MO Missouri Southern State University
Traditional Report AY 2020-21
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

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SALUTATION

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Institution Information

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

- Academic year

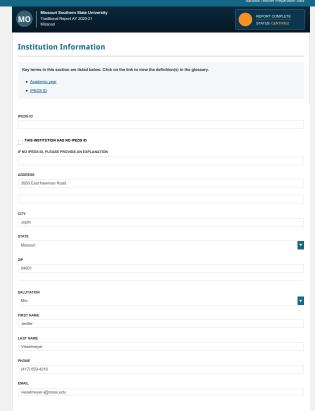## List of Programs

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

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

- Teacher Preparation Program

List of Programs

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	UG	
13.1202	Elementary Education	UG	
13.1203	Junior High/Intermediate/Middle School Education and Teaching	UG	
13.1	Special Education	UG	
13.1302	Teacher Education - Art	UG	
13.1322	Teacher Education - Biology	UG	
13.1303	Teacher Education - Business	UG	
13.1323	Teacher Education - Chemistry	UG	
13.14	Teacher Education - English as a Second Language	UG	
13.1305	Teacher Education - English/Language Arts	UG	
13.1306	Teacher Education - Foreign Language	UG	
13.1328	Teacher Education - History	UG	
13.1311	Teacher Education - Mathematics	UG	
13.1312	Teacher Education - Music	UG	
13.1314	Teacher Education - Physical Education and Coaching	UG	
13.1329	Teacher Education - Physics	UG	
13.1318	Teacher Education - Social Studies	UG	
13.1331	Teacher Education - Speech	UG	

Total number of teacher preparation programs:

21

Program Requirements

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

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

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

Undergraduate Requirements

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

- ● Yes
- ○ No

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

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

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:

Postgraduate Requirements

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

- ○ Yes
- ● No

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

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

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

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

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

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 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)	
Number of clock hours of supervised clinical experience required prior to student teaching	75
Number of clock hours required for student teaching	640

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

- ○ Yes
- ● No

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

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)	
Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	
Number of years required for teaching as the teacher of record in a classroom	

All Programs	
Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) Optional tool for automatically calculating full-time equivalent faculty in the system	19
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	9
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	100
Number of students in supervised clinical experience during this academic year	100

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

Unlike the previous year with Covid shutdowns, Missouri Southern State University partnering school districts were able to stay open and allow for full clinical experiences to be completed during this school year.

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

2020-21 Total	
Total Number of Individuals Enrolled	275
Subset of Program Completers	108

Gender	Total Enrolled	Subset of Program Completers
Male	74	36
Female	201	72
Non-Binary/Other	0	0
No Gender Reported	0	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	6	2
Asian	2	2
Black or African American	8	3
Hispanic/Latino of any race	16	9
Native Hawaiian or Other Pacific Islander	0	0
White	236	88
Two or more races	2	1
No Race/Ethnicity Reported	5	3

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 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).

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	5
13.1202	Teacher Education - Elementary Education	45
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	22
13.1210	Teacher Education - Early Childhood Education	3
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	5
13.1303	Teacher Education - Business	5
13.1305	Teacher Education - English/Language Arts	14
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	9
13.1312	Teacher Education - Music	4
13.1314	Teacher Education - Physical Education and Coaching	14
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	12
13.1317	Teacher Education - Social Science	4
13.1318	Teacher Education - Social Studies	4
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	5
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	4
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	2
13.99	Education - Other Specify:	

Teachers Prepared by Academic Major

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**).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	5
13.1202	Teacher Education - Elementary Education	45
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	22
13.1210	Teacher Education - Early Childhood Education	3

CIP Code	Academic Major	Number Prepared
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	5
13.1303	Teacher Education - Business	5
13.1305	Teacher Education - English/Language Arts	14
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	9
13.1312	Teacher Education - Music	4
13.1314	Teacher Education - Physical Education and Coaching	14
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - General Science	12
13.1317	Teacher Education - Social Science	4
13.1318	Teacher Education - Social Studies	4
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	5
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	4
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	2
13.99	Education - Other Specify:	
01	Agriculture	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	
09	Communication or Journalism	
11	Computer and Information Sciences	
12	Personal and Culinary Services	
14	Engineering	
16	Foreign Languages, Literatures, and Linguistics	
19	Family and Consumer Sciences/Human Sciences	
21	Technology Education/Industrial Arts	
22	Legal Professions and Studies	
23	English Language/Literature	
24	Liberal Arts/Humanities	
25	Library Science	
26	Biological and Biomedical Sciences	
27	Mathematics and Statistics	
30	Multi/Interdisciplinary Studies	
38	Philosophy and Religious Studies	
40	Physical Sciences	
41	Science Technologies/Technicians	
42	Psychology	
44	Public Administration and Social Service Professions	
45	Social Sciences	
46	Construction	
47	Mechanic and Repair Technologies	
50	Visual and Performing Arts	
51	Health Professions and Related Clinical Sciences	
52	Business/Management/Marketing	
54	History	
99	Other Specify:	

Program Assurances

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

Program Assurances

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

- ● Yes
- ○ No

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

- ● Yes
- ○ No

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

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

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

- ● Yes
- ○ No

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

- ● Yes
- ○ No

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

- ● Yes
- ○ No

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

- ● Yes
- ○ No

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

Training is provided to prospective teachers responds to the identified needs of the local educational agencies or states where the institution's graduates are likely to teach, based on past hiring and recruitment trends. Meetings are held quarterly with our PK-12 partners and Campus partners to review data, discuss district needs and gather feedback for continual improvement. Prospective teachers participate in Student Teaching Seminars that address Critical Issues such as diversity, legal and ethical issues, differentiated instruction, and current issues related to the experiences of the prospective teachers in the field utilizing our PK-12 partnerships.

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

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

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.

Our goal is to continue to grow our Mathematics Education program, especially since it is a high need area. Our goal is to increase prospective mathematics education teachers.

3. Did your program meet the goal?

● Yes
○ No

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

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

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

Review Current Year's Goal (2021-22)

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

● Yes
○ No

8. Describe your goal.

Continue to grow our Mathematics students through partnerships with our campus Math department as well as our area PK-12 district partners.

Set Next Year's Goal (2022-23)

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

● Yes
○ No

10. Describe your goal.

Continue to grow our Mathematics students through partnerships with our campus Math department as well as our area PK-12 district partners ensuring we are staying current with Math teaching methods utilized within are districts as well as updates from DESE with Math Standards.

Annual Goals: Science

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

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

- Quantifiable Goals

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

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.

Our goal is to increase prospective science teacher education majors in our program, especially since we know it is a high need area.

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 (2021-22)

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

● Yes
○ No

8. Describe your goal.

Continued partnership with our Campus Science department and our PK-12 District partners.

Set Next Year's Goal (2022-23)

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

● Yes
○ No

10. Describe your goal.

Continued partnership with our Campus Science department and our PK-12 District partners to ensure we are utilizing current methodology as well as stay current with DESE Science Standards.

Annual Goals: Special Education

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

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

- Quantifiable Goals

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

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.

We are continuing with our Elementary Pathways that will reduce hours to add on certifications. This will continue to increase the number of special education completers.

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 (2021-22)

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.

We are continuing our Elementary Ed(1-6) & Special Education (K-12) pathway.

Set Next Year's Goal (2022-23)

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.

We are continuing our Elementary Ed(1-6) & Special Education (K-12) pathway degree.

Annual Goals: Instruction of Limited English Proficient Students

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

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

- Quantifiable Goals

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

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.

We are continuing our Elementary & ELL Degree Pathway. This will continue to increase our ELL completers.

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 (2021-22)

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.

We are continuing our Elementary Education (1-6) & English Language Learners (K-12) Degree.

Set Next Year's Goal (2022-23)

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.

We are continuing our Elementary Education (1-6) & English Language Learners (K-12) Degree.

Assessment Pass Rates

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

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

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

- Pass rate
- Scaled score
- Teacher credential assessment

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
036 -ART Evaluation Systems group of Pearson All program completers, 2020-21	4			
036 -ART Evaluation Systems group of Pearson All program completers, 2019-20	5			
036 -ART Evaluation Systems group of Pearson All program completers, 2018-19	1			
016 -BIOLOGY Evaluation Systems group of Pearson Other enrolled students	1			
016 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2020-21	1			
016 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2019-20	5			
016 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2018-19	2			
017 -BUSINESS Evaluation Systems group of Pearson All program completers, 2019-20	5			
064 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
064 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	12	249	12	100
064 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	2			
064 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	5			
073 -ELEMENTARY EDUCATION SUBTEST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
007 -ELEMENTARY EDUCATION: ENGLISH LANG. ARTS SUBTEST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
007 -ELEMENTARY EDUCATION: ENGLISH LANG. ARTS SUBTEST Evaluation Systems group of Pearson Other enrolled students	13	251	13	100
007 -ELEMENTARY EDUCATION: ENGLISH LANG. ARTS SUBTEST Evaluation Systems group of Pearson All program completers, 2020-21	61	245	61	100
007 -ELEMENTARY EDUCATION: ENGLISH LANG. ARTS SUBTEST Evaluation Systems group of Pearson All program completers, 2019-20	45	234	35	78
007 -ELEMENTARY EDUCATION: ENGLISH LANG. ARTS SUBTEST Evaluation Systems group of Pearson All program completers, 2018-19	59	247	59	100
008 -ELEMENTARY EDUCATION: MATHEMATICS SUBTEST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
008 -ELEMENTARY EDUCATION: MATHEMATICS SUBTEST Evaluation Systems group of Pearson Other enrolled students	13	251	13	100
008 -ELEMENTARY EDUCATION: MATHEMATICS SUBTEST Evaluation Systems group of Pearson All program completers, 2020-21	61	252	61	100
008 -ELEMENTARY EDUCATION: MATHEMATICS SUBTEST Evaluation Systems group of Pearson All program completers, 2019-20	45	241	41	91
008 -ELEMENTARY EDUCATION: MATHEMATICS SUBTEST Evaluation Systems group of Pearson All program completers, 2018-19	59	252	59	100
009 -ELEMENTARY EDUCATION: SCIENCE SUBTEST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
009 -ELEMENTARY EDUCATION: SCIENCE SUBTEST Evaluation Systems group of Pearson Other enrolled students	13	251	13	100
009 -ELEMENTARY EDUCATION: SCIENCE SUBTEST Evaluation Systems group of Pearson All program completers, 2020-21	61	253	61	100
009 -ELEMENTARY EDUCATION: SCIENCE SUBTEST Evaluation Systems group of Pearson All program completers, 2019-20	45	241	40	89
009 -ELEMENTARY EDUCATION: SCIENCE SUBTEST Evaluation Systems group of Pearson All program completers, 2018-19	59	248	59	100
010 -ELEMENTARY EDUCATION: SOCIAL STUDIES SUBTEST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
010 -ELEMENTARY EDUCATION: SOCIAL STUDIES SUBTEST Evaluation Systems group of Pearson Other enrolled students	13	247	13	100
010 -ELEMENTARY EDUCATION: SOCIAL STUDIES SUBTEST Evaluation Systems group of Pearson All program completers, 2020-21	61	243	61	100
010 -ELEMENTARY EDUCATION: SOCIAL STUDIES SUBTEST Evaluation Systems group of Pearson All program completers, 2019-20	45	236	38	84
010 -ELEMENTARY EDUCATION: SOCIAL STUDIES SUBTEST Evaluation Systems group of Pearson All program completers, 2018-19	59	242	59	100
020 -ENGLISH Evaluation Systems group of Pearson Other enrolled students	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
020 -ENGLISH Evaluation Systems group of Pearson All program completers, 2020-21	5			
020 -ENGLISH Evaluation Systems group of Pearson All program completers, 2019-20	9			
020 -ENGLISH Evaluation Systems group of Pearson All program completers, 2018-19	4			
023 -MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	2			
023 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2020-21	3			
011 -MIDDLE SCHOOL EDUCATION: LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2020-21	1			
011 -MIDDLE SCHOOL EDUCATION: LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2019-20	5			
011 -MIDDLE SCHOOL EDUCATION: LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2018-19	1			
012 -MIDDLE SCHOOL EDUCATION: MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	2			
012 -MIDDLE SCHOOL EDUCATION: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2020-21	4			
012 -MIDDLE SCHOOL EDUCATION: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	9			
012 -MIDDLE SCHOOL EDUCATION: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	4			
013 -MIDDLE SCHOOL EDUCATION: SCIENCE Evaluation Systems group of Pearson Other enrolled students	1			
013 -MIDDLE SCHOOL EDUCATION: SCIENCE Evaluation Systems group of Pearson All program completers, 2020-21	2			
013 -MIDDLE SCHOOL EDUCATION: SCIENCE Evaluation Systems group of Pearson All program completers, 2019-20	7			
013 -MIDDLE SCHOOL EDUCATION: SCIENCE Evaluation Systems group of Pearson All program completers, 2018-19	5			
014 -MIDDLE SCHOOL EDUCATION: SOCIAL SCIENCE Evaluation Systems group of Pearson Other enrolled students	4			
014 -MIDDLE SCHOOL EDUCATION: SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2020-21	2			
014 -MIDDLE SCHOOL EDUCATION: SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2019-20	1			
014 -MIDDLE SCHOOL EDUCATION: SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2018-19	4			
050 -MILD/MODERATE CROSS CATEGORICAL SPECIAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	4			
050 -MILD/MODERATE CROSS CATEGORICAL SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	5			
050 -MILD/MODERATE CROSS CATEGORICAL SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	4			
050 -MILD/MODERATE CROSS CATEGORICAL SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	9			
043 -MUSIC: INSTRUMENTAL & VOCAL Evaluation Systems group of Pearson Other enrolled students	4			
043 -MUSIC: INSTRUMENTAL & VOCAL Evaluation Systems group of Pearson All program completers, 2020-21	4			
043 -MUSIC: INSTRUMENTAL & VOCAL Evaluation Systems group of Pearson All program completers, 2019-20	4			
043 -MUSIC: INSTRUMENTAL & VOCAL Evaluation Systems group of Pearson All program completers, 2018-19	3			
044 -PHYSICAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	7			
044 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	6			
044 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	14	240	13	93
044 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	4			
071 -SOCIAL SCIENCE Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
071 -SOCIAL SCIENCE Evaluation Systems group of Pearson Other enrolled students	1			
071 -SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2020-21	5			
071 -SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2019-20	3			
030 -SOCIAL SCIENCE: BEHAVIORAL SCIENCES SUBTEST Evaluation Systems group of Pearson All program completers, 2018-19	8			
027 -SOCIAL SCIENCE: ECONOMICS SUBTEST Evaluation Systems group of Pearson All program completers, 2018-19	8			
028 -SOCIAL SCIENCE: GEOGRAPHY SUBTEST Evaluation Systems group of Pearson All program completers, 2018-19	8			
029 -SOCIAL SCIENCE: POLITICAL SCIENCE SUBTEST Evaluation Systems group of Pearson All program completers, 2018-19	8			
025 -SOCIAL SCIENCE: UNITED STATES HISTORY SUBTEST Evaluation Systems group of Pearson All program completers, 2018-19	8			
026 -SOCIAL SCIENCE: WORLD HISTORY SUBTEST Evaluation Systems group of Pearson All program completers, 2018-19	8			
031 -SPEECH & THEATER Evaluation Systems group of Pearson Other enrolled students	1			
031 -SPEECH & THEATER Evaluation Systems group of Pearson All program completers, 2018-19	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
045 -WORLD LANGUAGES: SPANISH Evaluation Systems group of Pearson Other enrolled students	2			
045 -WORLD LANGUAGES: SPANISH Evaluation Systems group of Pearson All program completers, 2018-19	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
045 -WORLD LANGUAGES: SPANISH Evaluation Systems group of Pearson Other enrolled students	2			
045 -WORLD LANGUAGES: SPANISH Evaluation Systems group of Pearson All program completers, 2018-19	2			

Summary Pass Rates

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

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

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

- Pass rate
- Scaled score
- Teacher credential assessment

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2020-21	97	97	100
All program completers, 2019-20	108	93	86
All program completers, 2018-19	98	98	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))**

Low-Performing

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

- ● Yes
- ○ No

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

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

[   ]

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

- ○ Yes
- ● No

Use of Technology

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

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

Use of Technology

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

   Does your program prepare teachers to:

   a. integrate technology effectively into curricula and instruction

      ● Yes
      ○ No

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

      ● Yes
      ○ No

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

      ● Yes
      ○ No

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

      ● Yes
      ○ No

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

   The MSSU Teacher Education Program considers technology a very important component of professional and pedagogical knowledge and skills. All methods courses require candidates to demonstrate that they can effectively integrate technology into lesson plans. The MSSU Lesson Plan requires candidates to document use of technology in each lesson plan. Content and structure of the junior block component (EDUC 432, EDUC 321,and EDUC 423): Educ 321 – Microteaching (1 hrs. cr.): A required part of Education 329. Short teaching episodes are prepared, taught, and analyzed via video-tape. The basic concern is with the demonstration of effective teaching skills as enumerated in the outline. Educ 329 - Pedagogical Theory, Methods and Practices (4 hrs. cr.): Examines the theoretical basis for the decision making model of the teacher education program. Provides the methodological basis for making pedagogical decisions concerning lesson design, identification of learning styles, and assessment techniques. Microteaching provides an opportunity to practice methods and techniques for teaching. Thirty-two hours of junior internship in the elementary, middle, and secondary school classroom provides an opportunity to refine theory into practical applications. Educ 423 - Classroom Management (3 hrs. cr.): Classroom Management introduces concepts, skills, and models for developing a personalized three-dimensional approach to behavior and classroom management. How to prevent discipline problems, what to do when problems occur, and what to do to decrease the possibility of problems recurring. In order to document that MSSU teacher candidates accurately assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students, the department uses the Teacher Candidate Formative Assessment and Teacher Candidate Summative Assessment produce by the Missouri Department of Elementary and Secondary Education. Faculty incorporated the nine MoSPE Standards into the design of the MSSU Teacher Candidate Assessments. The MSSU Rubric is divided into nine sections aligned with the nine MoSPE Teacher standards and components of the Missouri Educator Evaluation System: I. Content Knowledge, II.Student Learning, III. Curriculum Implementation, IV.Critical Thinking, V. Positive Classroom Environment, VI.Effective Communication, VII. Student Assessment and Data Analysis, VIII. Professionalism, and IX. Professional Collaboration. The MEES is standards-based instructional sequence; employ decision-making processes that continuously search for the most appropriate fit among the various aspects of instructional context, subject matter knowledge, and repertoire of appropriate instructional strategies and procedures; document student performance; and then reflect on the effects of his/her instruction on student learning. The MEES is aligned with the MoSPE Teacher Standards completed during student teaching, and evaluated by full time faculty advisors. The levels on the scoring rubric are Baseline =0, Emerging 1 = 1, Emerging 2 = 2 and Developing = 3. These data validate that candidates have the pedagogical content knowledge and skills required in their respective certification areas. Graduate data: The state (DESE) survey for 1st year teachers and administrators validates the program. The mean score of MSSU students falls above the state average for Use of Technology.

Teacher Training

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

Teacher Training

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

a. **Teach students with disabilities effectively**

Content and structure of the junior block component (EDUC 432, EDUC 321,and EDUC 423): Educ 321 –
 Microteaching (1 hrs. cr.): Short teaching episodes are prepared, taught, and analyzed via video-
tape. The basic concern is with the demonstration of effective teaching skills as enumerated in the outline.
Educ 329 - Pedagogical Theory, Methods andPractices (4 hrs. cr.): Examines the theoretical basis for the decision making model of the teacher education program. Provides the methodological
basis for making pedagogical decisions concerning lesson design, identification of learning styles, and assessment techniques. Forty-
five hours of junior internship in the elementary, middle, and secondary
school classroom provides an opportunity to refine theory into practical applications while observing practicum placement(EDUC 329) (32 hours) and
observation checklist(EDUC 423) in same placement with various teachers, interviews, settings and meetings to participate in (13 hours).
Educ 423 - Classroom Management (3 hrs. cr.): Classroom Management
introduces concepts, skills, and models for developing a personalized three-dimensional approach to behavior and classroom management. How to
prevent discipline problems, what to do when problems occur, and what to do to decrease the possibility of problems recurring.
EDUC 302:The Exceptional Child(2 hrs. cr): The Exceptional Child - This course is designed for all majors and will include a series ofawareness experiences dealing with the added complexities an exceptional student presents to a regular classroom teacher. This course emphasizesmethods o
Includes characteristics of the exceptional student, resources in the community, and legislation that determines school policy. Components of theaforementioned EDUC 302 and EDUC 329 courses as well as presentations by teacher education and pk-
12 instructional and administrative experts. Physical Education Teacher Education majors take KINE 375: Adapted 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*.**

Content and structure of the junior block component (EDUC 432, EDUC 321,and EDUC 423): Educ 321 –
 Microteaching (1 hrs. cr.): Short teaching episodes are prepared, taught, and analyzed via video-
tape. The basic concern is with the demonstration of effective teaching skills as enumerated in the outline.
Educ 329 - Pedagogical Theory, Methods andPractices (4 hrs. cr.): Examines the theoretical basis for the decision making model of the teacher education program. Provides the methodological
basis for making pedagogical decisions concerning lesson design, identification of learning styles, and assessment techniques. Forty-
five hours of junior internship in the elementary, middle, and secondary
school classroom provides an opportunity to refine theory into practical applications while observing practicum placement(EDUC 329) (32 hours) and
observation checklist(EDUC 423) in same placement with various teachers, interviews, settings and meetings to participate in (13 hours).
Educ 423 - Classroom Management (3 hrs. cr.): Classroom Management
introduces concepts, skills, and models for developing a personalized three-dimensional approach to behavior and classroom management. How to
prevent discipline problems, what to do when problems occur, and what to do to decrease the possibility of problems recurring.
EDUC 302:The Exceptional Child(2 hrs. cr): The Exceptional Child - This course is designed for all majors and will include a series ofawareness experiences dealing with the added complexities an exceptional student presents to a regular classroom teacher. This course emphasizesmethods o
Includes characteristics of the exceptional student, resources in the community, and legislation that determines school policy. Components of theaforementioned EDUC 302 and EDUC 329 courses as well as presentations by teacher education and pk-
12 instructional and administrative experts. Physical Education Teacher Education majors take KINE 375: Adapted Physical Education

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

EDUC 380: Second Language Acquisition or EDUC 480: Instructional Techniques ELL All methods courses implement teaching strategies of ELL
students. Content and structure of the junior block component (EDUC 432, EDUC 321,and EDUC 423): Educ 321 –
 Microteaching (1 hrs. cr.): Short teaching episodes are prepared, taught, and analyzed via video-
tape. The basic concern is with the demonstration of effective teaching skills as enumerated in the outline.
Educ 329 - Pedagogical Theory, Methods andPractices (4 hrs. cr.): Examines the theoretical basis for the decision making model of the teacher education program. Provides the methodological
basis for making pedagogical decisions concerning lesson design, identification of learning styles, and assessment techniques. Forty-
five hours of junior internship in the elementary, middle, and secondary
school classroom provides an opportunity to refine theory into practical applications while observing practicum placement(EDUC 329) (32 hours) and
observation checklist(EDUC 423) in same placement with various teachers, interviews, settings and meetings to participate in (13 hours).
Educ 423 - Classroom Management (3 hrs. cr.): Classroom Management
introduces concepts, skills, and models for developing a personalized three-dimensional approach to behavior and classroom management. How to
prevent discipline problems, what to do when problems occur, and what to do to decrease the possibility of problems recurring.

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**

EDUC 302 The Exceptional Child - This course is designed for 1-6 Elementary, 5-9 Middle School, and K-
12 Art, Music, Foreign Language, ECE, ELL, and Special Education majors. It includes an introduction to the five areas ofmild/moderate disabilities: learning disabled, mentally handicapped, behavior disordered, physically disabled, and other health impaired. A series ofawareness experiences
12 regular and special education teachers. This course emphasizes methods of meeting the diverse educational needs of today's K-
12 students through techniques of teaching, unit construction, and daily
planning. Includes characteristics of the exceptional child, resources in the community, and legislation which determines school policy. EDUC 305
Family Systems for Special Educators EDUC 348 Transition Services - A coordinated set of activities for a student designed within an outcome-
oriented process that promotes movement from school to post-school activities, including post-secondary education, vocational training,
integrated employment, continuing and adult education, adult services, independent living, or community participation. Study of coordinated activities,
including instruction, community experiences, employment, and other post school adult living objectives.
Educ 331 (3 hrs. cr.):Language Development for Exceptional Children - Required for certification in special education. Basicstructures of language, normal sequence of language acquisition, and characteristics of language disabilities. Strategies suggested for both assessingand remediating la
Educ 474(3 hrs.cr.): EducationalPsychological Testing in Special Education - Comprehensive study of the various psychoeducational assessment techniques fordiagnosis of learning problems of exceptional children, including educational, intelligence, and psychomotor. Emphasis on translating
to remedial programs.
Educ 410 (S) 3 hrs. cr.: Teaching in the Mild/Moderate:CrossCategorical Classroom: K12 - A methods course designed to give students numerous examples of curricular and instructional methodologies in the teaching of elementary and
secondary students with mild disabilities in cross-categorical classrooms. Methodologies for students with learning disabilities, mental handicaps,
behavior disorders, physical disabilities, and other health impairments are discussed.
Components of the aforementioned EDUC 302 and EDUC 329 courses as well as presentations by teacher education and pk-12 instructional
and administrative experts.

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*.**

EDUC 302 The Exceptional Child - This course is designed for 1-6 Elementary, 5-9 Middle School, and K-
12 Art, Music, Foreign Language, ECE, ELL, and Special Education majors. It includes an introduction to the five areas ofmild/moderate disabilities: learning disabled, mentally handicapped, behavior disordered, physically disabled, and other health impaired. A series ofawareness experiences
12 regular and special education teachers. This course emphasizes methods of meeting the diverse educational needs of today's K-
12 students through techniques of teaching, unit construction, and daily
planning. Includes characteristics of the exceptional child, resources in the community, and legislation which determines school policy. EDUC 305
Family Systems for Special Educators EDUC 348 Transition Services - A coordinated set of activities for a student designed within an outcome-
oriented process that promotes movement from school to post-school activities, including post-secondary education, vocational training,
integrated employment, continuing and adult education, adult services, independent living, or community participation. Study of coordinated activities,
including instruction, community experiences, employment, and other post school adult living objectives.
Educ 331 (3 hrs. cr.):Language Development for Exceptional Children - Required for certification in special education. Basicstructures of language, normal sequence of language acquisition, and characteristics of language disabilities. Strategies suggested for both assessingand remediating la
Educ 474(3 hrs.cr.): EducationalPsychological Testing in Special Education - Comprehensive study of the various psychoeducational assessment techniques fordiagnosis of learning problems of exceptional children, including educational, intelligence, and psychomotor. Emphasis on translating
to remedial programs.
Educ 410 (S) 3 hrs. cr.: Teaching in the Mild/Moderate:CrossCategorical Classroom: K12 - A methods course designed to give students numerous examples of curricular and instructional methodologies in the teaching of elementary and
secondary students with mild disabilities in cross-categorical classrooms. Methodologies for students with learning disabilities, mental handicaps,
behavior disorders, physical disabilities, and other health impairments are discussed.
Components of the aforementioned EDUC 302 and EDUC 329 courses as well as presentations by teacher education and pk-12 instructional
and administrative experts.

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

EDUC 380: Second Language Acquisition or EDUC 480: Instructional Techniques ELL All methods courses implement teaching strategies of ELL
students. Content and structure of the junior block component (EDUC 432, EDUC 321,and EDUC 423): Educ 321 –
 Microteaching (1 hrs. cr.): Short teaching episodes are prepared, taught, and analyzed via video-
tape. The basic concern is with the demonstration of effective teaching skills as enumerated in the outline.
Educ 329 - Pedagogical Theory, Methods andPractices (4 hrs. cr.): Examines the theoretical basis for the decision making model of the teacher education program. Provides the methodological
basis for making pedagogical decisions concerning lesson design, identification of learning styles, and assessment techniques. Forty-
five hours of junior internship in the elementary, middle, and secondary
school classroom provides an opportunity to refine theory into practical applications while observing practicum placement(EDUC 329) (32 hours) and
observation checklist(EDUC 423) in same placement with various teachers, interviews, settings and meetings to participate in (13 hours).
Educ 423 - Classroom Management (3 hrs. cr.): Classroom Management
introduces concepts, skills, and models for developing a personalized three-dimensional approach to behavior and classroom management. How to
prevent discipline problems, what to do when problems occur, and what to do to decrease the possibility of problems recurring.

Contextual Information

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

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

Contextual Information

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

Missouri Southern State University is a state-supported, four-year, moderately selective undergraduate teaching institution located in Joplin, MO. All Teacher Education Programs at MSSU are state approved by Missouri Department of Elementary and Secondary Education (DESE) and nationally accredited by the Council for the Accreditation of Educator Preparation(CAEP). The University's primary goal is to offer a baccalaureate program that fosters the total education of each student. Central to that mission is the strong commitment to international education, to the liberal arts, to professional and pre-professional programs, and to the complementary relationship that must exist between liberal and professional education in order to prepare individuals for success in careers and lifelong learning. Inherent in its international approach to undergraduate education is the University's desire to prepare its students to understand world affairs, international issues and other cultures as seen through their history, geography, language, literature, philosophy, economics and politics. Knowledge and understanding of other cultures of the world also promote better understanding of our own valuable cultural diversity. In implementation of this mission, all teacher education majors must complete EDUC 280, Foundations of Education in a Global Society, partnering with area schools that have high diversity within their districts for observations. Missouri Southern State University's commitment to the liberal arts is reflected in a comprehensive program of general education requirements for all students to ensure that they have a breadth of educational experiences which will enable them to develop communication and critical thinking skills and to acquire and apply aesthetic, contemporary, civic, international, historical, mathematical, scientific and value-oriented perspectives. The faculty and staff of Missouri Southern State University emphasize quality teaching and learning as the most important attributes of the institution, complemented by scholarly and creative expression and dedicated community service. Community service involves responsiveness to the Southwest Missouri region as well as serving as the intellectual, creative and cultural center of the area. The Teacher Education Department offers a total of twenty two areas of Missouri teaching certifications obtainable through completion of coursework and field experiences. These include Early Childhood, Elementary Education, Special Education, ELL, Middle School Education 5-9 (Math, Science, Social Studies, Communication Arts), Physical Education (K- 12), Art Education (K-12), Foreign Languages (K-12 Spanish and French), Music Education (K-12 Vocal & Instrumental), Secondary Education (Math, Business, English, Speech & Drama, Social Science, Biology, Chemistry, and Physics.) Mission Statement of the Teacher Education Program The Missouri Southern State University Department of Teacher Education faculty and staff are dedicated to developing competent teachers who will incorporate into their classrooms a strong foundation of knowledge and pedagogy, a lifelong love of teaching and learning, and motivation to improve practice through reflection, self-study, and professional development. It is our goal to assure that all candidates become ethical classroom practitioners and cognizant of the need to help all students meet their full learning potential. The Missouri Southern State University Teacher Education faculty and staff realize we live and interact in a diverse and dynamic world. We believe that overall growth and learning is accomplished experimentally; through problem solving, evaluation, and reflection. We believe that the school is a diverse, democratic community, a microcosm of the larger society, so that the process of collaboration, problem solving, and reflection, characterize best practice in education. A new teacher must possess knowledge, skills and dispositions in order to assess problems, devise solutions, test those solutions, and make appropriate education decisions, to create a cyclical process that continually improves the learning environment of every student.

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:

Jeni Vieselmeyer

TITLE:

Teacher Education Coordinator

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:

Susan Craig

TITLE:

Department Chair, Teacher Education