Title II Higher Education Act

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Stephanie Henderson Program User

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[2020-21 Academic Year Data ▼]

2022 Title II Reports National Teacher Preparation Data
Mississippi College

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MS
Mississippi College Traditional Report AY 2020-21 Mississippi
Report CompleteStatus: 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 [P. O. Box 4009]
Address line 2: [200 S. Capitol St.]
City [Clinton]
State
[Mississippi ▼]
Zip [39058]
Salutation
[Dr. ▼]
First Name [Martha]
Last Name [D'Amico]
Phone [(601) 925-3478]
Email [mbdamico@mc.edu]
[Save/Stay]

[Reset]

[Print]
Section I: Program Information

List of Programs

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

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

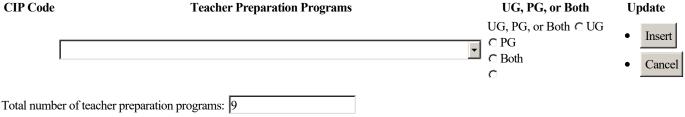- Teacher Preparation Program

This Page Includes:

- List of Programs

List of Programs

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List of Programs

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1202	Elementary Education	UG	• Edit • Delete
13.1302	Teacher Education - Art	UG	• Edit • Delete
13.1322	Teacher Education - Biology	UG	• Edit • Delete
13.1323	Teacher Education - Chemistry	UG	• Edit • Delete
13.1305	Teacher Education - English/Language Arts	UG	• Edit • Delete
13.1311	Teacher Education - Mathematics	UG	• Edit • Delete
13.1312	Teacher Education - Music	UG	• Edit • Delete
13.1314	Teacher Education - Physical Education and Coaching	UG	• Edit • Delete
13.1318	Teacher Education - Social Studies	UG	• Edit • Delete

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
	[dropdown ▼]	UG, PG, or Both ○ UG ○ PG ○ Both ○	• [Insert] • [Cancel]

Total number of teacher preparation programs: [9]

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Section I: Program Information

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

This Page Includes:

- Undergraduate Requirements
- Postgraduate Requirements
- Supervised Clinical Experience

Undergraduate Requirements

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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.

Undergraduate Requirements

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

<div align="center">Undergraduate Requirements</div>

Element	Admission	Completion
Interview	Required for Entry ○ Yes ◉ No ○	Required for Exit ○ Yes ◉ No ○
Other Specify: **Other specify:** [Mississippi College Writin]	Required for Entry ◉ Yes ○ No ○	Required for Exit ◉ 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.)

[2.75]

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

[2.75]

4. Please provide any additional information about the information provided above: Due to COVID-19, the Mississippi Department of Education approved a testing waiver for all licensure candidates valid from March 2020 until December 31, 2021, so admission and licensure testing requirements have been waived for candidates admitted and completing during this time period. [Due to COVID-19, the Mississippi Department of Education approved a testing waiver for all licensure candidates valid from March 2020 until December 31, 2021, so admission and licensure]

Postgraduate Requirements

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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.

<div align="center">Postgraduate Requirements</div>

Element	Admission	Completion
Transcript	Required for Entry ○ Yes ○ No ◉	Required for Exit ○ Yes ○ No ◉
Fingerprint check	Required for Entry ○ Yes ○ No ◉	Required for Exit ○ Yes ○ No ◉
Background check	Required for Entry ○ Yes ○ No ◉	Required for Exit ○ Yes ○ No ◉
Minimum number of courses/credits/semester hours completed	Required for Entry ○ Yes ○ No ◉	Required for Exit ○ Yes ○ No ◉
Minimum GPA	Required for Entry ○ Yes ○ No ◉	Required for Exit ○ Yes ○ No ◉
Minimum GPA in content area coursework	Required for Entry ○ Yes ○ No ◉	Required for Exit ○ Yes ○ No ◉
Minimum GPA in professional education coursework	Required for Entry ○ Yes ○ No ◉	Required for Exit ○ Yes ○ No ◉
Minimum ACT score	Required for Entry ○ Yes ○ No ◉	Required for Exit ○ Yes ○ No ◉
Minimum SAT score	Required for Entry ○ Yes ○ No ◉	Required for Exit ○ Yes ○ No ◉
Minimum basic skills test score	Required for Entry ○ Yes ○ No ◉	Required for Exit ○ Yes ○ No ◉
Subject area/academic content test or other subject matter verification	Required for Entry ○ Yes ○ No ◉	Required for Exit ○ Yes ○ No ◉
Recommendation(s)	Required for Entry ○ Yes ○ No ◉	Required for Exit ○ Yes ○ No ◉
Essay or personal statement	Required for Entry ○ Yes ○ No ◉	Required for Exit ○ Yes ○ No ◉
Interview	Required for Entry ○ Yes ○ No ◉	Required for Exit ○ Yes ○ No ◉
Other Specify: **Other specify:** [ ]	Required for Entry ○ Yes ○ No ◉	Required for Exit ○ 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

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Provide the following information about supervised clinical experience in 2020-21. (§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)
Programs with student teaching models (most traditional programs)

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

Number of clock hours of supervised clinical experience required prior to student teaching
156

Number of clock hours required for student teaching

Number of clock hours required for student teaching 560

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

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

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

Number of years required for teaching as the teacher of record in a classroom

Number of years required for teaching as the teacher of record in a classroom [   ]

If there are no programs with a student teacher model or teacher of record model, please describe the teaching model(s) used:

[   ]

All Programs
All Programs

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

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) 17

Optional tool for automatically calculating full-time equivalent faculty in the system

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

Number of adjunct faculty supervising clinical experience during this academic year (IHE staff) 7

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

Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year 98

Number of students in supervised clinical experience during this academic year

Number of students in supervised clinical experience during this academic year
71

Please provide any additional information about or descriptions of the supervised clinical experiences: The average number of clock hours required prior to student teaching by varies by program as noted: 1) Elementary Education= 156 2) Content Areas (7-12)= 50 3) Art, Music & PE (7-12)= 50

The average number of clock hours required prior
to student teaching by varies by program as
noted:
1) Elementary Education= 156

Save Option

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Calculate Full-Time Equivalent Faculty in the System

For any other part-time faculty supervising clinical experience, indicate the number of faculty and the percentage that represents the part-time employment rate for those faculty members (for example, 25% for a faculty member employed at a quarter of the time compared to a full-time faculty member)

Employment Rate (%)	Number of Faculty	Update
100% (Full-Time)		
50% (Half-Time)		

75%	Employment Rate (%)		Number of Faculty	Delete
25%	Employment Rate (%)		Number of Faculty	Delete

[Add Row]

[Calculate FTE]

Section I: Program Information

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

This Page Includes:

- Enrollment and Program Completers

Enrollment and Program Completers

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Enrollment and Completer Totals

2020-21 Total

Total Number of Individuals Enrolled Total Number of Individuals Enrolled in 2020-21 `253`

Subset of Program Completers Subset of Program Completers in 2020-21 `66`

Program Enrollment and Completers By Gender

Gender	Total Enrolled	Subset of Program Completers
Male	Male Enrollment `47`	Male Completers `10`
Female	Female Enrollment `206`	Female Completers `56`
Non-Binary/Other	Non-Binary/Other Enrollment `0`	Non-Binary/Other Completers `0`
No Gender Reported	Nonreported gender Enrollment `0`	Nonreported gender Completers `0`

Program Enrollment and Completers By Race/Ethnicity

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	American Indian or Alaska Native Enrollment `1`	American Indian or Alaska Native Completers `0`
Asian	Asian Enrollment `3`	Asian Completers `1`
Black or African American	Black or African American Enrollment `21`	Black or African American Completers `6`

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Hispanic/Latino of any race	Hispanic/Latino of any race enrollment 1	Hispanic/Latino of any race Completers 0
Native Hawaiian or Other Pacific Islander	Native Hawaiian or Other Pacific Islander Enrollment 0	Native Hawaiian or Other Pacific Islander Completers 0
White	White Enrollment 226	White Completers 58
Two or more races	Two or more races Enrollment 1	Two or more races Completers 1
No Race/Ethnicity Reported	Nonreported race/ethnicity Enrollment 0	Nonreported race/ethnicity Completers 0

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Section I: Program Information

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](#)

This Page Includes:

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

Teachers Prepared by Subject Area

[Back To Top](#)

Please provide the number of teachers prepared by subject area for academic year 2020-21.

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 2020-21

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).

Teachers Prepared by Subject Area

CIP Code	Subject Area	Number Prepared	
13.10	Teacher Education - Special Education	Number Prepared	4
13.1202	Teacher Education - Elementary Education	Number Prepared	43
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	Number Prepared	
13.1210	Teacher Education - Early Childhood Education	Number Prepared	13
13.1301	Teacher Education - Agriculture	Number Prepared	
13.1302	Teacher Education - Art	Number Prepared	4
13.1303	Teacher Education - Business	Number Prepared	
13.1305	Teacher Education - English/Language Arts	Number Prepared	43
13.1306	Teacher Education - Foreign Language	Number Prepared	6
13.1307	Teacher Education - Health	Number Prepared	2
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	Number Prepared	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	Number Prepared	
13.1311	Teacher Education - Mathematics	Number Prepared	9
13.1312	Teacher Education - Music	Number Prepared	5
13.1314	Teacher Education - Physical Education and Coaching	Number Prepared	6
13.1315	Teacher Education - Reading	Number Prepared	2
13.1316	Teacher Education - Science Teacher Education/General Science	Number Prepared	7
13.1317	Teacher Education - Social Science	Number Prepared	
13.1318	Teacher Education - Social Studies	Number Prepared	50
13.1320	Teacher Education - Trade and Industrial	Number Prepared	
13.1321	Teacher Education - Computer Science	Number Prepared	
13.1322	Teacher Education - Biology	Number Prepared	3
13.1323	Teacher Education - Chemistry	Number Prepared	0
13.1324	Teacher Education - Drama and Dance	Number Prepared	
13.1328	Teacher Education - History	Number Prepared	
13.1329	Teacher Education - Physics	Number Prepared	
13.1331	Teacher Education - Speech	Number Prepared	
13.1337	Teacher Education - Earth Science	Number Prepared	
13.14	Teacher Education - English as a Second Language	Number Prepared	2
13.99	Education - Other Specify: Other specify:	Number Prepared	

Teachers Prepared by Academic Major

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Please provide the number of teachers prepared by academic major for academic year 2020-21. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

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

individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

What are CIP Codes?

Do participants earn a degree upon completion of the program? ⦿ Yes
◯ No
☐ No teachers prepared in academic year 2020-21

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

Teachers Prepared by Academic Major

CIP Code	Academic Major	Number Prepared	
13.10	Teacher Education - Special Education	Number Prepared	
13.1202	Teacher Education - Elementary Education	Number Prepared	43
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	Number Prepared	
13.1210	Teacher Education - Early Childhood Education	Number Prepared	
13.1301	Teacher Education - Agriculture	Number Prepared	
13.1302	Teacher Education - Art	Number Prepared	4
13.1303	Teacher Education - Business	Number Prepared	
13.1305	Teacher Education - English/Language Arts	Number Prepared	8
13.1306	Teacher Education - Foreign Language	Number Prepared	
13.1307	Teacher Education - Health	Number Prepared	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	Number Prepared	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	Number Prepared	
13.1311	Teacher Education - Mathematics	Number Prepared	2
13.1312	Teacher Education - Music	Number Prepared	2
13.1314	Teacher Education - Physical Education and Coaching	Number Prepared	
13.1315	Teacher Education - Reading	Number Prepared	
13.1316	Teacher Education - General Science	Number Prepared	
13.1317	Teacher Education - Social Science	Number Prepared	
13.1318	Teacher Education - Social Studies	Number Prepared	4
13.1320	Teacher Education - Trade and Industrial	Number Prepared	
13.1321	Teacher Education - Computer Science	Number Prepared	
13.1322	Teacher Education - Biology	Number Prepared	2
13.1323	Teacher Education - Chemistry	Number Prepared	1
13.1324	Teacher Education - Drama and Dance	Number Prepared	
13.1328	Teacher Education - History	Number Prepared	
13.1329	Teacher Education - Physics	Number Prepared	
13.1331	Teacher Education - Speech	Number Prepared	
13.1337	Teacher Education - Earth Science	Number Prepared	
13.14	Teacher Education - English as a Second Language	Number Prepared	
13.99	Education - Other Specify: Other specify: [ ]	Number Prepared	
01	Agriculture	Number Prepared	
03	Natural Resources and Conservation	Number Prepared	

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

Save Option

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Section I: Program Information

Program Assurances

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

This Page Includes:

- Program Assurances

Program Assurances

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1. Program preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends. ⦿ Yes
○ No

2. Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom. ⦿ Yes
○ No

3. Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects. ⦿ Yes
○ No
○ Program does not prepare special education teachers

4. Prospective general education teachers are prepared to provide instruction to students with disabilities. ⦿ Yes
○ No

5. Prospective general education teachers are prepared to provide instruction to limited English proficient students. ⦿ Yes
○ No

6. Prospective general education teachers are prepared to provide instruction to students from low-income families. ⦿ Yes
○ No

7. Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable. ⦿ Yes
○ No

8. Describe your institution's most successful strategies in meeting the assurances listed above: The Teacher Education and Leadership Department has provided multiple placements for candidates in classrooms with students varying in abilities, socio-economic status, and backgrounds. The experiences have been sequenced to provide opportunities for candidates to work in diverse classrooms with the Department using an assessment system for data analysis and interpretation to inform future programmatic changes. Courses such as EDU 300--Introduction to Education present the legislation, laws, and code of ethics for working with students from special needs populations along with an introduction into "culturally responsive" instruction. Additionally, PSY 435--Psychology of the Exceptional Child, delves into the specific Special Education eligibility categories under IDEA along with characteristics and behaviors. Specific content methods courses investigate teaching strategies in how best

The Teacher Education and Leadership Department has provided multiple placements for candidates in classrooms with students varying in abilities, socio-economic status, and

to serve these students for the grade level and content of the specific education major.

Save Option

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Section II: Annual Goals

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))**

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

- Quantifiable Goals

This Page Includes:

- Report Progress on Last Year's Goal (2020-21)
- Review Current Year's Goal (2021-22)
- Set Next Year's Goal (2022-23)

Report Progress on Last Year's Goal (2020-21)

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1. Did your program prepare teachers in mathematics in 2020-21?

If no, leave remaining questions for 2020-21 blank (or clear responses already entered).

○ Yes
○ No

2. Describe your goal. The TEL Department is committed to preparing candidates who are highly-qualified to teach Mathematics and has set a goal of 2 candidates for the 2020-2021 school year with hopes to increase the number of elementary candidates who are receiving the additional endorsement in Mathematics.

```
The TEL Department is committed to preparing
candidates who are highly-qualified to teach
Mathematics and has set a goal of 2 candidates
for the 2020-2021 school year with hopes to
```

3. Did your program meet the goal? ○ Yes
○ No

4. Description of strategies used to achieve goal, if applicable: The TEL Department met the 2020-2021 goal of preparing 2 teacher candidates in the are of Mathematics. The TEL Department, along with the MC Mathematics Department, worked to develop a recruitment plan as a part of our CAEP accreditation to increase the number of candidates prepared to teach Mathematics (7-12) incorporating the following: 1) Hosted Math Quiz Bowl tournaments for high school students to provide additional information on Math Education opportunities, 2) Hosted Preview Days on campus with mock Math Education lessons, 3) Worked closely with MDE Teacher Recruitment Center to provide specific program information, 4) Advertised MC and TECH grant opportunities for prospective candidates, 5) Collaborated with the Mathematics Education representative on the TEL's Professional Educational Advisory Committee (PEAC). In addition, the TEL Department worked in conjunction with the MC Office of Student Success to counsel and recruit undecided majors who might be interested in teaching Mathematics as a career

```
The TEL Department met the 2020-2021 goal of
preparing 2 teacher candidates in the are of
Mathematics. The TEL Department, along with
the MC Mathematics Department, worked to
```
option.

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 (2021-22)

Back To Top

7. Is your program preparing teachers in mathematics in 2021-22? If no, leave the next question blank. ○ Yes
○ No

8. Describe your goal. The TEL Department is committed to preparing candidates who are highly-qualified to teach Mathematics and has set a goal of 2 candidates for the 2021-2022 school year with hopes to increase the number of elementary candidates who are receiving the additional endorsement in Mathematics.

```
The TEL Department is committed to preparing
candidates who are highly-qualified to teach
Mathematics and has set a goal of 2 candidates
for the 2021-2022 school year with hopes to
```

Set Next Year's Goal (2022-23)

Back To Top

9. Will your program prepare teachers in mathematics in 2022-23? If no, leave the next question blank. ○ Yes
○ No

10. Describe your goal. The TEL Department is committed to preparing candidates who are highly-qualified to teach Mathematics and has set a goal of 2 candidates for the 2022-2023 school year with hopes to increase the number of elementary candidates whoa re receiving the additional endorsement in Mathematics.

```
The TEL Department is committed to preparing
candidates who are highly-qualified to teach
Mathematics and has set a goal of 2 candidates
for the 2022-2023 school year with hopes to
```

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Section II: Annual Goals

Annual Goals: Science

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

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

- Quantifiable Goals

This Page Includes:

- Report Progress on Last Year's Goal (2020-21)
- Review Current Year's Goal (2021-22)
- Set Next Year's Goal (2022-23)

Report Progress on Last Year's Goal (2020-21)

Back To Top

1. Did your program prepare teachers in science in 2020-21?

If no, leave remaining questions for 2020-21 blank (or clear responses already entered).

● Yes
○ No

2. Describe your goal. The goal of the Teacher Education and Leadership (TEL) Department for preparation of science education teachers is to prepare at least 3

> The goal of the Teacher Education and Leadership (TEL) Department for preparation of science education teachers is to prepare at least 3 candidates for the 2020-2021 school year.
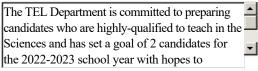
candidates for the 2020-2021 school year.

3. Did your program meet the goal? ● Yes
○ No

4. Description of strategies used to achieve goal, if applicable: The TEL Department met the 2020-2021 goal of preparing 3 teacher candidates in the are of Science. The TEL Department, worked in conjunction with the Science department to recruit candidates from science and undecided majors to science education. The TEL, along with the various science departments, worked to develop a recruitment plan as a part of our CAEP accreditation to increase the number of candidates prepared to teach Biology, Chemistry, and general science incorporating the following: 1) Hosted Science Quiz Bowl tournaments for high school students to provide additional information on Science Education opportunities, 2) Hosted Preview Days on campus with mock Science Education lessons, 3) Worked closely with MDE Teacher Recruitment Center to provide specific program information, 4) Advertised MC and TEACH grant opportunities for prospective candidates, 5) Collaborated with the Biology and Chemistry Education representatives on the TEL's Professional Educational Advisory Committee (PEAC). In addition, the TEL Department worked in conjunction with the MC Office of Student Success to counsel and recruit undecided majors who might be interested in teaching Science as a career option.

> The TEL Department met the 2020-2021 goal of preparing 3 teacher candidates in the are of Science. The TEL Department, worked in conjunction with the Science department to

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 (2021-22)

Back To Top

7. Is your program preparing teachers in science in 2021-22? If no, leave the next question blank. ⦿ Yes
○ No
8. Describe your goal. The goal of the Teacher Education and Leadership (TEL) Department for preparation of science education teachers is to prepare at least 3

> The goal of the Teacher Education and Leadership (TEL) Department for preparation of science education teachers is to prepare at least 3 candidates for the 2021-2022 school year which

candidates for the 2021-2022 school year which will be an increase from the 2020-2021 school year.

Set Next Year's Goal (2022-23)

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9. Will your program prepare teachers in science in 2022-23? If no, leave the next question blank. ⦿ Yes
○ No
10. Describe your goal. The TEL Department is committed to preparing candidates who are highly-qualified to teach in the Sciences and has set a goal of 2 candidates for the 2022-2023 school year with hopes to increase the number of elementary candidates whoa re receiving the additional endorsement in an area of Science.

> The TEL Department is committed to preparing candidates who are highly-qualified to teach in the Sciences and has set a goal of 2 candidates for the 2022-2023 school year with hopes to

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Section II: Annual Goals

Annual Goals: Special Education

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

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

- Quantifiable Goals

This Page Includes:

- Report Progress on Last Year's Goal (2020-21)
- Review Current Year's Goal (2021-22)
- Set Next Year's Goal (2022-23)

Report Progress on Last Year's Goal (2020-21)

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1. Did your program prepare teachers in special education in 2020-21?

If no, leave remaining questions for 2020-21 blank (or clear responses already entered).

◉ Yes
◯ No

2. Describe your goal. The goal for the Teacher Education and Leadership (TEL) Department for the 2020-2021 school year is to prepare at least 2 candidates in

> The goal for the Teacher Education and Leadership (TEL) Department for the 2020-2021 school year is to prepare at least 2 candidates in Special Education.

Special Education.

3. Did your program meet the goal? ◉ Yes
◯ No

> [blank text box]

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: The TEL is actively recruiting elementary and secondary education majors in EDU 300 - Introduction to Education into coursework leading to the K-6, 7-12, and K-12 special education endorsement. The courses are being offered completely online to meet student's needs and on a rotating basis, so that students will be able to complete them during the sequence of undergraduate

> The TEL is actively recruiting elementary and secondary education majors in EDU 300 - Introduction to Education into coursework leading to the K-6, 7-12, and K-12 special

coursework.

6. Provide any additional comments, exceptions and explanations below: MC does not have a bachelor's degree in special education. We do have a state-approved,

> MC does not have a bachelor's degree in special education. We do have a state-approved, endorsement route for traditional undergraduate education majors from any field of study.

endorsement route for traditional undergraduate education majors from any field of study.

Review Current Year's Goal (2021-22)

Back To Top

7. Is your program preparing teachers in special education in 2021-22? If no, leave the next question blank. ◉ Yes
◯ No

8. Describe your goal. The goal for the Teacher Education and Leadership (TEL) Department for the 2021-2022 school year is to prepare at least 3 candidates in

> The goal for the Teacher Education and Leadership (TEL) Department for the 2021-2022 school year is to prepare at least 3 candidates in Special Education.

Special Education.

Set Next Year's Goal (2022-23)

Back To Top

9. Will your program prepare teachers in special education in 2022-23? If no, leave the next question blank. ◉ Yes
◯ No

10. Describe your goal. The goal for the Teacher Education and Leadership (TEL) Department for the 2022-2023 school year is to prepare at least 3 candidates in

> The goal for the Teacher Education and Leadership (TEL) Department for the 2022-2023 school year is to prepare at least 3 candidates in Special Education.

Special Education.

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Annual Goals: Instruction of Limited English Proficient Students

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

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

- Quantifiable Goals

This Page Includes:

- Report Progress on Last Year's Goal (2020-21)
- Review Current Year's Goal (2021-22)
- Set Next Year's Goal (2022-23)

Report Progress on Last Year's Goal (2020-21)

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1. Did your program prepare teachers in instruction of limited English proficient students in 2020-21?

If no, leave remaining questions for 2020-21 blank (or clear responses already entered).

⦿ Yes
◯ No

2. Describe your goal. The goal for the Teacher Education and Leadership (TEL) Department for the 2020-2021 school year is to prepare at least 2 candidates in the

> The goal for the Teacher Education and Leadership (TEL) Department for the 2020-2021 school year is to prepare at least 2 candidates in the English Language Learner (ELL) endorsement category.

English Language Learner (ELL) endorsement category.

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: The TEL Department worked very hard to reach the goal of preparing teacher candidates in the area of English Language Learners (ELL). The TEL worked with the Foreign Languages Department (housing the TESOL state-approved endorsement program for ELL K-12 teacher) to offer the four additional courses in a fully online format spring the summer session as well as the

> The TEL Department worked very hard to reach the goal of preparing teacher candidates in the area of English Language Learners (ELL). The TEL worked with the Foreign Languages

traditional, fall/spring course offerings.

6. Provide any additional comments, exceptions and explanations below: MC does not have a bachelor's degree in Instruction of Limited English Proficient Students. We do have a state-approved, endorsement route for traditional undergraduate education majors from any field of study.

> MC does not have a bachelor's degree in Instruction of Limited English Proficient Students. We do have a state-approved, endorsement route for traditional undergraduate education majors

Review Current Year's Goal (2021-22)

Back To Top

7. Is your program preparing teachers in instruction of limited English proficient students in 2021-22? If no, leave the next question blank. ⦿ Yes
◯ No

8. Describe your goal. The goal for the Teacher Education and Leadership (TEL) Department for the 2021-2022 school year is to prepare at least 2 candidates in the

English Language Learner (ELL) endorsement category.

Set Next Year's Goal (2022-23)

Back To Top

9. Will your program prepare teachers in instruction of limited English proficient students in 2022-23? If no, leave the next question blank. ⦿ Yes
○ No

10. Describe your goal. The goal for the Teacher Education and Leadership (TEL) Department for the 2022-2023 school year is to prepare at least 2 candidates in the

The goal for the Teacher Education and Leadership (TEL) Department for the 2022-2023 school year is to prepare at least 2 candidates in the English Language Learner (ELL) endorsement category.

English Language Learner (ELL) endorsement category.

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Section III: Program Pass Rates

Assessment Pass Rates

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

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

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

- Pass rate
- Scaled score
- Teacher credential assessment

This Page Includes:

- Assessment Pass Rates

Assessment Pass Rates

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Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	4			
ETS5134 -ART CONTENT KNOWLEDGE	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
Educational Testing Service (ETS) All program completers, 2019-20				
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	3			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	2			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2020-21	4			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2019-20	9			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2018-19	4			
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2020-21	2			
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2019-20	10	169	9	90
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2018-19	4			
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2020-21	4			
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2019-20	10	164	8	80
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2018-19	4			
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS)	4			

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
All program completers, 2020-21				
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS)	1			
All program completers, 2019-20				
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS)	1			
All enrolled students who have completed all noncl				
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS)	1			
Other enrolled students				
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS)	4			
All program completers, 2020-21				
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS)	5			
All program completers, 2020-21				
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS)	2			
All enrolled students who have completed all noncl				
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS)	1			
All program completers, 2020-21				
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS)	17	172	17	100
All program completers, 2019-20				
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS)	34	176	34	100
All program completers, 2018-19				
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS)	1			
All program completers, 2020-21				
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS)	1			
All program completers, 2019-20				
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS)	5			
All program completers, 2018-19				
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson	1			
All enrolled students who have completed all noncl				
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson	7			
Other enrolled students				
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson	12	237	7	58
All program completers, 2020-21				
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson	20	236	16	80
All program completers, 2019-20				
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson	35	248	33	94
All program completers, 2018-19				
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS)	3			
All program completers, 2019-20				
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS)	2			
All program completers, 2018-19				

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	9			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	2			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	2			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2020-21	8			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2019-20	17	172	16	94
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2018-19	16	173	16	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2019-20	17	175	17	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2018-19	35	180	35	100
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	2			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	3			

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Section III: Program Pass Rates

Summary Pass Rates

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

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

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

- Pass rate
- Scaled score
- Teacher credential assessment

This Page Includes:

- Summary Pass Rates

Summary Pass Rates

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Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2020-21	29	19	66
All program completers, 2019-20	45	37	82
All program completers, 2018-19	53	50	94

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Section IV: 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))**

This Page Includes:

- Low-Performing

Low-Performing

Back To Top

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:
Other specify: | Accred: NASM, CACRE |

2. Is your teacher preparation program currently under a designation as "low-performing" by the state? ○ Yes
● No

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(indicating you have completed all portions of the page). When pages are marked as complete, the red dot next to the section on the right side menu will change to a green dot. You will still be able to edit all pages of your report until you certify the full report through the Certification link.

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Section V: Use of Technology

Use of Technology

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

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

This Page Includes:

- Use of Technology

Use of Technology

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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:
   1. integrate technology effectively into curricula and instruction ◉ Yes
      ○ No
   2. use technology effectively to collect data to improve teaching and learning ◉ Yes
      ○ No
   3. use technology effectively to manage data to improve teaching and learning ◉ Yes
      ○ No
   4. 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. Pre-service teachers are required to take EDU 317, Instructional Technology in the Classroom. This course provides candidates with basic technology literacy, application skills, and strategies to integrate technology in the curriculum to enhance learning for a diverse society. This course is driven, in part, by the International Society for Technology in Education (ISTE) standards, as well as the Mississippi Technology Standards for Teachers. Building on the knowledge base from EDU 317, teacher candidates in the methods courses use the following to integrate technology in an instructional lesson: 1) creating presentations that enhance and differentiate lessons to accommodate the diverse learner, 2) collecting, managing, and analyzing data to improve instruction and student achievement, 3) using application programs and online resources to provide high order thinking activities, problem-based learning activities, virtual tours, simulations activities, lesson planning, assessment, and

   | Pre-service teachers are required to take EDU 317, Instructional Technology in the Classroom. This course provides candidates with basic technology literacy, application skills, and |

   grade books, and 4) providing equal technology access for all students.

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Section VI: Teacher Training

Teacher Training

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

This Page Includes:

- Teacher Training

Teacher Training

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

   1. Teach students with disabilities effectively General education teachers are required to take a specific course related to working with exceptional children including all of the eligibility categories and specific teaching methods for ensuring learning goals are met within the general education classroom. In addition, all education candidates are exposed to the laws and legislation protecting the rights of special education students in EDU 300--Introduction to Education and specifically the MS Code of Ethics pertaining to the specific rights of special needs students. All education candidates are also required to participate in classrooms with exceptional education students as part of the preliminary field experience program, and they also encounter many exceptionalities in their final clinical field experience. Additional experiences are included in the Professional Block Methods semester prior to the clinical semester of student teaching for elementary education majors and in the content methods courses for the K-12 and 7-12 content majors.

      > General education teachers are required to take a
      > specific course related to working with
      > exceptional children including all of the eligibility
      > categories and specific teaching methods for

   2. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*. General education candidates are introduced to all of the Special Education IDEA eligibility categories and the specific legislation IDEA governing the rights of Special Education students in EDU 300--Introduction to Education. In addition to this introductory course, all education majors are required to take a specific course related to working with exceptional children including all elements in section 614(d)(1)(B) of the Individuals with Disabilities Education Act, particularly focusing on responsibilities of the general education teacher on the Individualized Education Program (IEP) team. The clinical semester of student teaching provides opportunities for teacher candidates to participate in IEP teams in addition to their coursework.

      > General education candidates are introduced to
      > all of the Special Education IDEA eligibility
      > categories and the specific legislation IDEA
      > governing the rights of Special Education students

   3. Effectively teach students who are limited English proficient. General education candidates are introduced to working with English Language Learners (ELL) in EDU 300--Introduction to Education to support their learning in the general education classroom. Specific content methods are provided in the

      > General education candidates are introduced to
      > working with English Language Learners (ELL) in
      > EDU 300--Introduction to Education to support
      > their learning in the general education classroom.

      specific methods courses and are identified as "culturally responsive" instructional procedures.

2. Does your program prepare special education teachers? ⦿ Yes
   ○ No

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

   1. Teach students with disabilities effectively Mississippi College does not offer an undergraduate degree in Special Education, but instead offers a state-approved program leading to an Endorsement in Special Education (Mild/Moderate). An addition to all of the general education courses dedicated to special needs studnents, the state-approved endorsement program requires teacher candidates to take specific coursework in: understanding the characteristics and behaviors of students with Mild/Moderate learning disabilities, developing and managing individualized programs for students with Mild/Moderate learning problems in both elementary and secondary levels, understanding and interpreting current educational and psychological testing

      > Mississippi College does not offer an
      > undergraduate degree in Special Education, but
      > instead offers a state-approved program leading
      > to an Endorsement in Special Education

      procedures, and understanding organizational procedures for teaching special needs students.

   2. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*. Since all of the candidates pursuing the endorsement in Special Education (Mild/Moderate) are education majors, the clinical semester of student teaching provides opportunities for teacher candidates to participate in IEP teams in addition to their coursework. All candidates pursuing the endorsement

      > Since all of the candidates pursuing the
      > endorsement in Special Education
      > (Mild/Moderate) are education majors, the

in Special Education are placed in an "inclusion" classroom for student teaching as well.

clinical semester of student teaching provides

3. Effectively teach students who are limited English proficient. All general education candidates are introduced to working with English Language Learners (ELL) in EDU 300--Introduction to Education to support their learning in the general education classroom. Specific content methods are provided in the specific methods courses and are identified as "culturally responsive" instructional procedures. Since all candidates pursuing the Special Education (Mild/Moderate) endorsement are education majors, all participate in this training for working with ELL students.

All general education candidates are introduced
to working with English Language Learners (ELL)
in EDU 300--Introduction to Education to
support their learning in the general education

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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

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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.

Mississippi College's Department of Teacher Education and Leadership is fully accredited by CAEP. Our most recent accreditation visit was conducted in November 2020. We received notice in May of 2021 that we received full CAEP accreditation noting no areas for improvement or stipulation. All EPP educator preparation programs have been fully reviewed by the state (Mississippi State Program Review - Spring 2019) and are in "Good Standing" with MDE. For those programs eligible to undergo Specialized Program (SPA) Review, all have been nationally recognized by their respective professional organizations.

Mississippi College's Department of Teacher
Education and Leadership is fully accredited by
CAEP. Our most recent accreditation visit was
conducted in November 2020. We received

Supporting Files

Supporting Files

CAEP Notice of Accreditation   [Delete]

State Approval of Program Good Standing Letter   [Delete]

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.

Link Text [   ]

File Choose File No file selected

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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: Stephanie Henderson

Title: Department Chair

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: Martha D'Amico

Title: Associate Professor

Certify and Submit Report Card