



Culver-Stockton College

Traditional Report AY 2020-21

Missouri



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STATUS: IN PROGRESS

SECTION I: PROGRAM INFORMATION

List of Programs

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

(\$205(a)(C))

THIS PAGE INCLUDES:

>> [List of Programs](#)

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

- [Teacher Preparation Program](#)

List of Programs

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	UG	
13.1202	Elementary Education	UG	
13.1203	Junior High/Intermediate/Middle School Education and Teaching	UG	
13.1	Special Education	UG	
13.1302	Teacher Education - Art	UG	
13.1322	Teacher Education - Biology	UG	

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1323	Teacher Education - Chemistry	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	
13.1315	Teacher Education - Reading	Both	
13.1331	Teacher Education - Speech	UG	
13.1303	Teacher Education - Business	UG	

Total number of teacher preparation programs:

21



Culver-Stockton College
Traditional Report AY 2020-21
Missouri



100% COMPLETE
STATUS: IN PROGRESS

SECTION I: PROGRAM INFORMATION

Program Requirements

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

THIS PAGE INCLUDES:

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

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

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

Undergraduate Requirements

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	<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 checked="" type="radio"/> Yes <input type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input 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

Element	Admission	Completion
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 checked="" type="radio"/> Yes <input 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 checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Essay or personal statement	<input checked="" type="radio"/> Yes <input 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: <div>Portfolio</div>	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input 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 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:

In regards to the "Minimum basic skills test score" and the "Minimum ACT score," for our program, it is an either-or situation. They either have to pass the minimum score requirement OR they have to have an ACT score of 20+ to be admitted to our education program.

Postgraduate Requirements

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

☒ Yes
☐ No

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

Element	Admission	Completion
Transcript	<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 checked="" type="radio"/> Yes <input 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

Element	Admission	Completion
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.)

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:

This is the Special Reading Certification. It is not technically an initial certification as students in this program should have been teaching for two years.

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2020-21.

([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models?

☒ Yes
☐ No

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

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	<input type="text" value="95"/>
Number of clock hours required for student teaching	<input type="text" value="420"/>

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	<input type="text" value="95"/>
Number of years required for teaching as the teacher of record in a classroom	<input type="text" value="1"/>

All Programs	
Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) Optional tool for automatically calculating full-time equivalent faculty in the system	<input type="text" value="9"/>
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	<input type="text" value="0"/>
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	<input type="text" value="52"/>
Number of students in supervised clinical experience during this academic year	<input type="text" value="32"/>

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

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Culver-Stockton College
Traditional Report AY 2020-21
Missouri

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STATUS: IN PROGRESS

SECTION I: PROGRAM INFORMATION

Enrollment and Program Completers

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

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

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

- [Enrolled Student](#)
- [Program Completer](#)

Enrollment and Program Completers

2020-21 Total		
Total Number of Individuals Enrolled	77	
Subset of Program Completers	30	

Gender	Total Enrolled	Subset of Program Completers
Male	31	12
Female	46	18
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	<input type="text" value="0"/>	<input type="text" value="0"/>
Asian	<input type="text" value="0"/>	<input type="text" value="0"/>
Black or African American	<input type="text" value="7"/>	<input type="text" value="2"/>
Hispanic/Latino of any race	<input type="text" value="1"/>	<input type="text" value="0"/>
Native Hawaiian or Other Pacific Islander	<input type="text" value="0"/>	<input type="text" value="0"/>
White	<input type="text" value="66"/>	<input type="text" value="27"/>
Two or more races	<input type="text" value="3"/>	<input type="text" value="1"/>
No Race/Ethnicity Reported	<input type="text" value="0"/>	<input type="text" value="0"/>

2022 TITLE II REPORTS

National Teacher Preparation Data



Culver-Stockton College
Traditional Report AY 2020-21
Missouri



100% COMPLETE

STATUS: IN PROGRESS

SECTION I: PROGRAM INFORMATION

Teachers Prepared

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

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

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

THIS PAGE INCLUDES:

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

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

- [Academic Major](#)

Teachers Prepared by Subject Area

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

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

[What are CIP Codes?](#)

☐ No teachers prepared in academic year 2020-21

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

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	4
13.1202	Teacher Education - Elementary Education	12
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	9
13.1210	Teacher Education - Early Childhood Education	5
13.1301	Teacher Education - Agriculture	0
13.1302	Teacher Education - Art	2
13.1303	Teacher Education - Business	0
13.1305	Teacher Education - English/Language Arts	3
13.1306	Teacher Education - Foreign Language	0
13.1307	Teacher Education - Health	6
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	0
13.1314	Teacher Education - Physical Education and Coaching	6
13.1315	Teacher Education - Reading	1
13.1316	Teacher Education - Science Teacher Education/General Science	0
13.1317	Teacher Education - Social Science	0
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	1
13.1323	Teacher Education - Chemistry	0
13.1324	Teacher Education - Drama and Dance	0

CIP Code	Subject Area	Number Prepared
13.1328	Teacher Education - History	<input type="text" value="4"/>
13.1329	Teacher Education - Physics	<input type="text" value="0"/>
13.1331	Teacher Education - Speech	<input type="text" value="0"/>
13.1337	Teacher Education - Earth Science	<input type="text" value="0"/>
13.14	Teacher Education - English as a Second Language	<input type="text" value="0"/>
13.99	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 2020-21. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H)).

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

What are CIP Codes?

Do participants earn a degree upon completion of the program?

☒ Yes

☐ No

☐ No teachers prepared in academic year 2020-21

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

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	<input type="text" value="4"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="12"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text" value="9"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text" value="5"/>
13.1301	Teacher Education - Agriculture	<input type="text" value="0"/>
13.1302	Teacher Education - Art	<input type="text" value="2"/>

CIP Code	Academic Major	Number Prepared
13.1303	Teacher Education - Business	<input type="text" value="0"/>
13.1305	Teacher Education - English/Language Arts	<input type="text" value="3"/>
13.1306	Teacher Education - Foreign Language	<input type="text" value="0"/>
13.1307	Teacher Education - Health	<input type="text" value="6"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text" value="0"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text" value="0"/>
13.1311	Teacher Education - Mathematics	<input type="text" value="2"/>
13.1312	Teacher Education - Music	<input type="text" value="0"/>
13.1314	Teacher Education - Physical Education and Coaching	<input type="text" value="6"/>
13.1315	Teacher Education - Reading	<input type="text" value="1"/>
13.1316	Teacher Education - General Science	<input type="text" value="0"/>
13.1317	Teacher Education - Social Science	<input type="text" value="0"/>
13.1318	Teacher Education - Social Studies	<input type="text" value="0"/>
13.1320	Teacher Education - Trade and Industrial	<input type="text" value="0"/>
13.1321	Teacher Education - Computer Science	<input type="text" value="0"/>
13.1322	Teacher Education - Biology	<input type="text" value="1"/>
13.1323	Teacher Education - Chemistry	<input type="text" value="0"/>
13.1324	Teacher Education - Drama and Dance	<input type="text" value="0"/>
13.1328	Teacher Education - History	<input type="text" value="4"/>
13.1329	Teacher Education - Physics	<input type="text" value="0"/>
13.1331	Teacher Education - Speech	<input type="text" value="0"/>
13.1337	Teacher Education - Earth Science	<input type="text" value="0"/>
13.14	Teacher Education - English as a Second Language	<input type="text" value="0"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text" value="0"/>
01	Agriculture	<input type="text" value="0"/>

CIP Code	Academic Major	Number Prepared
03	Natural Resources and Conservation	<input type="text" value="0"/>
05	Area, Ethnic, Cultural, and Gender Studies	<input type="text" value="0"/>
09	Communication or Journalism	<input type="text" value="0"/>
11	Computer and Information Sciences	<input type="text" value="0"/>
12	Personal and Culinary Services	<input type="text" value="0"/>
14	Engineering	<input type="text" value="0"/>
16	Foreign Languages, Literatures, and Linguistics	<input type="text" value="0"/>
19	Family and Consumer Sciences/Human Sciences	<input type="text" value="0"/>
21	Technology Education/Industrial Arts	<input type="text" value="0"/>
22	Legal Professions and Studies	<input type="text" value="0"/>
23	English Language/Literature	<input type="text" value="0"/>
24	Liberal Arts/Humanities	<input type="text" value="0"/>
25	Library Science	<input type="text" value="0"/>
26	Biological and Biomedical Sciences	<input type="text" value="0"/>
27	Mathematics and Statistics	<input type="text" value="0"/>
30	Multi/Interdisciplinary Studies	<input type="text" value="0"/>
38	Philosophy and Religious Studies	<input type="text" value="0"/>
40	Physical Sciences	<input type="text" value="0"/>
41	Science Technologies/Technicians	<input type="text" value="0"/>
42	Psychology	<input type="text" value="0"/>
44	Public Administration and Social Service Professions	<input type="text" value="0"/>
45	Social Sciences	<input type="text" value="0"/>
46	Construction	<input type="text" value="0"/>
47	Mechanic and Repair Technologies	<input type="text" value="0"/>
50	Visual and Performing Arts	<input type="text" value="0"/>
51	Health Professions and Related Clinical Sciences	<input type="text" value="0"/>

CIP Code	Academic Major	Number Prepared
52	Business/Management/Marketing	<input type="text" value="0"/>
54	History	<input type="text" value="0"/>
99	Other Specify: <input type="text"/>	<input type="text" value="0"/>

2022 TITLE II REPORTS

National Teacher Preparation Data



Culver-Stockton College
Traditional Report AY 2020-21
Missouri



100% COMPLETE

STATUS: IN PROGRESS

SECTION I: PROGRAM INFORMATION

Program Assurances

THIS PAGE INCLUDES:

>> [Program Assurances](#)

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

Program Assurances

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

- ☒ Yes
☐ No

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

- ☒ Yes
☐ No

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

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

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

- ☒ Yes
☐ No

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

- ☒ Yes
☐ No

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

- ☒ Yes
☐ No

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

☒ Yes

☐ No

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

The most successful training opportunities occur in methods classes and during arranged field experiences. Concepts can be reviewed, practiced and applied in these situations (review - teach - reflect). Faculty review what has been taught and monitor students as they apply what they have learned.

2022 TITLE II REPORTS

National Teacher Preparation Data



Culver-Stockton College
Traditional Report AY 2020-21
Missouri



100% COMPLETE

STATUS: IN PROGRESS

SECTION II: ANNUAL GOALS

Annual Goals: Mathematics

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

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

THIS PAGE INCLUDES:

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

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

- [Quantifiable Goals](#)

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

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

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

- ☒ Yes
☐ No

2. Describe your goal.

Increase enrollment by one participant.

3. Did your program meet the goal?

- ☒ Yes
☐ No

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

Recruit students to math education.

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

Encourage math majors to explore math education.

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

Review Current Year's Goal (2021-22)

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

- ☒ Yes
☐ No

8. Describe your goal.

Maintain current enrollment

Set Next Year's Goal (2022-23)

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

- ☒ Yes
☐ No

10. Describe your goal.

Increase enrollment by one student.

2022 TITLE II REPORTS

National Teacher Preparation Data



Culver-Stockton College
Traditional Report AY 2020-21
Missouri



100% COMPLETE

STATUS: IN PROGRESS

SECTION II: ANNUAL GOALS

Annual Goals: Science

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

(§205(a)(1)(A)(i), §205(a)(1)(A)(ii), §206(a)).

THIS PAGE INCLUDES:

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

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

- [Quantifiable Goals](#)

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

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

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

- ☒ Yes
☐ No

2. Describe your goal.

One Program completer

3. Did your program meet the goal?

- ☒ Yes
☐ No

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

Retained science education student

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

Allowed student to be the teacher of record during his student teaching semester.

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

Review Current Year's Goal (2021-22)

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

- ☐ Yes
☒ No

8. Describe your goal.

Set Next Year's Goal (2022-23)

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

- ☐ Yes
☒ No

10. Describe your goal.

2022 TITLE II REPORTS

National Teacher Preparation Data



Culver-Stockton College
Traditional Report AY 2020-21
Missouri



100% COMPLETE

STATUS: IN PROGRESS

SECTION II: ANNUAL GOALS

Annual Goals: Special Education

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

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

THIS PAGE INCLUDES:

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

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

- [Quantifiable Goals](#)

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

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

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

- ☒ Yes
☐ No

2. Describe your goal.

Increase enrollment by two participants.

3. Did your program meet the goal?

- ☒ Yes
☐ No

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

Hired consistent part-time adjunct to teach Special Education.

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

Hired consistent part-time adjunct to teach Special Education.

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

Review Current Year's Goal (2021-22)

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

- ☒ Yes
☐ No

8. Describe your goal.

Maintain enrollment of two or more students.

Set Next Year's Goal (2022-23)

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

- ☒ Yes
☐ No

10. Describe your goal.

Maintain enrollment of three or more students.

2022 TITLE II REPORTS

National Teacher Preparation Data



Culver-Stockton College
Traditional Report AY 2020-21
Missouri



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SECTION II: ANNUAL GOALS

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))

THIS PAGE INCLUDES:

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

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

- [Quantifiable Goals](#)

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

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

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

- ☐ Yes
☒ No

2. Describe your goal.

3. Did your program meet the goal?

- ☐ Yes
☐ No

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

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

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

Review Current Year's Goal (2021-22)

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

- ☐ Yes
☒ No

8. Describe your goal.

Set Next Year's Goal (2022-23)

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

- ☐ Yes
☒ No

10. Describe your goal.



Culver-Stockton College
Traditional Report AY 2020-21
Missouri

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SECTION III: PROGRAM PASS RATES

Assessment Pass Rates

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

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

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

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

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

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
036 -ART Evaluation Systems group of Pearson Other enrolled students	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
036 -ART Evaluation Systems group of Pearson All program completers, 2020-21	2			
036 -ART Evaluation Systems group of Pearson All program completers, 2019-20	2			
036 -ART Evaluation Systems group of Pearson All program completers, 2018-19	2			
016 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2020-21	1			
016 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2018-19	1			
064 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	1			
064 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	2			
049 -EARLY CHILDHOOD SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	3			
049 -EARLY CHILDHOOD SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	2			
007 -ELEMENTARY EDUCATION: ENGLISH LANG. ARTS SUBTEST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
007 -ELEMENTARY EDUCATION: ENGLISH LANG. ARTS SUBTEST Evaluation Systems group of Pearson Other enrolled students	1			
007 -ELEMENTARY EDUCATION: ENGLISH LANG. ARTS SUBTEST Evaluation Systems group of Pearson All program completers, 2020-21	11	240	11	100
007 -ELEMENTARY EDUCATION: ENGLISH LANG. ARTS SUBTEST Evaluation Systems group of Pearson All program completers, 2019-20	9			
007 -ELEMENTARY EDUCATION: ENGLISH LANG. ARTS SUBTEST Evaluation Systems group of Pearson All program completers, 2018-19	8			
008 -ELEMENTARY EDUCATION: MATHEMATICS SUBTEST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
008 -ELEMENTARY EDUCATION: MATHEMATICS SUBTEST Evaluation Systems group of Pearson Other enrolled students	1			
008 -ELEMENTARY EDUCATION: MATHEMATICS SUBTEST Evaluation Systems group of Pearson All program completers, 2020-21	11	238	11	100
008 -ELEMENTARY EDUCATION: MATHEMATICS SUBTEST Evaluation Systems group of Pearson All program completers, 2019-20	9			
008 -ELEMENTARY EDUCATION: MATHEMATICS SUBTEST Evaluation Systems group of Pearson All program completers, 2018-19	8			
009 -ELEMENTARY EDUCATION: SCIENCE SUBTEST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
009 -ELEMENTARY EDUCATION: SCIENCE SUBTEST Evaluation Systems group of Pearson Other enrolled students	1			
009 -ELEMENTARY EDUCATION: SCIENCE SUBTEST Evaluation Systems group of Pearson All program completers, 2020-21	11	243	11	100
009 -ELEMENTARY EDUCATION: SCIENCE SUBTEST Evaluation Systems group of Pearson All program completers, 2019-20	9			
009 -ELEMENTARY EDUCATION: SCIENCE SUBTEST Evaluation Systems group of Pearson All program completers, 2018-19	8			
010 -ELEMENTARY EDUCATION: SOCIAL STUDIES SUBTEST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
010 -ELEMENTARY EDUCATION: SOCIAL STUDIES SUBTEST Evaluation Systems group of Pearson Other enrolled students	1			
010 -ELEMENTARY EDUCATION: SOCIAL STUDIES SUBTEST Evaluation Systems group of Pearson All program completers, 2020-21	11	237	11	100
010 -ELEMENTARY EDUCATION: SOCIAL STUDIES SUBTEST Evaluation Systems group of Pearson All program completers, 2019-20	9			
010 -ELEMENTARY EDUCATION: SOCIAL STUDIES SUBTEST Evaluation Systems group of Pearson All program completers, 2018-19	8			
020 -ENGLISH Evaluation Systems group of Pearson All program completers, 2020-21	2			
020 -ENGLISH Evaluation Systems group of Pearson All program completers, 2019-20	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
020 -ENGLISH Evaluation Systems group of Pearson All program completers, 2018-19	4			
041 -HEALTH Evaluation Systems group of Pearson All program completers, 2018-19	2			
023 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2020-21	2			
023 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	1			
023 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	4			
011 -MIDDLE SCHOOL EDUCATION: LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2020-21	4			
011 -MIDDLE SCHOOL EDUCATION: LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2018-19	1			
012 -MIDDLE SCHOOL EDUCATION: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2020-21	1			
012 -MIDDLE SCHOOL EDUCATION: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	3			
013 -MIDDLE SCHOOL EDUCATION: SCIENCE Evaluation Systems group of Pearson All program completers, 2018-19	1			
014 -MIDDLE SCHOOL EDUCATION: SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2020-21	3			
014 -MIDDLE SCHOOL EDUCATION: SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2019-20	1			
050 -MILD/MODERATE CROSS CATEGORICAL SPECIAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
050 -MILD/MODERATE CROSS CATEGORICAL SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	1			
050 -MILD/MODERATE CROSS CATEGORICAL SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
043 -MUSIC: INSTRUMENTAL & VOCAL Evaluation Systems group of Pearson All program completers, 2019-20	1			
044 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
044 -PHYSICAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
044 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	6			
044 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	4			
044 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	5			
071 -SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2020-21	3			
071 -SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2019-20	1			
033 -UNIFIED SCIENCE: CHEMISTRY Evaluation Systems group of Pearson All program completers, 2018-19	1			
034 -UNIFIED SCIENCE: EARTH SCIENCE Evaluation Systems group of Pearson All program completers, 2018-19	1			
035 -UNIFIED SCIENCE: PHYSICS Evaluation Systems group of Pearson All program completers, 2018-19	1			

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Traditional Report AY 2020-21
Missouri

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SECTION III: PROGRAM PASS RATES

Summary Pass Rates

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

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

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

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

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

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2020-21	28	26	93
All program completers, 2019-20	21	16	76
All program completers, 2018-19	24	24	100

2022 TITLE II REPORTS

National Teacher Preparation Data



Culver-Stockton College
Traditional Report AY 2020-21
Missouri



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SECTION IV: LOW-PERFORMING

Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

(§205(a)(1)(D), §205(a)(1)(E))

THIS PAGE INCLUDES:

>> [Low-Performing](#)**Low-Performing**

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

- ☒ Yes
☐ No

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

- ☒ State
☐ CAEP
☐ AAQEP
☐ Other specify:

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

- ☐ Yes
☒ No

2022 TITLE II REPORTS

National Teacher Preparation Data



Culver-Stockton College
Traditional Report AY 2020-21
Missouri



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STATUS: IN PROGRESS

SECTION V: USE OF TECHNOLOGY

Use of Technology

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

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

THIS PAGE INCLUDES:

>> [Use of Technology.](#)

Use of Technology

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

Does your program prepare teachers to:

a. integrate technology effectively into curricula and instruction

- ☒ Yes
☐ No

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

- ☒ Yes
☐ No

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

- ☒ Yes
☐ No

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

- ☒ Yes
☐ No

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

The C-SC Teacher Education Program requires all pre-service teachers to successfully complete MIS 360, Instructional Technology (3) course that includes imaging techniques, video techniques, and web features. Also included are the creation, administration and evaluation of online courses. Hands-on exercises are emphasized. The various methods of teaching courses require candidates to plan units of instruction and demonstrate expertise using Smart technologies and the Promethean Board. All candidates must prepare a unit within their discipline utilizing the principles of universal design learning in the Content Literacy course. Our Tests and Measurement course includes collecting, managing, and analyzing data to improve teaching and learning. The Education Department has a technology lab that supports Smart board, Apple TV & iPad technology.

2022 TITLE II REPORTS

National Teacher Preparation Data



Culver-Stockton College
Traditional Report AY 2020-21
Missouri



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STATUS: IN PROGRESS

SECTION VI: TEACHER TRAINING

Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

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

Teacher Training

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

a. Teach students with disabilities effectively

During EDU 201 and EDU 325, students create lesson plans that include differentiation. Throughout their duration, they participate in classroom management activities. There are professional development opportunities on ACEs as well as an annual mini-conference with breakout sessions which includes sessions on teaching students with disabilities.

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*.

During EDU 325, students create and analyze IEPs and they role-play participating on an IEP team.

c. Effectively teach students who are limited English proficient.

During EDU 219, 319, 360 and 419, students discuss ELL students' needs, create IAPs, and look at case studies and determine effective teaching strategies.

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

During EDU 201 and EDU 325, students create lesson plans that include differentiation. Throughout their duration, they participate in classroom management activities. During their special education classes, they dig deeper into effective teaching strategies. They identify IEP goals to meet students' needs.

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*.

During EDU 325, students create and analyze IEPs and they role-play participating on an IEP team. During SPD, students work with a student and family at a local school as an active member of an IEP team. In SPD 342, Students create a BIP and FBA for a student.

c. Effectively teach students who are limited English proficient.

During EDU 219, 319, 360 and 419, students discuss ELL students' needs, create IAPs, and look at case studies and determine effective teaching strategies.

2022 TITLE II REPORTS

National Teacher Preparation Data



Culver-Stockton College
Traditional Report AY 2020-21
Missouri



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Contextual Information

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

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

THIS PAGE INCLUDES:

>> [Contextual Information](#)

Contextual Information

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.

Culver-Stockton College's teacher preparation program is accredited by the State of Missouri. Assessments are in place to collect and analyze data and annual reports are completed with regard to the program. Data is analyzed and reviewed by education faculty and the Council on Teacher Education when course changes are needed.

Supporting Files

No files have been provided.

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

Report Card Certification

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

Certification of submission

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

Name of responsible representative for teacher preparation program:

Title:

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:

Title: