



University of Central Missouri
Alternative, IHE-based Report AY 2017-18
Missouri



REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

ADDRESS

Lovinger Building - Room 2190

College of Education

CITY

Warrensburg

STATE

Missouri

ZIP

64093

SALUTATION

Dr.

FIRST NAME

Chris

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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?

<https://www2.ed.gov/programs/tqpartnership/awards.html>

- Yes
 No

If yes, provide the following:

AWARD YEAR

GRANTEE NAME

PROJECT NAME

GRANT NUMBER

LIST PARTNER DISTRICTS/LEAS (ONE PER LINE)

LIST OTHER PARTNERS (ONE PER LINE)

PROJECT TYPE

- Residency
- Pre-baccalaureate
- Both Residency and Pre-baccalaureate

List of Programs

On this page, review the list of teacher preparation programs offered by your institution of higher education (IHE) or organization. If you submitted an IPRC last year, this list of programs is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to enter the programs in the appropriate reports. For the traditional report, list all traditional programs within the IHE. For the alternative report, list all alternative programs within the IHE. You may edit, delete, and insert new rows as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page. The system will automatically total the number of programs for you.

THIS PAGE INCLUDES:

>> [Program Information](#)

Program Information

List each teacher preparation program included in your alternative, ihe-based route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <https://www2.ed.gov/programs/tqpartnership/awards.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Agricultural Education 9-12	No	
Art K-12	No	
Biology 9-12	No	
Business Education 9-12	No	
Business Education 5-9	No	
Chemistry 9-12	No	
Earth Science 9-12	No	
English 9-12	No	
Family And Consumer Sciences B-12	No	
French K-12	No	
General Science 5-9	No	
German K-12	No	
Language Arts 5-9	No	
Library Media Specialist K-12	No	
Mathematics 5-9	No	

Total number of teacher preparation programs: 29

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Mathematics 9-12	No	
Music - Instrumental K-12	No	
Music - Vocal K-12	No	
Physical Education K-12	No	
Physics 9-12	No	
Social Science 5-9	No	
Social Science 9-12	No	
Spanish K-12	No	
Speech And Theatre 5-9	No	
Speech And Theatre 9-12	No	
Technology And Engineering 5-9	No	
Technology And Engineering 9-12	No	
Unified Science: Biology 9-12	No	
Unified Science: Earth Science 9-12	No	

Total number of teacher preparation programs: 29

Program Requirements

THIS PAGE INCLUDES:

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

On this page, review and enter information about the program requirements for admission into the program, program completion, and supervised clinical experience. If you submitted an IPRC last year, much of this page is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to specify the requirements in the appropriate reports. For the traditional report, provide the requirements for traditional programs within the IHE. For the alternative report, provide the requirements for the alternative programs within the IHE.

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

Admissions

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

Postgraduate



If Other, please specify:

2. Does your initial teacher certification program conditionally admit students?

- Yes
 No

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

<http://www.ucmo.edu/cert/>

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

Process requires: 1. Application received 2. Payment received 3. Transcript received and reviewed 4. Bachelor degree from accredited college or university confirmed (minimum credits) 5. Minimum GPA overall and in content area of 2.75 or higher confirmed 6. Cleared fingerprint/background check received 7. Job offer confirmed 8. Draft certification plan developed 9. Interview with applicant 10. If requirements are satisfactorily met, the applicant is admitted to the initial alternative certification program. Note: The Missouri Department of Elementary and Secondary Education has passed new GPA and assessment requirements that began in Fall 2013 and will continue to be implemented through December 2016. UCM has adopted new policies and procedures that go into effect Fall 2014. Student who started the alternative program prior to Fall 2014 and complete the program by December 2016 may obtain certification with a 2.5 GPA.

Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. ([§205\(a\)\(1\)\(C\)\(i\)](#))

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 rest of the page blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Required for Entry	Required for Exit
Transcript	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Background check	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Essay or personal statement	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Interview	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input 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.)

3. What was the median GPA of individuals accepted into the program in academic year 2017-18?

4. 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.)

5. What was the median GPA of individuals completing the program in academic year 2017-18?

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

Our alternative certification program is only available at the post-baccalaureate level.

Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. ([§205\(a\)\(1\)\(C\)\(i\)](#))

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 rest of the page blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Required for Entry	Required for Exit
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 checked="" type="radio"/> Yes <input 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 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 type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Essay or personal statement	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input checked="" type="radio"/> Yes <input 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.)

2.75

3. What was the median GPA of individuals accepted into the program in academic year 2017-18?

3.19

4. 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

5. What was the median GPA of individuals completing the program in academic year 2017-18?

3.3

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

The minimum GPA required for admission was increased to 2.75 overall, 3.0 in the content field, and 3.0 in professional education courses with no grade below C for candidates beginning their certification program in Fall 2013 or later. Completers after August 2017 must meet the new GPA requirements.

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2017-18. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

[Additional guidance on reporting supervised clinical experience and nonclinical coursework.](#)

Average number of clock hours of supervised clinical experience required prior to student teaching	80
Average number of clock hours required for student teaching	480
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	3
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	45
Number of students in supervised clinical experience during this academic year	37

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

Clinical experiences for Alternative candidates varies because some hours may be waived for candidates employed as full-time teachers of record, who are supervised by their building administrator. Candidates not employed must complete the minimum hours required by DESE. Beginning in Fall 2015, requirements for clinical hours were adjusted to match the new DESE certification requirements.

Enrollment

THIS PAGE INCLUDES:

>> [Enrollment](#)

On this page, enter the number of candidates for an initial teaching credential who are enrolled in the initial teacher preparation programs within your institution of higher education (IHE) or organization. **Do not** report on the total number of students enrolled in the entire IHE. **Do not** include individuals who currently hold a teaching credential and are seeking additional licenses or endorsements, or individuals preparing for school-based careers other than classroom teachers (e.g., administrators, guidance counselors).

The Department recognizes that in many cases, candidates voluntarily report their race/ethnicity and gender data, and that in some cases, candidates may choose not to report this information. Please report on the race/ethnicity data you have available, though the data may not be complete. It is not expected that the sum of the enrolled students reported by race/ethnicity or by gender will necessarily equal the total number of students enrolled.

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

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

Enrollment

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

[Additional guidance on reporting race and ethnicity data.](#)

Total number of students enrolled in 2017-18	<input type="text" value="162"/>
Unduplicated number of males enrolled in 2017-18	<input type="text" value="62"/>
Unduplicated number of females enrolled in 2017-18	<input type="text" value="100"/>

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled. ([§205\(a\)\(1\)\(C\)\(ii\)\(H\)](#))

2017-18	Number Enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race	<input type="text" value="3"/>
<i>Race</i>	

2017-18

Number Enrolled

American Indian or Alaska Native

1

Asian

0

Black or African American

6

Native Hawaiian or Other Pacific Islander

0

White

128

Two or more races

20

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](#)

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2017-18. 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\(b\)\(1\)\(H\)](#))

[Additional guidance on reporting teachers prepared by subject area.](#)

What are CIP Codes?

No teachers prepared in academic year 2017-18

CIP Code	Subject Area	Number Prepared
13.01	Education - General	<input type="text"/>
13.10	Teacher Education - Special Education	<input type="text" value="1"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text" value="1"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="1"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1205	Teacher Education - Secondary Education	<input type="text"/>
13.1206	Teacher Education - Multiple Levels	<input type="text"/>

CIP Code	Subject Area	Number Prepared
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	2
13.1303	Teacher Education - Business	1
13.1305	Teacher Education - English/Language Arts	4
13.1306	Teacher Education - Foreign Language	3
13.1307	Teacher Education - Health	2
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	1
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	1
13.1311	Teacher Education - Mathematics	1
13.1312	Teacher Education - Music	5
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	
13.1317	Teacher Education - Social Science	10
13.1318	Teacher Education - Social Studies	
13.1319	Teacher Education - Technical Education	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	1
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1325	Teacher Education - French	
13.1326	Teacher Education - German	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1330	Teacher Education - Spanish	

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	<input type="text"/>
13.1332	Teacher Education - Geography	<input type="text"/>
13.1333	Teacher Education - Latin	<input type="text"/>
13.1335	Teacher Education - Psychology	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	<input type="text"/>
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 2017-18. 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.

[Additional guidance on reporting teachers prepared by academic major.](#)

What are CIP Codes?

No teachers prepared in academic year 2017-18

CIP Code	Academic Major	Number Prepared
13.01	Education - General	<input type="text"/>
13.10	Teacher Education - Special Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text"/>
13.1202	Teacher Education - Elementary Education	<input type="text"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1205	Teacher Education - Secondary Education	<input type="text"/>
13.1301	Teacher Education - Agriculture	<input type="text"/>

CIP Code	Academic Major	Number Prepared
13.1302	Teacher Education - Art	<input type="text"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	<input type="text"/>
13.1306	Teacher Education - Foreign Language	<input type="text"/>
13.1307	Teacher Education - Health	<input type="text"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	<input type="text"/>
13.1312	Teacher Education - Music	<input type="text"/>
13.1314	Teacher Education - Physical Education and Coaching	<input type="text"/>
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - Science	<input type="text"/>
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	<input type="text"/>
13.1319	Teacher Education - Technical Education	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	<input type="text"/>
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1325	Teacher Education - French	<input type="text"/>
13.1326	Teacher Education - German	<input type="text"/>
13.1328	Teacher Education - History	<input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>
13.1330	Teacher Education - Spanish	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>

CIP Code	Academic Major	Number Prepared
13.1332	Teacher Education - Geography	<input type="text"/>
13.1333	Teacher Education - Latin	<input type="text"/>
13.1335	Teacher Education - Psychology	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	<input type="text"/>
13.03	Education - Curriculum and Instruction	<input type="text"/>
13.09	Education - Social and Philosophical Foundations of Education	<input type="text"/>
24	Liberal Arts/Humanities	<input type="text"/>
42	Psychology	<input type="text"/>
45.01	Social Sciences	<input type="text"/>
45.02	Anthropology	<input type="text"/>
45.06	Economics	<input type="text"/>
45.07	Geography and Cartography	<input type="text"/>
45.10	Political Science and Government	<input type="text"/>
45.11	Sociology	<input type="text"/>
50	Visual and Performing Arts	<input type="text"/>
54	History	<input type="text"/>
16	Foreign Languages	<input type="text"/>
19	Family and Consumer Sciences/Human Sciences	<input type="text"/>
23	English Language/Literature	<input type="text"/>
38	Philosophy and Religious Studies	<input type="text"/>
01	Agriculture	<input type="text"/>
09	Communication or Journalism	<input type="text"/>
14	Engineering	<input type="text"/>

CIP Code	Academic Major	Number Prepared
26	Biology	<input type="text"/>
27	Mathematics and Statistics	<input type="text"/>
40.01	Physical Sciences	<input type="text"/>
40.02	Astronomy and Astrophysics	<input type="text"/>
40.04	Atmospheric Sciences and Meteorology	<input type="text"/>
40.05	Chemistry	<input type="text"/>
40.06	Geological and Earth Sciences/Geosciences	<input type="text"/>
40.08	Physics	<input type="text"/>
52	Business/Business Administration/Accounting	<input type="text"/>
11	Computer and Information Sciences	<input type="text"/>
99	Other Specify: <input type="text" value="Master of Arts in Teaching or Alternative Certification"/>	<input type="text" value="34"/>

Program Completers

On this page, enter the total number of individuals who completed the program in AY 2017-18 and the two prior academic years. If you submitted an IPRC last year, the number of program completers for the two prior academic years are pre-loaded from your prior year's report.

A program completer is a person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as a criterion for determining who is a program completer.

An individual cannot be classified as both enrolled and as a program completer at the same time. An enrolled individual is not a program completer. Once an individual has met all the requirements of a state-approved teacher preparation program and becomes a program completer, the individual is no longer classified as enrolled.

After entering the program completers, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

[>> Program Completers](#)

Program Completers

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

2017-18	<input type="text" value="34"/>
2016-17	<input type="text" value="24"/>
2015-16	<input type="text" value="15"/>

Annual Goals

On this page, review the annual goals in each subject area listed below. If you submitted an IPRC last year, the goals you entered last year are pre-loaded from your prior year's report. Please respond to the questions to report on progress towards the goals, and set new goals for the next academic year.

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

THIS PAGE INCLUDES:

- >> [Annual Goals - Mathematics](#)
- >> [Annual Goals - Science](#)
- >> [Annual Goals - Special Education](#)
- >> [Annual Goals - Instruction of Limited English Proficient Students](#)
- >> [Assurances](#)

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 to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2017-18

1. Did your program prepare teachers in mathematics in 2017-18?

- Yes
 No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in mathematics in 2017-18?

2

3. Did your program meet the goal for prospective teachers set in mathematics in 2017-18?

- Yes
 No
 Not applicable

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:

Academic year 2018-19

7. Is your program preparing teachers in mathematics in 2018-19?

- Yes
 No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in mathematics in 2018-19?

2

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

Academic year 2019-20

10. Will your program prepare teachers in mathematics in 2019-20?

- Yes
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in mathematics in 2019-20?

2

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

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 to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2017-18

1. Did your program prepare teachers in science in 2017-18?

- Yes
 No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in science in 2017-18?

4

3. Did your program meet the goal for prospective teachers set in science in 2017-18?

- Yes
 No
 Not applicable

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:

Academic year 2018-19

7. Is your program preparing teachers in science in 2018-19?

- Yes
 No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in science in 2018-19?

2

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

We are resetting this goal to align with the data on enrollment, but we will continue to discuss strategies for recruiting and retaining students into alternative programs for high need certification areas.

Academic year 2019-20

10. Will your program prepare teachers in science in 2019-20?

- Yes
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in science in 2019-20?

2

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

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 to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2017-18

1. Did your program prepare teachers in special education in 2017-18?

- Yes
 No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in special education in 2017-18?

1

3. Did your program meet the goal for prospective teachers set in special education in 2017-18?

- Yes
 No
 Not applicable

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:

Academic year 2018-19

7. Is your program preparing teachers in special education in 2018-19?

- Yes
 No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in special education in 2018-19?

1

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

Academic year 2019-20

10. Will your program prepare teachers in special education in 2019-20?

- Yes
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in special education in 2019-20?

1

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

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 to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

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

Academic year 2017-18

1. Did your program prepare teachers in instruction of limited English proficient students in 2017-18?

- Yes
 No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2017-18?

3. Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2017-18?

- Yes
 No
 Not applicable

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:

Academic year 2018-19

7. Is your program preparing teachers in instruction of limited English proficient students in 2018-19?

- Yes
 No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2018-19?

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

Academic year 2019-20

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

- Yes
- No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2019-20?

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

Assurances

Please certify that your institution is in compliance with the following assurances. ([§205\(a\)\(1\)\(A\)\(iii\)](#), [§206\(b\)](#)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

1. 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 believe 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 partipate in a scaffolded sequence of field experiences (between 60 and 100 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 licensure. 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 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.

Assessment Pass Rates

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

On this page, review the assessment pass rates. 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.

After reviewing, save the page using the floating save box at the bottom of the page.

Assessment Pass Rates

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 Other enrolled students	1			
036 -ART Evaluation Systems group of Pearson All program completers, 2017-18	1			
036 -ART Evaluation Systems group of Pearson All program completers, 2016-17	2			
036 -ART Evaluation Systems group of Pearson All program completers, 2015-16	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 Other enrolled students	2			
017 -BUSINESS Evaluation Systems group of Pearson All program completers, 2016-17	6			
017 -BUSINESS Evaluation Systems group of Pearson All program completers, 2015-16	1			
018 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2016-17	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
020 -ENGLISH Evaluation Systems group of Pearson Other enrolled students	1			
020 -ENGLISH Evaluation Systems group of Pearson All program completers, 2016-17	1			
020 -ENGLISH Evaluation Systems group of Pearson All program completers, 2015-16	2			
038 -FAMILY & CONSUMER SCIENCES Evaluation Systems group of Pearson Other enrolled students	1			
023 -MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	1			
023 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	1			
011 -MIDDLE SCHOOL EDUCATION: LANGUAGE ARTS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
011 -MIDDLE SCHOOL EDUCATION: LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2017-18	2			
012 -MIDDLE SCHOOL EDUCATION: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	1			
013 -MIDDLE SCHOOL EDUCATION: SCIENCE Evaluation Systems group of Pearson All program completers, 2016-17	1			
014 -MIDDLE SCHOOL EDUCATION: SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2016-17	2			
014 -MIDDLE SCHOOL EDUCATION: SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2015-16	2			
0255 -MISSOURI PRE-SERVICE TEACHER ASSESSMENT NON-VIDEO Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
0255 -MISSOURI PRE-SERVICE TEACHER ASSESSMENT NON-VIDEO Educational Testing Service (ETS) Other enrolled students	2			
0255 -MISSOURI PRE-SERVICE TEACHER ASSESSMENT NON-VIDEO Educational Testing Service (ETS) All program completers, 2017-18	11	45	11	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
0255 -MISSOURI PRE-SERVICE TEACHER ASSESSMENT NON-VIDEO Educational Testing Service (ETS) All program completers, 2016-17	21	44	21	100
0255 -MISSOURI PRE-SERVICE TEACHER ASSESSMENT NON-VIDEO Educational Testing Service (ETS) All program completers, 2015-16	11	39	10	91
043 -MUSIC: INSTRUMENTAL & VOCAL Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
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, 2017-18	5			
043 -MUSIC: INSTRUMENTAL & VOCAL Evaluation Systems group of Pearson All program completers, 2016-17	3			
043 -MUSIC: INSTRUMENTAL & VOCAL Evaluation Systems group of Pearson All program completers, 2015-16	1			
044 -PHYSICAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	3			
044 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	1			
030 -SOCIAL SCIENCE: BEHAVIORAL SCIENCES SUBTEST Evaluation Systems group of Pearson Other enrolled students	2			
030 -SOCIAL SCIENCE: BEHAVIORAL SCIENCES SUBTEST Evaluation Systems group of Pearson All program completers, 2016-17	1			
030 -SOCIAL SCIENCE: BEHAVIORAL SCIENCES SUBTEST Evaluation Systems group of Pearson All program completers, 2015-16	1			
027 -SOCIAL SCIENCE: ECONOMICS SUBTEST Evaluation Systems group of Pearson Other enrolled students	2			
027 -SOCIAL SCIENCE: ECONOMICS SUBTEST Evaluation Systems group of Pearson All program completers, 2016-17	1			
027 -SOCIAL SCIENCE: ECONOMICS SUBTEST Evaluation Systems group of Pearson All program completers, 2015-16	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
028 -SOCIAL SCIENCE: GEOGRAPHY SUBTEST Evaluation Systems group of Pearson Other enrolled students	1			
028 -SOCIAL SCIENCE: GEOGRAPHY SUBTEST Evaluation Systems group of Pearson All program completers, 2016-17	1			
028 -SOCIAL SCIENCE: GEOGRAPHY SUBTEST Evaluation Systems group of Pearson All program completers, 2015-16	1			
029 -SOCIAL SCIENCE: POLITICAL SCIENCE SUBTEST Evaluation Systems group of Pearson Other enrolled students	1			
029 -SOCIAL SCIENCE: POLITICAL SCIENCE SUBTEST Evaluation Systems group of Pearson All program completers, 2016-17	1			
029 -SOCIAL SCIENCE: POLITICAL SCIENCE SUBTEST Evaluation Systems group of Pearson All program completers, 2015-16	1			
025 -SOCIAL SCIENCE: UNITED STATES HISTORY SUBTEST Evaluation Systems group of Pearson Other enrolled students	2			
025 -SOCIAL SCIENCE: UNITED STATES HISTORY SUBTEST Evaluation Systems group of Pearson All program completers, 2016-17	1			
025 -SOCIAL SCIENCE: UNITED STATES HISTORY SUBTEST Evaluation Systems group of Pearson All program completers, 2015-16	1			
026 -SOCIAL SCIENCE: WORLD HISTORY SUBTEST Evaluation Systems group of Pearson Other enrolled students	2			
026 -SOCIAL SCIENCE: WORLD HISTORY SUBTEST Evaluation Systems group of Pearson All program completers, 2016-17	1			
026 -SOCIAL SCIENCE: WORLD HISTORY SUBTEST Evaluation Systems group of Pearson All program completers, 2015-16	1			
039 -WORLD LANGUAGES: FRENCH Evaluation Systems group of Pearson All program completers, 2017-18	1			
045 -WORLD LANGUAGES: SPANISH Evaluation Systems group of Pearson All program completers, 2016-17	4			
045 -WORLD LANGUAGES: SPANISH Evaluation Systems group of Pearson All program completers, 2015-16	1			

Summary Pass Rates

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

On this page, review the summary pass rates. 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.

After reviewing, save the page using the floating save box at the bottom of the page.

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2017-18	11	11	100
All program completers, 2016-17	24	24	100
All program completers, 2015-16	13	12	92

Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

On this page, review the questions regarding your program's approval/accreditation and whether your program has been designated as low performing by the state. 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.

Low-Performing

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

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
 NCATE
 TEAC
 CAEP
 Other specify:

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

- 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.

THIS PAGE INCLUDES:

>> [Use of Technology](#)

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. In the TEP, the emphasis on technology use and integration is strengthened through program wide technology integration instruction from their faculty, the Transformational Learning Initiative (TLI), and

the Collaboration Zone (CZ). Through their coursework and field experiences, candidates learn to integrate technology into developmentally appropriate instruction with PK-12 students and in other areas of professional practice. The College of Education provides tablets, laptops, digital video cameras, and other technology that candidates can check out from the CZ and use in their field experiences and during student teaching. For initial program completers, technology competence is assessed during student teaching by a summative item on the Unit's Student Teaching Evaluation: understands theories and applications of technology in educational settings and has adequate technological skills to create meaningful learning opportunities for all students. 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, using the Renaissance Group's Teacher Work Sample approach. 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. The goal of the Transformational Learning Initiative (TLI) is to transform learning into a more enriching and meaningful experience for students. The director of the TLI leads a professional development program for faculty, specifically geared towards faculty needs and college programs. Faculty, in turn, take those skills and enhance their classes teaching students by modeling good technology integration. The TLI has also established a badging system whereby students can earn electronic badges for successful completion of modules in technology integration. The Collaboration Zone (CZ) is a modern day computer lab and provides student academic technology support. The purpose of this open walk-in lab is to introduce students to new technology, equipment utilization, and to provide collaborative workspaces. The Collaboration Zone staff offers on-demand tutorials on a dozens of topics. The CZ houses technology for students to use: an electronic whiteboard, tablets, laptops, digital cameras, video cameras, and large flat screen TVs for collaborative work. Other services provided in the Collaboration Zone include technology tutorials, small workspaces, comfortable seating for relaxation, art supplies for check-out, die cuts, large rolls of craft paper, and course-related color printing.

Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

On this page, review the questions about how your program trains general education teachers and special education teachers. For the purposes of these questions, general education teachers means those who are not specifically prepared as special education teachers. 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.

Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. [\(§205\(a\)\(1\)\(G\)\)](#)

1. Does your program prepare general education teachers to:

a. teach students with disabilities effectively

- Yes
 No

b. participate as a member of individualized education program teams

- Yes
 No

c. teach students who are limited English proficient effectively

- Yes
 No

2. Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

All 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. 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. This skill set is assessed formatively during coursework and is a critical component in the evaluation process during the student teaching semester. Curriculum changes in the Fall 2015 catalog included addition of a new course focused on English language learners and cultural competence which is now required in all professional education programs.

3. Does your program prepare special education teachers to:

a. teach students with disabilities effectively

- Yes
- No
- Program does not prepare special education teachers

b. participate as a member of individualized education program teams

- Yes
- No
- Program does not prepare special education teachers

c. teach students who are limited English proficient effectively

- Yes
- No
- Program does not prepare special education teachers

4. Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

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. Finally, special education students take courses in teaching the four major content areas: math, science, literacy/reading, and social studies. Beginning in Fall 2015, special education majors are required to take a new course titled "English Language Learning and Culturally Responsive Pedagogy."

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.

THIS PAGE INCLUDES:

>> [Contextual Information](#)

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. 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, but do not have a final report to share at this time from CAEP. 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

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.

Enrollment Confirmation

Total Title II enrollment from Section I: Program Information, Enrollment is **162**.

Number of program completers from Section I: Program Information, Program Completers is **34**.

For a total enrollment of **196**.

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:

Chris Stockdale

TITLE:

Associate Dean

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:

William Runyan

TITLE:

Certification Officer

Comparison with Last Year

Item	Last Year	This Year	Change
Total Enrollment	118	162	37.29%
Male Enrollment	44	62	40.91%
Female Enrollment	74	100	35.14%
Hispanic/Latino Enrollment	1	3	200.00%
American Indian or Alaska Native Enrollment	5	1	-80.00%
Asian Enrollment	0	0	
Black or African American Enrollment	4	6	50.00%
Native Hawaiian or Other Pacific Islander Enrollment	0	0	

Item	Last Year	This Year	Change
White Enrollment	103	128	24.27%
Two or more races Enrollment	5	20	300.00%
Average number of clock hours required prior to student teaching	80	80	0.00%
Average number of clock hours required for student teaching	480	480	0.00%
Average number of clock hours required for mentoring	0	0	
Number of full-time equivalent faculty in supervised clinical experience during this academic year	1	3	200.00%
Number of adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	12	45	275.00%
Number of students in supervised clinical experience during this academic year	19	37	94.74%
Total completers for current academic year	24	34	41.67%
Total completers for prior academic year	15	24	60.00%
Total completers for second prior academic year	32	15	-53.13%