



Southeast Missouri State University
Traditional Report AY 2017-18
Missouri



REPORT COMPLETE
STATUS: **CERTIFIED**

Institution Information

ADDRESS

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MS 5600

CITY

Cape Girardeau

STATE

Missouri

ZIP

63701

SALUTATION

Dr.

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Daryl

LAST NAME

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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 traditional 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	
Chemistry 9-12	No	
Early Childhood Education B-3	No	
Early Childhood Special Education	No	
Elementary Education 1-6	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	
Mathematics 5-9	No	

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Mathematics 9-12	No	
Mild/Moderate Cross Categorical Special Education	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	
Unified Science: Biology 9-12	No	
Unified Science: Chemistry 9-12	No	
Unified Science: Physics 9-12	No	
Total number of teacher preparation programs: 27		

Program Requirements

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.

THIS PAGE INCLUDES:

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

Admissions

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

Sophomore year



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:

<https://semo.edu/education-health/edu-prep/admission.html>

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

The EPP has defined some contingency situations. Students may be admitted provisionally if they are missing only a single requirement. Candidate records are reviewed at the end of the semester, and candidates are fully admitted if they have successfully completed all required coursework. The MoGEA/ACT requirement is waived for applicants who have completed a four-year degree from an accredited institution, per state rules.

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 checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" 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 type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input checked="" type="radio"/> Yes <input 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 type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <div></div>	<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?

3.47

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.)

3

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

3.59

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

A minimum score on the ACT OR on a basic skills test is required.

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 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:

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	247
Average number of clock hours required for student teaching	560
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	38
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	20
Number of students in supervised clinical experience during this academic year	684

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

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.

THIS PAGE INCLUDES:

>> [Enrollment](#)

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	378
Unduplicated number of males enrolled in 2017-18	72
Unduplicated number of females enrolled in 2017-18	306

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
Ethnicity	
Hispanic/Latino of any race	6
Race	

2017-18	Number Enrolled
American Indian or Alaska Native	<input type="text" value="1"/>
Asian	<input type="text" value="2"/>
Black or African American	<input type="text" value="10"/>
Native Hawaiian or Other Pacific Islander	<input type="text" value="0"/>
White	<input type="text" value="357"/>
Two or more races	<input type="text" value="1"/>

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="34"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text" value="41"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="121"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text" value="23"/>
13.1205	Teacher Education - Secondary Education	<input type="text" value="21"/>
13.1206	Teacher Education - Multiple Levels	<input type="text" value="18"/>

CIP Code	Subject Area	Number Prepared
13.1301	Teacher Education - Agriculture	<input type="text" value="1"/>
13.1302	Teacher Education - Art	<input type="text" value="2"/>
13.1303	Teacher Education - Business	<input type="text" value="1"/>
13.1305	Teacher Education - English/Language Arts	<input type="text" value="10"/>
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" value="3"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	<input type="text" value="12"/>
13.1312	Teacher Education - Music	<input type="text" value="6"/>
13.1314	Teacher Education - Physical Education and Coaching	<input type="text" value="6"/>
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - Science Teacher Education/General Science	<input type="text" value="1"/>
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	<input type="text" value="12"/>
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" value="3"/>
13.1323	Teacher Education - Chemistry	<input type="text" value="1"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1325	Teacher Education - French	<input type="text" value="1"/>
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"/>

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	34
13.1210	Teacher Education - Early Childhood Education	41
13.1202	Teacher Education - Elementary Education	43
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	23
13.1205	Teacher Education - Secondary Education	21
13.1301	Teacher Education - Agriculture	1

CIP Code	Academic Major	Number Prepared
13.1302	Teacher Education - Art	<input type="text" value="2"/>
13.1303	Teacher Education - Business	<input type="text" value="1"/>
13.1305	Teacher Education - English/Language Arts	<input type="text" value="6"/>
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" value="3"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	<input type="text" value="2"/>
13.1312	Teacher Education - Music	<input type="text" value="6"/>
13.1314	Teacher Education - Physical Education and Coaching	<input type="text" value="6"/>
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" value="7"/>
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" value="3"/>
13.1323	Teacher Education - Chemistry	<input type="text" value="1"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1325	Teacher Education - French	<input type="text" value="1"/>
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"/>	<input type="text"/>

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	177
2016-17	169
2015-16	221

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/oep/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:

Faculty in both content and education departments meet with potential teachers at Show Me Days, a recruiting event. The Associate Dean for Educator Preparation meets with potential teacher candidates when they first come on campus for freshman registration and encourages them to consider high-need areas like mathematics. Faculty work with potential candidates to pass the general education assessment required for admission to the Teacher Preparation Program. The institution also hosts the annual MCTM Elementary Math Competition and a Math Field Day. These activities encourage P-12 student interest in math and, also, familiarize those students with the campus. Increasing the pool of students coming to the University with an interest in these areas will also increase the pool of potential teachers.

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

EPP personnel will continue to build upon the strategies identified above. In addition, the EPP is helping to develop grow-your-own programs in the region.

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/oep/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?

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:

Faculty in both content and education departments meet with potential teachers at Show Me Days, a recruiting event. The Associate Dean for Educator Preparation meets with potential teacher candidates when they first come on campus for freshman registration and encourages them to consider high-need areas like the sciences. Faculty work with potential candidates to pass the general education assessment required for admission to the Teacher Preparation Program. The institution also hosts competitions related to science and robotics for area P-12 students. These activities encourage P-12 student interest in science and technology and, also, familiarize those students with the campus. Increasing the pool of students coming to the University with an interest in these areas will also increase the pool of potential teachers.

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

EPP personnel will continue to build upon the strategies identified above. In addition, the EPP is helping to develop grow-your-own programs in the region.

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:

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/oep/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?

0

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:

Given the currently robust numbers in the program, there is no need to set explicit goals for growth. The number of candidates matriculating through the program is in line with the capacity of local school to provide meaningful field experiences.

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?

0

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?

0

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/oep/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:

Administrators and faculty from the EPP maintain regular contact with P-12 administrators and teachers through joint supervision of field experiences, attendance at P-12 administrative meetings, and collaboration on special projects. These types of contacts allow members of the unit to keep abreast of changes in the needs and expectations of local districts. One area of particular need in regional schools has been special education. In response to that need for more special educators, the unit worked to recruit more candidates in special education and has made curricular changes that have allowed elementary education candidates to more easily meet certification requirements in special education. In response to shortages in some secondary content areas, the Department of Middle and Secondary Education has developed a master's degree in teaching. The unit has a regional advisory board, populated by school stakeholders in the university's service area, which create a conduit for communication between the EPP and school districts. In addition, the unit regularly evaluates data generated by surveys of cooperating teachers working with candidates and, also, surveys of first-year teachers and their administrators. In combination, these sources of information suggested that the following are areas in which our programs might improve: 1) the ability to fully integrate certain types of technology, 2) classroom management, and 3) accurate use of assessment data to shape instruction. In response, program faculty revised the curriculum to address these areas. The Exceptional Child program is part of the Early, Elementary, and Special Education Department. All Exceptional Child majors complete a rigorous curriculum which includes meeting the requirements for certification in Mild/Moderate Cross Categorical K-12 and Elementary Education (grades 1-6). Students complete coursework, field experiences and licensing exams that align with the Missouri Teacher Standards, the Council for Exceptional Children (CEC), and the Association of Childhood Education International (ACEI). Meeting standards for both CEC and ACEI helps to ensure that teacher candidates in the Exceptional Child program have the coursework and field experiences necessary to effectively deliver instruction in core content areas. All teacher candidates, except for Exceptional Child majors, take Psychology and Education of the Exceptional Child (EX390) in which the 14 disability areas are studied. Candidates also adapt lesson plans under the direction of an instructor trained in special education. In addition candidates learn about the roles of different members of Individualized Education Program (IEP) committees, as well as their responsibilities for enacting IEPs in the classroom. Another focus of the course is the appropriate collaboration between professionals, community organizations, and families in order to serve the needs of students with exceptional learning needs. In addition, differentiating instruction for students with special needs—including those encompassed by the parameters of special education—is addressed in multiple courses in all educator preparation programs. Meeting the needs of LEP students is also addressed in multiple courses, and recent revisions have strengthened that emphasis throughout all programs. Teacher candidates have the opportunities to apply the knowledge of differentiated instruction, generally, and working with Limited English Proficient students, specifically, in their field experiences. In addition, teacher education faculty members work with the Regional Professional Development Center (RPDC) to provide LEP-related workshops and training for teacher candidates and university faculty. All teacher preparation programs are structured to provide teacher candidates with knowledge and experiences relevant to learning to teach students from a variety of socioeconomic and geographic backgrounds. In some programs this topic is concentrated in a stand-alone course while other programs integrate it throughout several courses. Candidates complete multiple performance tasks during field and clinical experiences in which they must identify relevant contextual factors. They are encouraged, in particular, to analyze the ways in which socioeconomic status and geographical designations (e.g. rural and urban) might influence student learning. In addition, the Office of Field Experiences (OFE) works to ensure that teacher candidates participate in clinical experiences in diverse settings. The OFE uses a database of field placements to accurately track the types of field and clinical experiences in which teacher candidates participate, thereby making it easier to ensure that candidates work in schools of different wealth levels and in schools with different geographic characteristics.

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.

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THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

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 enrolled students who have completed all noncl	2			
015 -AGRICULTURE Evaluation Systems group of Pearson Other enrolled students	2			
015 -AGRICULTURE Evaluation Systems group of Pearson All program completers, 2017-18	1			
015 -AGRICULTURE Evaluation Systems group of Pearson All program completers, 2016-17	2			
015 -AGRICULTURE Evaluation Systems group of Pearson All program completers, 2015-16	1			
036 -ART Evaluation Systems group of Pearson Other enrolled students	1			
036 -ART Evaluation Systems group of Pearson All program completers, 2017-18	2			
036 -ART Evaluation Systems group of Pearson All program completers, 2016-17	7			
036 -ART Evaluation Systems group of Pearson All program completers, 2015-16	4			
016 -BIOLOGY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	
016 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2017-18	3				
016 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2016-17	2				
016 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2015-16	2				
017 -BUSINESS Evaluation Systems group of Pearson All program completers, 2017-18	1				
017 -BUSINESS Evaluation Systems group of Pearson All program completers, 2016-17	1				
017 -BUSINESS Evaluation Systems group of Pearson All program completers, 2015-16	2				
018 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2017-18	1				
018 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2016-17	1				
018 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2015-16	4				
064 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	13	237	13	100	
064 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson Other enrolled students	24	235	18	75	
064 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	41	241	41	100	
064 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	37	241	37	100	
064 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	34	239	34	100	
007 -ELEMENTARY EDUCATION: ENGLISH LANG. ARTS SUBTEST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	34	243	34	100	

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
007 -ELEMENTARY EDUCATION: ENGLISH LANG. ARTS SUBTEST Evaluation Systems group of Pearson Other enrolled students	89	238	79	89
007 -ELEMENTARY EDUCATION: ENGLISH LANG. ARTS SUBTEST Evaluation Systems group of Pearson All program completers, 2017-18	118	246	118	100
007 -ELEMENTARY EDUCATION: ENGLISH LANG. ARTS SUBTEST Evaluation Systems group of Pearson All program completers, 2016-17	83	244	83	100
007 -ELEMENTARY EDUCATION: ENGLISH LANG. ARTS SUBTEST Evaluation Systems group of Pearson All program completers, 2015-16	109	241	107	98
008 -ELEMENTARY EDUCATION: MATHEMATICS SUBTEST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	34	252	34	100
008 -ELEMENTARY EDUCATION: MATHEMATICS SUBTEST Evaluation Systems group of Pearson Other enrolled students	87	246	77	89
008 -ELEMENTARY EDUCATION: MATHEMATICS SUBTEST Evaluation Systems group of Pearson All program completers, 2017-18	118	257	118	100
008 -ELEMENTARY EDUCATION: MATHEMATICS SUBTEST Evaluation Systems group of Pearson All program completers, 2016-17	83	250	83	100
008 -ELEMENTARY EDUCATION: MATHEMATICS SUBTEST Evaluation Systems group of Pearson All program completers, 2015-16	110	246	106	96
009 -ELEMENTARY EDUCATION: SCIENCE SUBTEST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	34	242	34	100
009 -ELEMENTARY EDUCATION: SCIENCE SUBTEST Evaluation Systems group of Pearson Other enrolled students	84	241	77	92
009 -ELEMENTARY EDUCATION: SCIENCE SUBTEST Evaluation Systems group of Pearson All program completers, 2017-18	118	244	118	100
009 -ELEMENTARY EDUCATION: SCIENCE SUBTEST Evaluation Systems group of Pearson All program completers, 2016-17	83	243	83	100
009 -ELEMENTARY EDUCATION: SCIENCE SUBTEST Evaluation Systems group of Pearson All program completers, 2015-16	109	243	105	96
010 -ELEMENTARY EDUCATION: SOCIAL STUDIES SUBTEST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	34	236	34	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
010 -ELEMENTARY EDUCATION: SOCIAL STUDIES SUBTEST Evaluation Systems group of Pearson Other enrolled students	87	231	70	80
010 -ELEMENTARY EDUCATION: SOCIAL STUDIES SUBTEST Evaluation Systems group of Pearson All program completers, 2017-18	118	239	118	100
010 -ELEMENTARY EDUCATION: SOCIAL STUDIES SUBTEST Evaluation Systems group of Pearson All program completers, 2016-17	83	240	83	100
010 -ELEMENTARY EDUCATION: SOCIAL STUDIES SUBTEST Evaluation Systems group of Pearson All program completers, 2015-16	110	237	104	95
020 -ENGLISH Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
020 -ENGLISH Evaluation Systems group of Pearson Other enrolled students	5			
020 -ENGLISH Evaluation Systems group of Pearson All program completers, 2017-18	6			
020 -ENGLISH Evaluation Systems group of Pearson All program completers, 2016-17	3			
020 -ENGLISH Evaluation Systems group of Pearson All program completers, 2015-16	5			
5041 -ENGLISH LANG LIT. & COMP: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2015-16	1			
038 -FAMILY & CONSUMER SCIENCES Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
038 -FAMILY & CONSUMER SCIENCES Evaluation Systems group of Pearson Other enrolled students	6			
038 -FAMILY & CONSUMER SCIENCES Evaluation Systems group of Pearson All program completers, 2017-18	3			
038 -FAMILY & CONSUMER SCIENCES Evaluation Systems group of Pearson All program completers, 2016-17	1			
038 -FAMILY & CONSUMER SCIENCES 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 (%)	
023 -MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	1				
023 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	2				
023 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	2				
023 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	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 Other enrolled students	8				
011 -MIDDLE SCHOOL EDUCATION: LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2017-18	7				
011 -MIDDLE SCHOOL EDUCATION: LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2016-17	6				
011 -MIDDLE SCHOOL EDUCATION: LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2015-16	10	226	8	80	
012 -MIDDLE SCHOOL EDUCATION: MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	2				
012 -MIDDLE SCHOOL EDUCATION: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	10	255	10	100	
012 -MIDDLE SCHOOL EDUCATION: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	3				
012 -MIDDLE SCHOOL EDUCATION: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	8				
013 -MIDDLE SCHOOL EDUCATION: SCIENCE Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1				
013 -MIDDLE SCHOOL EDUCATION: SCIENCE Evaluation Systems group of Pearson Other enrolled students	1				

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
013 -MIDDLE SCHOOL EDUCATION: SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	1			
013 -MIDDLE SCHOOL EDUCATION: SCIENCE Evaluation Systems group of Pearson All program completers, 2016-17	7			
013 -MIDDLE SCHOOL EDUCATION: SCIENCE Evaluation Systems group of Pearson All program completers, 2015-16	9			
014 -MIDDLE SCHOOL EDUCATION: SOCIAL SCIENCE Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
014 -MIDDLE SCHOOL EDUCATION: SOCIAL SCIENCE Evaluation Systems group of Pearson Other enrolled students	3			
014 -MIDDLE SCHOOL EDUCATION: SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	5			
014 -MIDDLE SCHOOL EDUCATION: SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2016-17	8			
014 -MIDDLE SCHOOL EDUCATION: SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2015-16	10	227	9	90
050 -MILD/MODERATE CROSS CATEGORICAL SPECIAL EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	8			
050 -MILD/MODERATE CROSS CATEGORICAL SPECIAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	5			
050 -MILD/MODERATE CROSS CATEGORICAL SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	34	255	34	100
050 -MILD/MODERATE CROSS CATEGORICAL SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	38	252	38	100
050 -MILD/MODERATE CROSS CATEGORICAL SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	42	250	42	100
052 -MILD/MODERATE MIDDLE/SECONDARY: ELA SUBTEST Evaluation Systems group of Pearson All program completers, 2015-16	1			
053 -MILD/MODERATE MIDDLE/SECONDARY: MATH 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 (%)
054 -MILD/MODERATE MIDDLE/SECONDARY: SCIENCE SUBTEST Evaluation Systems group of Pearson All program completers, 2015-16	1			
055 -MILD/MODERATE MIDDLE/SECONDARY: SOC SCI SUBTEST Evaluation Systems group of Pearson All program completers, 2015-16	1			
0255 -MISSOURI PRE-SERVICE TEACHER ASSESSMENT NON-VIDEO Educational Testing Service (ETS) Other enrolled students	4			
0255 -MISSOURI PRE-SERVICE TEACHER ASSESSMENT NON-VIDEO Educational Testing Service (ETS) All program completers, 2017-18	177	44	177	100
0255 -MISSOURI PRE-SERVICE TEACHER ASSESSMENT NON-VIDEO Educational Testing Service (ETS) All program completers, 2016-17	168	43	164	98
0255 -MISSOURI PRE-SERVICE TEACHER ASSESSMENT NON-VIDEO Educational Testing Service (ETS) All program completers, 2015-16	219	41	215	98
043 -MUSIC: INSTRUMENTAL & VOCAL Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
043 -MUSIC: INSTRUMENTAL & VOCAL Evaluation Systems group of Pearson Other enrolled students	2			
043 -MUSIC: INSTRUMENTAL & VOCAL Evaluation Systems group of Pearson All program completers, 2017-18	6			
043 -MUSIC: INSTRUMENTAL & VOCAL Evaluation Systems group of Pearson All program completers, 2016-17	11	242	11	100
043 -MUSIC: INSTRUMENTAL & VOCAL Evaluation Systems group of Pearson All program completers, 2015-16	9			
044 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
044 -PHYSICAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	4			
044 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	6			
044 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	15	243	15	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
044 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	9			
030 -SOCIAL SCIENCE: BEHAVIORAL SCIENCES SUBTEST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5			
030 -SOCIAL SCIENCE: BEHAVIORAL SCIENCES SUBTEST Evaluation Systems group of Pearson Other enrolled students	5			
030 -SOCIAL SCIENCE: BEHAVIORAL SCIENCES SUBTEST Evaluation Systems group of Pearson All program completers, 2017-18	7			
030 -SOCIAL SCIENCE: BEHAVIORAL SCIENCES SUBTEST Evaluation Systems group of Pearson All program completers, 2016-17	4			
027 -SOCIAL SCIENCE: ECONOMICS SUBTEST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5			
027 -SOCIAL SCIENCE: ECONOMICS SUBTEST Evaluation Systems group of Pearson Other enrolled students	5			
027 -SOCIAL SCIENCE: ECONOMICS SUBTEST Evaluation Systems group of Pearson All program completers, 2017-18	7			
027 -SOCIAL SCIENCE: ECONOMICS SUBTEST Evaluation Systems group of Pearson All program completers, 2016-17	4			
028 -SOCIAL SCIENCE: GEOGRAPHY SUBTEST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5			
028 -SOCIAL SCIENCE: GEOGRAPHY SUBTEST Evaluation Systems group of Pearson Other enrolled students	6			
028 -SOCIAL SCIENCE: GEOGRAPHY SUBTEST Evaluation Systems group of Pearson All program completers, 2017-18	7			
028 -SOCIAL SCIENCE: GEOGRAPHY SUBTEST Evaluation Systems group of Pearson All program completers, 2016-17	4			
029 -SOCIAL SCIENCE: POLITICAL SCIENCE SUBTEST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5			
029 -SOCIAL SCIENCE: POLITICAL SCIENCE SUBTEST Evaluation Systems group of Pearson Other enrolled students	6			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
029 -SOCIAL SCIENCE: POLITICAL SCIENCE SUBTEST Evaluation Systems group of Pearson All program completers, 2017-18	7			
029 -SOCIAL SCIENCE: POLITICAL SCIENCE SUBTEST Evaluation Systems group of Pearson All program completers, 2016-17	4			
025 -SOCIAL SCIENCE: UNITED STATES HISTORY SUBTEST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5			
025 -SOCIAL SCIENCE: UNITED STATES HISTORY SUBTEST Evaluation Systems group of Pearson Other enrolled students	7			
025 -SOCIAL SCIENCE: UNITED STATES HISTORY SUBTEST Evaluation Systems group of Pearson All program completers, 2017-18	7			
025 -SOCIAL SCIENCE: UNITED STATES HISTORY SUBTEST Evaluation Systems group of Pearson All program completers, 2016-17	4			
026 -SOCIAL SCIENCE: WORLD HISTORY SUBTEST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5			
026 -SOCIAL SCIENCE: WORLD HISTORY SUBTEST Evaluation Systems group of Pearson Other enrolled students	5			
026 -SOCIAL SCIENCE: WORLD HISTORY SUBTEST Evaluation Systems group of Pearson All program completers, 2017-18	7			
026 -SOCIAL SCIENCE: WORLD HISTORY SUBTEST Evaluation Systems group of Pearson All program completers, 2016-17	4			
033 -UNIFIED SCIENCE: CHEMISTRY Evaluation Systems group of Pearson Other enrolled students	1			
033 -UNIFIED SCIENCE: CHEMISTRY Evaluation Systems group of Pearson All program completers, 2017-18	1			
033 -UNIFIED SCIENCE: CHEMISTRY Evaluation Systems group of Pearson All program completers, 2016-17	2			
033 -UNIFIED SCIENCE: CHEMISTRY Evaluation Systems group of Pearson All program completers, 2015-16	1			
034 -UNIFIED SCIENCE: EARTH SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
034 -UNIFIED SCIENCE: EARTH SCIENCE Evaluation Systems group of Pearson All program completers, 2016-17	2			
034 -UNIFIED SCIENCE: EARTH SCIENCE Evaluation Systems group of Pearson All program completers, 2015-16	2			
035 -UNIFIED SCIENCE: PHYSICS Evaluation Systems group of Pearson All program completers, 2017-18	1			
035 -UNIFIED SCIENCE: PHYSICS Evaluation Systems group of Pearson All program completers, 2016-17	2			
035 -UNIFIED SCIENCE: PHYSICS Evaluation Systems group of Pearson All program completers, 2015-16	2			
039 -WORLD LANGUAGES: FRENCH Evaluation Systems group of Pearson All program completers, 2017-18	1			
039 -WORLD LANGUAGES: FRENCH Evaluation Systems group of Pearson All program completers, 2015-16	1			
045 -WORLD LANGUAGES: SPANISH Evaluation Systems group of Pearson All program completers, 2016-17	1			
045 -WORLD LANGUAGES: SPANISH Evaluation Systems group of Pearson All program completers, 2015-16	1			

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.

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THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2017-18	177	177	100
All program completers, 2016-17	169	165	98
All program completers, 2015-16	220	212	96

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.

THIS PAGE INCLUDES:

>> [Low-Performing](#)

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

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.

Currently, all teacher candidates at Southeast Missouri State University take at least one course that incorporates the ISTE NETS standards for teachers and has a significant emphasis on the use of instructional technology. In these courses, students are introduced to specific software and hardware examples, provided with opportunities to use these in education contexts, and led to the exploration of philosophical and ethical issues related to using technology in the classroom. In addition, a requirement to use instructional technology is embedded in nearly every course in the EPP's programs. In order to facilitate the increased use of instructional technology, the EPP has Smartboards and technology packs in all classrooms and has developed an ever-changing educational technology hub called the EDvolution Center. In a general sense, all teacher candidates are exposed to and interact with software designed to collect, manage, and analyze data. The university's Moodle learning management system provides students with experience in data collection from the student's perspective and enables them to see various ways—depending upon instructor preferences—in which data might be collected, evaluated, and reported using electronic tools. More specifically, in the process of completing multiple performance assessments during field and clinical experiences, teacher candidates use basic software (e.g. Word, Excel) to organize and analyze data and then to report on conclusions drawn from that analysis. Based upon this analysis, teacher candidates then make plans to revise their instruction to improve learning in future lessons. The unit also revised nearly all teacher preparation curricula. Revised or new courses such as EL 420 Assessment and Data Analysis include an emphasis on using technology in the assessment process. Most significantly, in response to many local districts moving to a 1:1

relationship between students and electronic devices, the unit has instituted a 1:1 initiative in teacher preparation. This EDvolution program integrates the use of iPads into all courses in the teacher preparation program, with an emphasis on three specific steps: Tech for You (candidate use), Tech for Us (professional collaboration), and Tech for Them (instructional use). The EDvolution Center provides professional development resources, technology for teacher candidates to expand their knowledge of unique and emerging teacher ed technology, and collaborative spaces for individuals to jointly work on lesson planning and related projects. The center also includes a Makerspace housing various types of maker technology. The Makerspace currently houses 3D printers, virtual reality goggles, green screen capturing technology, Ozobot coding kits, Lego Mindstorm robotics, laser engraving technology, 360 degree video equipment, and many other technologies. This space is designed for teacher candidates to experience maker technology in a hands-on environment. The Makerspace encourages teacher candidates to create engaging and interactive lessons with an emphasis on connecting technology with the content being presented. In fall 2018, The EDvolution Center introduced its newly installed Virtual Reality Space, a room designed to provide high quality and fully immersive virtual reality experiences to both faculty and students. The room houses HTC Vice VR equipment, and includes a full library of virtual reality applications. Since the launch of the EDvolution initiative, the EPP has been recognized for its technology rich learning model as evidenced by inclusion in the White House Innovators Summit on Educational Technology in Teacher Education in December 2016 in addition to being recognized as an Apple Distinguished School for 2017-2019. Within the region and state, the institution is viewed as a leader in using and showcasing technology within the classroom. The EDvolution Center has become a learning hub for not only our teacher candidates but for regional educators as well. The center has hosted numerous P-12 teacher professional development events and school field trips, including after-school STEM clubs and summer school groups. Over 3,000 K-12 students, local educators, teacher candidates, community members, and faculty have toured and/or attended professional development workshops and competed in technology challenges within The EDvolution Center.

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 teacher candidates take Psychology and Education of the Exceptional Child (EX390) in which the 14 disability areas are studied. Candidates also adapt lesson plans under the direction of an instructor trained in special education. In addition candidates learn about the roles of different members of Individualized Education Program (IEP) committees, as well as their responsibilities for enacting IEP directives in the classroom. Another focus of the course is the appropriate collaboration between professionals, community organizations, and families in order to serve the needs of students with exceptional learning needs. In addition, differentiating instruction for students with special needs—including those encompassed by the parameters of special education—is addressed in multiple courses throughout each program. Meeting the needs of LEP students is also addressed in multiple courses. Teacher candidates have the opportunities to apply the knowledge of differentiated instruction, generally, and working with Limited English Proficient students, specifically, in their field experiences. Lastly, teacher education faculty members work with the Regional Professional Development Center (RPDC) to provide LEP-related workshops and training for teacher candidates and university faculty.

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.

Teacher candidates preparing to become special education teachers complete coursework and participate in field based experiences that will prepare them to work, specifically, with students with special needs. Teacher candidates complete exceptional child and elementary coursework during their programs and work collaboratively with other teacher candidates preparing to become general education teachers. During the Literacy Block, teacher candidates become familiar with language diversity and working with diverse families in Language Development of the Exceptional Child (EX 302). Exceptional Child majors also take EX 507 Families and the Child with Exceptionalities. Exceptional Child majors complete additional course work prior to the student teaching semester. Individualized Education Program components (IEPs) are a part of all exceptional child coursework, however, students are guided through and assessed on using data to write a formal IEP during Assessment & Techniques of Teaching the Children with Exceptionalities (EX317). In EX311 Introduction to Children with Exceptionalities, special education candidates identify the appropriate members of an individualized education program team and learn to explain the role of each. In addition, they learn the purpose of the IEP. In EX317 Assessment and Techniques of Teaching Children with Exceptionalities, candidates help to write an IEP. During field and clinical experiences, candidates work closely with cooperating teachers to carry out the guidelines of specific IEPs. Meeting the needs of LEP students is addressed in Diversity in American Schools (EL 274). Exceptional Child majors complete coursework specifically focused on working with LEP students in Language Development of Children with Exceptionalities (EX302). In addition, teacher education faculty members work with the Regional Professional Development Center (RPDC) to provide LEP-related workshops and training for teacher candidates and university faculty.

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.

Unit faculty and staff are engaged in developing a more robust system for the collection, organization, distribution, and analysis of assessment data in order to improve the ability to evaluate and improve program quality.

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 **378**.

Number of program completers from Section I: Program Information, Program Completers is **177**.

For a total enrollment of **555**.

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:

Dr. Daryl Fridley

TITLE:

Associate Dean for Educator Preparation

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:

Dr. Diana Rogers-Adkinson

TITLE:

Dean, College of Education, Health, and Human Studies

Comparison with Last Year

Item	Last Year	This Year	Change
Total Enrollment	353	378	7.08%
Male Enrollment	64	72	12.50%
Female Enrollment	286	306	6.99%
Hispanic/Latino Enrollment	6	6	0.00%
American Indian or Alaska Native Enrollment	1	1	0.00%
Asian Enrollment	2	2	0.00%
Black or African American Enrollment	9	10	11.11%
Native Hawaiian or Other Pacific Islander Enrollment	0	0	

Item	Last Year	This Year	Change
White Enrollment	331	357	7.85%
Two or more races Enrollment	0	1	
Average number of clock hours required prior to student teaching	247	247	0.00%
Average number of clock hours required for student teaching	560	560	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	41	38	-7.32%
Number of adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	16	20	25.00%
Number of students in supervised clinical experience during this academic year	864	684	-20.83%
Total completers for current academic year	169	177	4.73%
Total completers for prior academic year	221	169	-23.53%
Total completers for second prior academic year	262	221	-15.65%