2/3 of the university's faculty possess a Ph.D. or other terminal degrees. The rate is slightly higher in the COE, with more than 70% of the COE full-time faculty possessing doctorate degrees. The average undergraduate class size is 22, with upper level and graduate courses frequently operating with lower numbers. The UCM faculty to student ratio is 1:18. The typical UCM teacher education candidate is a female in her early twenties; however, UCM's undergraduate and alternative teacher education programs also draw a large number of nontraditional and international students, as well as students from nearby Whiteman Air Force Base. Although 90% of UCM students reside in Missouri, the remaining 10% represent 40 states and 52 nations. UCM's programs are fully accredited by the Higher Learning Commission of North Central Association of Colleges & Schools and our teacher education programs are accredited by the Missouri Department of Elementary and Secondary Education (DESE). A number of UCM's teacher education programs have also chosen to seek national recognition through their Specialized Professional Associations. In April 2023, UCM was fully accredited by the Council for the Accreditation of Teacher Preparation. This extended UCM's status as the longest continually nationally accredited teacher preparation program in Missouri.

Supporting Files

No files have been provided.

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

Report Card Certification

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

Certification of submission

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual.*

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Ann McCoy

TITLE:

Dean, College of Education

Certification of review of submission

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual.*

NAME OF REVIEWER:

Andrea Dieckman

TITLE:

Certification Officer