

AR

Arkansas State University
Traditional Report AY 2021-22
Arkansas

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

106458

☐ THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

P.O. Box 720

CITY

State University

STATE

Arkansas

ZIP

72467

SALUTATION

Dr.

FIRST NAME

Audrey

LAST NAME

Bowser

PHONE

(870) 972-2099

EMAIL

aboswer@astate.edu

List of Programs

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

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

- [Teacher Preparation Program](#)

THIS PAGE INCLUDES:

>> [List of Programs](#)

List of Programs

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

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1202	Elementary Education	UG	
13.1203	Junior High/Intermediate/Middle School Education and Teaching	UG	
13.1	Special Education	UG	
13.1301	Teacher Education - Agriculture	UG	
13.1302	Teacher Education - Art	UG	
13.1303	Teacher Education - Business	UG	
13.1305	Teacher Education - English/Language Arts	UG	
13.1306	Teacher Education - Foreign Language	UG	
13.1307	Teacher Education - Health	UG	
13.1311	Teacher Education - Mathematics	UG	
13.1312	Teacher Education - Music	UG	
13.1314	Teacher Education - Physical Education and Coaching	UG	
13.1318	Teacher Education - Social Studies	UG	

Total number of teacher preparation programs:

13

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\(a\)\(1\)\(C\)\(i\)\)](#)

THIS PAGE INCLUDES:

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

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

- [Full-time equivalent faculty supervising clinical experience](#)
- [Adjunct faculty supervising clinical experience](#)
- [Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience](#)
- [Supervised clinical experience](#)

Undergraduate Requirements

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

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

- ☒ Yes
- ☐ No

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

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

Element	Admission	Completion
Essay or personal statement	☒ Yes ☐ No	☐ Yes ☒ No
Interview	☒ Yes ☐ No	☐ Yes ☒ No
Other Specify: Entry: Educator Dispositions Assessment; Exit: Portfolio	☒ 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.)

2.7

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.)

2.7

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

Postgraduate Requirements

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

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

☐ Yes
 ☒ No

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

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

Element	Admission	Completion
Recommendation(s)	☐ Yes ☐ No	☐ Yes ☐ No
Essay or personal statement	☐ Yes ☐ No	☐ Yes ☐ No
Interview	☐ Yes ☐ No	☐ Yes ☐ No
Other Specify: 	☐ Yes ☐ No	☐ Yes ☐ No

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

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

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

Supervised Clinical Experience

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

Provide the following information about supervised clinical experience in 2021-22. ([§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	185
Number of clock hours required for student teaching	600

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

- ☐ Yes
- ☒ No

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

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

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

All Programs	
Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) Optional tool for automatically calculating full-time equivalent faculty in the system	30
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	2
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	284
Number of students in supervised clinical experience during this academic year	171

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

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))

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

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

2021-22 Total	
Total Number of Individuals Enrolled	422
Subset of Program Completers	171

Gender	Total Enrolled	Subset of Program Completers
Male	178	141
Female	169	30
No Gender Reported	75	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	1	0
Asian	3	2
Black or African American	16	8
Hispanic/Latino of any race	5	4
Native Hawaiian or Other Pacific Islander	0	0
White	299	147
Two or more races	8	6

Race/Ethnicity	Total Enrolled	Subset of Program Completers
No Race/Ethnicity Reported	90	4

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

Please provide the number of teachers prepared by subject area for academic year 2021-22.

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 2021-22

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	77

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	33
13.1210	Teacher Education - Early Childhood Education	0
13.1301	Teacher Education - Agriculture	0
13.1302	Teacher Education - Art	0
13.1303	Teacher Education - Business	2
13.1305	Teacher Education - English/Language Arts	9
13.1306	Teacher Education - Foreign Language	0
13.1307	Teacher Education - Health	15
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	0
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1311	Teacher Education - Mathematics	3
13.1312	Teacher Education - Music	16
13.1314	Teacher Education - Physical Education and Coaching	15
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - Science Teacher Education/General Science	0
13.1317	Teacher Education - Social Science	11
13.1318	Teacher Education - Social Studies	0
13.1320	Teacher Education - Trade and Industrial	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	0
13.1323	Teacher Education - Chemistry	0
13.1324	Teacher Education - Drama and Dance	0
13.1328	Teacher Education - History	0
13.1329	Teacher Education - Physics	0
13.1331	Teacher Education - Speech	0

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

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2021-22. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. [\(\\$205\(b\)\(1\)\(H\)\)](#)

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

What are CIP Codes?

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

☒ Yes

☐ No

☐ No teachers prepared in academic year 2021-22

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

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	5
13.1202	Teacher Education - Elementary Education	77
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	33
13.1210	Teacher Education - Early Childhood Education	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	2
13.1305	Teacher Education - English/Language Arts	9
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	15

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	3
13.1312	Teacher Education - Music	16
13.1314	Teacher Education - Physical Education and Coaching	15
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - General Science	
13.1317	Teacher Education - Social Science	11
13.1318	Teacher Education - Social Studies	
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
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	
13.99	Education - Other Specify: 	
01	Agriculture	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	
09	Communication or Journalism	

CIP Code	Academic Major	Number Prepared
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	

CIP Code	Academic Major	Number Prepared
99	Other Specify:	

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

Program Assurances

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

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

☒ Yes

☐ No

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

☒ Yes

☐ No

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

☒ Yes

☐ No

☐ Program does not prepare special education teachers

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

☒ Yes

☐ No

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

☒ Yes

☐ No

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

☒ Yes

☐ No

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

☒ Yes

☐ No

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

The A-State Educator Preparation Program (EPP) has a Recruitment and Diversity Plan that is aligned to the needs of all of our educators. A-State houses an Educational Renewal Zone (ERZ) office and through this entity A-State is able to identify and incorporate the needs of the local educational agencies where completers teach. Through the use of partner schools, A-State is able to link with the needs of schools and the instructional decisions that new teachers face daily. To assure clinical experiences with diverse student populations, teacher candidates gain three field experiences. These experiences guarantee placements at sites that vary by size and diversity to include working with candidates from under-served populations. Additionally, the A-State EPP collaborates with superintendents, school counselors, and educational cooperative personnel to share valuable scholarships/grants/stipends for students majoring in teacher education and in critical areas of shortage in which our completers are likely to teach.

Annual Goals: Mathematics

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

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

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

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year’s Goal \(2021-22\)](#)
- >> [Review Current Year’s Goal \(2022-23\)](#)
- >> [Set Next Year’s Goal \(2023-24\)](#)

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 (2021-22)

1. Did your program prepare teachers in mathematics in 2021-22?

If no, leave remaining questions for 2021-22 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

1. Continue to hold mini-sessions for our BSE students in which all current interns attend during the school year 2. Develop and plan a Math Day for summer professional development for faculty in the Department of Mathematics & Statistics as a way to determine mathematical topics that are areas of weakness 3. Design a study session focused more on Trigonometry and Probability to assist BSE students with practice tests to help improve the Praxis II scores 4. Develop and publish a website linked to the Department of Mathematics & Statistics homepage that provides information and marketing information about the B.S.E. Mathematics program

3. Did your program meet the goal?

- ☐ Yes
- ☒ No

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

Goal 1: The degree requirements for the B.S.E. Mathematics have changed to include a weekly seminar course. All B.S.E Mathematics students take this course during their internship semester. Occasionally we have B.S.E Science students as well. During the course Students discuss pedagogy and how it intertwines with content, technology and classroom management. Goal 2: We did not meet this goal. The department is planning on developing this further during the summer of 2023. Goal 3: Mathematics Program Coordinators held two Saturday study sessions for students taking the Praxis II Content test. Current interns and past interns were all invited and 8-10 participants attended. The study sessions were geared toward the trigonometry and probability portion of the Praxis II, but we worked on all topics the participants had questions about. The students also used tutor 240 to help diagnose their areas of weakness prior to the study sessions. Goal 4: The website layout is under discussion, but will need to be approved by the university marketing and communications office. The department will further explore this goal in the coming academic year.

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

Goal 1: Faculty will continue to meet monthly to discuss relevant topics and goals for the seminar.

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

N/A

Review Current Year's Goal (2022-23)

7. Is your program preparing teachers in mathematics in 2022-23? If no, leave the next question blank.

- ☒ Yes
☐ No

8. Describe your goal.

1. Ramp up active recruitment of Secondary teachers, • flyers distributed to schools • outreach activities. For example the “Try-out the Classroom” course in collaboration with Chemistry & Physics and Biological Sciences in order to highlight the field of mathematics education and potentially use it to recruit students into the BSE program. 2. Retention: focus on retention of BSE majors through increasing a sense of community within the major and the department. We will apply to start a NCTM Affiliate Student Group. 3. With a new exam for the Praxis II Math content, we plan to explore problems from Praxis II study materials, focusing on the big conceptual knowledge of the mathematics and create informational sessions for students. 4. Improve students' knowledge of incorporating technology into the mathematics classroom through the development of a “Teaching Mathematics with Technology” course.

Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in mathematics in 2023-24? If no, leave the next question blank.

- ☒ Yes
☐ No

10. Describe your goal.

1. Develop and plan a summer professional development for faculty in the Department of Mathematics & Statistics as a way to determine mathematical topics that are areas of weakness for BSE Students in relation to the topics covered on the Praxis II. 2. Ramp up active recruitment of Secondary teachers, • flyers distributed to schools • outreach activities. We plan to distribute flyers to schools where alumni of the program are teaching. We feel these teachers may be our best recruiters. Spend more time working with alumni and performing outreach. 3. The Department of Mathematics and Statistics faculty noticed that the BSE Mathematics program does not provide diverse experiences for candidates to learn with technology and representational tools. We plan to work on this in variety of ways. First, the class we are developing for secondary mathematics teachers will involve a technology portion, second, we will be looking at each required math course to see where we could add additional technology learning opportunities. A long term goal is look at designing and implementing a "Teaching Secondary Mathematics with Technology" course that provides candidates with opportunities to use technology in enhance their conceptual understanding of 7-12 mathematics.

Annual Goals: Science

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

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

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

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year’s Goal \(2021-22\)](#)
- >> [Review Current Year’s Goal \(2022-23\)](#)
- >> [Set Next Year’s Goal \(2023-24\)](#)

Report Progress on Last Year’s Goal (2021-22)

1. Did your program prepare teachers in science in 2021-22?

If no, leave remaining questions for 2021-22 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

• Reach out to students who are in the pre-professional programs (pre-med, pre-dental, pre-pharmacy) • Increase enrollment by two students each academic year • Assist science education majors with learning more about the edTPA process • Seek out funding to provide scholarships, stipends, and programmatic support to recruit and prepare science teachers • Conduct science orientation seminars annually to the FYE science courses to explain science education programs

3. Did your program meet the goal?

- ☒ Yes
- ☐ No

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

Recruitment within our college via FYE classes and several of the chemistry classes targeting pre-professional students who may want a second option for a career.

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:

Although the number of students enrolled in science education continue to be very low, the department is dedicated to making science education a priority.

Review Current Year's Goal (2022-23)

7. Is your program preparing teachers in science in 2022-23? If no, leave the next question blank.

- ☒ Yes
☐ No

8. Describe your goal.

1. Increase enrollment by two students each academic year 2. Assist science education majors with learning more about the edTPA process 3. Seek out funding to provide scholarships, stipends, and programmatic support to recruit and prepare science teachers 4. Conduct science orientation seminars annually to the FYE science courses to explain science education programs 5. Continue searching for new recruitment strategies/opportunities.

Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in science in 2023-24? If no, leave the next question blank.

- ☒ Yes
☐ No

10. Describe your goal.

1. Increase enrollment by two students each academic year 2. Assist science education majors with learning more about the edTPA process 3. Seek out funding to provide scholarships, stipends, and programmatic support to recruit and prepare science teachers 4. Make an investment in high-quality, standards-aligned instructional materials to improve professional learning in science education 5. Pursue alternative pathways and opportunities to prepare nontraditional, university-based students toward a teaching credential in science education

Annual Goals: Special Education

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

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

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

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year’s Goal \(2021-22\)](#)
- >> [Review Current Year’s Goal \(2022-23\)](#)
- >> [Set Next Year’s Goal \(2023-24\)](#)

Report Progress on Last Year’s Goal (2021-22)

1. Did your program prepare teachers in special education in 2021-22?

If no, leave remaining questions for 2021-22 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

Goal 1: Increase enrollment by 10% for candidates enrolled in the BSE special education online program each academic year over a 5-year period. Goal 2: Maintain professional development partnership agreements with participating school districts for practicum and capstone field activities that address virtual learning needs. Goal 3: Expand online recruitment activities which focus on increasing the diversity of the students enrolled in the program through a virtual setting. Goal 4: Support the needs of all special education teacher candidates enrolled to prepare these learners for licensure.

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 (2022-23)

7. Is your program preparing teachers in special education in 2022-23? If no, leave the next question blank.

- ☒ Yes
☐ No

8. Describe your goal.

Goal 1: Increase enrollment by 10% for candidates enrolled in the BSE special education online program each academic year over a 5-year period. Goal 2: Develop additional professional development partnership agreements with participating school districts for practicum and capstone field activities that address virtual learning needs. Goal 3: Expand online recruitment activities which focus on increasing the diversity of the students enrolled in the program through a virtual setting. Goal 4: Require candidates to participate in the Licensure Assessment Ready initiative sponsored by the Arkansas Department of Education to prepare candidates for assessments leading to educator licensure.

Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in special education in 2023-24? If no, leave the next question blank.

- ☒ Yes
☐ No

10. Describe your goal.

Goal 1: Increase opportunities for candidates to gain licensure in Special Education by offering academic coursework online blended with clinically-rich teaching experiences through a residency program. Goal 2: Develop additional partnership agreements with participating school districts in historically high-needs geographical areas to recruit candidates from underrepresented populations Goal 3: Align professional learning and support structures with high-leverage practices to promote core instructional practices for improved instructional practices and stronger student outcomes. Goal 4: Require candidates to participate in the Licensure Assessment Ready initiative sponsored by the Arkansas Department of Education to prepare candidates for assessments leading to educator licensure.

Annual Goals: Instruction of Limited English Proficient Students

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

[\(\\$205\(a\)\(1\) \(A\)\(i\), \\$205\(a\)\(1\)\(A\)\(ii\), \\$206\(a\)\)](#)

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

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year’s Goal \(2021-22\)](#)
- >> [Review Current Year’s Goal \(2022-23\)](#)
- >> [Set Next Year’s Goal \(2023-24\)](#)

Report Progress on Last Year’s Goal (2021-22)

1. Did your program prepare teachers in instruction of limited English proficient students in 2021-22?

If no, leave remaining questions for 2021-22 blank (or [clear responses already entered](#)).

- ☐ Yes
- ☒ No

2. Describe your goal.

3. Did your program meet the goal?

- ☐ Yes
- ☐ No

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

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

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

Review Current Year's Goal (2022-23)

7. Is your program preparing teachers in instruction of limited English proficient students in 2022-23? If no, leave the next question blank.

- ☐ Yes
☒ No

8. Describe your goal.

Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in instruction of limited English proficient students in 2023-24? If no, leave the next question blank.

- ☐ Yes
☒ No

10. Describe your goal.

Assessment Pass Rates

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

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

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

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5701 -AGRICULTURE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5701 -AGRICULTURE Educational Testing Service (ETS) All program completers, 2020-21	2			
ETS5701 -AGRICULTURE Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	4			
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	3			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) Other enrolled students	12	171	9	75
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2021-22	74	169	62	84
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2020-21	58	175	55	95
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2019-20	78	177	77	99
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All enrolled students who have completed all noncl	5			
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) Other enrolled students	10	159	5	50
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2021-22	75	169	67	89
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2020-21	57	170	55	96
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2019-20	78	169	77	99
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) Other enrolled students	10	153	6	60
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2021-22	73	168	61	84
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2020-21	57	170	55	96

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2019-20	78	168	73	94
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All enrolled students who have completed all noncl	5			
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	11	154	5	45
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2021-22	73	160	58	79
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2020-21	58	164	55	95
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2019-20	78	163	74	95
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) Other enrolled students	2			
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2021-22	9			
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2020-21	10	173	8	80
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2019-20	16	173	15	94
ESP0190 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson Other enrolled students	2			
ESP0190 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2021-22	61	247	50	82
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2021-22	9			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2020-21	44	245	39	89
ESP0190 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2020-21	11	245	8	73
ESP0190 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2019-20	3			
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2019-20	69	247	68	99
ETS5511 -FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) Other enrolled students	7			
ETS5511 -FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) All program completers, 2021-22	5			
ETS5511 -FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) All program completers, 2020-21	3			
ETS5511 -FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) Other enrolled students	2			
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) All program completers, 2021-22	15	161	13	87
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) All program completers, 2020-21	9			
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) All program completers, 2019-20	14	167	14	100
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	3			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	8			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	9			
ETS5047 -MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) Other enrolled students	8			
ETS5047 -MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2021-22	14	160	5	36
ETS5047 -MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2020-21	10	162	7	70
ETS5047 -MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2019-20	13	163	7	54
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) Other enrolled students	5			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2021-22	18	166	11	61
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2020-21	9			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2019-20	12	169	9	75
ETS5440 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) Other enrolled students	2			
ETS5442 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) Other enrolled students	2			
ETS5442 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2021-22	10	156	9	90
ETS5442 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2020-21	9			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5442 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5440 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2019-20	11	152	9	82
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	6			
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2021-22	14	158	11	79
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2020-21	8			
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2019-20	9			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	15	158	9	60
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	16	167	14	88
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	12	171	12	100
ETS5115 -MUSIC: INSTRUMENTAL AND GENERAL KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) Other enrolled students	2			
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2021-22	5			
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2020-21	3			
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2019-20	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All enrolled students who have completed all noncl	5			
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) Other enrolled students	1			
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2021-22	11	160	9	82
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2020-21	12	157	9	75
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2019-20	13	164	13	100
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2019-20	1			

Summary Pass Rates

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

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

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

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2021-22	169	124	73
All program completers, 2020-21	143	120	84
All program completers, 2019-20	175	162	93

Low-Performing

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

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

THIS PAGE INCLUDES:

>> [Low-Performing](#)

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:

HLC

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

- ☐ Yes
- ☒ No

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

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

THIS PAGE INCLUDES:

>> [Use of Technology](#)

Use of Technology

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

Does your program prepare teachers to:

a. integrate technology effectively into curricula and instruction

☒ Yes

☐ No

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

☒ Yes

☐ No

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

☒ Yes

☐ No

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

☒ Yes

☐ No

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

A variety of technological applications are taught in the program for teacher candidates to integrate into the curriculum. Teacher candidates are encouraged early in the program to complete badged programs such as Google Certified Educator. Candidates learn a variety of technologies by focusing on the process of creating materials and infusing technology into those materials. Other examples of using technology to target best practices of teaching are: integrating the use of apps; incorporating the use of virtual reality; using interactive whiteboards such as Smartboards and Promethea. Teacher candidates design instruction using Google G-Suite and Microsoft Office. They get exposure to virtual simulations to complete clinical experiences. Candidates get exposure to gamification strategies, using electronic communication devices, iPads, and/or other mobile devices to aid in instruction. The teacher candidates learn how to use technology tools unconventionally as well as evaluating electronic materials in order to choose the best one for the situation. In their content and pedagogy classes, teacher candidates expand their uses of technology as well as engage in multiple options to maximize learning opportunities for all students. Throughout the program, teacher candidates use computerized assessment data to assist with improving teaching and learning, to develop Individualized Education Programs, and to develop lesson plans appropriate for all P-12 students using the edTPA lesson plan format. Furthermore, teacher candidates are given projects to collect data and report it using computer generated reports and then interpret and analyze data to assist with increasing student achievement. Focused on technology as a multi-faceted tool for learning through technology, candidates learn the advantages of having a positive instructional climate to incorporate all aspects of the Universal Design principles to improve learning. They learn ways to communicate, use flexible workspaces and design accessible digital texts. Candidates learn and teach ways to incorporate executive functioning through technology in their lessons and in the classroom. Lastly, teacher candidates use technology-based learning

during supervised clinical experiences by creating digital portfolios on LiveText by Watermark and using GoReact to demonstrate performance-based assessment. Candidates also demonstrate their performance and knowledge of pedagogy through an edTPA assessment in order to be licensed.

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

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

Teacher Training

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

a. Teach students with disabilities effectively

The special education program prepares general education teachers to teach students with disabilities effectively through the course, Teaching Exceptional Students in the Regular Classroom. The purpose of this course is to provide teachers with an introduction to exceptional students with a major focus on serving individuals in the general education classroom. The course is aligned to the Council for Exceptional Children standards with an integration of High-Leverage Practices (HLPs). Teacher candidates are required to take coursework that examines the characteristics of diverse learners; this includes students with exceptionalities. The focus is on application of evidence-based pedagogical methods for diverse learners to increase viability of inclusive classrooms, such as response to intervention (RTI), family involvement, scaffolding, and sheltered content instruction.

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*.

Students know the legal background and current legal mandates for early intervention and special education, including IDEA (2004), purposes and construction of IEPs, as well as the roles of support services, consultation and collaboration from a family-centered perspective. Also, students use Individualized Educational Plans (IEP) to develop multiple lesson plans delineating application of evidence-based instructional strategies that support research on effective inclusive classroom instruction, including a parent involvement section depicting relevant types from Epstein’s parent involvement model. In order to achieve these goals, students critically analyze articles on RTI, create a webography for their individual classroom/schools based on Joyce Epstein’s parent involvement standards and participate in an IEP/Family Project. This project allows students a chance to observe a teacher working with children in an inclusive classroom, critique/evaluate the lesson and write up a reflection of what they have observed.

c. Effectively teach students who are limited English proficient.

Throughout the teacher preparation program, teacher candidates are provided foundational knowledge about English Language Learners. This includes addressing guidelines on oral language development, supporting academic language, and an understanding of culturally inclusive practices. The teacher candidates gain an understanding of the diverse characteristics of students who have limited English backgrounds. The teacher candidates are asked to apply the theories and the research that support effective instruction for culturally and linguistically diverse students by reading the textbook, writing a diverse learners essay and engaging in a multicultural practice project where students explore elementary teacher’s understanding and implementation of multicultural practices through interview, observations, and reflection. By purposefully encouraging teachers’ cultural sensitivity to the backgrounds of ELL students, our teacher candidates are better prepared to work effectively with students with diverse language and learning needs.

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

The Special Education K-12 programs have worked with various school districts in the Delta region to provide pre-service teachers with the specialized skills to teach individuals with exceptional needs in special education. Teacher candidates must master knowledge and skills outlined by the Council for Exceptional Children, which is the special education's specialty program area (SPA). Teacher candidates must also complete multiple hours of training in the field, working directly with students with exceptional needs in grades K-12. During field activities, teacher candidates receive instruction and practice in working with a diverse group of students, including those with limited English proficiency through coursework and practicum field-based activities. The field experiences will encompass problem-based learning experiences (e.g., case studies, behavior change plans, lesson plans, and assessment projects) for special education teacher candidates. Performance-based assessments are also utilized throughout the program to ensure that teacher candidates have the knowledge and skills necessary to effectively meet the needs of students. In an effort to respond to the shortage of special education teachers, the special education program has begun to integrate High-Level Practices (HLPs) into all course-based and field-based activities. The HLPs include collaboration, assessment, social/emotional behavioral practices, and instruction. This has been addressed through the collection of specific and detailed information about students, monitoring and tracking student's progress, working with families and general education teachers, and using assessment to design and evaluate instruction.

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*.

Special education teacher candidates are provided several opportunities to work with the development and implementation of the IEP that is in compliance with the Individuals with Disabilities Act (IDEA). Candidates take into consideration a student with exceptional learning needs, the learning environment, and cultural and linguistic factors. Candidates are also required to integrate assessment techniques as well as best practice in collaborating with school personnel and families of children with exceptionalities.

c. Effectively teach students who are limited English proficient.

Diversity is the cornerstone of special education. Candidates are trained to work with students from culturally diverse backgrounds and their families. Although there is not specific course work directly related to students with limited English proficiencies (LEP), students are provided with experiences in the field during the practicum and the internship. Strategies for working with students with LEP is embedded within other courses as well.

Contextual Information

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

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

THIS PAGE INCLUDES:

>> [Contextual Information](#)

Contextual Information

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

It is noted that 171 is recorded for total number of 2021-2022 program completers. However, the summary pass rate indicates 169 as the number of program completers taking tests for 2021-22. Two students have not taken any Praxis II tests.

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:

Dr. Audrey Bowser

TITLE:

Director, Professional Education Programs

Certification of review of submission

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

NAME OF REVIEWER:

Dr. Mary Jane Bradley

TITLE:

Dean, College of Education and Behavioral Science