title II higher education act

**2024 TITLE II REPORTS**
National Teacher Preparation Data

MS

**Jackson State University**
Traditional Report AY 2022-23
Mississippi

REPORT COMPLETE
STATUS: CERTIFIED

# Institution Information

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

- Academic year
- IPEDS ID

**IPEDS ID**

☐ **THIS INSTITUTION HAS NO IPEDS ID**

**IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION**

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Box 17124

**CITY**

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**STATE**

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**ZIP**

39217

**SALUTATION**

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# List of Programs

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

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

- Teacher Preparation Program

## List of Programs

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

| CIP Code | Teacher Preparation Programs | UG, PG, or Both | Update |
|----------|------------------------------|-----------------|--------|
| 13.1202 | Elementary Education | UG | |
| 13.1 | Special Education | UG | |
| 13.1305 | Teacher Education - English/Language Arts | UG | |
| 13.1307 | Teacher Education - Health | UG | |
| 13.1328 | Teacher Education - History | UG | |
| 13.1311 | Teacher Education - Mathematics | UG | |
| 13.1312 | Teacher Education - Music | UG | |
| 13.1314 | Teacher Education - Physical Education and Coaching | UG | |
| 13.1329 | Teacher Education - Physics | UG | |
| 13.1317 | Teacher Education - Social Sciences | UG | |

**Total number of teacher preparation programs:**

10

# Program Requirements

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

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

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

# Undergraduate Requirements

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

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

- ● Yes
- ○ No

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

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

| Element | Admission | | Completion | |
|---|---|---|---|---|
| **Essay or personal statement** | ○ Yes  ● No | | ● Yes  ○ No | |
| **Interview** | ○ Yes  ● No | | ○ Yes  ● No | |
| **Other Specify:** Teacher Intern Assessment Instrument, Professional Dispositions, Impact on Stu… | ○ Yes  ● No | | ● Yes  ○ No | |

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

2.75

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

2.75

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

Candidates may be admitted into the teacher education program with a 3.0 on 60 hours of coursework, Minimum ACT Score, a minimum SAT Score, or Minimum score on PRAXIS CORE Reading, Writing, and Mathematics.

# Postgraduate Requirements

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

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

○ **Yes**

● **No**

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

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

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

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

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

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

# Supervised Clinical Experience

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

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

**Are there programs with student teaching models?**

- ● Yes
- ○ No

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

| Programs with student teaching models (most traditional programs) | |
|---|---|
| Number of clock hours of supervised clinical experience required prior to student teaching | 120 |
| Number of clock hours required for student teaching | 480 |

**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)**<br><br>Optional tool for automatically calculating full-time equivalent faculty in the system | 9 |
| **Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)** | 1 |
| **Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year** | 48 |
| **Number of students in supervised clinical experience during this academic year** | 48 |

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

Faculty and adjuncts were only counted once. Most faculty and adjuncts supervised at least one candidate during the fall semester and at least one candidate during the spring semester. Candidates are placed in partnering districts across the state but more specifically within 30 miles of the university, one way or 60 miles round trip. They are placed with highly qualified certified teachers with 3 or more years of experience. Candidates are not only mentored by the cooperating teacher but are assigned a university supervisor who observes and evaluates them four (4) times and formally evaluate them twice during the 480 hour clinical experience.

# Enrollment and Program Completers

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

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

- Enrolled Student
- Program Completer

## Enrollment and Program Completers

| 2022-23 Total | |
|---|---|
| **Total Number of Individuals Enrolled** | 145 |
| **Subset of Program Completers** | 44 |

| Gender | Total Enrolled | Subset of Program Completers |
|---|---|---|
| **Male** | 46 | 14 |
| **Female** | 99 | 30 |
| **Non-Binary/Other** | 0 | 0 |
| **No Gender Reported** | 0 | 0 |
| **Race/Ethnicity** | **Total Enrolled** | **Subset of Program Completers** |
| **American Indian or Alaska Native** | 0 | 0 |
| **Asian** | 0 | 0 |
| **Black or African American** | 142 | 42 |
| **Hispanic/Latino of any race** | 2 | 2 |
| **Native Hawaiian or Other Pacific Islander** | 0 | 0 |
| **White** | 1 | 0 |

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

| Race/Ethnicity | Total Enrolled | Subset of Program Completers |
|---|---|---|

# Teachers Prepared

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

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

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

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

- Academic Major

# Teachers Prepared by Subject Area

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

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

**What are CIP Codes?**

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

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

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

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

| CIP Code | Subject Area | Number Prepared |
|----------|--------------|-----------------|
| 13.1202 | Teacher Education - Elementary Education | 26 |
| 13.1203 | Teacher Education - Junior High/Intermediate/Middle School Education | 0 |
| 13.1210 | Teacher Education - Early Childhood Education | 0 |
| 13.1301 | Teacher Education - Agriculture | 0 |
| 13.1302 | Teacher Education - Art | 0 |
| 13.1303 | Teacher Education - Business | 0 |
| 13.1305 | Teacher Education - English/Language Arts | 1 |
| 13.1306 | Teacher Education - Foreign Language | 0 |
| 13.1307 | Teacher Education - Health | 0 |
| 13.1308 | Teacher Education - Family and Consumer Sciences/Home Economics | 0 |
| 13.1309 | Teacher Education - Technology Teacher Education/Industrial Arts | 0 |
| 13.1311 | Teacher Education - Mathematics | 0 |
| 13.1312 | Teacher Education - Music | 11 |
| 13.1314 | Teacher Education - Physical Education and Coaching | 5 |
| 13.1315 | Teacher Education - Reading | 0 |
| 13.1316 | Teacher Education - Science Teacher Education/General Science | 0 |
| 13.1317 | Teacher Education - Social Science | 1 |
| 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 |

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

# Teachers Prepared by Academic Major

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

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

**What are CIP Codes?**

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

- ● Yes
- ○ No

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

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

| CIP Code | Academic Major | Number Prepared |
|----------|----------------|-----------------|
| 13.10 | Teacher Education - Special Education | 0 |
| 13.1202 | Teacher Education - Elementary Education | 26 |
| 13.1203 | Teacher Education - Junior High/Intermediate/Middle School Education | 0 |
| 13.1210 | Teacher Education - Early Childhood Education | 0 |
| 13.1301 | Teacher Education - Agriculture | 0 |
| 13.1302 | Teacher Education - Art | 0 |
| 13.1303 | Teacher Education - Business | 0 |
| 13.1305 | Teacher Education - English/Language Arts | 6 |
| 13.1306 | Teacher Education - Foreign Language | 0 |

| CIP Code | Academic Major | Number Prepared |
|---|---|---|
| 13.1307 | Teacher Education - Health | 0 |
| 13.1308 | Teacher Education - Family and Consumer Sciences/Home Economics | 0 |
| 13.1309 | Teacher Education - Technology Teacher Education/Industrial Arts | 0 |
| 13.1311 | Teacher Education - Mathematics | 2 |
| 13.1312 | Teacher Education - Music | 11 |
| 13.1314 | Teacher Education - Physical Education and Coaching | 5 |
| 13.1315 | Teacher Education - Reading | 26 |
| 13.1316 | Teacher Education - General Science | 0 |
| 13.1317 | Teacher Education - Social Science | 13 |
| 13.1318 | Teacher Education - Social Studies | 0 |
| 13.1320 | Teacher Education - Trade and Industrial | 0 |
| 13.1321 | Teacher Education - Computer Science | 1 |
| 13.1322 | Teacher Education - Biology | 0 |
| 13.1323 | Teacher Education - Chemistry | 0 |
| 13.1324 | Teacher Education - Drama and Dance | 0 |
| 13.1328 | Teacher Education - History | 0 |
| 13.1329 | Teacher Education - Physics | 0 |
| 13.1331 | Teacher Education - Speech | 0 |
| 13.1337 | Teacher Education - Earth Science | 0 |
| 13.14 | Teacher Education - English as a Second Language | 0 |
| 13.99 | Education - Other Specify: | 0 |
| 01 | Agriculture | 0 |
| 03 | Natural Resources and Conservation | 0 |
| 05 | Area, Ethnic, Cultural, and Gender Studies | 0 |

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

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

# Program Assurances

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

## Program Assurances

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

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

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

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

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

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   The College of Education and Human Development (COEHD) has forged strong partnerships with school districts throughout the state. COEHD is committed to the success of training prospective teachers through ensuring that all programs meet the required diversity standards and the needs of communities. This commitment is visible in our vision and mission goals of serving the Jackson metropolitan area. Commitment to diverse communities is a foundational commitment expressed in our conceptual framework as one of the unit's goals. Unit and program curricula provide multiple opportunities for candidates to learn, practice, and demonstrate knowledge about diverse children, families, and communities and to utilize this knowledge effectively to help all students learn and develop. Our commitment is visible in our diverse body of candidates and the multiple opportunities they have to interact with each other in classes, field and clinical settings, and candidate organizations. Further, our commitment is demonstrated by the

diversity of the urban and metropolitan school districts and agencies that are utilized as a rich resource for field and clinical settings for all candidates. Through the integration of effective practice, candidates become aware of different learning styles and adapt instruction or services appropriately for all students, including linguistically and culturally diverse students and those with exceptionalities. Candidates are mentored by university supervisors and mentor teachers. The licensure programs require courses in areas such as special education, urban education and teaching in diverse environments. These courses are specifically designed to ensure candidates develop the practical knowledge, skills, and dispositions related to teaching in diverse environments. The Center for Teacher Quality tracks all field and clinical placements for initial teacher candidates to ensure they are placed in diverse settings across their program.

# Annual Goals: Mathematics

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

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

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

- Quantifiable Goals

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

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

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

- 🔘 Yes
- ⚪ No

**2. Describe your goal.**

To prepare at least 3 teacher candidates to teach mathematics.

**3. Did your program meet the goal?**

- ⚪ Yes
- 🔘 No

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

We developed a "grow your own" program with a local school district specifically designed to produce mathematics educators. A cohort of sixteen students majoring in mathematics education are now matriculating through our program.

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

In addition to recruitment, we must develop additional supports to ensure the math education majors are adequately supported as they matriculate.

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

# Review Current Year's Goal (2023-24)

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

- ⦿ Yes
- ◯ No

**8. Describe your goal.**

To prepare at least 3 teacher candidates to teach mathematics.

# Set Next Year's Goal (2024-25)

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

- ⦿ Yes
- ◯ No

**10. Describe your goal.**

To prepare at least three mathematics teachers.

# Annual Goals: Science

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

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

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

- Quantifiable Goals

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

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

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

○ Yes
● No

**2. Describe your goal.**

**3. Did your program meet the goal?**

○ Yes
○ No

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

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

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

# Review Current Year's Goal (2023-24)

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

- ○ Yes
- ● No

**8. Describe your goal.**

# Set Next Year's Goal (2024-25)

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

- ○ Yes
- ● No

**10. Describe your goal.**

# Annual Goals: Special Education

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

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

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

- Quantifiable Goals

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

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

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

- ● Yes
- ○ No

**2. Describe your goal.**

Our program goal to produce 4 SPED completers annually.

**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:**

We are developing a recruitment plan for special education and targeting "grow your own" initiatives focusing on teacher assistants.

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

## Review Current Year's Goal (2023-24)

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

- ● Yes
- ○ No

**8. Describe your goal.**

Our program goal to produce 4 SPED completers annually.

## Set Next Year's Goal (2024-25)

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

- ● Yes
- ○ No

**10. Describe your goal.**

Our program goal to produce 4 SPED completers annually.

# Annual Goals: Instruction of Limited English Proficient Students

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

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

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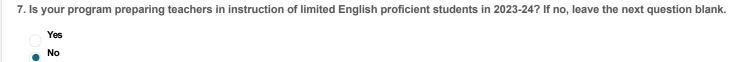
- Quantifiable Goals

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

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

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

- ○ Yes
- ● No

**2. Describe your goal.**

**3. Did your program meet the goal?**

- ○ Yes
- ○ No

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

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

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

# Review Current Year's Goal (2023-24)

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

○ Yes
● No

**8. Describe your goal.**

# Set Next Year's Goal (2024-25)

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

○ Yes
● No

**10. Describe your goal.**

# Assessment Pass Rates

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

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

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

- Pass rate
- Scaled score
- Teacher credential assessment

## THIS PAGE INCLUDES:

>> Assessment Pass Rates

## Assessment Pass Rates

| Assessment code - Assessment name<br>Test Company<br>Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|---|---|---|---|---|
| ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH<br>Educational Testing Service (ETS)<br>All enrolled students who have completed all noncl | 1 | | | |
| ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH<br>Educational Testing Service (ETS)<br>Other enrolled students | 1 | | | |
| ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH<br>Educational Testing Service (ETS)<br>All program completers, 2021-22 | 6 | | | |
| ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH<br>Educational Testing Service (ETS)<br>All program completers, 2020-21 | 13 | 135 | 4 | 31 |
| ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING<br>Educational Testing Service (ETS)<br>All enrolled students who have completed all noncl | 1 | | | |

| Assessment code - Assessment name<br>Test Company<br>Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|---|---|---|---|---|
| ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING<br>Educational Testing Service (ETS)<br>Other enrolled students | 1 | | | |
| ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING<br>Educational Testing Service (ETS)<br>All program completers, 2021-22 | 6 | | | |
| ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING<br>Educational Testing Service (ETS)<br>All program completers, 2020-21 | 20 | 157 | 14 | 70 |
| ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING<br>Educational Testing Service (ETS)<br>All enrolled students who have completed all noncl | 2 | | | |
| ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING<br>Educational Testing Service (ETS)<br>Other enrolled students | 1 | | | |
| ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING<br>Educational Testing Service (ETS)<br>All program completers, 2021-22 | 7 | | | |
| ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING<br>Educational Testing Service (ETS)<br>All program completers, 2020-21 | 15 | 153 | 5 | 33 |
| ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH<br>Educational Testing Service (ETS)<br>All enrolled students who have completed all noncl | 1 | | | |
| ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH<br>Educational Testing Service (ETS)<br>Other enrolled students | 2 | | | |
| ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH<br>Educational Testing Service (ETS)<br>All program completers, 2022-23 | 2 | | | |
| ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH<br>Educational Testing Service (ETS)<br>All program completers, 2021-22 | 6 | | | |
| ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH<br>Educational Testing Service (ETS)<br>All program completers, 2020-21 | 18 | 153 | 16 | 89 |
| ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING<br>Educational Testing Service (ETS)<br>All enrolled students who have completed all noncl | 2 | | | |
| ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING<br>Educational Testing Service (ETS)<br>Other enrolled students | 2 | | | |
| ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING<br>Educational Testing Service (ETS)<br>All program completers, 2022-23 | 2 | | | |

| Assessment code - Assessment name Test Company Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|---|---|---|---|---|
| ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) All program completers, 2021-22 | 6 | | | |
| ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) All program completers, 2020-21 | 13 | 158 | 7 | 54 |
| ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) All enrolled students who have completed all noncl | 1 | | | |
| ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) Other enrolled students | 2 | | | |
| ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) All program completers, 2022-23 | 1 | | | |
| ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) All program completers, 2021-22 | 4 | | | |
| ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) All program completers, 2020-21 | 15 | 153 | 1 | 7 |
| ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All enrolled students who have completed all noncl | 2 | | | |
| ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) Other enrolled students | 1 | | | |
| ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2022-23 | 1 | | | |
| ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2020-21 | 10 | 163 | 8 | 80 |
| ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2022-23 | 1 | | | |
| ESP0190 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All enrolled students who have completed all noncl | 3 | | | |
| ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson Other enrolled students | 1 | | | |
| ESP0190 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2021-22 | 1 | | | |

| Assessment code - Assessment name<br>Test Company<br>Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|---|---|---|---|---|
| ESP0090 -FOUNDATIONS OF READING<br>Evaluation Systems group of Pearson<br>All program completers, 2020-21 | 7 | | | |
| ETS5165 -MATHEMATICS<br>Educational Testing Service (ETS)<br>Other enrolled students | 1 | | | |
| ETS5161 -MATHEMATICS CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2020-21 | 2 | | | |
| ETS0113 -MUSIC CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>Other enrolled students | 1 | | | |
| ETS0113 -MUSIC CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2020-21 | 4 | | | |
| ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>Other enrolled students | 1 | | | |
| ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2022-23 | 2 | | | |
| ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2020-21 | 2 | | | |
| ETS5624 -PRINC LEARNING AND TEACHING 7-12<br>Educational Testing Service (ETS)<br>Other enrolled students | 2 | | | |
| ETS5624 -PRINC LEARNING AND TEACHING 7-12<br>Educational Testing Service (ETS)<br>All program completers, 2022-23 | 2 | | | |
| ETS5624 -PRINC LEARNING AND TEACHING 7-12<br>Educational Testing Service (ETS)<br>All program completers, 2020-21 | 5 | | | |
| ETS5622 -PRINC LEARNING AND TEACHING K-6<br>Educational Testing Service (ETS)<br>All enrolled students who have completed all noncl | 2 | | | |
| ETS5622 -PRINC LEARNING AND TEACHING K-6<br>Educational Testing Service (ETS)<br>Other enrolled students | 3 | | | |
| ETS5622 -PRINC LEARNING AND TEACHING K-6<br>Educational Testing Service (ETS)<br>All program completers, 2020-21 | 14 | 167 | 12 | 86 |
| ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS<br>Educational Testing Service (ETS)<br>All program completers, 2021-22 | 1 | | | |

| Assessment code - Assessment name<br>Test Company<br>Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|---|---|---|---|---|
| ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS<br>Educational Testing Service (ETS)<br>All program completers, 2020-21 | 2 | | | |

# Summary Pass Rates

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- Pass rate
- Scaled score
- Teacher credential assessment

## Summary Pass Rates

| Group | Number taking tests | Number passing tests | Pass rate (%) |
|---|---|---|---|
| All program completers, 2022-23 | 6 | | |
| All program completers, 2021-22 | 17 | 2 | 12 |
| All program completers, 2020-21 | 54 | 14 | 26 |

# Low-Performing

THIS PAGE INCLUDES:

>> Low-Performing

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

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

## Low-Performing

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

- ● Yes
- ○ No

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

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

SACS (University Accreditation)

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

- ○ Yes
- ● No

# Use of Technology

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

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

## Use of Technology

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

   **Does your program prepare teachers to:**

   a. **integrate technology effectively into curricula and instruction**

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   Candidates have access to computer labs and classrooms equipped with projectors, Mondo and smart boards, as well as, access to the University's state of the art multimedia center called "Innovate". Professional Development is provided to the students on the integration of technology in the classroom. Candidates have access to the Unit's Curriculum Center that is design to mimic the instructional resources available in most K-12 settings. Technology training is provided to the students through the center. Professional education faculty model the effective use of technology for instruction. All initial teacher education candidates take courses in the use of media for instruction and collecting/analyzing and are expected to be proficient in this area (ETEC 336 Utilization of Multimedia Skills and ETEC 367 - Assessment and Measurement) As part of their student teaching assessment, candidates are evaluated on their ability to impact learning through the use of technology and making data driven decisions, as appropriate to the content area. All candidates in initial and advanced programs are encouraged to take full advantage of technology available in their clinical and field experience sites. Throughout the program, candidates use technology to communicate with supervisors (e.g., electronic mail, Canva). Candidates engage in the use of technology to meet the needs of diverse learners and instructional enhancements (e.g., PowerPoint, web sites, video streaming, smart board, two-way audio/video). Candidates are taught to collect and analyze student assessment data using computer programs (e.g., Access, Excel, grade-book), and analyze student data. Teacher Candidates are able to track their students growth and taught how to make data driven decisions to adjust instruction. Candidates also complete the Technology Mini-Lesson assignment where they are responsible for developing a lesson plan incorporating technology and teaching it to classmates. They are evaluated utilizing a rubric based on ISTE Standards for Teachers.

# Teacher Training

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

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

## Teacher Training

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

   a. **Teach students with disabilities effectively**

   All teacher education candidates are required to enrolled in the SPED 311 course (Exceptional Children and Youth in the Schools). This course prepares students with the knowledge, skills and disposition to interact and teach diverse populations including students with disabilities. SPED 311 includes IDEA modules to ensure students can effectively engage in developing and participating in individualized education program meetings with in a school setting. SPED 311 has been redesigned to include Social and Emotional Learners (SEL) modules to assist in preparing teacher candidates to deal with student behaviors. Candidates demonstrate knowledge in content, pedagogical skills, student development, historical, theoretical, and learner environment management knowledge. Candidates integrate technology that enhances learning environments for all students to meeting their academic needs. Candidates participate in seminars and field-experience activities on campus and school sites to observe and have hands-on experiences in an exceptional education setting which include special education inclusion classroom.

   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.***

   1. Teacher candidates are instructed on the components and functions of individualized education program (IEP) team members . 2. Teacher candidates review videos of mock individualized education program meetings 3. In SPED 311, Teacher candidates learn the development and role of each component of individualized education program plans. 4. Teacher candidates are assigned case studies related to specific student disabilities and most write goals and objectives.

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

   Instruction/guidance of how identify the difference in disabilities and English proficiency is addressed in the program. Teacher Candidates are provided instruction on how to identify and support limited English proficient students.

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 instructional curriculum and learning experiences provide opportunities for candidates to develop the necessary competencies and attitudes that correlate with effective teaching and learning. Students are placed during field hours in diverse setting such as public schools and the schools for the deaf and blind students. Candidates are assessed through specific program assessments to determine their knowledge, skills and disposition to teach students with disabilities effectively such as a student learning module and the development of individualized learning plan. Specific courses have been redesigned to include Social and Emotional Learners (SEL) modules to assist in preparing teacher candidates to deal with student behaviors. During field experiences candidates are required to participate if allowed by partnering school in special education meetings (IEPs) and

professional development activities. Special education candidates complete a comprehensive program of study. The program also includes mentoring and field experiences in diverse settings.

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.*

   1. Teacher candidates are instructed on the components and functions of individualized education program (IEP) team members . 2. Teacher candidates review videos of mock individualized education program meetings 3. In SPED 311, Teacher candidates learn the development and role of each component of individualized education program plans. 4. Teacher candidates are assigned case studies related to specific student disabilities and most write goals and objectives.

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

   Instruction/guidance of how identify the difference in disabilities and limited English. Teacher Candidates are provided instruction on how to identify bilingual disabilities.

# Contextual Information

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

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

## Contextual Information

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

Teacher education majors begin the professional education course sequence by taking EDCI 100 Introduction to Education providing them with a strong foundation in general educational issues, learner development, learner differences, and learning environments. They take SPED 311 Exceptional Children and Youth in the School further strengthening their knowledge of school law and teaching exceptional education students. Candidates complete ETEC 367 Assessment, Measurement, and Evaluation and ETEC 336 Utilization of Multimedia in the Classroom providing candidates with more opportunities to learn and apply assessment and technological skills appropriate for teaching in P-12 classrooms. Finally, candidates complete coursework in EDCI 401 Unit Planning, Assessment, and Classroom Management, which provides them with extended opportunities to plan, teach, assess, and manage in a P-12 classroom. The program culminates with clinical placement in the second semester of their senior year where they take EDCI 402 Clinical Internship in Student Teaching (traditional student teaching).

## Supporting Files

| | |
|---|---|
| Mississippi Test Waiver Policy | |

**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:**

Tony Latiker

**TITLE:**

Interim Dean, College of Education and Human Development

## 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:**

Michael Mozee

**TITLE:**

Director, Center for Teacher Quality