

Webster University
Traditional Report AY 2015-16
Missouri0% COMPLETE
STATUS: IN PROGRESS

Institution Information

ADDRESS

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CITY

St. Louis

STATE

Missouri

ZIP

63119

SALUTATION

Dr.

FIRST NAME

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LAST NAME

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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?

(<https://www2.ed.gov/programs/tqpartnership/awards.html>)

Yes

No

If yes, provide the following:

AWARD YEAR

GRANTEE NAME

PROJECT NAME

GRANT NUMBER

LIST PARTNER DISTRICTS/LEAS (ONE PER LINE)

LIST OTHER PARTNERS (ONE PER LINE)

PROJECT TYPE

- Residency
- Pre-baccalaureate
- Both Residency and Pre-baccalaureate

List of Programs

On this page, review the list of teacher preparation programs offered by your institution of higher education (IHE) or organization. If you submitted an IPRC last year, this list of programs is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to enter the programs in the appropriate reports. For the traditional report, list all traditional programs within the IHE. For the alternative report, list all alternative programs within the IHE. You may edit, delete, and insert new rows as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page. The system will automatically total the number of programs for you.

THIS PAGE INCLUDES:

>> [Program Information](#)

Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <https://www2.ed.gov/programs/tqpartnership/awards.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Art K-12	No	
Early Childhood Education B-3	No	
Early Childhood Special Education B-3	No	
Elementary Education 1-6	No	
English 9-12	No	
French K-12	No	
German K-12	No	
Language Arts 5-9	No	
Mathematics 5-9	No	
Mathematics 9-12	No	
Mild/Moderate: Cross Categorical K-12	No	
Music - Instrumental K-12	No	
Music - Vocal K-12	No	
Science 5-9	No	
Social Science 5-9	No	

Total number of teacher preparation programs: 18

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Social Science 9-12	No	
Spanish K-12	No	
Unified Science: Biology 9-12	No	
Total number of teacher preparation programs: 18		

Program Requirements

THIS PAGE INCLUDES:

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

On this page, review and enter information about the program requirements for admission into the program, program completion, and supervised clinical experience. If you submitted an IPRC last year, much of this page is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to specify the requirements in the appropriate reports. For the traditional report, provide the requirements for traditional programs within the IHE. For the alternative report, provide the requirements for the alternative programs within the IHE.

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

Admissions

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

Other

Other specify:

Upon completion of specific admission criteria for both undergraduate and postbaccalaureate programs

2. Does your initial teacher certification program conditionally admit students?

- Yes
 No

3. Provide a link to your website where additional information about admissions requirements can be found:

<http://www.webster.edu/admissions/>; <http://www.webster.edu/education/academics/>

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

If accepted provisionally, postbaccalaureate candidates must complete all admissions requirements by completion of 15 credit hours. If requirements are not met, the candidate may not proceed in the program until requirements are met.

In addition, separate from the degree, acceptance to teacher certification status requires:

- 2.75 cumulative GPA (graduate); 3.0 departmental GPA once accepted to major (undergraduate)
- B- or better in math
- B- or better in composition
- Completion of Passport 1
- C-BASE/MoGEA exam (undergraduate)

Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. ([§205\(a\)\(1\)\(C\)\(i\)](#))

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

Yes
 No

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

Element	Required for Entry	Required for Exit
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Essay or personal statement	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

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

3. What was the median GPA of individuals accepted into the program in academic year 2015-16?

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

5. What was the median GPA of individuals completing the program in academic year 2015-16?

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

Fingerprints and background check are required for apprentice teaching (as required by school districts) but these are not requirements to exit the program. In addition to the overall cumulative 2.75 GPA required at exit for Missouri certification, the undergraduate program requires a departmental cumulative GPA of 3.0 maintained throughout the major.

Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. ([§205\(a\)\(1\)\(C\)\(i\)](#))

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

- Yes
 No

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

Element	Required for Entry	Required for Exit
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Essay or personal statement	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

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

2.75

3. What was the median GPA of individuals accepted into the program in academic year 2015-16?

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

2.75

5. What was the median GPA of individuals completing the program in academic year 2015-16?

3.3

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

Fingerprints and background check are required for apprentice teaching (as required by school districts) but these are not requirements to exit the program. In addition to the overall cumulative 2.75 GPA required at exit for Missouri certification, the Master of Arts in Teaching programs require a departmental and content cumulative GPA of 3.0 maintained throughout the program.

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2015-16. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

[Additional guidance on reporting supervised clinical experience and nonclinical coursework.](#)

Average number of clock hours of supervised clinical experience required prior to student teaching	135
Average number of clock hours required for student teaching	720
Average number of clock hours required for mentoring/induction support	50
Number of full-time equivalent faculty supervising clinical experience during this academic year	4
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	156
Number of students in supervised clinical experience during this academic year	135

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

The number of students in clinical experiences includes duplicates since both multiple practicum and apprentice teaching experiences are taken within the same academic year.

K-12 music candidates complete two separate apprentice teaching placements during their apprentice teaching semester in addition to practicum.

Early Childhood candidates complete multiple practicum experiences prior to their apprentice teaching semester.

Special Education candidates have two practicum placements prior to apprentice teaching.

In addition to university supervisors, cooperating teachers are also compensated.

Enrollment

THIS PAGE INCLUDES:

>> [Enrollment](#)

On this page, enter the number of candidates for an initial teaching credential who are enrolled in the initial teacher preparation programs within your institution of higher education (IHE) or organization. **Do not** report on the total number of students enrolled in the entire IHE. **Do not** include individuals who currently hold a teaching credential and are seeking additional licenses or endorsements, or individuals preparing for school-based careers other than classroom teachers (e.g., administrators, guidance counselors).

The Department recognizes that in many cases, candidates voluntarily report their race/ethnicity and gender data, and that in some cases, candidates may choose not to report this information. Please report on the race/ethnicity data you have available, though the data may not be complete. It is not expected that the sum of the enrolled students reported by race/ethnicity or by gender will necessarily equal the total number of students enrolled.

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

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

Enrollment

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

[Additional guidance on reporting race and ethnicity data.](#)

Total number of students enrolled in 2015-16	<input type="text" value="58"/>
Unduplicated number of males enrolled in 2015-16	<input type="text" value="9"/>
Unduplicated number of females enrolled in 2015-16	<input type="text" value="49"/>

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled. ([§205\(a\)\(1\)\(C\)\(ii\)\(H\)](#))

2015-16	Number Enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race	<input type="text" value="1"/>
<i>Race</i>	

2015-16

Number Enrolled

American Indian or Alaska Native

0

Asian

1

Black or African American

6

Native Hawaiian or Other Pacific Islander

0

White

44

Two or more races

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.

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 2015-16. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

[Additional guidance on reporting teachers prepared by subject area.](#)

No teachers prepared in academic year 2015-16

Subject Area	Number Prepared
Education - General	<input type="text"/>
Teacher Education - Special Education	<input type="text" value="7"/>
Teacher Education - Early Childhood Education	<input type="text" value="10"/>
Teacher Education - Elementary Education	<input type="text" value="8"/>
Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text" value="8"/>
Teacher Education - Secondary Education	<input type="text" value="17"/>
Teacher Education - Multiple Levels	<input type="text"/>
Teacher Education - Agriculture	<input type="text"/>

Subject Area	Number Prepared
Teacher Education - Art	3
Teacher Education - Business	
Teacher Education - English/Language Arts	8
Teacher Education - Foreign Language	4
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	2
Teacher Education - Music	3
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	2
Teacher Education - Social Science	
Teacher Education - Social Studies	5
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	1
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	3
Teacher Education - Speech	

Subject Area	Number Prepared
Teacher Education - Geography	<input type="text"/>
Teacher Education - Latin	<input type="text"/>
Teacher Education - Psychology	<input type="text"/>
Teacher Education - Earth Science	<input type="text"/>
Teacher Education - English as a Second Language	<input type="text"/>
Teacher Education - Bilingual, Multilingual, and Multicultural Education	<input type="text"/>
Education - Other Specify: <input type="text"/>	<input type="text"/>

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2015-16. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. [\(§205\(b\)\(1\)\(H\)\)](#)

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

[Additional guidance on reporting teachers prepared by academic major.](#)

No teachers prepared in academic year 2015-16

Academic Major	Number Prepared
Education - General	<input type="text"/>
Teacher Education - Special Education	<input type="text" value="7"/>
Teacher Education - Early Childhood Education	<input type="text" value="10"/>
Teacher Education - Elementary Education	<input type="text" value="7"/>
Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text" value="8"/>
Teacher Education - Secondary Education	<input type="text" value="16"/>
Teacher Education - Agriculture	<input type="text"/>
Teacher Education - Art	<input type="text"/>
Teacher Education - Business	<input type="text"/>

Academic Major	Number Prepared
Teacher Education - English/Language Arts	1
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	2
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	1
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	

Academic Major	Number Prepared
Teacher Education - Psychology	<input type="text"/>
Teacher Education - Earth Science	<input type="text"/>
Teacher Education - English as a Second Language	<input type="text"/>
Teacher Education - Bilingual, Multilingual, and Multicultural Education	<input type="text"/>
Education - Curriculum and Instruction	<input type="text"/>
Education - Social and Philosophical Foundations of Education	<input type="text"/>
Liberal Arts/Humanities	<input type="text"/>
Psychology	<input type="text"/>
Social Sciences	<input type="text"/>
Anthropology	<input type="text"/>
Economics	<input type="text"/>
Geography and Cartography	<input type="text"/>
Political Science and Government	<input type="text"/>
Sociology	<input type="text"/>
Visual and Performing Arts	<input type="text"/>
History	<input type="text"/>
Foreign Languages	<input type="text"/>
Family and Consumer Sciences/Human Sciences	<input type="text"/>
English Language/Literature	<input type="text"/>
Philosophy and Religious Studies	<input type="text"/>
Agriculture	<input type="text"/>
Communication or Journalism	<input type="text"/>
Engineering	<input type="text"/>
Biology	<input type="text"/>
Mathematics and Statistics	<input type="text"/>

Academic Major	Number Prepared
Physical Sciences	<input type="text"/>
Astronomy and Astrophysics	<input type="text"/>
Atmospheric Sciences and Meteorology	<input type="text"/>
Chemistry	<input type="text"/>
Geological and Earth Sciences/Geosciences	<input type="text"/>
Physics	<input type="text"/>
Business/Business Administration/Accounting	<input type="text"/>
Computer and Information Sciences	<input type="text"/>
Other Specify: <input data-bbox="61 768 1260 806" type="text" value="Multidisciplinary Studies"/>	<input data-bbox="1292 737 1565 774" type="text" value="1"/>

Program Completers

On this page, enter the total number of individuals who completed the program in AY 2015-16 and the two prior academic years. If you submitted an IPRC last year, the number of program completers for the two prior academic years are pre-loaded from your prior year's report.

A program completer is a person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as a criterion for determining who is a program completer.

An individual cannot be classified as both enrolled and as a program completer at the same time. An enrolled individual is not a program completer. Once an individual has met all the requirements of a state-approved teacher preparation program and becomes a program completer, the individual is no longer classified as enrolled.

After entering the program completers, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Program Completers](#)

Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years.

2015-16	52
2014-15	70
2013-14	97

Annual Goals

On this page, review the annual goals in each subject area listed below. If you submitted an IPRC last year, the goals you entered last year are pre-loaded from your prior year's report. Please respond to the questions to report on progress towards the goals, and set new goals for the next academic year.

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

THIS PAGE INCLUDES:

- >> [Annual Goals - Mathematics](#)
- >> [Annual Goals - Science](#)
- >> [Annual Goals - Special Education](#)
- >> [Annual Goals - Instruction of Limited English Proficient Students](#)
- >> [Assurances](#)

Annual Goals - Mathematics

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

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2015-16

1. Did your program prepare teachers in mathematics in 2015-16?

- Yes
 No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in mathematics in 2015-16?

5

3. Did your program meet the goal for prospective teachers set in mathematics in 2015-16?

- Yes
 No
 Not applicable

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

We have begun actively recruiting students into our MAT programs that have a mathematics background.

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:

All of our undergraduates in the mathematics education program are highly encouraged to be double majors.

Academic year 2016-17

7. Is your program preparing teachers in mathematics in 2016-17?

- Yes
- No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in mathematics in 2016-17?

4

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

We have decreased this number by one because of the lower number of people graduating from high school and generally lower enrollments at our institution.

Academic year 2017-18

10. Will your program prepare teachers in mathematics in 2017-18?

- Yes
- No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in mathematics in 2017-18?

4

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

Annual Goals - Science

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

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2015-16

1. Did your program prepare teachers in science in 2015-16?

- Yes
 No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in science in 2015-16?

6

3. Did your program meet the goal for prospective teachers set in science in 2015-16?

- Yes
 No
 Not applicable

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

We have begun actively recruiting students into our MAT programs that have a science background.

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

As part of our CAEP preparation, we are collecting evidence and reviewing our current recruiting efforts.

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

All of our undergraduates in the science education program are highly encouraged to be double majors.

Academic year 2016-17

7. Is your program preparing teachers in science in 2016-17?

- Yes
 No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in science in 2016-17?

2

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

Academic year 2017-18

10. Will your program prepare teachers in science in 2017-18?

- Yes
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in science in 2017-18?

1

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

Annual Goals - Special Education

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

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2015-16

1. Did your program prepare teachers in special education in 2015-16?

- Yes
- No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in special education in 2015-16?

10

3. Did your program meet the goal for prospective teachers set in special education in 2015-16?

- Yes
- No
- Not applicable

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

We began developing a memorandum of understanding (MOU) with Special School District to provide reduced tuition for their employees including their paraprofessionals.

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

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

Academic year 2016-17

7. Is your program preparing teachers in special education in 2016-17?

- Yes
- No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in special education in 2016-17?

10

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

We did exceed this goal due to the developed MOU with Special School District of St. Louis.

Academic year 2017-18

10. Will your program prepare teachers in special education in 2017-18?

- Yes
- No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in special education in 2017-18?

10

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

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

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2015-16

1. Did your program prepare teachers in instruction of limited English proficient students in 2015-16?

- Yes
 No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2015-16?

36

3. Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2015-16?

- Yes
 No
 Not applicable

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

We had a five-year National Professional Development grant at our Kansas City campus that brought in more students.

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

Our goals have been exceeded with this grant.

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

We have submitted a grant proposal in partnership with three urban school districts in St. Louis to obtain another National Professional Development grant to support educator preparation and certification for Teaching English as a Second Language.

Academic year 2016-17

7. Is your program preparing teachers in instruction of limited English proficient students in 2016-17?

- Yes
 No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2016-17?

20

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

We will complete our federal grant in Kansas City which supports tuition of educators seeking Missouri ESOL/ELL Certification in August 2017. No new cohorts will enter that program in the 2016-17 AY. The federal grant that we applied for to receive in AY 2016-17 was not funded, but we will be submitting this grant again for funding and hope to increase these numbers beginning in 2017-18.

Academic year 2017-18

10. Will your program prepare teachers in instruction of limited English proficient students in 2017-18?

- Yes
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2017-18?

40

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

We are applying for a five-year National Professional Development grant, which will add 30 new teachers in each of the next four years. We will learn in August 2017 if this grant will be funded. We also plan to add 10 students to our regular TESL program.

Assurances

Please certify that your institution is in compliance with the following assurances. ([§205\(a\)\(1\)\(A\)\(iii\)](#), [§206\(b\)](#)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

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

- Yes
 No

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

- Yes
- No

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

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

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

- Yes
- No

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

- Yes
- No

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

- Yes
- No

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

- Yes
- No

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

A required foundations course for all undergraduate education majors is taught in local K–12 schools, which have diverse populations (e.g., Maplewood/Richmond Heights, which is a racially diverse urban ring district with 57% free/reduced lunch). Each of the schools where these foundations courses are offered participate in developing and supporting on-site field experiences which are integrated with the coursework. School faculty also participate in assessing the dispositions of preservice teachers in the setting and working with the on-site course instructor and/or liaison based on written agreements of expectations of both preservice candidates and classroom teachers. Classroom teachers individualize the experience to meet the skills and confidence levels of the candidates, but all candidates participate by working with PK–12 students directly.

Educational decision-making related to the needs of local school districts is addressed in methods courses, classroom organization and curriculum implementation courses, and behavior management courses. Candidates explore local school district Grade Level Expectations and Missouri Standards throughout the program.

Assessment Pass Rates

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

After reviewing, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

Assessment Pass Rates

Your state does not require assessments for an initial teaching credential; thus, this section is not applicable. To acknowledge, please select "This Page is Completed" at the bottom of the page, and click "Save".

Summary Pass Rates

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

After reviewing, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

Summary Pass Rates

Your state does not require assessments for an initial teaching credential; thus, this section is not applicable. To acknowledge, please select "This Page is Completed" at the bottom of the page, and click "Save".

Low-Performing

On this page, review the questions regarding your program's approval/accreditation and whether your program has been designated as low performing by the state. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

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

THIS PAGE INCLUDES:

>> [Low-Performing](#)

Low-Performing

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

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

- Yes
 No

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

- State
 NCATE
 TEAC
 CAEP
 Other specify:
HLC

2. Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

- Yes
 No

Use of Technology

THIS PAGE INCLUDES:

>> [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.

At both the undergraduate and graduate level, candidates learn how to effectively integrate technology into their curriculum; in addition, their fulfillment of the educational technology requirements results in enhanced pedagogical skills. This is accomplished, in part, through the use of SMART Board technology that is available in some of the School of Education classrooms, the integration of portable Mimio whiteboard technology that has been integrated into specific classes in the curriculum, and through the use of tablets as devices that support students' familiarity, learning, and advancement in using technical tools to access the wealth of information available in this Digital Age. Through the use of technical devices and instructional technology students gain important skills such as increased acumen in a) sharing, researching, and searching for information; b) developing additional IT skills; c) learning the importance of flexibility in understanding different perspectives and approaches to problem solving; and d) collaborating with others to interpret class, grade, and school-wide data for use in multi-tiered systems of student support. Additionally, our Passport system is a high-level, technology-embedded experience for continuous assessment. It allows for candidate-personalized learning with technology and data-driven decision making within the program.

Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

On this page, review the questions about how your program trains general education teachers and special education teachers. For the purposes of these questions, general education teachers means those who are not specifically prepared as special education teachers. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

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

Teacher Training

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

1. Does your program prepare general education teachers to:

a. teach students with disabilities effectively

- Yes
 No

b. participate as a member of individualized education program teams

- Yes
 No

c. teach students who are limited English proficient effectively

- Yes
 No

2. Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

All initial certification candidates in general education at the undergraduate level take a course on "Education of Students with Exceptionalities," in which they learn about many kinds of disabilities and appropriate accommodations. At the graduate level this content is addressed in a course called "Psychology of the Exceptional Student."

A required undergraduate foundations course entitled "Foundations of Education" introduces concepts of inclusion and ways to support learners of all abilities. At the graduate level this course is entitled "Teaching in a Diverse Society." Additionally, undergraduates take a course entitled "Inclusive Practices for the General Educator." It introduces strategies that promote the goal and academic integration of children with disabilities into the general education classroom. Topics include: inclusive education philosophy and research, tiered academic interventions (RTI) collaborative practices, roles and responsibilities, parent collaboration and communication, curriculum adaptations, differentiated instruction, and positive behavior supports. At the graduate level these strategies are embedded in a course entitled "Differentiated Instruction and Assessment."

3. Does your program prepare special education teachers to:

a. teach students with disabilities effectively

- Yes
 No

Program does not prepare special education teachers

b. participate as a member of individualized education program teams

Yes

No

Program does not prepare special education teachers

c. teach students who are limited English proficient effectively

Yes

No

Program does not prepare special education teachers

4. Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

All prospective candidates in special education take multiple courses addressing all of the Missouri Standards for special education certification. These courses focus on effective data-based instruction. IEP development is addressed in a number of courses. Working with students who are ELLs is specifically addressed in the foundations courses ("Foundations of Education" at the undergraduate level or "Teaching in a Diverse Society" in MAT programs). Multiple other courses throughout the program, such as "Language Development" and a course called "Inclusion Strategies" also address making content comprehensible for ELLs, working with IEPs, and a variety of differentiated learning strategies to accommodate diverse learners. Key assessments aligned with MoSPE, NCATE/CAEP, and CEC standards are embedded in these courses from which program data is collected and analyzed.

Contextual Information

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

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

THIS PAGE INCLUDES:

>> [Contextual Information](#)

Contextual Information

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

In comparing last year's number of enrolled students to this year's number, we believe that there was a misunderstanding in the definition of "enrolled" students made in the past. We have reviewed this definition and are reporting the number of enrolled students for 2015-16 based on the Title II definition.

Our initial certification programs have undergone significant change in the past few years due to the new Missouri standards (MoSPE) and forward thinking initiatives of our faculty. We have redesigned programs to provide pathways for dual certifications that pair special education with elementary and early childhood education certifications. Initial certification courses have been redesigned to embed significantly more content on English language learners. We have also designed a BA/MA pathway for combining initial certification with the Master of Arts in Teaching English as a Second Language. These program changes were implemented Fall 2015 and led to revisions of our assessment system.

Supporting Files

No files have been provided.

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

Report Card Certification

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

Enrollment Confirmation

Total Title II enrollment from Section I: Program Information, Enrollment is **58**.

Number of program completers from Section I: Program Information, Program Completers is **52**.

For a total enrollment of **110**.

I certify the total enrollment shown above is correct.

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:

Brenda Fyfe

TITLE:

Dean, School of Education

Certification of review of submission

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

NAME OF REVIEWER:

DJ Kaiser

TITLE:

Director of Assessment and Accreditation

Certification Checklist

Please resolve the following items:

Section	Item
Section I: Program Information, Program Requirements	Page must be saved as "Completed".
Section I: Program Information, Enrollment	Page must be saved as "Completed".
Section I: Program Information, Teachers Prepared	Page must be saved as "Completed".
Section I: Program Information, Program Completers	Page must be saved as "Completed".
Section II: Annual Goals, Annual Goals	Page must be saved as "Completed".
Section III: Program Pass Rates, Assessment Pass Rates	Page must be saved as "Completed".
Section III: Program Pass Rates, Summary Pass Rates	Page must be saved as "Completed".

Section	Item
Section IV: Low-Performing, Low-Performing	Page must be saved as "Completed".
Section V: Use of Technology, Use of Technology	Page must be saved as "Completed".
Section VI: Teacher Training, Teacher Training	Page must be saved as "Completed".
Section VII: Contextual Information, Contextual Information	Page must be saved as "Completed".

Comparison with Last Year

Item	Last Year	This Year	Change
Total Enrollment	250	58	-76.80%
Male Enrollment	61	9	-85.25%
Female Enrollment	189	49	-74.07%
Hispanic/Latino Enrollment	2	1	-50.00%
American Indian or Alaska Native Enrollment	0	0	
Asian Enrollment	1	1	0.00%
Black or African American Enrollment	22	6	-72.73%
Native Hawaiian or Other Pacific Islander Enrollment	0	0	
White Enrollment	165	44	-73.33%
Two or more races Enrollment	3	3	0.00%
Average number of clock hours required prior to student teaching	135	135	0.00%
Average number of clock hours required for student teaching	720	720	0.00%
Average number of clock hours required for mentoring	50	50	0.00%
Number of full-time equivalent faculty in supervised clinical experience during this academic year	6	4	-33.33%
Number of adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	190	156	-17.89%
Number of students in supervised clinical experience during this academic year	168	135	-19.64%
Total completers for current academic year	70	52	-25.71%
Total completers for prior academic year	97	70	-27.84%
Total completers for second prior academic year	94	97	3.19%