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

176965

☐ **THIS INSTITUTION HAS NO IPEDS ID**

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

2190 Lovinger Bldg

College of Education

CITY

Warrensburg

STATE

Missouri ▼

ZIP

64093

SALUTATION

Dr. ▼

FIRST NAME

Ann

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), Institution Information 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

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

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

Total number of teacher preparation programs:

20

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

Program Requirements

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

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	◉ Yes	○ No	◉ Yes	○ No
Fingerprint check	◉ Yes	○ No	◉ Yes	○ No
Background check	◉ Yes	○ No	◉ Yes	○ No
Minimum number of courses/credits/semester hours completed	◉ Yes	○ No	◉ Yes	○ No
Minimum GPA	◉ Yes	○ No	◉ Yes	○ No
Minimum GPA in content area coursework	◉ Yes	○ No	◉ Yes	○ No
Minimum GPA in professional education coursework	◉ Yes	○ No	◉ Yes	○ No
Minimum ACT score	○ Yes	◉ No	○ Yes	◉ No
Minimum SAT score	○ Yes	◉ No	○ Yes	◉ No
Minimum basic skills test score	◉ Yes	○ No	◉ Yes	○ No
Subject area/academic content test or other subject matter verification	○ Yes	◉ No	◉ Yes	○ No
Recommendation(s)	◉ Yes	○ No	○ Yes	◉ No
Essay or personal statement	○ Yes	◉ No	○ Yes	◉ No

Element	Admission		Completion	
	Yes	No	Yes	No
Interview	○	●	○	●
Other Specify: Individual programs may have additional requirements	●	○	○	●

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.)

2.75

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.)

2.75

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

The Missouri State School Board recently passed a resolution eliminating the required 2.75 cumulative GPA for certification but this will not go into effect until June 2021. The content area and professional education GPA minimums will remain in place.

Postgraduate Requirements

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	
	Yes	No	Yes	No
Transcript	○	○	○	○
Fingerprint check	○	○	○	○
Background check	○	○	○	○
Minimum number of courses/credits/semester hours completed	○	○	○	○
Minimum GPA	○	○	○	○
Minimum GPA in content area coursework	○	○	○	○
Minimum GPA in professional education coursework	○	○	○	○
Minimum ACT score	○	○	○	○
Minimum SAT score	○	○	○	○
Minimum basic skills test score	○	○	○	○
Subject area/academic content test or other subject matter verification	○	○	○	○
Recommendation(s)	○	○	○	○

Element	Admission		Completion	
	Yes	No	Yes	No
Essay or personal statement	○ Yes	○ No	○ Yes	○ No
Interview	○ Yes	○ No	○ Yes	○ No
Other Specify:	○ Yes	○ No	○ Yes	○ 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:

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2019-20. **(§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	40
Number of clock hours required for student teaching	400

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	
Number of years required for 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) Optional tool for automatically calculating full-time equivalent faculty in the system	10
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	63
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	360
Number of students in supervised clinical experience during this academic year	370

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

The number of hours required for clinical experiences were greatly impacted by the COVID-19 pandemic during the spring 2020 semester. In late March, the state of Missouri determined that in-person student teaching would not be required for the remainder of the year and that the amount of classroom time experienced by candidates at that time would be deemed sufficient for certification. Therefore, for this report we have indicated a change from the normal 480 required hours to 400 required hours of student teaching to indicate this. Many of our student teachers continued working with their school districts in a virtual manner but not all were allowed to do this. In addition, our pre-student teaching experiences were impacted as well. Because our partner school districts were all closing, we ended all of our pre-student teaching placements for the spring semester in mid-March. Therefore, we have changed the number of hours required prior to student teaching from 90 to 40 to reflect this.

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

2019-20 Total	
Total Number of Individuals Enrolled	432
Subset of Program Completers	219

Gender	Total Enrolled	Subset of Program Completers
Male	72	42
Female	360	177
Non-Binary/Other	0	0
No Gender Reported	0	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	0	0
Asian	6	2
Black or African American	12	6
Hispanic/Latino of any race	11	1
Native Hawaiian or Other Pacific Islander	0	0
White	398	210

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	4	0
No Race/Ethnicity Reported	1	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	4	0
No Race/Ethnicity Reported	1	0

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 2019-20.

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 2019-20**

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	22
13.1202	Teacher Education - Elementary Education	69

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	14
13.1210	Teacher Education - Early Childhood Education	34
13.1301	Teacher Education - Agriculture	1
13.1302	Teacher Education - Art	9
13.1303	Teacher Education - Business	1
13.1305	Teacher Education - English/Language Arts	6
13.1306	Teacher Education - Foreign Language	1
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	5
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	4
13.1312	Teacher Education - Music	18
13.1314	Teacher Education - Physical Education and Coaching	8
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	
13.1317	Teacher Education - Social Science	17
13.1318	Teacher Education - Social Studies	
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	4
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	5

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	1
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify:	

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2019-20. 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?

Do participants earn a degree upon completion of the program?

- ● Yes
- ○ No

☐ **No teachers prepared in academic year 2019-20**

If your program 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	22
13.1202	Teacher Education - Elementary Education	69
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	14
13.1210	Teacher Education - Early Childhood Education	34
13.1301	Teacher Education - Agriculture	1
13.1302	Teacher Education - Art	9
13.1303	Teacher Education - Business	1
13.1305	Teacher Education - English/Language Arts	6
13.1306	Teacher Education - Foreign Language	1
13.1307	Teacher Education - Health	

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	5
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	4
13.1312	Teacher Education - Music	18
13.1314	Teacher Education - Physical Education and Coaching	8
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - General Science	
13.1317	Teacher Education - Social Science	17
13.1318	Teacher Education - Social Studies	
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	4
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	5
13.1337	Teacher Education - Earth Science	1
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify:	
01	Agriculture	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	
09	Communication or Journalism	

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

CIP Code	Academic Major	Number Prepared
99	Other Specify:	

Program Assurances

Respond to the following assurances. Note: 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

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 UCM campus community is committed to the enhancement of all aspects of diversity in all of its programs, including teacher education. As one of UCM's Core Values, the following statement on diversity was approved by the Board of Governors in 2003: 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. Various aspects of diversity are infused into the undergraduate Teacher Education Program curriculum and are reflected in standards-based Unit assessment items, including: Understands how students differ in their approaches to learning and creates instructional opportunities for diverse learners. Commits to high expectations for all students

and values the ability/capacity for each student to learn. Commits to development of lessons that are engaging through a variety of instructional strategies to accommodate all learners, including those from diverse backgrounds, experiences, and cultures (e.g., use of technology, grouping, motivating materials). Commits to making appropriate adaptations and accommodations for students with diverse needs (e.g., use of technology). Believes students and colleagues should be treated and should treat others with kindness, fairness, patience, dignity, and respect. The conceptual framework of UCM's teacher education program is the reflective practitioner, as articulated by our belief statement: We believe the Central educator is a competent, caring, reflective practitioner committed to the premise that all can learn. Consequently, candidate competencies related to differentiated instruction are introduced in the first educational foundations course and threaded through all teacher education coursework. To reinforce classroom learning, all initial certification candidates participate in a scaffolded sequence of field experiences (between 60 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.

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))

THIS PAGE INCLUDES:

>> Report Progress on Last Year's Goal (2019-20)

>> Review Current Year's Goal (2020-21)

>> Set Next Year's Goal (2021-22)

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 (2019-20)

1. Did your program prepare teachers in mathematics in 2019-20?

If no, leave remaining questions for 2019-20 blank (or **clear responses already entered**).

- ● Yes
- ○ No

2. Describe your goal.

Our goal for the 2019-2020 year is to add 17 prospective 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:

Our university is partnering with area school districts on Grow Your Own projects to attract high school students to the teaching profession and to UCM. Our Future Teacher Academy brings high school students to campus for several days to learn about teaching as a profession and college admissions processes. We use current UCM students to assist in the planning and implementation of this project. We use this opportunity to share information about teacher shortages in areas such as mathematics, science, and special education. We also have implemented a variety of retention-based strategies to ensure our teacher candidates persist in their pursuit of teaching certification in mathematics. These efforts include more frequent and planned communication, proactive faculty advising, and increased opportunities for involvement in activities outside the college classroom. We believe efforts such as this will increase the number of teacher candidates in shortage areas.

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

Despite a decline in the number of high school graduates in our region and a decline in undergraduate enrollment at the institution, we are confident that we can continue to add prospective teachers to this field.

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in mathematics in 2020-21? If no, leave the next question blank.

◉ Yes
○ No

8. Describe your goal.

Our goal for the 2020-21 year is to add 5 prospective mathematics teachers.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in mathematics in 2021-22? If no, leave the next question blank.

◉ Yes
○ No

10. Describe your goal.

Our goal for the 2021-22 year is to add 5 prospective mathematics teachers.

Annual Goals: Science

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))

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 (2019-20)

1. Did your program prepare teachers in science in 2019-20?

If no, leave remaining questions for 2019-20 blank (or clear responses already entered).

- ● Yes
- ○ No

2. Describe your goal.

Our goal for 2019-2020 is to add 10 prospective science educators.

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:

Our university is partnering with area school districts on Grow Your Own projects to attract high school students to the teaching profession and to UCM. Our Future Teacher Academy brings high school students to campus for several days to learn about teaching as a profession and college admissions processes. We use current UCM students to assist in the planning and implementation of this project. We use this opportunity to share information about teacher shortages in areas such as mathematics, science, and special education. We also have implemented a variety of retention-based strategies to ensure our teacher candidates persist in their pursuit of teaching certification in science. These efforts include more frequent and planned communication, proactive faculty advising, and increased opportunities for involvement in activities outside the college classroom. We believe efforts such as this will increase the number of teacher candidates in shortage areas.

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

Despite a decline in the number of high school graduates in our region and a decline in undergraduate enrollment at the institution, we are confident that we can continue to add prospective teachers to this field.

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in science in 2020-21? If no, leave the next question blank.

● Yes
○ No

8. Describe your goal.

Our goal for 2020-2021 is to add 7 science educators.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in science in 2021-22? If no, leave the next question blank.

● Yes
○ No

10. Describe your goal.

Our goal for 2021-2022 is to add 5 science educators.

Annual Goals: Special Education

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))**

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 (2019-20)

1. Did your program prepare teachers in special education in 2019-20?

If no, leave remaining questions for 2019-20 blank (or **clear responses already entered**).
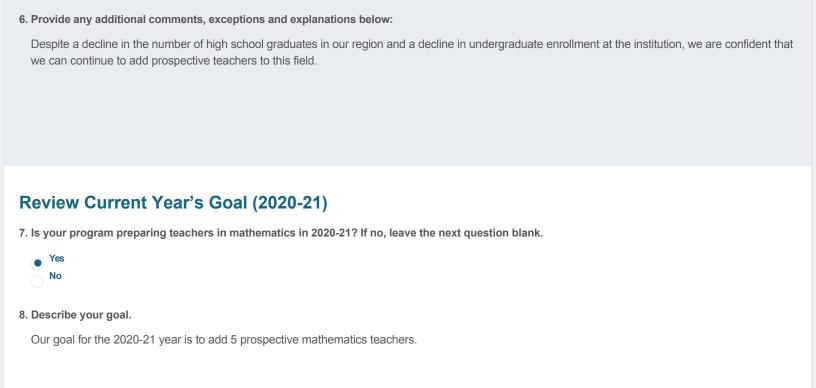
- ● Yes
- ○ No

2. Describe your goal.

Our goal for 2019-2020 is to add 18 prospective special education teachers.

3. Did your program meet the goal?

- ● Yes
- ○ No

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

We have initiated a paraprofessional to certified teacher pathway. In this program, we offer classes in formats that are accessible to working paraprofessionals as well as support to help them successfully navigate university coursework and experiences. We believe efforts such as this has helped and will continue to help us increase the number of teacher candidates in shortage areas.

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

The success of our paraprofessional to certified teacher path has resulted in a greater awareness of the need to offer our courses in a format and at times that are accessible to non-traditional candidates.

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

Understanding the continual challenge to recruit students in our area, we will aspire to maintain the number of teachers prepared in this field.

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in special education in 2020-21? If no, leave the next question blank.

● Yes
○ No

8. Describe your goal.

Our goal for 2020-2021 is to add 18 prospective special education teachers.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in special education in 2021-22? If no, leave the next question blank.

● Yes
○ No

10. Describe your goal.

Our goal for 2021-2022 is to add 10 prospective 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))

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 (2019-20)

1. Did your program prepare teachers in instruction of limited English proficient students in 2019-20?

If no, leave remaining questions for 2019-20 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 (2020-21)

7. Is your program preparing teachers in instruction of limited English proficient students in 2020-21? If no, leave the next question blank.

○ Yes
● No

8. Describe your goal.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in instruction of limited English proficient students in 2021-22? If no, leave the next question blank.

○ Yes
● No

10. Describe your goal.

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 Westat'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, 2019-20	1			
015 -AGRICULTURE Evaluation Systems group of Pearson All program completers, 2018-19	1			
036 -ART Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
036 -ART Evaluation Systems group of Pearson All program completers, 2019-20	9			
036 -ART Evaluation Systems group of Pearson All program completers, 2018-19	12	238	11	92
036 -ART Evaluation Systems group of Pearson All program completers, 2017-18	9			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
016 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2019-20	4			
016 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2018-19	2			
016 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2017-18	1			
017 -BUSINESS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
017 -BUSINESS Evaluation Systems group of Pearson All program completers, 2019-20	1			
017 -BUSINESS Evaluation Systems group of Pearson All program completers, 2018-19	3			
017 -BUSINESS Evaluation Systems group of Pearson All program completers, 2017-18	4			
018 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2018-19	1			
064 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
064 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson Other enrolled students	3			
064 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	34	239	29	85
064 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	48	237	45	94
064 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	37	231	33	89
049 -EARLY CHILDHOOD SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	3			
049 -EARLY CHILDHOOD SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	7			

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, 2017-18	1			
019 -EARTH SCIENCE Evaluation Systems group of Pearson All program completers, 2019-20	1			
007 -ELEMENTARY EDUCATION: ENGLISH LANG. ARTS SUBTEST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	11	237	9	82
007 -ELEMENTARY EDUCATION: ENGLISH LANG. ARTS SUBTEST Evaluation Systems group of Pearson Other enrolled students	7			
007 -ELEMENTARY EDUCATION: ENGLISH LANG. ARTS SUBTEST Evaluation Systems group of Pearson All program completers, 2019-20	69	240	63	91
007 -ELEMENTARY EDUCATION: ENGLISH LANG. ARTS SUBTEST Evaluation Systems group of Pearson All program completers, 2018-19	66	240	65	98
007 -ELEMENTARY EDUCATION: ENGLISH LANG. ARTS SUBTEST Evaluation Systems group of Pearson All program completers, 2017-18	93	242	92	99
008 -ELEMENTARY EDUCATION: MATHEMATICS SUBTEST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	11	251	9	82
008 -ELEMENTARY EDUCATION: MATHEMATICS SUBTEST Evaluation Systems group of Pearson Other enrolled students	7			
008 -ELEMENTARY EDUCATION: MATHEMATICS SUBTEST Evaluation Systems group of Pearson All program completers, 2019-20	69	253	65	94
008 -ELEMENTARY EDUCATION: MATHEMATICS SUBTEST Evaluation Systems group of Pearson All program completers, 2018-19	66	251	63	95
008 -ELEMENTARY EDUCATION: MATHEMATICS SUBTEST Evaluation Systems group of Pearson All program completers, 2017-18	93	254	92	99
009 -ELEMENTARY EDUCATION: SCIENCE SUBTEST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	11	245	10	91
009 -ELEMENTARY EDUCATION: SCIENCE SUBTEST Evaluation Systems group of Pearson Other enrolled students	8			
009 -ELEMENTARY EDUCATION: SCIENCE SUBTEST Evaluation Systems group of Pearson All program completers, 2019-20	69	244	66	96

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
009 -ELEMENTARY EDUCATION: SCIENCE SUBTEST Evaluation Systems group of Pearson All program completers, 2018-19	66	241	65	98
009 -ELEMENTARY EDUCATION: SCIENCE SUBTEST Evaluation Systems group of Pearson All program completers, 2017-18	93	241	90	97
010 -ELEMENTARY EDUCATION: SOCIAL STUDIES SUBTEST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	11	242	9	82
010 -ELEMENTARY EDUCATION: SOCIAL STUDIES SUBTEST Evaluation Systems group of Pearson Other enrolled students	8			
010 -ELEMENTARY EDUCATION: SOCIAL STUDIES SUBTEST Evaluation Systems group of Pearson All program completers, 2019-20	69	234	63	91
010 -ELEMENTARY EDUCATION: SOCIAL STUDIES SUBTEST Evaluation Systems group of Pearson All program completers, 2018-19	66	236	64	97
010 -ELEMENTARY EDUCATION: SOCIAL STUDIES SUBTEST Evaluation Systems group of Pearson All program completers, 2017-18	93	238	91	98
065 -ELEMENTARY MATHEMATICS SPECIALIST Evaluation Systems group of Pearson All program completers, 2017-18	11	246	11	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, 2019-20	6			
020 -ENGLISH Evaluation Systems group of Pearson All program completers, 2018-19	13	229	9	69
020 -ENGLISH Evaluation Systems group of Pearson All program completers, 2017-18	10	242	10	100
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 All program completers, 2019-20	5			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
038 -FAMILY & CONSUMER SCIENCES Evaluation Systems group of Pearson All program completers, 2018-19	12	246	12	100
038 -FAMILY & CONSUMER SCIENCES Evaluation Systems group of Pearson All program completers, 2017-18	6			
041 -HEALTH Evaluation Systems group of Pearson All program completers, 2017-18	2			
042 -LIBRARY MEDIA SPECIALIST Evaluation Systems group of Pearson All program completers, 2017-18	3			
023 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	4			
023 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	3			
023 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	4			
011 -MIDDLE SCHOOL EDUCATION: LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2019-20	4			
011 -MIDDLE SCHOOL EDUCATION: LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2018-19	8			
011 -MIDDLE SCHOOL EDUCATION: LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2017-18	4			
012 -MIDDLE SCHOOL EDUCATION: MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
012 -MIDDLE SCHOOL EDUCATION: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	5			
012 -MIDDLE SCHOOL EDUCATION: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	3			
012 -MIDDLE SCHOOL EDUCATION: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	20	247	20	100
013 -MIDDLE SCHOOL EDUCATION: SCIENCE Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
013 -MIDDLE SCHOOL EDUCATION: SCIENCE Evaluation Systems group of Pearson Other enrolled students	1			
013 -MIDDLE SCHOOL EDUCATION: SCIENCE Evaluation Systems group of Pearson All program completers, 2019-20	4			
013 -MIDDLE SCHOOL EDUCATION: SCIENCE Evaluation Systems group of Pearson All program completers, 2018-19	7			
013 -MIDDLE SCHOOL EDUCATION: SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	9			
014 -MIDDLE SCHOOL EDUCATION: SOCIAL SCIENCE Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
014 -MIDDLE SCHOOL EDUCATION: SOCIAL SCIENCE Evaluation Systems group of Pearson Other enrolled students	1			
014 -MIDDLE SCHOOL EDUCATION: SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2019-20	1			
014 -MIDDLE SCHOOL EDUCATION: SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2018-19	5			
014 -MIDDLE SCHOOL EDUCATION: SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	6			
050 -MILD/MODERATE CROSS CATEGORICAL SPECIAL EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
050 -MILD/MODERATE CROSS CATEGORICAL SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	14	239	12	86
050 -MILD/MODERATE CROSS CATEGORICAL SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	11	253	11	100
050 -MILD/MODERATE CROSS CATEGORICAL SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	11	251	11	100
0253 -MISSOURI LIBRARIAN PERFORMANCE ASSESSMENT Educational Testing Service (ETS) All program completers, 2017-18	3			
0255 -MISSOURI PRE-SERVICE TEACHER ASSESSMENT NON-VIDEO Educational Testing Service (ETS) All program completers, 2017-18	251	44	246	98

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
043 -MUSIC: INSTRUMENTAL & VOCAL Evaluation Systems group of Pearson All program completers, 2019-20	18	238	18	100
043 -MUSIC: INSTRUMENTAL & VOCAL Evaluation Systems group of Pearson All program completers, 2018-19	16	244	15	94
043 -MUSIC: INSTRUMENTAL & VOCAL Evaluation Systems group of Pearson All program completers, 2017-18	7			
044 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	8			
044 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	15	233	14	93
044 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	9			
024 -PHYSICS Evaluation Systems group of Pearson All program completers, 2018-19	1			
051 -SEVERELY DEVELOPMENTALLY DISABLED Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
051 -SEVERELY DEVELOPMENTALLY DISABLED Evaluation Systems group of Pearson All program completers, 2019-20	5			
051 -SEVERELY DEVELOPMENTALLY DISABLED Evaluation Systems group of Pearson All program completers, 2018-19	1			
051 -SEVERELY DEVELOPMENTALLY DISABLED Evaluation Systems group of Pearson All program completers, 2017-18	5			
071 -SOCIAL SCIENCE Evaluation Systems group of Pearson All enrolled students who have completed all noncl	6			
071 -SOCIAL SCIENCE Evaluation Systems group of Pearson Other enrolled students	4			
071 -SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2019-20	11	208	5	45
071 -SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2018-19	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
030 -SOCIAL SCIENCE: BEHAVIORAL SCIENCES SUBTEST Evaluation Systems group of Pearson All program completers, 2019-20	6			
030 -SOCIAL SCIENCE: BEHAVIORAL SCIENCES SUBTEST Evaluation Systems group of Pearson All program completers, 2018-19	9			
030 -SOCIAL SCIENCE: BEHAVIORAL SCIENCES SUBTEST Evaluation Systems group of Pearson All program completers, 2017-18	14	242	14	100
027 -SOCIAL SCIENCE: ECONOMICS SUBTEST Evaluation Systems group of Pearson All program completers, 2019-20	6			
027 -SOCIAL SCIENCE: ECONOMICS SUBTEST Evaluation Systems group of Pearson All program completers, 2018-19	9			
027 -SOCIAL SCIENCE: ECONOMICS SUBTEST Evaluation Systems group of Pearson All program completers, 2017-18	14	234	12	86
028 -SOCIAL SCIENCE: GEOGRAPHY SUBTEST Evaluation Systems group of Pearson All program completers, 2019-20	6			
028 -SOCIAL SCIENCE: GEOGRAPHY SUBTEST Evaluation Systems group of Pearson All program completers, 2018-19	9			
028 -SOCIAL SCIENCE: GEOGRAPHY SUBTEST Evaluation Systems group of Pearson All program completers, 2017-18	14	244	13	93
029 -SOCIAL SCIENCE: POLITICAL SCIENCE SUBTEST Evaluation Systems group of Pearson All program completers, 2019-20	6			
029 -SOCIAL SCIENCE: POLITICAL SCIENCE SUBTEST Evaluation Systems group of Pearson All program completers, 2018-19	9			
029 -SOCIAL SCIENCE: POLITICAL SCIENCE SUBTEST Evaluation Systems group of Pearson All program completers, 2017-18	14	243	12	86
025 -SOCIAL SCIENCE: UNITED STATES HISTORY SUBTEST Evaluation Systems group of Pearson All program completers, 2019-20	6			
025 -SOCIAL SCIENCE: UNITED STATES HISTORY SUBTEST Evaluation Systems group of Pearson All program completers, 2018-19	9			
025 -SOCIAL SCIENCE: UNITED STATES HISTORY SUBTEST Evaluation Systems group of Pearson All program completers, 2017-18	14	239	12	86

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
026 -SOCIAL SCIENCE: WORLD HISTORY SUBTEST Evaluation Systems group of Pearson All program completers, 2019-20	6			
026 -SOCIAL SCIENCE: WORLD HISTORY SUBTEST Evaluation Systems group of Pearson All program completers, 2018-19	9			
026 -SOCIAL SCIENCE: WORLD HISTORY SUBTEST Evaluation Systems group of Pearson All program completers, 2017-18	14	244	12	86
031 -SPEECH & THEATER Evaluation Systems group of Pearson All program completers, 2019-20	5			
031 -SPEECH & THEATER Evaluation Systems group of Pearson All program completers, 2018-19	7			
031 -SPEECH & THEATER Evaluation Systems group of Pearson All program completers, 2017-18	4			
046 -TECHNOLOGY & ENGINEERING Evaluation Systems group of Pearson All program completers, 2018-19	1			
046 -TECHNOLOGY & ENGINEERING Evaluation Systems group of Pearson All program completers, 2017-18	1			
040 -WORLD LANGUAGES: GERMAN Evaluation Systems group of Pearson All program completers, 2019-20	1			
040 -WORLD LANGUAGES: GERMAN Evaluation Systems group of Pearson All program completers, 2017-18	1			
045 -WORLD LANGUAGES: SPANISH Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
045 -WORLD LANGUAGES: SPANISH Evaluation Systems group of Pearson All program completers, 2018-19	1			
045 -WORLD LANGUAGES: SPANISH Evaluation Systems group of Pearson All program completers, 2017-18	4			

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 Westat'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

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2019-20	219	187	85
All program completers, 2018-19	254	239	94
All program completers, 2017-18	265	246	93

Low-Performing

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

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

On this page, review the questions regarding your program's use of technology. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

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 has been the state's designated lead institution in professional technology since 1996. This designation resulted in substantial campus-wide support for hardware, software, and career and technical training. The Center for Teaching and Learning (CTL) supports the use of technology through university-wide professional development with over 40 training sessions a month. CTL 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 the Teacher Education Program (TEP) 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. Faculty in the College of Education can choose to complete Quality Matters Rubric certification or to continue on to be a certified Quality Matters Peer Reviewer and then a Quality Matters Master Reviewer. Faculty may also choose to submit their courses to be reviewed and certified via the Quality Matters peer review process. 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. 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

Provide the following information about your teacher preparation program.
(§205(a)(1)(G))

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

On this page, review the contextual information about your program. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

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.

Below is information about the University of Central Missouri and our teacher education programs. However, due to the many changes we were forced to make due to the COVID-19 pandemic, we choose to begin by sharing those changes. Required Assessments - The state of Missouri requires all candidates for teacher certification to pass a standardized test of content knowledge for their area of certification. The results of this assessment are included in earlier sections of this report. Our number of test takers for 2019-2020 is lower because the state of Missouri waived this requirement for those completing in the spring 2020 semester due to lack of access to these assessments because tester centers were closed. Students who had taken the test and not passed on their first attempt were excused from taking the test again and were certified without a passing score. This resulted in our pass rate being lower than usual. Required Number of Clinical Experience hours - The number of hours required for clinical experiences were greatly impacted by the COVID-19 pandemic during the spring 2020 semester. In late March, the state of Missouri determined that in-person student teaching would not be required for the remainder of the year and that the amount of classroom time experienced by candidates at that time would be deemed sufficient for certification. Therefore, for this report we have indicated a change from the normal 480 required hours to 400 required hours of student teaching to indicate this. Many of our student teachers continued working with their school districts in a virtual manner but not all were allowed to do this. In addition, our pre-student teaching experiences were impacted as well. Because our partner school districts were all closing, we ended all of our pre-student teaching placements for the spring semester in mid-March. Therefore, we have changed the number of hours required prior to student teaching from 90 to 40 to reflect this. Contextual Information 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. In 2000, during his opening State of the University remarks, President Patton reaffirmed teacher education as the first of four cornerstones of the university. UCM has an excellent reputation in Missouri and the region for educator preparation and is the longest continuously NCATE-accredited public institution in the state. Approximately 2,700 (24%) of UCM's students have enrolled in programs in the College of Education (COE), making education the largest discipline in the institution. In 2007, more than 10,000 UCM graduates were teaching in Missouri schools, representing the university in more than 80% of the state's school districts and all but six counties. Additional evidence of UCM's reputation as a teacher-training institution is the 96.9% placement rate for our professional education graduates; many programs experienced 100% graduate employment. Institutional Mission UCM regularly revisits its mission and vision statements, seeking input and feedback from students, faculty, and staff. Both have been revised since the last accreditation visit to reflect changes in administration and the institution's ongoing strategic planning process. The mission and vision reflect the university's core values, which articulate the underlying principles that define UCM as an institution of higher education. Mission: The University of Central Missouri experience transforms students into lifelong learners, dedicated to service, with the knowledge, skills and confidence to succeed and lead in the region, state, nation, and world. UCM offers a comprehensive array of bachelor's programs and selected master's and doctoral programs building upon historical strengths and statewide mission. (Approved by UCM Board of Governors, October, 2008) Vision: The University of Central Missouri aspires to be a nationally recognized, comprehensive university that delivers a world-class university education by providing a small-college learning environment coupled with large-university opportunities. (Approved by UCM Board of Governors, June, 2006) Core Values: Learning: Student learning and development are the primary purposes of the University of Central Missouri. All institutional services exist to support the academic mission of the institution, and student life is viewed as an important facet of the educational experience. Central Missouri faculty and staff members believe strongly in the importance of educating the whole person and preparing students for lifelong learning. UCM provides all students with a strong liberal arts and sciences foundation and strives to instill in each the importance of freedom of expression and inquiry. Central Missouri is committed to improving public education in Missouri and beyond. Excellence: The University of Central Missouri sets high expectations for students and graduates and demands excellence in teaching and in delivery of services. Central Missouri promotes quality and excellence in staff and faculty members through its many professional development activities. The university promotes the development and well-being of each member of the campus community, which in turn fosters a strong commitment to the institution. Service: "Education for Service" is Central Missouri's official motto. The UCM community promotes involvement and provides experiences that foster a lifelong commitment to service. The university believes in the importance of sharing its human and academic resources with schools, businesses, industries, and public agencies through partnerships and outreach activities. Central

Missouri also serves as an informational, cultural, and artistic center for Missouri citizens. Responsibility: The University of Central Missouri places a high value on being ethical in all practices, and faculty members strive to impress this value upon their students. Central Missouri strives to employ the most efficient and appropriate use of fiscal and human resources in order to provide students with a quality, affordable higher education experience. Faculty and staff members value fact-based decision making through collegial deliberation. Adaptability: Preparing students for a global, technologically changing world requires Central Missouri faculty and staff members to be adaptive and responsive in developing and delivering programs and services. The university places a high value on the leadership shown by its faculty and staff. Central Missouri has the flexibility to respond quickly to meet regional and state needs. Diversity: The University of Central Missouri is committed to attracting and supporting a diverse body of students, faculty, and staff. The campus strives to be responsive to the specific needs of people with exceptional learning needs and offers educational programs to allow all students to reach their full 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. Community: Through the Central Community Creed, students, faculty and staff members pledge to create a community based on the seven principles described in the Carnegie Foundation's Campus Life: In Search of Community – learning, open, just, caring, disciplined, purposeful, and celebrative. Faculty and staff members strive to create and maintain effective channels of communication. The university also values the local community and engages in numerous partnerships. Community Creed 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 Summit Center 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 72% of the COE full-time faculty possessing doctorate degrees and several more in the process of completing their dissertations. The average undergraduate class size is 22, with upper level and graduate courses frequently operating with lower numbers. The UCM faculty: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. Approximately 9% of the general study body is multicultural. Recently, UCM was designated one of 161 best Midwestern colleges in the Princeton Review's Best Colleges: Region by Region online. The editor indicated "Students choose UCM because it is affordable, offers a wide variety of programs, and is a nice size--not too large or too small." UCM was also listed as "one of the nation's best value undergraduate institutions" in the Princeton Review's America's Best Value Colleges (2008, Random House/Princeton Review). During 2010-11, the University's academic programs were organized into five colleges: the College of Arts, Humanities and Social Sciences (CAHSS); the College of Education (COE); the College of Health and Human Performance (CHHS); the College of Science and Technology (CST); and the Harmon College of Business Administration (HCBA). UCM's teacher education programs extended across four of the five colleges (i.e., all but HCBA), with most K-12 and secondary programs residing in content area departments. During 2011-2012, programs and departments were significantly reorganized into four colleges. The College of Education remained virtually unchanged. The others became the College of Arts, Humanities, and Social Sciences; the College of Health, Science, and Technology; and the Harmon College of Business and Professional Studies. 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 2016, we completed our NCATE legacy site visit and are scheduled for CAEP review in 2023. NOTE: Although the total number of students in our teacher education programs has decreased slightly over the past few years, the apparent dramatic decrease in enrollment is due mostly to changes in the program's structure. Specifically, curriculum changes and more rigorous requirements for admission to teacher education (including higher GPA and more difficult general education exams) have caused many students to delay admission to the junior or even the senior year.

Supporting Files

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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:

Associate Dean, College of Education, University of Central Missouri

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, University of Central Missouri