



Lindenwood University
Traditional Report AY 2024-25
Missouri



REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

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

- [Academic year](#)
- [IPEDS ID](#)

IPEDS ID

177968

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

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CITY

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STATE

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SALUTATION

Dr.

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List of Programs

THIS PAGE INCLUDES:

>> [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
13.121	Early Childhood Education	Both	
13.1202	Elementary Education	Both	
13.1203	Junior High/Intermediate/Middle School Education and Teaching	UG	
13.1	Special Education	Both	
13.1302	Teacher Education - Art	UG	
13.1322	Teacher Education - Biology	UG	
13.1303	Teacher Education - Business	UG	
13.1323	Teacher Education - Chemistry	UG	
13.1305	Teacher Education - English/Language Arts	UG	
13.1311	Teacher Education - Mathematics	UG	
13.1312	Teacher Education - Music	UG	
13.1314	Teacher Education - Physical Education and Coaching	UG	
13.1317	Teacher Education - Social Sciences	UG	

Total number of teacher preparation programs:

16

Program Requirements

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

THIS PAGE INCLUDES:

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

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

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

Undergraduate Requirements

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

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

- Yes
 No

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

Element	Admission	Completion
Transcript	<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 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 checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input 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 checked="" type="radio"/> Yes <input type="radio"/> No

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

The programs require 3.0 GPA in Content, 3.0 GPA in professional education courses. There is no cumulative GPA requirement.

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	<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 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 checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

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

A 3.0 GPA in professional education courses is required. There is no cumulative GPA requirement. The 3.0 Content GPA requirement is waived on the basis of passing the Praxis exam, which is required for entry into the EPP.

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 2024-25. ([§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="105"/>
Number of clock hours required for student teaching	<input type="text" value="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)

[Optional tool](#) for automatically calculating full-time equivalent faculty in the system

Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)

Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year

Number of students in supervised clinical experience during this academic year

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

Students participating in student teaching have passed the Missouri Content Area (MoCA) test prior to student teaching. "Triad Training" is completed each semester to ensure collaboration and mutual understanding of the processes and expectations of all through the student teaching experience as well as to establish inter-rater reliability on performance assessments. The "Triad" is the Student Teacher, University Supervisor, and the Cooperating Teacher.

Enrollment and Program Completers

THIS PAGE INCLUDES:

>> [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

2024-25 Total	
Total Number of Individuals Enrolled	388
Subset of Program Completers	62

Gender	Total Enrolled	Subset of Program Completers
Male	68	10
Female	320	52
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	5	1
Asian	4	0
Black or African American	28	0
Hispanic/Latino of any race	7	3
Native Hawaiian or Other Pacific Islander	2	0
White	299	52
Two or more races	19	2

Race/Ethnicity

Total Enrolled

Subset of Program Completers

No Race/Ethnicity Reported

24

4

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](#)

THIS PAGE INCLUDES:

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

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2024-25.

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 2024-25

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	<input type="text" value="4"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="26"/>

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	5
13.1210	Teacher Education - Early Childhood Education	7
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	2
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	5
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	3
13.1312	Teacher Education - Music	2
13.1314	Teacher Education - Physical Education and Coaching	5
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	
13.1317	Teacher Education - Social Science	6
13.1318	Teacher Education - Social Studies	
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	1
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	Education - Other Specify: <input type="text" value="Teacher Education - Early Childhood/Special Education"/>	<input type="text" value="1"/>

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2024-25. 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 2024-25

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	<input type="text" value="4"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="26"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text" value="5"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text" value="7"/>
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	<input type="text"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	<input type="text"/>
13.1306	Teacher Education - Foreign Language	<input type="text"/>
13.1307	Teacher Education - Health	<input type="text"/>

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	<input type="text"/>
13.1312	Teacher Education - Music	<input type="text"/>
13.1314	Teacher Education - Physical Education and Coaching	<input type="text"/>
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - General Science	<input type="text"/>
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	<input type="text"/>
13.1320	Teacher Education - Trade and Industrial	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	<input type="text"/>
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1328	Teacher Education - History	<input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	Education - Other Specify: <input type="text" value="Teacher Education - Early Childhood/Special Education"/>	1
01	Agriculture	<input type="text"/>
03	Natural Resources and Conservation	<input type="text"/>
05	Area, Ethnic, Cultural, and Gender Studies	<input type="text"/>
09	Communication or Journalism	<input type="text"/>

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	<input type="text"/>
12	Personal and Culinary Services	<input type="text"/>
14	Engineering	<input type="text"/>
16	Foreign Languages, Literatures, and Linguistics	<input type="text"/>
19	Family and Consumer Sciences/Human Sciences	<input type="text"/>
21	Technology Education/Industrial Arts	<input type="text"/>
22	Legal Professions and Studies	<input type="text"/>
23	English Language/Literature	4 <input type="text"/>
24	Liberal Arts/Humanities	<input type="text"/>
25	Library Science	<input type="text"/>
26	Biological and Biomedical Sciences	<input type="text"/>
27	Mathematics and Statistics	2 <input type="text"/>
30	Multi/Interdisciplinary Studies	<input type="text"/>
38	Philosophy and Religious Studies	<input type="text"/>
40	Physical Sciences	1 <input type="text"/>
41	Science Technologies/Technicians	<input type="text"/>
42	Psychology	<input type="text"/>
44	Public Administration and Social Service Professions	<input type="text"/>
45	Social Sciences	3 <input type="text"/>
46	Construction	<input type="text"/>
47	Mechanic and Repair Technologies	<input type="text"/>
50	Visual and Performing Arts	4 <input type="text"/>
51	Health Professions and Related Clinical Sciences	<input type="text"/>
52	Business/Management/Marketing	<input type="text"/>
54	History	<input type="text"/>

CIP Code	Academic Major	Number Prepared
99	Other Specify: <input data-bbox="289 121 1263 163" type="text" value="Physical Education"/>	<input data-bbox="1295 90 1572 132" type="text" value="5"/>

Program Assurances

THIS PAGE INCLUDES:

>> [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:

Our region consists of urban, suburban, and somewhat rural areas. Through observations, hands-on practicums, and student teaching, the candidates are better prepared to teach in diverse areas and with a variety of students. Students are required to do each field experience in a different school. The curriculum is reviewed annually using program assessments, instructor and program evaluations, university supervisors, and evaluations from the cooperating teachers. Any trends or concerns are addressed in a timely manner and program/curriculum adjustments made as necessary. Assessment is completed from the course level to the university level.

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](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2024-25\)](#)
- >> [Review Current Year's Goal \(2025-26\)](#)
- >> [Set Next Year's Goal \(2026-27\)](#)

Report Progress on Last Year's Goal (2024-25)

1. Did your program prepare teachers in mathematics in 2024-25?

If no, leave remaining questions for 2024-25 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

All data will be reviewed by education department faculty and content area representatives during the academic year to provide input on any program changes needed.

3. Did your program meet the goal?

- Yes
 No

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

Regular review of assessment data, including Praxis exam results, analysis of coursework and performance outcomes.

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 (2025-26)

7. Is your program preparing teachers in mathematics in 2025-26? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Education faculty and the program coordinator will collaborate with Mathematics Content Area Faculty annually for an in-depth conversation of best practices for students seeking to be Mathematic Educators. This is in addition to the regularly scheduled CIPC meetings (Curriculum & Instruction Program Council).

Set Next Year's Goal (2026-27)

9. Will your program prepare teachers in mathematics in 2026-27? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

1. Maintain 90% program completion and certification rates through regular progress monitoring by faculty and advisors. 2. Increase the number of teacher candidates seeking certification in Middle School and Secondary Mathematics by 3.

Annual Goals: Science

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

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

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

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2024-25\)](#)
- >> [Review Current Year's Goal \(2025-26\)](#)
- >> [Set Next Year's Goal \(2026-27\)](#)

Report Progress on Last Year's Goal (2024-25)

1. Did your program prepare teachers in science in 2024-25?

If no, leave remaining questions for 2024-25 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

All data will be reviewed by education department faculty and content area representatives during the academic year to provide input on any program changes needed.

3. Did your program meet the goal?

- Yes
 No

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

Regular review of assessment data, including Praxis exam results, analysis of coursework and performance outcomes.

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 (2025-26)

7. Is your program preparing teachers in science in 2025-26? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Education faculty and the program coordinator will collaborate with Science Content Area Faculty annually for an in-depth conversation of best practices for students seeking to be Science Educators. This workshop will take place outside of the regularly scheduled CIPC meetings (Curriculum Instruction Program Council).

Set Next Year's Goal (2026-27)

9. Will your program prepare teachers in science in 2026-27? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

1. Maintain 90% program completion and certification rates through regular progress monitoring by faculty and advisors. 2. Increase the number of teacher candidates seeking certification in Middle School and Secondary Sciences by 3.

Annual Goals: Special Education

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2024-25\)](#)
- >> [Review Current Year's Goal \(2025-26\)](#)
- >> [Set Next Year's Goal \(2026-27\)](#)

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 (2024-25)

1. Did your program prepare teachers in special education in 2024-25?

If no, leave remaining questions for 2024-25 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

All data will be reviewed by education department faculty and content area representatives during the academic year to provide input on any program changes needed.

3. Did your program meet the goal?

- Yes
 No

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

Regular review of assessment data, including Praxis exam results, analysis of coursework and performance outcomes.

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 (2025-26)

7. Is your program preparing teachers in special education in 2025-26? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Our goal is to increase the number of Special Education teacher candidates in our region by increasing the number of information sessions at campus events, college fairs, high schools, etc. in which Special Education Teaching is the focus.

Set Next Year's Goal (2026-27)

9. Will your program prepare teachers in special education in 2026-27? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

1. Maintain 90% program completion and certification rates through regular progress monitoring by faculty and advisors. 2. Increase the number of teacher candidates seeking certification in Special Education by 3.

Annual Goals: Instruction of Limited English Proficient Students

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

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

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

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2024-25\)](#)
- >> [Review Current Year's Goal \(2025-26\)](#)
- >> [Set Next Year's Goal \(2026-27\)](#)

Report Progress on Last Year's Goal (2024-25)

1. Did your program prepare teachers in instruction of limited English proficient students in 2024-25?

If no, leave remaining questions for 2024-25 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 (2025-26)

7. Is your program preparing teachers in instruction of limited English proficient students in 2025-26? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Set Next Year's Goal (2026-27)

9. Will your program prepare teachers in instruction of limited English proficient students in 2026-27? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

Assessment Pass Rates

THIS PAGE INCLUDES:

>> [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](#)

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5236 -BIOLOGY Educational Testing Service (ETS) Other enrolled students	1			
ETS5246 -CHEMISTRY Educational Testing Service (ETS) All program completers, 2024-25	1			
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) Other enrolled students	2			
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2024-25	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS7003 -ELEM ED: MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	14	170	14	100
ETS7003 -ELEM ED: MATHEMATICS Educational Testing Service (ETS) Other enrolled students	8			
ETS7003 -ELEM ED: MATHEMATICS Educational Testing Service (ETS) All program completers, 2024-25	1			
ETS7005 -ELEM ED: SCIENCE Educational Testing Service (ETS) All enrolled students who have completed all noncl	14	164	14	100
ETS7005 -ELEM ED: SCIENCE Educational Testing Service (ETS) Other enrolled students	8			
ETS7005 -ELEM ED: SCIENCE Educational Testing Service (ETS) All program completers, 2024-25	1			
ETS7004 -ELEM ED: SOCIAL STUDIES Educational Testing Service (ETS) All enrolled students who have completed all noncl	13	156	12	92
ETS7004 -ELEM ED: SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	8			
ETS7004 -ELEM ED: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2024-25	1			
ETS7002 -ELEM ED: TEACHING READING Educational Testing Service (ETS) All enrolled students who have completed all noncl	13	150	13	100
ETS7002 -ELEM ED: TEACHING READING Educational Testing Service (ETS) Other enrolled students	8			
ETS7002 -ELEM ED: TEACHING READING Educational Testing Service (ETS) All program completers, 2024-25	1			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5165 -MATHEMATICS Educational Testing Service (ETS) All program completers, 2024-25	1			
PMO0036 -MEGA ART Evaluation Systems group of Pearson All program completers, 2024-25	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
PMO0036 -MEGA ART Evaluation Systems group of Pearson All program completers, 2023-24	1			
PMO0036 -MEGA ART Evaluation Systems group of Pearson All program completers, 2022-23	2			
PMO0075 -MEGA BIOLOGY Evaluation Systems group of Pearson All program completers, 2023-24	1			
PMO0075 -MEGA BIOLOGY Evaluation Systems group of Pearson All program completers, 2022-23	1			
PMO0017 -MEGA BUSINESS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
PMO0017 -MEGA BUSINESS Evaluation Systems group of Pearson All program completers, 2023-24	2			
PMO0076 -MEGA CHEMISTRY Evaluation Systems group of Pearson All program completers, 2023-24	1			
PMO0064 -MEGA EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
PMO0064 -MEGA EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
PMO0064 -MEGA EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2024-25	5			
PMO0064 -MEGA EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2023-24	12	238	12	100
PMO0064 -MEGA EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2022-23	11	242	11	100
PMO0049 -MEGA EARLY CHILDHOOD SPECIAL EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
PMO0049 -MEGA EARLY CHILDHOOD SPECIAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
PMO0049 -MEGA EARLY CHILDHOOD SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2023-24	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
PMO0049 -MEGA EARLY CHILDHOOD SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2022-23	1			
PMO0073 -MEGA ELEMENTARY ED MULTI CONTENT SUBTEST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	7			
PMO0073 -MEGA ELEMENTARY ED MULTI CONTENT SUBTEST I Evaluation Systems group of Pearson Other enrolled students	3			
PMO0073 -MEGA ELEMENTARY ED MULTI CONTENT SUBTEST I Evaluation Systems group of Pearson All program completers, 2024-25	23	246	23	100
PMO0073 -MEGA ELEMENTARY ED MULTI CONTENT SUBTEST I Evaluation Systems group of Pearson All program completers, 2023-24	27	248	27	100
PMO0073 -MEGA ELEMENTARY ED MULTI CONTENT SUBTEST I Evaluation Systems group of Pearson All program completers, 2022-23	36	250	36	100
PMO0074 -MEGA ELEMENTARY ED MULTI CONTENT SUTEST II Evaluation Systems group of Pearson All enrolled students who have completed all noncl	7			
PMO0074 -MEGA ELEMENTARY ED MULTI CONTENT SUTEST II Evaluation Systems group of Pearson Other enrolled students	3			
PMO0074 -MEGA ELEMENTARY ED MULTI CONTENT SUTEST II Evaluation Systems group of Pearson All program completers, 2024-25	23	236	23	100
PMO0074 -MEGA ELEMENTARY ED MULTI CONTENT SUTEST II Evaluation Systems group of Pearson All program completers, 2023-24	27	241	27	100
PMO0074 -MEGA ELEMENTARY ED MULTI CONTENT SUTEST II Evaluation Systems group of Pearson All program completers, 2022-23	36	242	36	100
PMO0007 -MEGA ELEMENTARY ED: ENGLISH LANG ARTS SUBTEST Evaluation Systems group of Pearson All program completers, 2022-23	3			
PMO0008 -MEGA ELEMENTARY ED: MATHEMATICS SUBTEST Evaluation Systems group of Pearson All program completers, 2022-23	3			
PMO0009 -MEGA ELEMENTARY ED: SCIENCE SUBTEST Evaluation Systems group of Pearson All program completers, 2022-23	3			
PMO0010 -MEGA ELEMENTARY ED: SOCIAL STUDIES SUBTEST Evaluation Systems group of Pearson All program completers, 2022-23	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
PMO0020 -MEGA ENGLISH Evaluation Systems group of Pearson All program completers, 2024-25	5			
PMO0020 -MEGA ENGLISH Evaluation Systems group of Pearson All program completers, 2023-24	1			
PMO0082 -MEGA MATHEMATICS Evaluation Systems group of Pearson All program completers, 2023-24	1			
PMO0082 -MEGA MATHEMATICS Evaluation Systems group of Pearson All program completers, 2022-23	1			
PMO0011 -MEGA MIDDLE SCHOOL EDUCATION: LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2024-25	1			
PMO0011 -MEGA MIDDLE SCHOOL EDUCATION: LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2023-24	2			
PMO0012 -MEGA MIDDLE SCHOOL EDUCATION: MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
PMO0012 -MEGA MIDDLE SCHOOL EDUCATION: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2024-25	1			
PMO0012 -MEGA MIDDLE SCHOOL EDUCATION: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2022-23	2			
PMO0014 -MEGA MIDDLE SCHOOL EDUCATION: SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2024-25	2			
PMO0014 -MEGA MIDDLE SCHOOL EDUCATION: SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2023-24	1			
PMO0014 -MEGA MIDDLE SCHOOL EDUCATION: SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2022-23	2			
PMO0050 -MEGA MILDMODERATE CROSS CATEGORICAL SPECIAL ED Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
PMO0050 -MEGA MILDMODERATE CROSS CATEGORICAL SPECIAL ED Evaluation Systems group of Pearson Other enrolled students	1			
PMO0050 -MEGA MILDMODERATE CROSS CATEGORICAL SPECIAL ED Evaluation Systems group of Pearson All program completers, 2024-25	5			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
PMO0050 -MEGA MILDMODERATE CROSS CATEGORICAL SPECIAL ED Evaluation Systems group of Pearson All program completers, 2023-24	8			
PMO0050 -MEGA MILDMODERATE CROSS CATEGORICAL SPECIAL ED Evaluation Systems group of Pearson All program completers, 2022-23	7			
PMO0043 -MEGA MUSIC: INSTRUMENTAL AND VOCAL Evaluation Systems group of Pearson All program completers, 2024-25	2			
PMO0043 -MEGA MUSIC: INSTRUMENTAL AND VOCAL Evaluation Systems group of Pearson All program completers, 2023-24	3			
PMO0043 -MEGA MUSIC: INSTRUMENTAL AND VOCAL Evaluation Systems group of Pearson All program completers, 2022-23	3			
PMO0044 -MEGA PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2024-25	3			
PMO0044 -MEGA PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2023-24	7			
PMO0044 -MEGA PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2022-23	4			
PMO0071 -MEGA SOCIAL SCIENCE Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
PMO0071 -MEGA SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2024-25	3			
PMO0071 -MEGA SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2023-24	3			
PMO0071 -MEGA SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2022-23	6			
ETS5164 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5442 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) Other enrolled students	1			
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2024-25	1			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2024-25	2			
ETS5692 -SE: EARLY CHILDHOOD EARLY INTERVENTION Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5692 -SE: EARLY CHILDHOOD EARLY INTERVENTION Educational Testing Service (ETS) Other enrolled students	1			
ETS5581 -SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	1			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	4			
ETS5355 -SPECIAL EDUCATION: FOUNDATIONAL KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
ETS5355 -SPECIAL EDUCATION: FOUNDATIONAL KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
ETS5355 -SPECIAL EDUCATION: FOUNDATIONAL KNOWLEDGE Educational Testing Service (ETS) All program completers, 2024-25	1			

Summary Pass Rates

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

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

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

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

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2024-25	60	59	98
All program completers, 2023-24	71	71	100
All program completers, 2022-23	79	79	100

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:

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

- Yes
- No

Use of Technology

THIS PAGE INCLUDES:

>> [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.

Technology Integration in Lindenwood University's Educator Preparation Program Lindenwood University's College of Education and Human Services (COEHS) has developed a comprehensive approach to preparing teacher candidates to integrate technology into their teaching practice effectively. Our educator preparation program systematically builds candidates' technological competencies throughout their coursework, field experiences, and culminating student teaching semester. It ensures they can use technology to create and deliver content, as well as collect, manage, and analyze data to improve teaching and learning outcomes. Integration of Technology into Curricula and Instruction The Educator Preparation Program (EPP) at Lindenwood University has purposefully embedded technology throughout the curriculum and program experience to ensure teacher candidates develop proficiency in using technology for effective teaching and learning. This is evidenced in the following: Artificial Intelligence The EPP is participating in a university-wide AI implementation pilot. As part of this work, the EPP has developed an AI curriculum map that intentionally embeds AI skills, ethical considerations, disciplinary language, and pedagogical applications across all initial teacher certification programs. Candidates will engage with these concepts through common key assignments and a shared instructional module implemented throughout the program. Required Technology Courses All candidates, regardless of certification area, complete classroom teaching and technology courses (EDU 32100/32200 at the undergraduate level or EDU 52110/52210 at the graduate level). These courses introduce candidates to a range of instructional technologies and emphasize both technological skills and pedagogical applications. Mandatory Google Certification Lindenwood requires all teacher candidates to obtain Google Level 1 Certification before student teaching, as specified in the Student Teaching Handbook and syllabus. This certification ensures candidates have mastered the Google suite of applications commonly used in K-12 settings. The program offers Google bootcamps and training opportunities throughout to help

candidates prepare for certification. Technology-Enhanced Lesson Planning Throughout the program, lesson planning requirements explicitly include technology integration components. For example, the Inquiry Lesson Plan assessment includes specific criteria evaluating how candidates integrate technology into the lesson, including all three components: a) Technology used is relevant to the lesson, b) Technology used enhances instruction, c) Technology used enhances student learning. Virtual Field Experience Candidates engage in a 10-hour virtual field experience observing instruction in a fully accredited public virtual school. Through Lindenwood's exclusive partnership with this organization—the only such arrangement among Missouri Educator Preparation Programs—our teacher candidates gain firsthand exposure to authentic digital instruction. This unique opportunity allows candidates to observe how experienced educators leverage advanced technology tools to create engaging, effective, fully online learning environments. Candidates have the opportunity to understand the specialized pedagogical approaches, technological platforms, and instructional design principles that drive successful remote education. This distinctive experience prepares our candidates to integrate sophisticated digital teaching strategies regardless of their future instructional setting.

Ethical Technology Use The Model Code of Ethics for Educators - Principle V: "Responsible and Ethical Use of Technology" is systematically taught and assessed through coursework, ensuring candidates understand the ethical dimensions of technology use in educational settings.

Use of Technology to Collect Data to Improve Teaching and Learning Candidates develop skills in using technology to collect various forms of assessment data to inform their instructional decisions. This is evidenced in the following:

Required Advanced Measurement and Evaluation Course (EDU 40400/58400) All candidates, regardless of their certification pathway, must take EDU 40400 at the undergraduate level or EDU 58400 at the graduate level. This required course provides comprehensive training in data collection technologies. Through the DESE Data Analysis Project (a key assessment), candidates learn to use digital tools to gather pre-assessment, formative, and summative assessment data.

Digital Formative Assessment Tools Candidates explore and implement various digital formative assessment tools. For example, in EDU 40400/EDU 58400, candidates participate in a "formative assessment brainstorm" activity where candidates identify and practice with technology tools for collecting real-time student data.

Field Experience Evaluations During practicum and student teaching experiences, candidates are assessed on their ability to use technology for data collection. During the course and practicum experience, candidates are presented with Practice Interviewing Strategies and Practice Teaching Reflection, which includes the candidate being able to speak to how they gather, assess, and plan to meet the needs of individual students, which includes addressing technology integration and speaking to their ability to utilize various tools.

Unit Plan Implementation The Student Teaching Handbook requires candidates to create and implement at least one unit plan that aligns with the school's curriculum and implements the unit(s) during the student teaching experience. These units must include technology-enhanced assessment strategies to collect student performance data.

Managing Data to Improve Teaching and Learning The EPP ensures candidates develop proficiency in organizing and managing data using technological tools. This is evidenced in the following:

DESE Data Analysis Project This key assessment in EDU 40400/58400 requires candidates to organize and manage various types of student performance data. Candidates learn to use spreadsheets and other digital tools to track student progress and identify patterns of achievement.

Google Suite Applications Through the required Google Level 1 Certification, candidates demonstrate proficiency in using Google Sheets, Forms, and other applications to manage student data. The Student Teaching syllabus specifies Candidates need to be proficient in the use of the Google Suite.

Professional Digital Organization During student teaching, candidates maintain a Google Folder with required documentation and organization of assessment data, providing practical experience in digital data management in an educational context.

Use of Technology to Analyze Data to Improve Teaching and Learning The EPP ensures candidates develop the analytical skills needed to interpret data and use results to inform instruction. This is evidenced in the following:

Data-Driven Decision Making The DESE Data Analysis Project requires candidates to analyze classroom, building, and district assessment data to create plans for improving academic achievement. Through this work, they learn to use technology to identify patterns, trends, and needs in student performance data.

Missouri Educator Evaluation System (MEES) During student teaching, candidates must demonstrate their ability to use data to inform instruction. Standard 7 of the MEES specifically addresses Student Assessment and Data Analysis, requiring candidates to show how they use technology to analyze assessment data and adjust instruction accordingly.

Assessment Development and Analysis Candidates learn to develop, implement, and analyze assessments using digital tools. The Student Teaching Handbook requires candidates to consider assessment possibilities and utilize assessments to measure student learning and lesson effectiveness, including the use of instructional software.

Technology for Differentiation Candidates learn to use technology to analyze student performance data and create differentiated instruction based on this analysis. The MEES evaluation includes criteria for using data to effectively monitor the progress of individual students and the class as a whole.

Evidence of Effectiveness in the Culminating Experience The culminating student teaching experience provides clear evidence of candidates' ability to integrate technology for data-driven instruction. This is evidenced in the following:

Intensive Teaching Weeks During student teaching, candidates must complete intensive teaching weeks where they demonstrate their ability to effectively lead a classroom, which includes the use of technology to deliver instruction, as well as collect, manage, and analyze data.

Standards-Based Assessment The student teaching seminar requires candidates to complete a series of "Standards-Based Assessments" (SBAs) to demonstrate their proficiency in each of the Missouri Teacher Standards, including those related to technology integration and data analysis. For example, Standard 6 focuses on how the teacher candidate models effective verbal, nonverbal, and media communication techniques with students, colleagues, and families to foster active inquiry, collaboration, and supportive interaction in the classroom. Candidates are required to provide artifacts demonstrating their ability to create a class website, compile examples of regular digital communications, and use learning management systems effectively, which includes substantive feedback for students and families.

Technology Integration Requirements The Student Teaching Handbook explicitly states candidates must use technology (for more than just a projector) and must demonstrate the use of a digital grade book or computer program to assess student learning.

Professional Development Days The student teaching semester includes three required Professional Development Days on campus, where candidates receive additional training in data management systems and technology integration strategies. Lindenwood University's systematic approach to technology integration throughout the EPP experience ensures teacher candidates graduate with the skills and dispositions needed to effectively use technology to deliver content, collect, manage, and analyze data for improved teaching and learning. By requiring Google Level 1 Certification prior to student teaching and embedding technology requirements throughout coursework and field experiences, the program prepares candidates who are ready to meet the technological demands of today's classrooms.

Teacher Training

THIS PAGE INCLUDES:

>> [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

Lindenwood University's TE students are required to take the course 'Education of the Exceptional Child.' In this course our students develop an understanding of the characteristics, strengths, and challenges of exceptional children. As students move through the course, they are able to learn the competencies necessary for teaching and communicating with exceptional students. Students are exposed to a variety of real-world classroom experiences with students during their field experiences and student teaching.

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*.

Yes, this is covered as part of 'Education of the Exceptional Child'.

c. Effectively teach students who are limited English proficient.

Yes. Competencies for the state require all programs to address this. The EPP requires a course in TESOL Methods. The course surveys current theory and practice in planning, implementing, and monitoring instruction of linguistically and culturally diverse students in a variety of English language teaching contexts. Students also learn to work with limited proficiency in English speakers in Education of the Exceptional Child, Teaching English as a Second Language methods (elementary) or Content Literacy for middle and high school 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

Lindenwood University's TE students are required to take the course 'Education of the Exceptional Child.' In this course our students develop an understanding of the characteristics, strengths, and challenges of exceptional children. As students move through the course, they are able to learn the competencies necessary for teaching and communicating with exceptional students. Students are exposed to a variety of real-world classroom experiences with students during their field experiences and student teaching. In addition, SPED teachers take several additional courses including Behavior Management, Intro and Teaching Methods of Teaching Children with Disabilities in Cross-Categorical Settings, Assessment of Intellectual Skills, Elementary School Differentiation and Classroom Management with Field Experiences, all before conducting student teaching.

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.

Yes, students learn how to do this in 'Education of the Exceptional Child'.

c. Effectively teach students who are limited English proficient.

The EPP requires a course in TESOL Methods. The course surveys current theory and practice in planning, implementing, and monitoring instruction of linguistically and culturally diverse students in a variety of English language teaching contexts. Students also learn to work with limited proficiency in English speakers in Education of the Exceptional Child, Teaching English as a Second Language methods (elementary) or Content Literacy for middle and high school students. Competencies for the state require all programs to address this.

Contextual Information

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

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

THIS PAGE INCLUDES:

>> [Contextual Information](#)

Contextual Information

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

Lindenwood University offers students a teacher education program that strives to respond to educational needs as indicated internally by programming surveys, program reviews, and assessment data and externally by reports and feedback from partnering districts. Lindenwood provides students unique opportunities such as LindenTeach. LindenTeach is a unique paid internship opportunity for TE students to engage in supervised, professional field experiences while growing professional knowledge, skills, and dispositions needed to teach diverse learners. The College of Education and Human services continues to be collaborative with other colleges and departments on campus. We will continue to work with those who support our secondary teacher student candidates by providing their content area courses. Assessment and evaluation at the course and program level continues. We were awarded full CAEP accreditation with no areas for improvement and no stipulations in May 2022. We are CAEP accredited through 2029.

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:

Kevin Winslow

TITLE:

Assistant Dean, College of Education and Human Services

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:

Ronda Cypret-Mahach

TITLE:

Department Head of Initial Teacher Education, College of Education and Human Services