AAQEP Annual Report for 2023

Provider/Program Name:	J. Elizabeth Casey/BS in Interdisciplinary Studies Program
End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):	2029

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

This overview describes the mission and context of the educator preparation provider and the programs included in its AAQEP review.

The College of Education and Human Development at Lamar University generates a community of collaboration through innovative curricula, scholarship, and service learning to inspire our diverse student population and to positively impact their lives and others in Southeast Texas and beyond.

Located near Houston in Beaumont, TX, Lamar University is part of the Texas State University System. Lamar University has been nationally recognized for the quality of its core curriculum and the diversity of its student body.

Our commitment to students involves providing them with broad practical skills (e.g., problem solving, critical thinking, teamwork, oral and written communication) to have an immediate impact in the workplace. The BS in Interdisciplinary Studies is presented in this report.

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Public Posting URL

Part I of this report is posted at the following web address (accredited members filing this report must post at least Part I):

https://www.lamar.edu/education/aaqep.html

2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2022-2023

Degree or Certificate granted by the institution or organization	**State Certificate, License, Endorsement, or Other Credential**	**Number of Candidates** enrolled in most recently completed academic year (12 months ending 05/2023)	**Number of Completers** in most recently completed academic year (12 months ending 05/23)
Programs that lead to initial teaching credentials			
Bachelor of Science in Interdisciplinary Studies	EC-6 Core Subjects	124	35
Bachelor of Science in Interdisciplinary Studies	4-8 mathematics	2	0
Bachelor of Science in Interdisciplinary Studies	4-8 core	6	0
Bachelor of Science in Interdisciplinary Studies	4-8 composite science	2	0
Bachelor of Science in Interdisciplinary Studies	4-8 social studies	0	0
Bachelor of Science in Interdisciplinary Studies	4-8 ELAR	4	0
Bachelor of Science in Interdisciplinary Studies	4-8math/science	2	1
BS Mathematics	7-12 mathematics	6	2
BA History	7-12 History	8	1

BS Science	7-12 Science	1	0
BA English	7-12 ELAR	8	2
BA Music	EC-12 Music	17	6
BA Art	EC-12 Art	7	2
BA Physical Education	EC-12 Physical Education	14	3
	EC-12 Special Education	2	1
BS Family and Consumer Science	6-12 Family and Consumer Science	3	1
	EC-12 American Sign Language	18	7
	Total for programs that lead to initial credentials	224	61
Programs that lead to additional or advanced credentials for already-licensed educators			
		0	0
	Total for programs that lead to additional/advanced credentials	0	0
Programs that lead to credentials for other school professionals or to no specific credential			
		0	0
	Total for additional programs	0	0
	TOTAL enrollment and productivity for all programs	224	61
	Unduplicated total of all program candidates and completers	224	61

Added or Discontinued Programs

Any programs within the AAQEP review that have been added or discontinued within the past year are listed below. (This list is required only from providers with accredited programs.)

N/A

3. Program Performance Indicators

The program performance information in Table 2 applies to the academic year indicated in Table 1.

Table 2. Program Performance Indicators

A. **Total enrollment** in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.
243
B. **Total number of unique completers** (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.
58
C. **Number of recommendations** for certificate, license, or endorsement included in Table 1.
63
D. **Cohort completion rates** for candidates who completed the various programs within their respective program's expected timeframe **and** in 1.5 times the expected timeframe.
(77.0%) candidates completed in expected time frame. 14 (23.0%) candidates completed within 1.5 times expected time frame.
E. **Summary of state license examination results**, including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.
The TExES Series is required for certification by the state of Texas (see full results in chart below). Candidates must take the content knowledge TExES prior to clinical teaching. During the 2022-2023 academic year, candidates did well on most exams. • The TexES 160 exam, Pedagogy and Professional Responsibilities (PPR), was taken by 78 candidates during the 2022-2023 academic year. Of the candidates who took the state exam, 71 passed, for a 91% passage rate.

- The TExES 391, EC-6 core subjects exam, is taken by a majority of candidates (n=116) in the program, and 98.3% of candidates (n=114) passed the exam during the 2022-2023 academic year.
- Areas with 100% passing rates on their content exams during the 2022-2023 academic year include EC-12 Technology (n=3), EC-12 Art (n=2), 6-12 Dance (n=1), 4-8 ELAR (n=1), 7-12 ELAR (n=4), 6-8 Family and Consumer Sciences (n=1), 4-8 math (n=1), and EC-12 Physical Education (n=4).
- The TExES content exams with a passing rate below 80% include: (a) EC-12 Music, with four of six students passing for a 66.7% passing rate; (b) 7-12 mathematics, with two of three students passing for a 66.7% passing rate; and, (c) 7-12 History, with one of two students passing for a 50% passing rate.

The low number of students taking an exam impacts the overall passing rate for the last set of exams covered. However, ensuring students are prepared to take and pass their exams is essential to keeping students on track to enter clinical teaching and ultimately take a position as a classroom teacher. Changes in testing procedures are being discussed now, and with these revisions, faculty and staff believe the passing rates across all testing areas will increase.

		June 22-May 23		
Test #	CERTIFICATE AREA	Pass Rate	# Takers	# Passers
184	American Sign Language (Grades EC-12)	85.7%	7	6
178	Art (Grades EC-12)	100.0%	2	2
240	Chemistry (Grades 7-12)	#DIV/0!	0	0
211	Core Subjects (Grades 4-8)	#DIV/0!	0	0
391	Core Subjects (Grades EC-6)	98.3%	116	114
279	Dance (Grades 6-12)	100.0%	1	1
181	Deaf and Hard of Hearing (Grades EC-12)	#DIV/0!	0	0
117	English Language Arts and Reading (Grades 4-8)	100.0%	1	1
231	English Language Arts and Reading (Grades 7-12)	100.0%	4	4
113	English Language Arts and Reading/Social Studies (Grades 4-8)	#DIV/0!	0	0
154	English as a Second Language Supplemental (Grades NA)	#DIV/0!	0	0
200	Family and Consumer Sciences (Grades 6-12)	100.0%	1	1
162	Gifted and Talented Supplemental (Grades NA)	#DIV/0!	0	0
157	Health (Grades EC-12)	#DIV/0!	0	0
233	History (Grades 7-12)	50.0%	2	1
201	Hospitality, Nutrition and Food Sciences (Grades 8-12)	#DIV/0!	0	0
202	Human Development and Family Studies (Grades 8-12)	#DIV/0!	0	0
256	Journalism (Grades 7-12)	#DIV/0!	0	0
610	Languages Other Than English - French (Grades EC-12)	#DIV/0!	0	0
613	Languages Other Than English - Spanish (Grades EC-12)	#DIV/0!	0	0
238	Life Science (Grades 7-12)	#DIV/0!	0	0
115	Mathematics (Grades 4-8)	100.0%	1	1
235	Mathematics (Grades 7-12)	66.7%	3	2
114	Mathematics/Science (Grades 4-8)	#DIV/0!	0	0
177	Music (Grades EC-12)	66.7%	6	4
158	Physical Education (Grades EC-12)	100.0%	4	4
237	Physical Science (Grades 6-12)	#DIV/0!	0	0
151	Reading Specialist (Grades EC-12)	#DIV/0!	0	0
116	Science (Grades 4-8)	#DIV/0!	0	0
236	Science (Grades 7-12)	#DIV/0!	0	0
118	Social Studies (Grades 4-8)	#DIV/0!	0	0
232	Social Studies (Grades 7-12)	#DIV/0!	0	0
161	Special Education (Grades EC-12)	#DIV/0!	0	0
163	Special Education Supplemental (Grades NA)	#DIV/0!	0	0
129	Speech (Grades 7-12)	#DIV/0!	0	0
142	Technology Applications (Grades EC-12)	100.0%	3	3
180	Theatre (Grades EC-12)	#DIV/0!	0	0
160	PPR EC-12	91.0%	78	71

F. Narrative explanation of **evidence available from program completers**, with a characterization of findings.

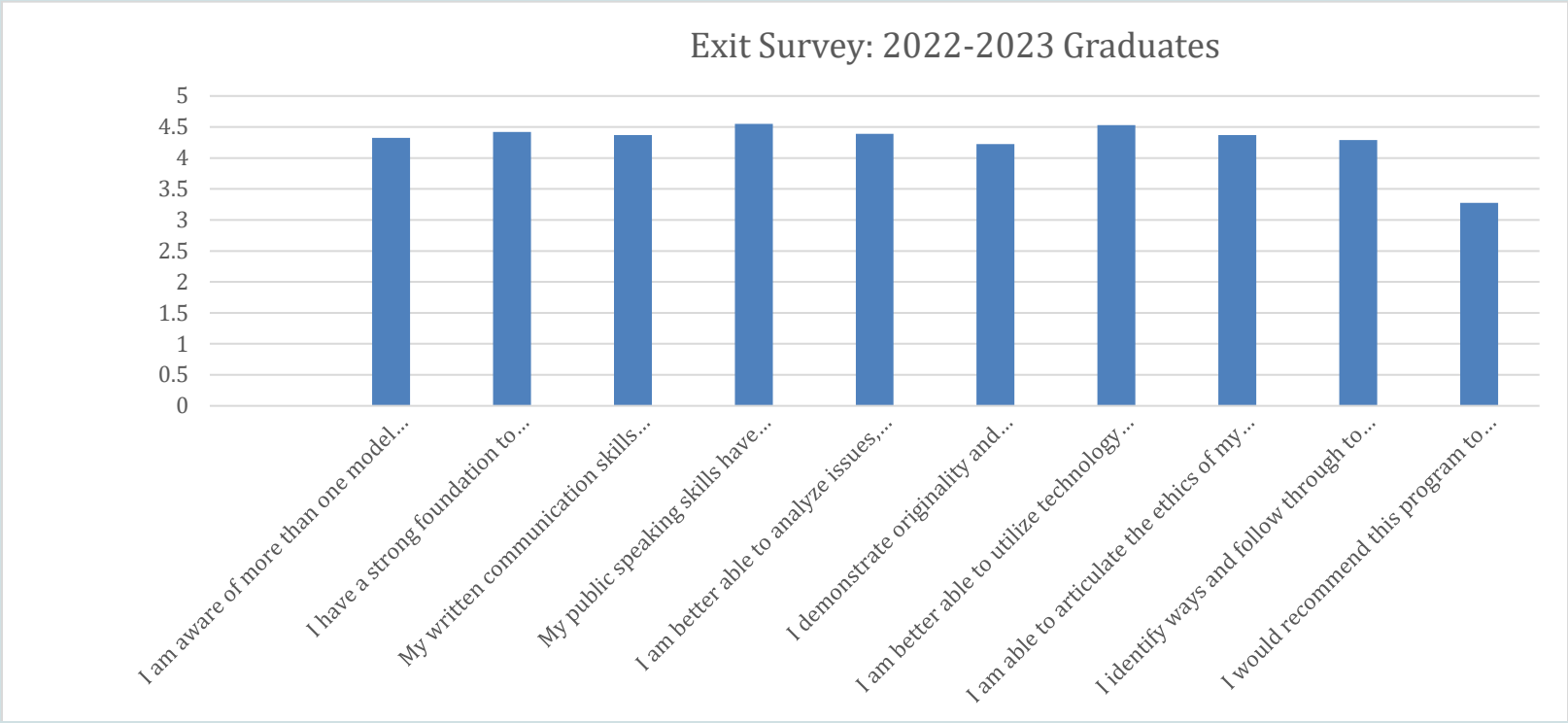
Exit surveys are collected from each candidate in the program to determine if they feel the program has prepared them for the teaching profession, allowed them to grow as communicators, collaborates, technology users, etc. Likert statements included:

1. I am aware of more than one model and/or indicator of cultural competence in the P-12 learning environment.

2. I have a strong foundation to understand current issues and trends within my field.

3. My written communication skills have improved.
4. My public speaking skills have improved.
5. I am better able to analyze issues, make decisions and overcome problems.
6. I demonstrate originality and inventiveness to a higher level.
7. I am better able to utilize technology as part of my job and/or future career.
8. I am able to articulate the ethics of my field.
9. I identify ways and follow through to integrate diversity into tasks and initiatives in the majority of areas of my work.
10. I would recommend this program to others.

Candidates' (n=63) responses during the 2023 academic year provide evidence that candidates do feel prepared for the profession. The area with the highest average across all candidates addresses public speaking: "My public speaking skills have improved.", at 4.548. This is in direct correlation to their job as a teacher, where much of their day is spent speaking to students during class. This area is followed closely by "I am better able to utilize technology as part of my job and/or future career" (4.53%). Again, educational technology is an essential component of classroom instruction, and candidates would master this area during clinical teaching/year-long residency. The lowest item on the survey, at 3.27, shows that 24 students selected somewhat disagree, disagree, or strongly disagree on the statement: "I would recommend this program to others". This is an area that needs improvement. As new leadership in the department and college make changes to the program, we feel that candidates will feel more supported. (See exit survey results, below)



G. Narrative explanation of **evidence available from employers of program completers**, with a characterization of findings.

After their first year of experience as a certified teacher, in-service teachers are rated in four areas by their principal. Principals rate in-service teachers on Planning, Instruction, Classroom environment, and Professional Practices and Responsibilities. Principals respond to statements and rate a teacher as:

Well Prepared (Response = 3) All, Or Almost All, Of the Time the Beginning Teacher Was Able to Demonstrate a Thorough Understanding and Had the Required Knowledge and Skills.

Sufficiently Prepared (Response = 2) Most of The Time, The Beginning Teacher Was Able To Demonstrate A General Understanding And Had The Required Knowledge And Skills.

Not Sufficiently Prepared (Response = 1) The Beginning Teacher Demonstrated Limited Understanding and Had Partial Required Knowledge and Skills.

Not at All Prepared (Response = 0) The Beginning Teacher Demonstrated Little to No Understanding and Had Minimal Required Knowledge And skills.

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Survey statements for each area are summarized below each narrative description of survey analysis.

1. In the area of Planning, students were rated highly by the principals, averages ranged from 2.22 to 2.58. Candidates were rated highest in their ability to make content relevant to students and effectively select all materials and technology for instructional purposes. The lowest average across all students was the ability to use a variety of data to plan lessons. Initial teachers may be overwhelmed with effectively organizing the accumulation of student data to plan. However, the program can collect data to compare students who go through a traditional, semester-long clinical teaching pathway with candidates move to a year-long residency to see if there are discrepancies in candidate preparation. Two additional areas that need attention include appropriate student grouping and providing opportunities for higher-order thinking.

1.1 Align lessons with state standards.
1.2 Address diverse learner needs.
1.3 Instructional strategies include research-based practices.
1.4 Content/lessons are relevant to students.
1.5 Integrates technology.
1.6 Uses appropriate measures of assessment.
1.7 Uses a variety of data to plan lessons.
1.8 Provides appropriate feedback to all stakeholders.
1.9 Plans to encourage persistence.
1.10 Includes higher-order thinking in instruction.
1.11 Uses appropriate student grouping.
1.12 All materials/tech align to instructional purpose.

2. In the area of Instruction, candidates are sufficiently or well prepared, with averages falling between 2.22 to 2.52. Candidates were highly rated in instructional technology, time management, and aligning lessons with state standards. The areas needing attention include collecting student progress data during instruction and adjusting the lesson during instruction to meet all students' needs. These last two may take time for initial teachers. However, addressing this in courses aligned with clinical teaching and year-long residency will provide opportunities for candidates to apply these skills under the guidance of a mentor teacher.

2.1 Use content pedagogy that aligns with state standards.
2.2 Explain content accurately in multiple ways.
2.3 Connect content across disciplines.
2.4 Provide for multiple ways of thinking.
2.5 Use technology when appropriate to the lesson.
2.6 Differentiate instruction.
2.7 Monitor participation and performance.
2.8 Work with diverse learners.
2.9 Work with diverse parent and school/community population.
2.10 Collect student progress data during instruction.

2.11 Adjust a lesson in progress based on data collected.
2.12 Maintain student engagement in lessons based on behavior and responses.
2.13 Lesson time appropriate from introduction to closure.

3. In the area of Classroom Environment, candidates' average scores ranged between 2.38 to 2.61. These averages are the second highest among the four areas. Candidates receive a lot of instruction in preparing effective learning environments to address the needs of all learners. The lowest average in classroom environment included maintaining clear behavior expectations. Organizing a safe classroom and organizing a learning environment accessible to all students both averaged 2.61. These are critical in addressing the needs of all learners, and these will be addressed during clinical teaching and year-long residency.
3.1 Organize a safe classroom.
3.2 Organize a learning environment accessible for all learners.
3.3 Organize a classroom with clear and efficient procedures.
3.4 Establish clear behavior expectations.
3.5 Maintain clear behavior expectations.
3.6 Effectively implement campus behavior policies.
3.7 Provide support for students to meet behavior expectations.

4. In the area of Professional Practices and Responsibilities, candidates' average scores were between 2.38 to 2.63. These averages are the highest among the four areas. Candidates, at the end of their first year of teaching, are seen as highly ethical (n=2.63%) and follow district expectations (n=2.61%). The lowest average in this area was in prioritizing goals to improve practice and student performance (n=2.38). This is an area that should be targeted to ensure students' academic performance increases.
4.1 Follows district expectations for professional standards
4.2 Adheres to code of ethics for Texas educators.
4.3 Student advocate
4.4 Reflects on strengths and professional learning needs
4.5 Uses data sources and feedback to set goals
4.6 Prioritize goals to improve practice and student performance

(See Figures 1-4, below, for a complete analysis)

Figure 1

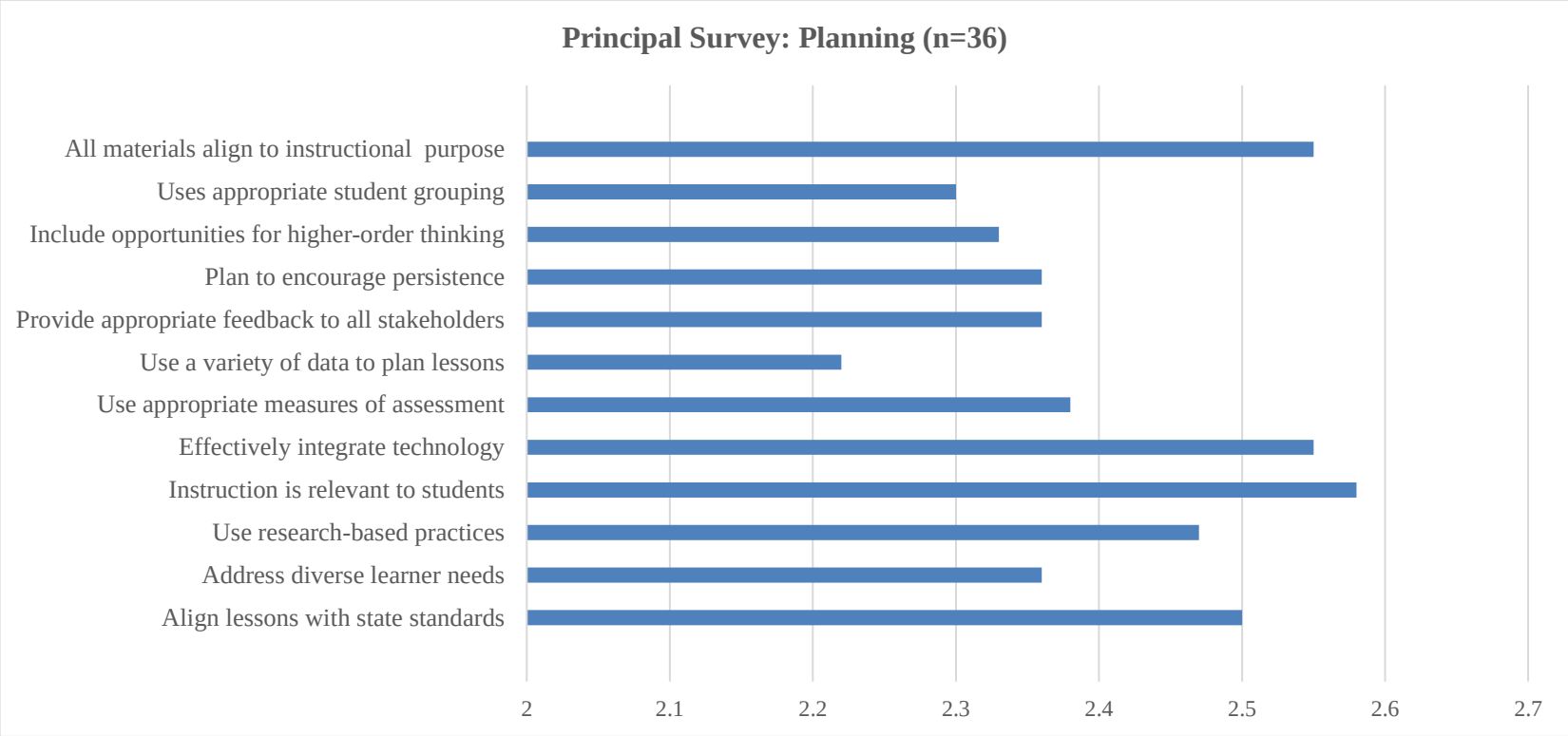

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Figure 2

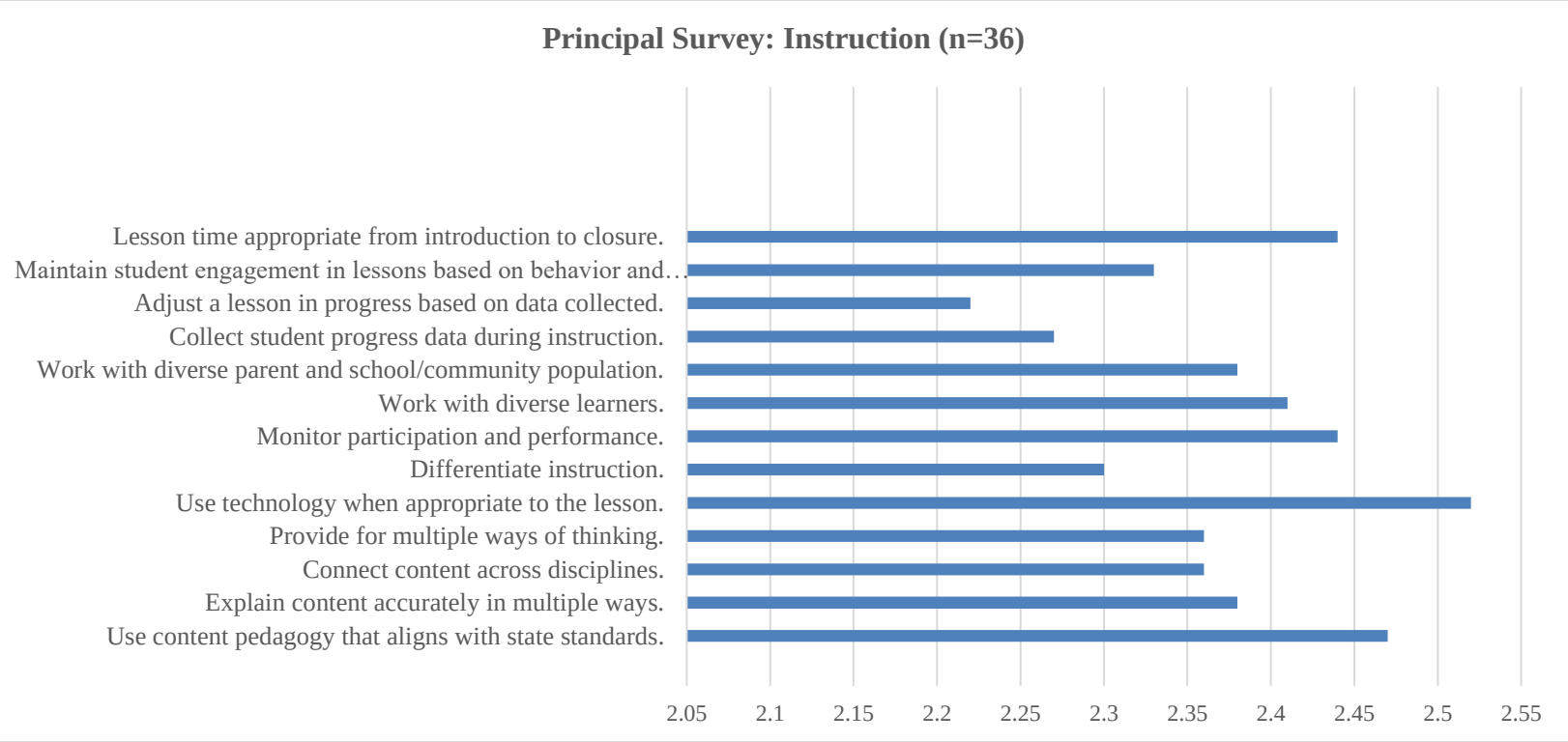

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Figure 3

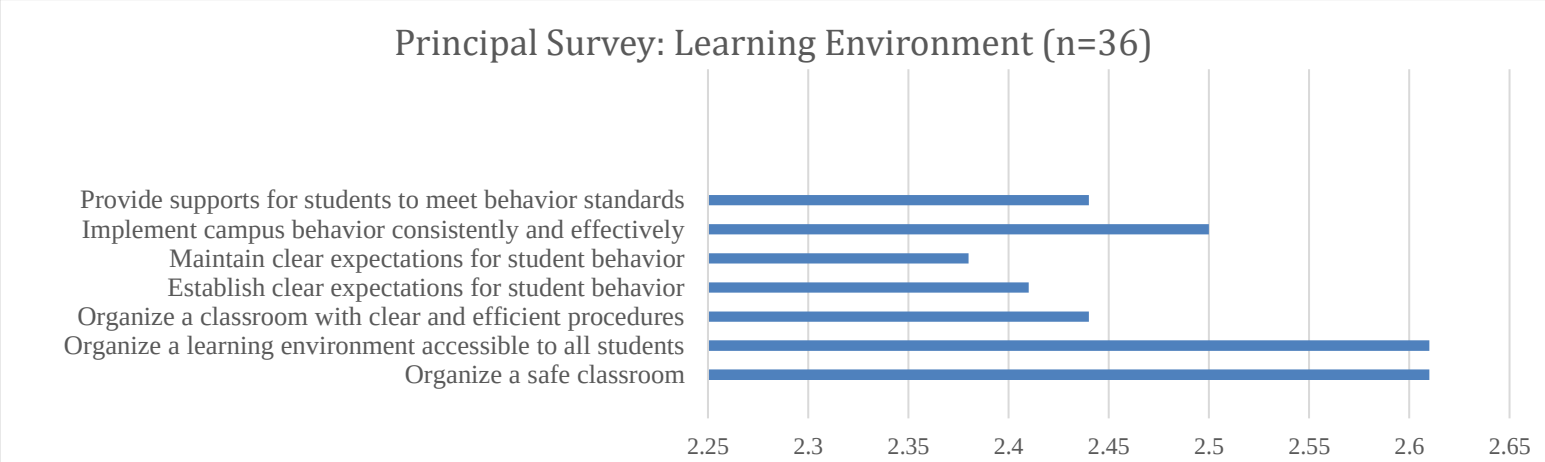
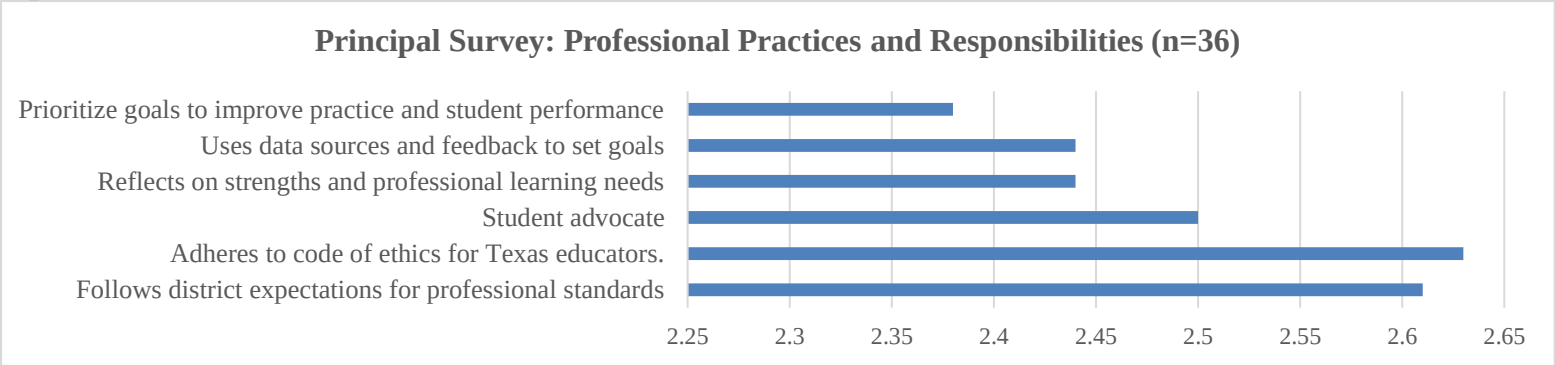


Figure 4



H. Narrative explanation of how the program investigates **employment rates for program completers**, with a characterization of findings. This section may also indicate rates of completers' ongoing education, e.g., graduate study.

Lamar University Candidates' email is not an effective means of communication after graduation because the email is closed approximately six months after graduation. Shortly before graduation, candidates' personal email is requested so that the program can follow up to obtain information about their career in the teaching profession (i.e., teaching position, school, grade level, retention in the field, advanced credentials,

etc.). However, if candidates: (a) choose not to respond to a message sent to a Gmail/yahoo/other email account, (b) move out of the city or state, or (c) close an email account, it may be hard to track candidates post their first year of teaching.

In spring 2023, 28 candidates graduated from the program with Texas certification. Of those, nine had not secured employment at the time of graduation. However, eight secured a position after graduation, and one candidate decided not to accept a position due to personal reasons. That is a 96% employment rate for recent candidates.

2. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures of candidate/completer performance related to AAQEP Standards 1 and 2, including the program's expectations for successful performance and indicators of the degree to which those expectations are met.

Table 3. Expectations and Performance on Standard 1: Candidate and Completer Performance

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
Student Exit Surveys	Students graduating from the program with a BS IS with certification should feel that they were supported during their time in the program, and that they would recommend the program to others.	Candidates' (n=63) responses during the 2023 academic year provide evidence that candidates do feel prepared for the profession. However, the lowest item on the survey shows that students would not recommend the program to others.
ISTE Surveys ***See Survey Charts Below	Candidates are expected to have strong self-efficacy in their ability to use educational technology as an instructional resource. During PEDG 3332, all candidates (n=35) took a survey reporting their self-efficacy across 35 categories (see statements below). Candidates rated their ability on a five-item Likert Scale with Items ranging from Strongly Agree to Strongly Disagree, with an option for undecided.	Across 34 of 35 areas, candidates agreed or strongly agreed with each statement. There was one area that fell below an average of 4, and that was the ability to create a website. It is unlikely that teachers (preservice or in-service) will need to create a website.

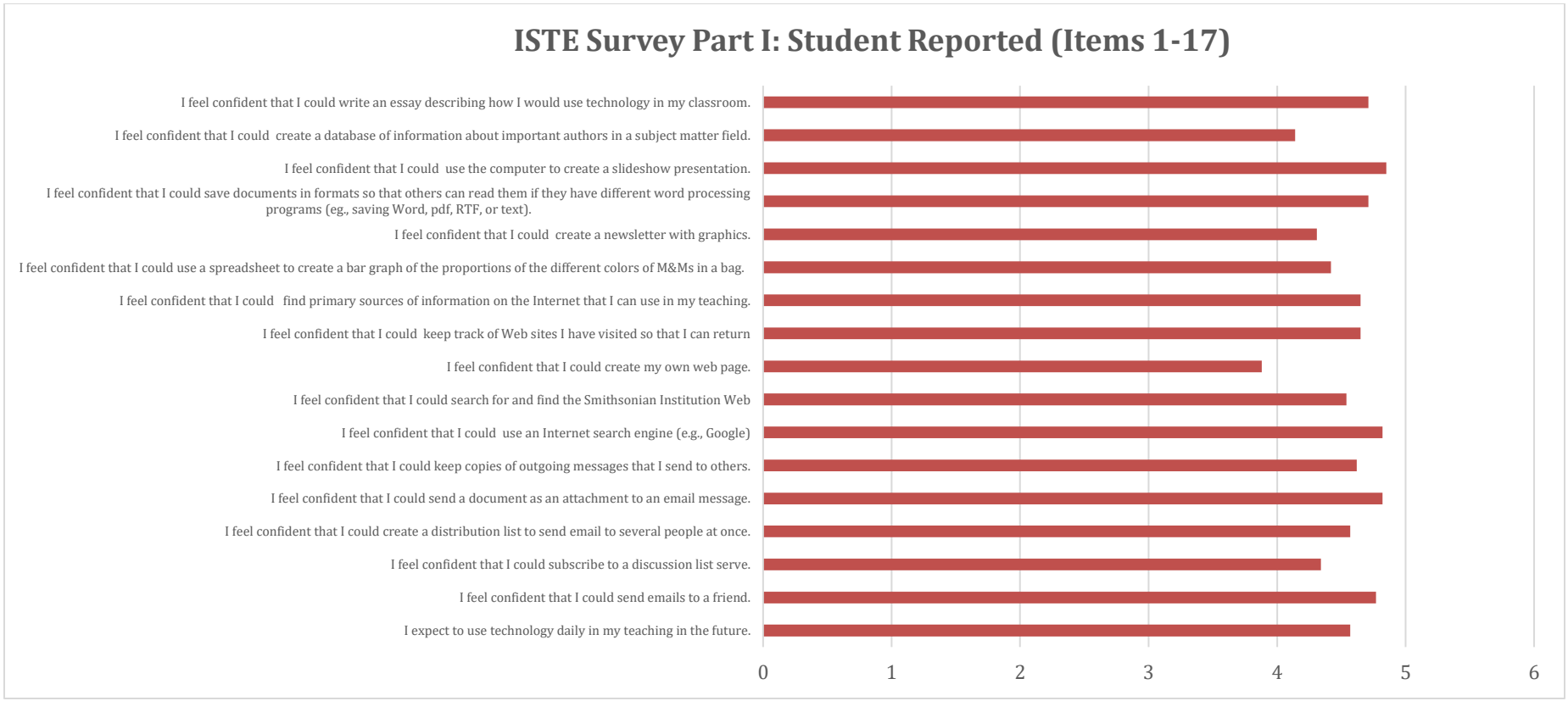
	Candidates are expected to feel proficient in their technology use.	
GPA Candidates/Completers	To be admitted to the Educator Preparation Program (EPP) at Lamar University, candidates must have a GPA of 2.75. This is higher than the state mandate of 2.5. Candidates are admitted during the second semester of their sophomore year. They are expected to maintain a GPA of 2.75 or higher as they matriculate through the program.	For fall, 2022, the average GPA of all 39 completers was 3.52. For spring, 2023, the average GPA of all 22 completers was 3.66. As a program, GPAs are well above the required GPA to get into the Educator Preparation Program. In both cohorts (fall, 2022 and spring 2023), the lowest GPA was 2.90 and the highest GPA was a 4.0.
State Certification Exams	Passing state certification exams (PPR and Content) is mandatory for certification to be granted to a candidate upon graduation, if all other requirements have been met.	Passing rates on state exams were strong, as reported above. However, there is room for improvement. Lamar candidates' passing rates were above the state average in almost all areas. There were some exceptions, but a small number of candidates attempting a particular exam is a factor. The program would like to see passing rates on all exams at 100%.
When the application was written, there were multiple data sources, some of which were not collected and/or analyzed: **Data Sources Not Analyzed** Lamar Proficiency Exam PEDG 3300 Philosophy of Education READ 4305 Grammar Lesson Assignment PEDG 4340/4380 Safe, Inclusive, and Equitable School Climate Survey (SIESC) PEDG 3351 Student Diversity Investigation	It was decided that these data sources do not effectively measure candidate preparation and success for a classroom.	N/A

PEDG 3352 5E Lesson Plan Assessment Report PEDG 4370 Unit Assessment Plan Research Paper Classroom Management Lesson Plan and Template PEDG 3352 5E Lesson Plan Assessment Report PEDG 4370 Unit Assessment Plan Research Paper Classroom Management Lesson Plan and Template	Course assignments may not provide a robust analysis. Although these assignments are preparing candidates for planning instruction and managing classrooms, there is less rigor in an analysis of candidates' coursework than actual practice and/or information from cooperating teachers and/or principals who hire candidates.	
The following data sources were added to this report: Disposition of candidates in their Clinical Teaching Semester-filled out by their cooperating teacher. Clinical Teacher Exit Surveys	Dispositional ratings of candidates by their cooperating teachers provide valuable information about gaps in the program that need to be addressed. Likewise, exit surveys from completers provide valuable information about the program and areas that may need to be revised.	**See analysis in Table 4.** **See analysis above**
***Going forward, we will be collecting T-TESS data on all clinical teachers and year-long residents. This instrument will better prepare candidates with an understanding of expectations when they become a classroom teacher.	Candidates are rated across four areas: Distinguished, Accomplished, Proficient, Needs Improvement. The expectation is that candidates will be proficient in all areas on their fourth observation by a field supervisor.	**N/A** **No data collected yet.**

ISTE Surveys taken during PEDG 3332:

1. I expect to use technology daily in my teaching in the future.
2. I feel confident that I could send emails to a friend.
3. I feel confident that I could subscribe to a discussion list serve.
4. I feel confident that I could create a distribution list to send email to several people at once.
5. I feel confident that I could send a document as an attachment to an email message.
6. I feel confident that I could keep copies of outgoing messages that I send to others.
7. I feel confident that I could use an Internet search engine (e.g., Google)

8. I feel confident that I could search for and find the Smithsonian Institution Web
9. I feel confident that I could create my own web page.
10. I feel confident that I could keep track of Web sites I have visited so that I can return.
11. I feel confident that I could find primary sources of information on the Internet that I can use in my teaching.
12. I feel confident that I could use a spreadsheet to create a bar graph of the proportions of the different colors of M&Ms in a bag.
13. I feel confident that I could create a newsletter with graphics.
14. I feel confident that I could save documents in formats so that others can read them if they have different word processing programs (eg., saving Word, pdf, RTF, or text).
15. I feel confident that I could use the computer to create a slideshow presentation.
16. I feel confident that I could create a database of information about important authors in a subject matter field.
17. I feel confident that I could write an essay describing how I would use technology in my classroom.
18. I feel confident that I could create a lesson or unit that incorporates subject matter software as an integral part.
19. I feel confident that I could use technology to collaborate with teachers or students, who are distant from my classroom.
20. I feel confident that I could describe 5 software programs or apps that I would use in my teaching.
21. I feel confident that I could write a plan with a budget to buy technology for my classroom.
22. I feel confident that I could integrate mobile technologies into my curriculum.
23. I feel confident that I could use social media tools for instruction in the classroom. (ex. Facebook, Twitter, etc.)
24. I feel confident that I could create a wiki or blog to have my students collaborate.
25. I feel confident that I could use online tools to teach my students from a distance.
26. I feel confident that I could teach in a one-to-one environment in which the students have their own device.
27. I feel confident that I could find a way to use a smartphone in my classroom for student responses.
28. I feel confident that I could use mobile devices to connect to others for my professional development.
29. I feel confident that I could use mobile devices to have my students access learning activities.
30. I feel confident that I could download and listen to podcasts/audio books.
31. I feel confident that I could download and read e-books.
32. I feel confident that I could download and view streaming movies/video clips.
33. I feel confident that I could send and receive text messages.
34. I feel confident that I could transfer photos or other data via a smartphone.
35. I feel confident that I could save and retrieve files in a cloud-based environment.



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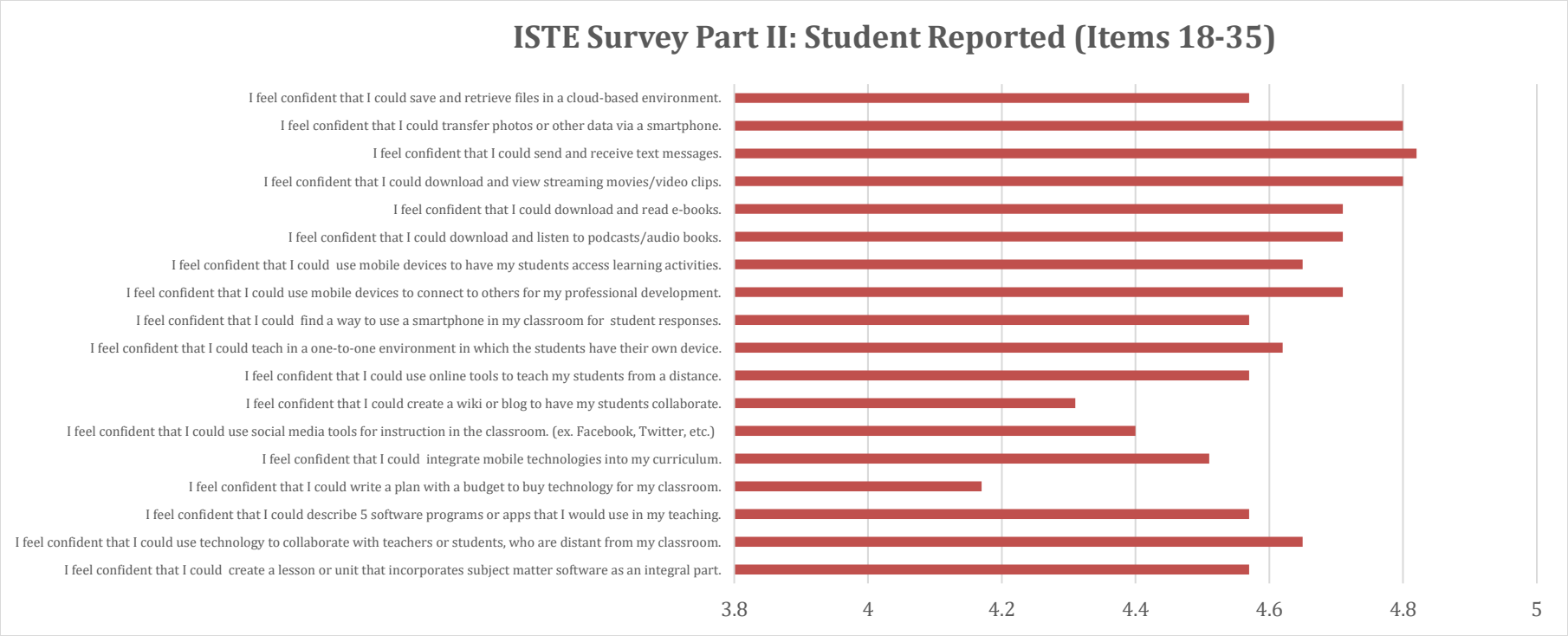
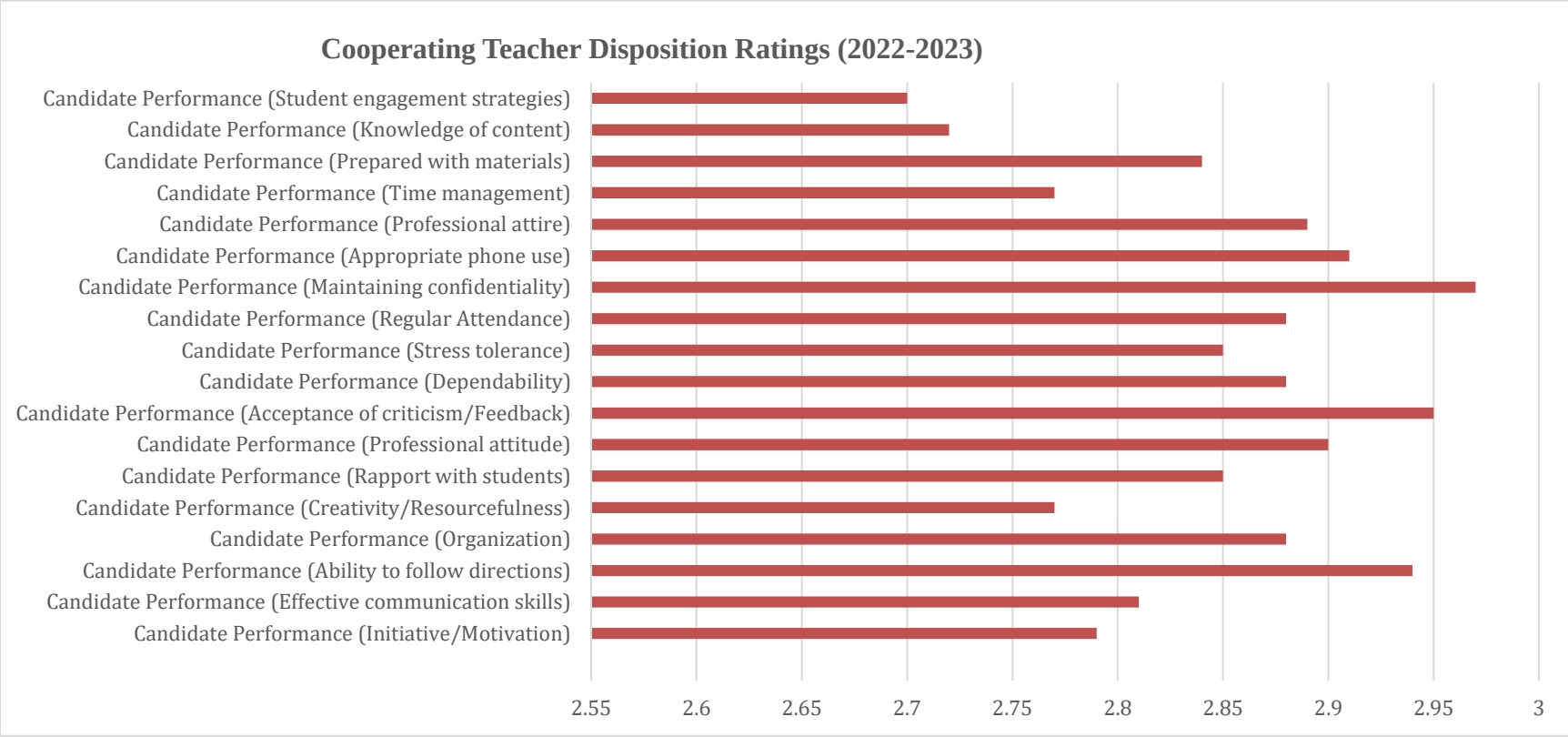


Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
Principal Survey	Principals rate each candidates' level of preparation after their first year of teaching. This provides input to the program to make changes based on results. Faculty in the program would like for all students to receive scores of 3 (well-prepared) in each category on the principal survey. However, a score of 2 (sufficiently prepared) demonstrates that candidates can effectively manage a classroom and instruct students, with some room for improvement.	An average of candidates' scores from the 2023 principal survey across five areas range from a low of 2.3 to a high of just over 2.75. A score of 2 is sufficiently prepared and a score of 3 is well prepared. On average, our candidates are sufficiently prepared to handle a classroom, with room for improvement. There are areas that can be addressed, and these will be identified in the goal statements.

	Candidates who have graduated from the program and have completed their first year as a teacher of record should be viewed as well prepared. However, sufficiently prepared is acceptable.	
Dispositions Assessment ***See Chart Below	Candidates who are in clinical teaching are expected to be on target across 18 dispositions ratings. Cooperating teachers rate clinical teachers as: On Target (3), Developing (2), and Below Expectations (1). For the 2022-2023 year, a total of 11,208 scores were provided for 218 candidates.	Lamar University placed 218 candidates in K-12 schools in surrounding districts during fall, 2022 (n=170) and spring 2023 (n=48). Combined averages from all candidates across all 18 areas ranged from 2.7 to 2.97. Overall, the majority of candidates are meeting expectations. Of the 218 candidates, 11,208 scores were provided across the 18 dispositions. Of those scores, 17 candidates received scores of 1, for a total of 56 below expectations across these 17 candidates. Although most candidates were scored high by their cooperating teachers, there were six areas that can be addressed within the program: 1. Student Engagement strategies 2. Content Knowledge 3. Time Management 4. Creativity/Resourcefulness 5. Effective Communication Skills 6. Initiative/Motivation In spring, 2024, faculty will review the dispositions and identify courses/assignments to address the six identified areas.
Full-time Teaching Position upon graduation	The program expects that all candidates will have a job offer at graduation.	In spring, 2023, 28 candidates graduated from the program with certification. Of those, nine had not secured employment at the time of graduation. However, eight secured a position after graduation, and one candidate has decided not to accept a position due to personal reasons. That is a 96% employment rate for recent candidates.

Dispositions Ratings:



3. Notes on Progress, Accomplishment, and Innovation

This section describes program accomplishments, efforts, and innovations (strengths and outcomes) to address challenges and priorities over the past year.

Efforts:
The current challenge in our program is state testing procedures. Students have been getting caught in a cycle where they face multiple tests at the end of their coursework just prior to advancing to clinical teaching. We are making changes to ensure a more seamless advancement occurs, with time built in between the various state certification exams. Students will take tests across a three-year period, rather than a semester long period. This should alleviate test anxiety and promote a seamless matriculation process.

Innovation:
A program request was put into the curriculum course management to move from a BS in Interdisciplinary Studies to a BS in Education. With the program redesign, more reading classes were added to the program to ensure all candidates needing to take the Science of Teaching Reading (STR) certification exam have opportunities to assess struggling readers, develop an intervention plan, and report on all procedures. Likewise, ensuring all candidates cover all five pillars of reading across two semesters, with explicit instruction in research-based reading strategies, will ensure candidates are effective reading teachers.

Accomplishments:
On a bright spot, we are half-way through our first cohort of year-long residents, and the semester has been productive, with a lot of positive feedback from all stakeholders. The EPP has formed another partnership with a nearby district, with opportunities for eight more year-long residents getting paid 20,000 per academic year. This leads to better preparation and retention in the field. Additionally, Lamar University was one of six institutions selected by the state to have clinical residents take part in the Reading Academy. This will assist candidates tremendously as they will have completed this training prior to graduation.