title II higher education act

2024 TITLE II REPORTS
National Teacher Preparation Data

MO

William Woods University
Traditional Report AY 2022-23
Missouri

REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

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

- Academic year
- IPEDS ID

IPEDS ID

[ ]

☐ **THIS INSTITUTION HAS NO IPEDS ID**

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

[ ]

ADDRESS

One University Avenue

[ ]

CITY

Fulton

STATE

Missouri ▼

ZIP

65251

SALUTATION

Dr. ▼

FIRST NAME

James

LAST NAME

Concannon

PHONE

(573) 592-1645

EMAIL

james.concannon@williamwoods.edu

List of Programs

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

> **Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.**
>
> - Teacher Preparation Program

List of Programs

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

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	UG	
13.1202	Elementary Education	UG	
13.1203	Junior High/Intermediate/Middle School Education and Teaching	UG	
13.1	Special Education	UG	
13.1302	Teacher Education - Art	UG	
13.1322	Teacher Education - Biology	UG	
13.1305	Teacher Education - English/Language Arts	UG	
13.1311	Teacher Education - Mathematics	UG	
13.1314	Teacher Education - Physical Education and Coaching	UG	
13.1317	Teacher Education - Social Sciences	UG	
13.1331	Teacher Education - Speech	UG	

Total number of teacher preparation programs:

14

Program Requirements

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

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

- Full-time equivalent faculty supervising clinical experience
- Adjunct faculty supervising clinical experience
- Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience
- Supervised clinical experience

Undergraduate Requirements

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

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

- ● Yes
- ○ No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the undergraduate level. If no, leave the table below blank (or **clear responses already entered**) then click save at the bottom of the page.

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

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

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

3

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

3

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

Missouri requirements are 3.0 content area and 3.0 professional GPA.

Postgraduate Requirements

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

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

○ **Yes**
● **No**

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the postgraduate level. If no, leave the table below blank (or **clear responses already entered**) then click save at the bottom of the page.

Element	Admission		Completion	
Transcript	Yes ○	No ○	Yes ○	No ○
Fingerprint check	Yes ○	No ○	Yes ○	No ○
Background check	Yes ○	No ○	Yes ○	No ○
Minimum number of courses/credits/semester hours completed	Yes ○	No ○	Yes ○	No ○
Minimum GPA	Yes ○	No ○	Yes ○	No ○
Minimum GPA in content area coursework	Yes ○	No ○	Yes ○	No ○
Minimum GPA in professional education coursework	Yes ○	No ○	Yes ○	No ○
Minimum ACT score	Yes ○	No ○	Yes ○	No ○
Minimum SAT score	Yes ○	No ○	Yes ○	No ○
Minimum basic skills test score	Yes ○	No ○	Yes ○	No ○

Element	Admission		Completion	
Subject area/academic content test or other subject matter verification	○ Yes	○ No	○ Yes	○ No
Recommendation(s)	○ Yes	○ No	○ Yes	○ No
Essay or personal statement	○ Yes	○ No	○ Yes	○ No
Interview	○ Yes	○ No	○ Yes	○ No
Other Specify:	○ Yes	○ No	○ Yes	○ No

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

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

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

Supervised Clinical Experience

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

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

Are there programs with student teaching models?

● Yes
○ No

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

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	100
Number of clock hours required for student teaching	500

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

○ Yes
● No

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

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

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

All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) Optional tool for automatically calculating full-time equivalent faculty in the system	5
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	0
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	13
Number of students in supervised clinical experience during this academic year	13

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

Clinical experience is 14 weeks long. Prior to beginning clinical experience, students are accepted into the Student Teaching Program, which is different from the Teacher Education Program. Students must have their substitute teaching certificates prior to beginning final clinical hours. Student teachers meet once a week for three hours with the School of Education faculty.

Enrollment and Program Completers

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year. **(§205(a)(1)(C)(ii))**

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

- Enrolled Student
- Program Completer

Enrollment and Program Completers

2022-23 Total	
Total Number of Individuals Enrolled	91
Subset of Program Completers	13

Gender	Total Enrolled	Subset of Program Completers
Male	20	2
Female	71	11
Non-Binary/Other	0	0
No Gender Reported	0	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	2	0
Hispanic/Latino of any race	2	0
Native Hawaiian or Other Pacific Islander	0	0
White	87	13

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

Teachers Prepared

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

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

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

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

- Academic Major

Teachers Prepared by Subject Area

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

For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. **(§205(b)(1)(H))**

What are CIP Codes?

☐ **No teachers prepared in academic year 2022-23**

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

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

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	0

CIP Code	Subject Area	Number Prepared
13.1202	Teacher Education - Elementary Education	7
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	0
13.1210	Teacher Education - Early Childhood Education	4
13.1301	Teacher Education - Agriculture	0
13.1302	Teacher Education - Art	0
13.1303	Teacher Education - Business	0
13.1305	Teacher Education - English/Language Arts	2
13.1306	Teacher Education - Foreign Language	0
13.1307	Teacher Education - Health	0
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	0
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1311	Teacher Education - Mathematics	0
13.1312	Teacher Education - Music	0
13.1314	Teacher Education - Physical Education and Coaching	3
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - Science Teacher Education/General Science	0
13.1317	Teacher Education - Social Science	0
13.1318	Teacher Education - Social Studies	1
13.1320	Teacher Education - Trade and Industrial	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	0
13.1323	Teacher Education - Chemistry	0
13.1324	Teacher Education - Drama and Dance	0
13.1328	Teacher Education - History	0
13.1329	Teacher Education - Physics	0

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	0
13.1337	Teacher Education - Earth Science	0
13.14	Teacher Education - English as a Second Language	0
13.99	Education - Other Specify:	0

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2022-23. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. **(§205(b)(1)(H))**

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

What are CIP Codes?

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

- ● Yes
- ○ No

☐ **No teachers prepared in academic year 2022-23**

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

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	0
13.1202	Teacher Education - Elementary Education	7
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	1
13.1210	Teacher Education - Early Childhood Education	0
13.1301	Teacher Education - Agriculture	0
13.1302	Teacher Education - Art	0
13.1303	Teacher Education - Business	0
13.1305	Teacher Education - English/Language Arts	2
13.1306	Teacher Education - Foreign Language	0

CIP Code	Academic Major	Number Prepared
13.1307	Teacher Education - Health	0
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	0
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1311	Teacher Education - Mathematics	0
13.1312	Teacher Education - Music	0
13.1314	Teacher Education - Physical Education and Coaching	3
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - General Science	0
13.1317	Teacher Education - Social Science	0
13.1318	Teacher Education - Social Studies	0
13.1320	Teacher Education - Trade and Industrial	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	0
13.1323	Teacher Education - Chemistry	0
13.1324	Teacher Education - Drama and Dance	0
13.1328	Teacher Education - History	0
13.1329	Teacher Education - Physics	0
13.1331	Teacher Education - Speech	0
13.1337	Teacher Education - Earth Science	0
13.14	Teacher Education - English as a Second Language	0
13.99	Education - Other Specify:	0
01	Agriculture	0
03	Natural Resources and Conservation	0
05	Area, Ethnic, Cultural, and Gender Studies	0

CIP Code	Academic Major	Number Prepared
09	Communication or Journalism	0
11	Computer and Information Sciences	0
12	Personal and Culinary Services	0
14	Engineering	0
16	Foreign Languages, Literatures, and Linguistics	0
19	Family and Consumer Sciences/Human Sciences	0
21	Technology Education/Industrial Arts	0
22	Legal Professions and Studies	0
23	English Language/Literature	0
24	Liberal Arts/Humanities	0
25	Library Science	0
26	Biological and Biomedical Sciences	0
27	Mathematics and Statistics	0
30	Multi/Interdisciplinary Studies	0
38	Philosophy and Religious Studies	0
40	Physical Sciences	0
41	Science Technologies/Technicians	0
42	Psychology	0
44	Public Administration and Social Service Professions	0
45	Social Sciences	0
46	Construction	0
47	Mechanic and Repair Technologies	0
50	Visual and Performing Arts	0
51	Health Professions and Related Clinical Sciences	0
52	Business/Management/Marketing	0

CIP Code	Academic Major	Number Prepared
54	History	0
99	Other Specify:	0

Program Assurances

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

Program Assurances

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

1. **Program preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.**

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   ● Yes
   ○ No
   ○ **Program does not prepare special education teachers**

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

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   Students in EDU 441 Student-Centered Reading and Writing and in EDU 392 Reading and Writing in the Content Area study Scarborough's Reading Rope, which differentiates the various components of reading comprehension, including skills of language comprehension and word decoding, skills that are fundamental to reading and necessary for building reading comprehension for all learners, including those with limited English proficiency and those with learning differences. Students in EDU 441 are also placed in our local elementary schools to serve as tutors for individual students who need additional support in reading. Our students assess their assigned students and prepare activities designed to support areas in which they are struggling. Classroom Management students in EDU 453 study restorative practices, which are shown to reduce stress and build interpersonal relationships among all students as well as increasing equity and respect. To ensure that prospective teachers at William Woods are prepared to teach

in both rural and urban settings they are provided opportunities to teach and learn in a variety of classrooms/schools. The university's proximity to both small rural communities (e.g. Fulton, New Bloomfield) and larger cities (e.g. Columbia, Jefferson City) make it possible for our preservice teachers to see effective teaching in a variety of settings. Preservice teachers at WWU spend time working in school districts with a large number of low-income families. Fulton Public Schools, for example, has a 50% free and reduced lunch rate. In addition to our EDU 231 Exceptional Child course (a course designed as an introduction to special education), WWU elementary education majors also complete two additional cross-categorical special education courses (EDU 258 and EDU 358). EDU 258, Cross Categorical Disabilities, is designed to provide pre-service teacher, both general and special education majors, with a comprehensive introduction to special education standards, eligibility criteria, placement, services, and evidence-based instructional strategies for students with mild/moderate cross-categorical disabilities. Pre-service teachers are engaged in readings, lectures, discussions, and assignments that explore the historical context, key concepts, definitions, challenges, trends, and effective differentiated instruction methods. Edu 358, Teaching Cross Categorical Disabilities, is a course designed for both general education and special education pre-service teachers. This course offers an in-depth examination of special education standards, eligibility criteria, placement, services, and evidence-based instructional strategies for students with mild/moderate cross-categorical disabilities. Pre-service teachers are actively engaged in readings, lectures, discussions, and assignments, participants explore compliance standards, learning patterns, educational diagnostic techniques, and the development of educational strategies and materials for children with cross-categorical disabilities.

in both rural and urban settings they are provided opportunities to teach and learn in a variety of classrooms/schools. The university's proximity to both small rural communities (e.g. Fulton, New Bloomfield) and larger cities (e.g. Columbia, Jefferson City) make it possible for our preservice teachers to see effective teaching in a variety of settings. Preservice teachers at WWU spend time working in school districts with a large number of low-income families. Fulton Public Schools, for example, has a 50% free and reduced lunch rate. In addition to our EDU 231 Exceptional Child course (a course designed as an introduction to special education), WWU elementary education majors also complete two additional cross-categorical special education courses (EDU 258 and EDU 358). EDU 258, Cross Categorical Disabilities, is designed to provide pre-service teacher, both general and special education majors, with a comprehensive introduction to special education standards, eligibility criteria, placement, services, and evidence-based instructional strategies for students with mild/moderate cross-categorical disabilities. Pre-service teachers are engaged in readings, lectures,

Annual Goals: Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. **(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))**

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

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

- Quantifiable Goals

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

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

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

- ◉ Yes
- ○ No

2. Describe your goal.

Two enrolled students majoring in either middle or secondary education mathematics.

3. Did your program meet the goal?

- ◉ Yes
- ○ No

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

Our goal was fairly low and likewise attainable. Our mathematics department is extremely small in terms of math majors compared to the number of students who take math for general education requirements. Math is not a popular subject for education students to pursue. The secondary mathematic certification route is just in its second year.

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

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

Review Current Year's Goal (2023-24)

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

- ◉ Yes
- ○ No

8. Describe your goal.

Two enrolled students majoring in either middle or secondary education mathematics.

Set Next Year's Goal (2024-25)

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

- ◉ Yes
- ○ No

10. Describe your goal.

Our goal is to prepare two students in mathematics.

Annual Goals: Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. **(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))**

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

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

- Quantifiable Goals

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

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

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

- ◉ Yes
- ○ No

2. Describe your goal.

Maintain an enrollment of two science education majors (secondary or middle school science).

3. Did your program meet the goal?

- ◉ Yes
- ○ No

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

Faculty members meeting with prospective students and purposefully advising to retain students. There are few students who are interested in becoming science teachers in Missouri, and fewer than normal who wish to attend William Woods University. The strategies to increase enrollment of science teachers has been a struggle; however, we are catering to the needs of students interested in pursuing a degree in middle or secondary science.

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

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

Review Current Year's Goal (2023-24)

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

- ● Yes
- ○ No

8. Describe your goal.

Maintain an enrollment of two science education majors (secondary or middle school science).

Set Next Year's Goal (2024-25)

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

- ● Yes
- ○ No

10. Describe your goal.

Maintain an enrollment of two science education majors (secondary or middle school science).

Annual Goals: Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. **(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))**

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

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

- Quantifiable Goals

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

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

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

- ● Yes
- ○ No

2. Describe your goal.

To maintain an overall enrollment of 5 special education majors in 2022-2023.

3. Did your program meet the goal?

- ● Yes
- ○ No

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

Our special education faculty member met with prospective students.

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

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

Review Current Year's Goal (2023-24)

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

- ● Yes
- ○ No

8. Describe your goal.

To maintain an overall enrollment of 7 special education majors in 2022-2023.

Set Next Year's Goal (2024-25)

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

- ● Yes
- ○ No

10. Describe your goal.

To maintain an overall enrollment of 7 special education majors in 2022-2023.

Annual Goals: Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. **(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))**

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

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

- Quantifiable Goals

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

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

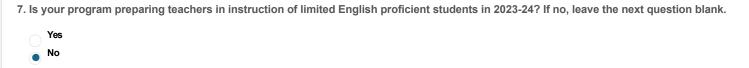If no, leave remaining questions for 2022-23 blank (or **clear responses already entered**).

- ○ Yes
- ● No

2. Describe your goal.

3. Did your program meet the goal?

- ○ Yes
- ○ No

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

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

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

Review Current Year's Goal (2023-24)

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

- ○ Yes
- ● No

8. Describe your goal.

Set Next Year's Goal (2024-25)

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

- ○ Yes
- ● No

10. Describe your goal.

Assessment Pass Rates

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

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

> **Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.**
>
> - Pass rate
> - Scaled score
> - Teacher credential assessment

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
036 -ART Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
036 -ART Evaluation Systems group of Pearson All program completers, 2021-22	3			
036 -ART Evaluation Systems group of Pearson All program completers, 2020-21	1			
064 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2022-23	4			
064 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
064 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	1			
073 -ELEMENTARY EDUCATION SUBTEST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5			
073 -ELEMENTARY EDUCATION SUBTEST I Evaluation Systems group of Pearson All program completers, 2022-23	7			
073 -ELEMENTARY EDUCATION SUBTEST I Evaluation Systems group of Pearson All program completers, 2021-22	3			
074 -ELEMENTARY EDUCATION SUBTEST II Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5			
074 -ELEMENTARY EDUCATION SUBTEST II Evaluation Systems group of Pearson All program completers, 2022-23	7			
074 -ELEMENTARY EDUCATION SUBTEST II Evaluation Systems group of Pearson All program completers, 2021-22	3			
007 -ELEMENTARY EDUCATION: ENGLISH LANG. ARTS SUBTEST Evaluation Systems group of Pearson All program completers, 2021-22	6			
007 -ELEMENTARY EDUCATION: ENGLISH LANG. ARTS SUBTEST Evaluation Systems group of Pearson All program completers, 2020-21	8			
008 -ELEMENTARY EDUCATION: MATHEMATICS SUBTEST Evaluation Systems group of Pearson All program completers, 2021-22	6			
008 -ELEMENTARY EDUCATION: MATHEMATICS SUBTEST Evaluation Systems group of Pearson All program completers, 2020-21	8			
009 -ELEMENTARY EDUCATION: SCIENCE SUBTEST Evaluation Systems group of Pearson All program completers, 2021-22	6			
009 -ELEMENTARY EDUCATION: SCIENCE SUBTEST Evaluation Systems group of Pearson All program completers, 2020-21	8			
010 -ELEMENTARY EDUCATION: SOCIAL STUDIES SUBTEST Evaluation Systems group of Pearson All program completers, 2021-22	6			
010 -ELEMENTARY EDUCATION: SOCIAL STUDIES SUBTEST Evaluation Systems group of Pearson All program completers, 2020-21	8			

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 All enrolled students who have completed all noncl	1			
020 -ENGLISH Evaluation Systems group of Pearson All program completers, 2022-23	2			
020 -ENGLISH Evaluation Systems group of Pearson All program completers, 2021-22	1			
020 -ENGLISH Evaluation Systems group of Pearson All program completers, 2020-21	1			
011 -MIDDLE SCHOOL EDUCATION: LANGUAGE ARTS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
012 -MIDDLE SCHOOL EDUCATION: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2020-21	1			
014 -MIDDLE SCHOOL EDUCATION: SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2022-23	1			
050 -MILD/MODERATE CROSS CATEGORICAL SPECIAL EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
050 -MILD/MODERATE CROSS CATEGORICAL SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	2			
050 -MILD/MODERATE CROSS CATEGORICAL SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	2			
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 All program completers, 2022-23	3			
044 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	6			
044 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	1			
071 -SOCIAL SCIENCE 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 (%)
071 -SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2021-22	1			

Summary Pass Rates

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

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

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

- Pass rate
- Scaled score
- Teacher credential assessment

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2022-23	13	13	100
All program completers, 2021-22	22	22	100
All program completers, 2020-21	14	14	100

Low-Performing

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

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

Low-Performing

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

- ⬤ Yes
- ◯ No

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

- ☑ State
- ☐ CAEP
- ☐ AAQEP
- ☐ Other specify:

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

- ◯ Yes
- ⬤ No

Use of Technology

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

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

Use of Technology

1. Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. **(§205(a)(1)(F))**

    Does your program prepare teachers to:

    a. integrate technology effectively into curricula and instruction

        ● Yes
        ○ No

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

        ● Yes
        ○ No

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

        ● Yes
        ○ No

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

        ● Yes
        ○ No

2. Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

    The School of Education recently moved from the eMints certification to google training. The curriculum for our Education Technology course prepares students to take the Google Level 1 exam. In this courses, students become google trained and have the option to be google certified. Data collection and analysis of student performance is collected and analyzed using Microsoft Excel, Qualtrics, and SPSS. Our teacher preparation programs all contain internally administered surveys of students and cooperating teachers' perceptions of their readiness to utilize technology to enhance instruction. In addition to internal surveys, the state surveys first year graduates who are in the teaching profession about their readiness for integrating technology. While the state lacks specific teacher preparation standards for preparing teachers to use technology, there is an emphasis/ state requirement that teacher preparation coursework prepares teachers to be able to integrate instructional technology. Undergraduate classrooms where students prepare to be educators are modeled after technology present in today's K12 classrooms.

Teacher Training

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

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

Teacher Training

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

   a. **Teach students with disabilities effectively**

   All students take EDU 231 (3) Exceptional Child A study of children with special needs who qualify for special education services. Topics include the history and legal basis of special education, the special education process, assessment and evaluation procedures, characteristics, and appropriate intervention strategies and teaching methods. Emphasis is placed on characteristics and teaching strategies for the following exceptionalities: learning disabilities, mental retardation, behavior/emotional disorders and giftedness. Additionally, all elementary education and special education majors are required to take two additional courses: Cross Categorical Disabilities and Teaching Cross Categorical Disabilities. The Physical Education Program is aligned to the state coursework to ensure our program contains coursework such as adaptive physical education.

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

   The practicum and student teaching experiences are aligned with the Missouri Teaching Standards, which includes participation to meet the needs of multiple learners (including students with disabilities). Students are evaluated by qualified cooperating teachers regarding this standard in EDU 291, EDU 395, and student teaching. EDU 291 - Beginning Clinical Experience Teacher candidates observe and participate in an assigned classroom for a minimum of 30 hours. They observe and become familiar with the classroom organization and management, curriculum, and the school's instructional program. They work with students in various groupings and observe and implement differentiation strategies. Credit Hours: 2.00 EDU 395 - Intermediate Clinical Experience - 3.00 Teacher candidates observe and participate in various ways in an assigned classroom for a minimum of 45 hours. They become familiar with lesson planning, differentiation strategies, assessment techniques, and the analysis of demographic information. Teacher candidates work with students throughout this experience and plan and execute a lesson with the direction of the cooperating teacher. This lesson is delivered to the whole class, a small group, or an individual student. They then reflect on student learning as a result of this lesson. Prerequisite: EDU291 and Admittance to the Teacher Ed Program EDU 490 - Supervised Teaching (Elementary) - 9.00 Teacher candidates are assigned to a specific 1-6 classroom for 14 weeks. Using a co-teaching model, teacher candidates will work with a certified teacher to implement all of the elements of teaching (MO Teacher Standards). These elements of teaching will be phased in gradually, while continuing to use both teachers in the classroom to improve student learning. The teacher candidate will become the lead teacher as the semester progresses and will be responsible for all elements of teaching for a minimum of 6 weeks, under the guidance of the certified teacher. Teacher candidates will complete the MEES during the student teaching semester and will be supervised by a qualified university supervisor. Passing the MEES is required for MO teaching certification and successful completion of EDU 490. Prerequisite: Entrance into the TEP, EDU291 and EDU395 Corequisite: EDU 492 EDU 495 - Supervised Teaching (Middle Level) Teacher candidates are assigned to a specific 5-9 classroom for 14 weeks. Using a co-teaching model, teacher candidates will work with a certified teacher to implement all of the elements of teaching (MO Teacher Standards). These elements of teaching will be phased in gradually, while continuing to use both teachers in the classroom to improve student learning. The teacher candidate will become the lead teacher as the semester progresses and will be responsible for all elements of teaching for a minimum of 6 weeks, under the guidance of the certified teacher. Teacher candidates will complete the MEES during the student teaching semester and will be supervised by a qualified university supervisor. Passing the MEES is required for MO teaching certification and successful completion of EDU 495. Prerequisite: Entrance into the TEP, EDU291 and EDU395 Corequisite: EDU 492 EDU 499 - Supervised Teaching (Secondary) Teacher candidates are assigned to a specific 9-12 classroom for 14 weeks. Using a co-teaching model, teacher candidates will work with a certified teacher to implement all of the elements of teaching (MO Teacher Standards). These elements of teaching will be phased in gradually, while continuing to use both teachers in the classroom to improve student learning. The teacher candidate will become the lead teacher as the semester progresses and will be responsible for all elements of teaching for a minimum of 6 weeks, under the guidance of the certified teacher. Teacher candidates will complete the MEES during the student teaching semester and will be supervised by a qualified university supervisor. Passing the MEES is required for MO teaching certification and successful completion of EDU 499. Prerequisite: Entrance into the TEP, EDU291 and EDU395 Corequisite: EDU 492 EDU 493 - Supervised Teaching Special Education Teacher candidates are assigned to a specific special education classroom for 14 weeks. Using the co-teaching model, teacher candidates will work with a certified teacher to implement all elements of teaching (Missouri Teaching Standards). These elements of teaching will be phased in gradually,

while continuing to use both teachers in the classroom to improve student learning. The teacher candidate will become the lead teacher as the semester progresses and will be responsible for all elements of teaching for a minimum of 6 weeks, under the guidance of the certified teacher. Teacher candidates will complete the MEES during the student teaching semester and will be supervised by a qualified university supervisor. Passing the MEES is required for MO teaching certification and successful completion of EDU 493. Prerequisite: Entrance into the TEP, EDU291 and EDU395 Corequisite: EDU 492 All special education majors and elementary education majors take the following two courses which contain field experience hours in a special education classroom: EDU 258 - Cross Categorical Disabilities Instructional, classroom and student strategies involving mild/moderate cross categorical disabilities are provided. Readings, lectures, discussions and assignments focus on researched differentiated instruction. Prerequisites: EDU231 Credit Hours: 3.00 EDU 358 - Teaching Cross Categorical Disabilities Study of learning patterns, educational diagnostic techniques and development of educational strategies and materials for use with children with cross-categorical disabilities. This course requires 16 hours of clinical experience in the schools. Prerequisites: EDU 231, 258

c. **Effectively teach students who are limited English proficient.**

Per Missouri statute to effectively prepare teachers for ELL instruction, all students take; EDU 201 - Multicultural Education -D This course addresses various aspects of multiculturalism and cultural diversity such as culture, race, ethnicity, gender, class, religion, language, age, and exceptionality. By examining these micro-cultures, students will understand and use this knowledge to meet individual student needs and address cultural differences effectively in the classroom. Concepts and strategies for teaching different cultural, racial, and ethnic groups, including English language learners, are included. The practicum and student teaching experiences are aligned with the Missouri Teaching Standards, which includes participation to meet the needs of multiple learners (including students who are limited English proficient). Students are evaluated by qualified cooperating teachers regarding this standard in EDU 291, EDU 395, and student teaching. EDU 291 - Beginning Clinical Experience Teacher candidates observe and participate in an assigned classroom for a minimum of 30 hours. They observe and become familiar with the classroom organization and management, curriculum, and the school's instructional program. They work with students in various groupings and observe and implement differentiation strategies. Credit Hours: 2.00 EDU 395 - Intermediate Clinical Experience - 3.00 Teacher candidates observe and participate in various ways in an assigned classroom for a minimum of 45 hours. They become familiar with lesson planning, differentiation strategies, assessment techniques, and the analysis of demographic information. Teacher candidates work with students throughout this experience and plan and execute a lesson with the direction of the cooperating teacher. This lesson is delivered to the whole class, a small group, or an individual student. They then reflect on student learning as a result of this lesson. Prerequisite: EDU291 and Admittance to the Teacher Ed Program EDU 490 - Supervised Teaching (Elementary) - 9.00 Teacher candidates are assigned to a specific 1-6 classroom for 14 weeks. Using a co-teaching model, teacher candidates will work with a certified teacher to implement all of the elements of teaching (MO Teacher Standards). These elements of teaching will be phased in gradually, while continuing to use both teachers in the classroom to improve student learning. The teacher candidate will become the lead teacher as the semester progresses and will be responsible for all elements of teaching for a minimum of 6 weeks, under the guidance of the certified teacher. Teacher candidates will complete the MEES during the student teaching semester and will be supervised by a qualified university supervisor. Passing the MEES is required for MO teaching certification and successful completion of EDU 490. Prerequisite: Entrance into the TEP, EDU291 and EDU395 Corequisite: EDU 492 EDU 495 - Supervised Teaching (Middle Level) Teacher candidates are assigned to a specific 5-9 classroom for 14 weeks. Using a co-teaching model, teacher candidates will work with a certified teacher to implement all of the elements of teaching (MO Teacher Standards). These elements of teaching will be phased in gradually, while continuing to use both teachers in the classroom to improve student learning. The teacher candidate will become the lead teacher as the semester progresses and will be responsible for all elements of teaching for a minimum of 6 weeks, under the guidance of the certified teacher. Teacher candidates will complete the MEES during the student teaching semester and will be supervised by a qualified university supervisor. Passing the MEES is required for MO teaching certification and successful completion of EDU 495. Prerequisite: Entrance into the TEP, EDU291 and EDU395 Corequisite: EDU 492 EDU 499 - Supervised Teaching (Secondary) Teacher candidates are assigned to a specific 9-12 classroom for 14 weeks. Using a co-teaching model, teacher candidates will work with a certified teacher to implement all of the elements of teaching (MO Teacher Standards). These elements of teaching will be phased in gradually, while continuing to use both teachers in the classroom to improve student learning. The teacher candidate will become the lead teacher as the semester progresses and will be responsible for all elements of teaching for a minimum of 6 weeks, under the guidance of the certified teacher. Teacher candidates will complete the MEES during the student teaching semester and will be supervised by a qualified university supervisor. Passing the MEES is required for MO teaching certification and successful completion of EDU 499. Prerequisite: Entrance into the TEP, EDU291 and EDU395 Corequisite: EDU 492 EDU 493 - Supervised Teaching Special Education Teacher candidates are assigned to a specific special education classroom for 14 weeks. Using the co-teaching model, teacher candidates will work with a certified teacher to implement all elements of teaching (Missouri Teaching Standards). These elements of teaching will be phased in gradually, while continuing to use both teachers in the classroom to improve student learning. The teacher candidate will become the lead teacher as the semester progresses and will be responsible for all elements of teaching for a minimum of 6 weeks, under the guidance of the certified teacher. Teacher candidates will complete the MEES during the student teaching semester and will be supervised by a qualified university supervisor. Passing the MEES is required for MO teaching certification and successful completion of EDU 493. Prerequisite: Entrance into the TEP, EDU291 and EDU395 Corequisite: EDU 492

2. **Does your program prepare special education teachers?**

   ● Yes
   ○ No

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

a. **Teach students with disabilities effectively**

Special Education students engage in the following courses and activities associated with these courses: EDU 231 - Exceptional Child A study of children with special needs who qualify for special education services. Topics include the history and legal basis of special education, the special education process, assessment and evaluation procedures, characteristics, and appropriate intervention strategies and teaching methods. Emphasis is placed on characteristics and teaching strategies for the following exceptionalities: learning disabilities, mental retardation, behavior/emotional disorders and giftedness. Credit Hours: 3.00 EDU 258 - Cross Categorical Disabilities Instructional, classroom and student strategies involving mild/moderate cross categorical disabilities are provided. Readings, lectures, discussions and assignments focus on researched differentiated instruction. Prerequisites: EDU231 Credit Hours: 3.00 EDU 358 - Teaching Cross Categorical Disabilities Study of learning patterns, educational diagnostic techniques and development of educational strategies and materials for use with children with cross-categorical disabilities. This course requires 16 hours of clinical experience in the schools. Prerequisites: EDU 231, 258 EDU 351 - Language Development Language and communication disorders of students with special needs are investigated. Topics include normal language acquisition, language development of exceptional children, language problems and deficits, implications of language disorders and delays for learning, assessment, instructional strategies, and treatment. EDU 493 - Supervised Teaching Special Education Teacher candidates are assigned to a specific special education classroom for 14 weeks. Using the co-teaching model, teacher candidates will work with a certified teacher to implement all elements of teaching (Missouri Teaching Standards). These elements of teaching will be phased in gradually, while continuing to use both teachers in the classroom to improve student learning. The teacher candidate will become the lead teacher as the semester progresses and will be responsible for all elements of teaching for a minimum of 6 weeks, under the guidance of the certified teacher. Teacher candidates will complete the MEES during the student teaching semester and will be supervised by a qualified university supervisor. Passing the MEES is required for MO teaching certification and successful completion of EDU 493. Prerequisite: Entrance into the TEP, EDU291 and EDU395 Corequisite: EDU 492 EDU 420 - Measurement and Evaluation Individual diagnostic procedures are studied, including informal and formal assessment, the interpretation of assessment results, and development of educational programs and instruction. Proficiency in assessment procedures and test administration are emphasized. Prerequisites: EDU395 Credit Hours: 3.00 Course Fees: $0.00

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

The special education degree plan requires both practicum hours and student teaching hours. Practicum hours are integrated in two practicum courses, a special education specific course, and a special education student teaching placement. EDU 358 - Teaching Cross Categorical Disabilities Study of learning patterns, educational diagnostic techniques and development of educational strategies and materials for use with children with cross-categorical disabilities. This course requires 16 hours of clinical experience in the schools. Prerequisites: EDU 231, 258 EDU 493 - Supervised Teaching Special Education Teacher candidates are assigned to a specific special education classroom for 14 weeks. Using the co-teaching model, teacher candidates will work with a certified teacher to implement all elements of teaching (Missouri Teaching Standards). These elements of teaching will be phased in gradually, while continuing to use both teachers in the classroom to improve student learning. The teacher candidate will become the lead teacher as the semester progresses and will be responsible for all elements of teaching for a minimum of 6 weeks, under the guidance of the certified teacher. Teacher candidates will complete the MEES during the student teaching semester and will be supervised by a qualified university supervisor. Passing the MEES is required for MO teaching certification and successful completion of EDU 493. Prerequisite: Entrance into the TEP, EDU291 and EDU395 Corequisite: EDU 492

c. **Effectively teach students who are limited English proficient.**

The following courses ensure special education candidates can effectively teach students who are limited English proficient: EDU 201 - Multicultural Education -D This course addresses various aspects of multiculturalism and cultural diversity such as culture, race, ethnicity, gender, class, religion, language, age, and exceptionality. By examining these micro-cultures, students will understand and use this knowledge to meet individual student needs and address cultural differences effectively in the classroom. Concepts and strategies for teaching different cultural, racial, and ethnic groups, including English language learners, are included. Credit Hours: 3.00 Course Fees: $0.00 EDU 351 - Language Development Language and communication disorders of students with special needs are investigated. Topics include normal language acquisition, language development of exceptional children, language problems and deficits, implications of language disorders and delays for learning, assessment, instructional strategies, and treatment. Prerequisite: EDU231 Credit Hours: 3.00 Course Fees: $0.00 EDU 493 - Supervised Teaching Special Education Teacher candidates are assigned to a specific special education classroom for 14 weeks. Using the co-teaching model, teacher candidates will work with a certified teacher to implement all elements of teaching (Missouri Teaching Standards). These elements of teaching will be phased in gradually, while continuing to use both teachers in the classroom to improve student learning. The teacher candidate will become the lead teacher as the semester progresses and will be responsible for all elements of teaching for a minimum of 6 weeks, under the guidance of the certified teacher. Teacher candidates will complete the MEES during the student teaching semester and will be supervised by a qualified university supervisor. Passing the MEES is required for MO teaching certification and successful completion of EDU 493. Prerequisite: Entrance into the TEP, EDU291 and EDU395 Corequisite: EDU 492

Contextual Information

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

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

Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Link to the WWU Student Teaching Handbook: https://www.williamwoods.edu/academics/undergraduate/programs_and_degrees/education/docs/student_teaching_handbook.pdf Link to the WWU Teacher Education Program Handbook: https://www.williamwoods.edu/academics/undergraduate/programs_and_degrees/education/docs/teacher_education_handbook.pdf

Supporting Files

No files have been provided.

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

Report Card Certification

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

Certification of submission

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

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Jim Concannon

TITLE:

Dean, School of Education

Certification of review of submission

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

NAME OF REVIEWER:

Joseph Davis

TITLE:

Chair of Teacher Education Program