

## TITLE II EPI REPORT

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## CONTACT INFORMATION FOR EDUCATION DEAN OR DIRECTOR (DEPARTMENT CHAIR)

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## TEACHER QUALITY ENHANCEMENT (TQE) PARTNERSHIP GRANT

Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant?	No
Award year	N/A
Grantee Name	N/A
Project Name	N/A
Grant Number	N/A
List Partner Districts/LEAs	N/A
List Other Partners	N/A
Project Type	N/A

## POSTGRADUATE REQUIREMENTS (EPI)

Transcript - Entry	Yes
Transcript - Exit	Yes
Fingerprint Check - Entry	Yes
Fingerprint Check - Exit	No
Background Check - Entry	Yes
Background Check - Exit	No
Minimum number of courses/credits/semester hours completed - Postgraduate - Entry	No
Minimum number of courses/credits/semester hours completed - Postgraduate - Exit	Yes
Minimum GPA - Entry	Yes
Minimum GPA - Exit	Yes
Minimum GPA in Content Area Coursework - Entry	No

Minimum GPA in Content Area Coursework - Exit	Yes
Minimum GPA in Professional Education Coursework - Entry	No
Minimum GPA in Professional Education Coursework - Exit	Yes
Minimum ACT Score - Entry	No
Minimum ACT Score - Exit	No
Minimum SAT Score - Entry	No
Minimum SAT Score - Exit	No
Minimum Basic Skills Test Score - Entry	Yes
Minimum Basic Skills Test Score - Exit	Yes
Subject Area/Academic Content Test or Other Subject Matter Verification - Entry	Yes
Subject Area/Academic Content Test or Other Subject Matter Verification - Exit	Yes
Recommendation(s) - Entry	No
Recommendation(s) - Exit	No
Essay or Personal Statement - Entry	No
Essay or Personal Statement - Exit	No
Interview - Entry	No
Interview - Exit	No
Other - Entry	N/A
Other - Exit	N/A
Please specify other entry and/or exit postgraduate admission requirements.	N/A
What is the minimum GPA required for admission into the program?	2.5
What is the minimum GPA required for completing the program?	2.5
What postgraduate requirements, if any, were modified as a result of COVID-19 for Summer 2020-Spring 2021? If applicable, please include any modifications to program exit requirements as well.	N/A

## ADMISSION REQUIREMENTS

## SUPERVISED CLINICAL EXPERIENCES

Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	350
Years required for teaching as the teacher of record in a classroom	3 years
Number of full-time equivalent faculty in supervised field experience during this academic year.	0
Number of adjunct faculty supervising clinical experience during this academic year	5
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	12
Number of students in supervised clinical experience during this academic year	12
Please provide any additional information about or descriptions of the supervised clinical experiences	N/A
What requirements, if any, for the clinical experience(s) were modified as a result of COVID-19? This includes adjustments that were made due to a lack of access to K-12 classrooms to complete student teaching.	Most EPI interns had to record lessons due to COVID restrictions. Alternate assignments were developed for SBHs for Summer 2020, Fall 2020, and Spring 2021 due to COVID restrictions. Observations were mostly conducted via Zoom.

## ASSURANCES

The training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based upon past hiring and recruitment needs.	Yes
The training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.	Yes
Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.	Yes
General education teachers receive training in providing instruction to students with disabilities.	Yes
Provide a description of the activities that prepare general education teachers to teach students with disabilities effectively.	The Differentiated Instruction of Exceptional and Diverse Students (EEX 4084) is an introductory course where candidates learn the categories and characteristics of exceptional students, as well as compare and contrast the needs of exceptional English Language Learners. Here candidates learn how these classifications impact curriculum and instruction by examining the history and the effect on the education of P-12 students with disabilities. Through the use of case studies, candidates research different exceptionalities, learn to categorize disability characteristics, and recommend accommodations. In addition, candidates have opportunities to demonstrate competency

	in the concepts of differentiated instruction and inclusionary classroom practices for exceptional and diverse students.
Provide a description of the activities that prepare general education teachers to participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act.	The EPI licensure program incorporates and prepares candidates to be members of the community, advocate and join professional organizations to support the diverse needs of students with varying exceptionalities.
Does your program prepare special education teachers?	No
If yes, provide a description of the activities that prepare special education teachers to teach students with disabilities effectively.	N/A
If yes, provide a description of the activities that prepare special education teachers to participate as a member of individualized education program teams, as defined in section 314(d)(1)(B) of the Individuals with Disabilities Education Act.	N/A
If yes, provide a description of the activities that prepare special education teachers to effectively teach students who are limited English proficient.	N/A
General education teachers receive training in providing instruction to limited English proficient students.	Yes
Provide a description of the activities that prepare general education teachers to effectively teach students who are limited English proficient.	In the Curriculum Development, ESOL (TSL 4140) course, candidates survey cross-cultural communication and understanding, curriculum, assessment, and evaluation. Candidates also examine teaching and evaluating concepts of inclusionary practices for diverse students. In this, they learn to advocate for differentiated instruction in the classroom and meeting the needs of limited English proficient students.
General education teachers receive training in providing instruction to students from low-income families.	Yes
Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.	Yes
Describe your institution's most successful strategies in meeting the assurances listed above.	The EPI preparation programs at SPC require multiple experiences for the development and practice of candidates' skills, knowledge, and dispositions. These experiences each resemble our P-12 students': diverse environments, settings with varying exceptionalities, limited English proficiency, and Title I designations. Candidates prepare to teach core academics and to work with ESOL and Reading populations. Methods courses associated with experiences give specific instruction on curriculum, classroom management, and modifications.

## ACCREDITATION

Is your EPI program currently approved or accredited?	Yes
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Is your teacher preparation program accredited by the Council for the Accreditation of Educator Preparation (CAEP)?	No
Is your teacher preparation program accredited by the Association for Advancing Quality in Educator Preparation (AAQEP)?	No
Please specify other organization(s) that approved or accredited your EPI programs.	N/A

## USE OF TECHNOLOGY

Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction	In our Assessment in the Curriculum Course (EDF 4444) students are required to complete an assignment titled Technology Plan in which they are given Local District High School Write Score Data and asked to review the data and then create a technology plan that they would use to display and explain trends in the data to give to parents/caregivers. For example, they might describe how they would use MS Excel to create 1 or 2 graphs and then MS Word to summarize the analysis and results of the data and then communicate those results to parents/caregivers. Students must also include examples of using technology to analyze and present data. In addition, in all of their classes, students must create lesson plans using MS Word, develop presentations using Powerpoint, and create charts, graphs, and spreadsheets using Excel.
Provide a description of the evidence that your program uses to show that it prepares teachers 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.	In the EPI Practicum Course (EDF 4944) and the EPI Internship (EDF 4949), students are required to use Excel to collect, manage, and analyze data related to their students' learning gains in their field experiences. Students are required to present the results of their learning gains as part of their Student Learning Inquiry Project (Action Research) in both field experience classes.
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.	Candidates learn and demonstrate the Universal Design for Learning (UDL) principles by way of opportunities to integrate collaborative technologies that support professional and cohesive discourse. Candidates can describe appropriate digital media and other cumulative tools to be used by teachers, students, parents, and administrators in and out of educational settings.
Include planning activities and a timeline if any of the four elements listed above are not currently in place.	N/A
Does your program prepare teachers to integrate technology effectively into curricula and instruction	Yes
Does your program prepare teachers to use technology effectively to collect data to improve teaching and learning	Yes
Does your program prepare teachers to use technology effectively to manage data to improve teaching and learning	Yes
Does your program prepare teachers to use technology effectively to analyze data to improve teaching and learning	Yes

## ANNUAL GOALS

Teacher Shortage Area: Mathematics Goal (2022-23)	N/A
Teacher Shortage Area: Science Goal (2022-23)	N/A
Teacher Shortage Area: Special Education Goal (2022-23)	N/A
Teacher Shortage Area: Instruction of limited English proficient students Goal (2022-23)	N/A

## PASS RATES ON FTCEs

What impact, if any, has COVID-19 had on FTCE accessibility and pass rates for the Summer 2020-Spring 2021 cohort?

Due to social-distancing and testing capacity protocols, some students were not able to secure testing appointments within their expected time frame. This, in addition to the overall anxiety surrounding COVID-19 contributed to performance on the FTCEs.