MO

Missouri Baptist State University
Traditional Report AY 2019-20
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

178244

☐ **THIS INSTITUTION HAS NO IPEDS ID**

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

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SALUTATION

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List of Programs

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

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	Both	
13.1202	Elementary Education	Both	
13.01	General Education (alternative programs/programs providing pedagogy only)	UG	
13.1203	Junior High/Intermediate/Middle School Education and Teaching	Both	
13.1	Special Education	Both	
13.1322	Teacher Education - Biology	Both	
13.1303	Teacher Education - Business	Both	
13.1323	Teacher Education - Chemistry	Both	
13.1324	Teacher Education - Drama and Dance	Both	
13.1305	Teacher Education - English/Language Arts	Both	
13.1307	Teacher Education - Health	Both	
13.1311	Teacher Education - Mathematics	Both	
13.1312	Teacher Education - Music	Both	
13.99	Teacher Education - Other	PG	
13.1314	Teacher Education - Physical Education and Coaching	Both	
13.1317	Teacher Education - Social Sciences	Both	

Total number of teacher preparation programs:

Program Requirements

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

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

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

Undergraduate Requirements

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

- ● Yes
- ○ No

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

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

Element	Admission		Completion	
Interview	● Yes	○ No	○ Yes	● No
Other Specify: Philosophy of Education	● Yes	○ No	● Yes	○ No

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

2.75

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

2.75

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

Traditional undergraduate students are required to submit an ACT or SAT score, although no minimum score is required. Non-traditional students are exempt from submitting an ACT or SAT score. All undergraduate candidates must take the MoGEA (basic skills test) for admission to the Teacher Education Program. Candidates who do not pass all sections of MoGEA (basic skills test score) on the first attempt may appeal to be admitted to the Teacher Education Program based on an ACT composite score of 20 or higher (or comparable SAT score) taken within the last five years.

Postgraduate Requirements

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

● Yes
○ No

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

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

Element	Admission		Completion	
Recommendation(s)	● Yes	○ No	● Yes	○ No
Essay or personal statement	● Yes	○ No	● Yes	○ No
Interview	● Yes	○ No	○ Yes	● No
Other Specify: Philosophy of Education	● Yes	○ No	● Yes	○ No

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

2.75

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

2.75

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

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2019-20. (§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	75
Number of clock hours required for student teaching	640

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	

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)	
Number of years required for 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	8
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	26
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	211
Number of students in supervised clinical experience during this academic year	167

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

Students are required to complete a minimum of two formal supervised field experiences (totaling 75 clock hours) prior to student teaching. However, many of our education courses also include field experience components, although the number of hours and types of experiences required vary for each program.

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

2019-20 Total	
Total Number of Individuals Enrolled	288
Subset of Program Completers	91

Gender	Total Enrolled	Subset of Program Completers
Male	57	17
Female	231	74
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	1	1
Asian	1	1
Black or African American	15	6
Hispanic/Latino of any race	1	0
Native Hawaiian or Other Pacific Islander	0	0
White	268	83

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	2	0
No Race/Ethnicity Reported	0	0

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 2019-20.

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 2019-20**

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	28
13.1202	Teacher Education - Elementary Education	46

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	11
13.1210	Teacher Education - Early Childhood Education	16
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	1
13.1305	Teacher Education - English/Language Arts	5
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	2
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	4
13.1312	Teacher Education - Music	2
13.1314	Teacher Education - Physical Education and Coaching	3
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	1
13.1317	Teacher Education - Social Science	4
13.1318	Teacher Education - Social Studies	
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	1
13.1323	Teacher Education - Chemistry	
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	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify: Library Media Specialist	1

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2019-20. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. **(§205(b)(1)(H))**

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

What are CIP Codes?

Do participants earn a degree upon completion of the program?

- ● Yes
- ○ No

☐ **No teachers prepared in academic year 2019-20**

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

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	18
13.1202	Teacher Education - Elementary Education	42
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	8
13.1210	Teacher Education - Early Childhood Education	12
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	2
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	1

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	
13.1312	Teacher Education - Music	2
13.1314	Teacher Education - Physical Education and Coaching	2
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - General Science	
13.1317	Teacher Education - Social Science	1
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	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify: Studies in Teaching and Learning	8
01	Agriculture	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	
09	Communication or Journalism	

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

CIP Code	Academic Major	Number Prepared
99	**Other Specify:** Exercise Science	1

Program Assurances

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

Program Assurances

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

- ● Yes
- ○ No

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

- ● Yes
- ○ No

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

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

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

- ● Yes
- ○ No

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

- ● Yes
- ○ No

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

- ● Yes
- ○ No

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

- ● Yes
- ○ No

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

All Missouri Baptist University (MBU) teacher candidates take the course EDPS 453/553: The Exceptional Child, in which they learn about a broad range of student learning differences and how to support them in the general education classroom. The course includes a 6-clock hour field experience in a special education classroom, execution of multiple case studies in which candidates plan classroom and instructional support for students with different disabilities, and a culminating project in which they design and implement a general education lesson plan with extensive accommodations and support for specific students with one or more disabilities. A 10-clock hour field experience with ELL students is included in the course, EDRD 423/523: Integrating Literacy in the Content Areas, which is required for all candidates seeking initial teacher certification. MBU requires all candidates seeking initial teacher certification to complete the course, EDUC 203: Teaching in a Diverse Society, which includes a 15-clock hour simulated field experience with diverse student populations and educational settings. A significant number of Missouri Baptist University's students come from low income, rural areas outside of the St. Louis area. All students enrolled in EDCL 211: Teaching Field Experience I are required to choose a pre-selected site for their

placement which has been identified as representing a variety of diverse populations. All candidates also have the opportunity for additional field experience or student teaching in these areas. Education courses include objectives related to improving candidate proficiencies for working with diverse students and an assessment component to determine if the diversity objectives are being met.

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))

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 (2019-20)

1. Did your program prepare teachers in mathematics in 2019-20?

If no, leave remaining questions for 2019-20 blank (or clear responses already entered).
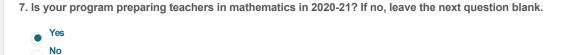
- ● Yes
- ○ No

2. Describe your goal.

Missouri Baptist University plans to add one new student to our mathematics program for the 2019-2020 academic year.

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:

Missouri Baptist University began the 2018-2019 academic school year with 20 students enrolled in programs leading to Mathematics certification. Three students were recommended for certification, three students did not return to the university, and six students changed their major before the 2019-2020 school year. Although eight additional students enrolled in programs leading to mathematics certification during the 2019-2020 school year, this left us with a net total of 16 students enrolled in programs leading to Mathematics certification for the 2019-2020 school year.

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in mathematics in 2020-21? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

Missouri Baptist University plans to add one new student to our mathematics program for the 2020-2021 academic year.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in mathematics in 2021-22? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

Missouri Baptist University plans to add one new student to our mathematics program for the 2021-2022 academic year.

Annual Goals: Science

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

THIS PAGE INCLUDES:

>> Report Progress on Last Year's Goal (2019-20)

>> Review Current Year's Goal (2020-21)

>> Set Next Year's Goal (2021-22)

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 (2019-20)

1. Did your program prepare teachers in science in 2019-20?

If no, leave remaining questions for 2019-20 blank (or clear responses already entered).

- ● Yes
- ○ No

2. Describe your goal.

Missouri Baptist University plans to add one new student to our science program for the 2019-2020 academic year.

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:

Missouri Baptist University began the 2018-2019 academic school year with 20 students enrolled in programs leading to Science certification. Five students were recommended for certification, two students did not return to the university, and one student changed his/her major before the 2019-2020 school year. Although eight new students enrolled in programs leading to Science certification during the 2019-2020 school year, this left us with a net total of 20 students (same as the prior year) enrolled in programs leading to Science certification for the 2019-2020 school year.

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in science in 2020-21? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

Missouri Baptist University plans to add one new student to our science program for the 2020-2021 academic year.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in science in 2021-22? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

Missouri Baptist University plans to add one new student to our science program for the 2021-2022 academic year.

Annual Goals: Special Education

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

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 (2019-20)

1. Did your program prepare teachers in special education in 2019-20?

If no, leave remaining questions for 2019-20 blank (or clear responses already entered).

- ● Yes
- ○ No

2. Describe your goal.

Missouri Baptist University plans to add one new student to our Special Education program for the 2019-2020 academic year.

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:

Missouri Baptist University began the 2018-2019 academic school year with 128 students enrolled in programs leading to Special Education certification. Twenty-six students were recommended for certification, thirteen students did not return to the university, and five students changed their major before the 2019-2020 school year. Although 29 new students enrolled in programs leading to Special Education certification during the 2019-2020 school year, this resulted in a net total of 113 students enrolled in programs leading to Special Education certification for the 2019-2020 school year.

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in special education in 2020-21? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

Missouri Baptist University plans to add one new student to our Special Education program for the 2020-2021 academic year.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in special education in 2021-22? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

Missouri Baptist University plans to add one new student to our Special Education program for the 2021-2022 academic year.

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))

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 (2019-20)

1. Did your program prepare teachers in instruction of limited English proficient students in 2019-20?

If no, leave remaining questions for 2019-20 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 (2020-21)

7. Is your program preparing teachers in instruction of limited English proficient students in 2020-21? If no, leave the next question blank.

○ Yes
● No

8. Describe your goal.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in instruction of limited English proficient students in 2021-22? If no, leave the next question blank.

○ Yes
● No

10. Describe your goal.

Assessment Pass Rates

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

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat'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 (%)
016 -BIOLOGY Evaluation Systems group of Pearson Other enrolled students	2			
016 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2019-20	1			
016 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2018-19	3			
017 -BUSINESS Evaluation Systems group of Pearson Other enrolled students	3			
017 -BUSINESS Evaluation Systems group of Pearson All program completers, 2019-20	1			
017 -BUSINESS Evaluation Systems group of Pearson All program completers, 2018-19	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
064 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson Other enrolled students	5			
064 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	15	239	15	100
064 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	13	241	13	100
064 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	9			
049 -EARLY CHILDHOOD SPECIAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	4			
049 -EARLY CHILDHOOD SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	3			
049 -EARLY CHILDHOOD SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	4			
049 -EARLY CHILDHOOD SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	2			
007 -ELEMENTARY EDUCATION: ENGLISH LANG. ARTS SUBTEST Evaluation Systems group of Pearson Other enrolled students	17	217	8	47
007 -ELEMENTARY EDUCATION: ENGLISH LANG. ARTS SUBTEST Evaluation Systems group of Pearson All program completers, 2019-20	46	237	40	87
007 -ELEMENTARY EDUCATION: ENGLISH LANG. ARTS SUBTEST Evaluation Systems group of Pearson All program completers, 2018-19	48	243	48	100
007 -ELEMENTARY EDUCATION: ENGLISH LANG. ARTS SUBTEST Evaluation Systems group of Pearson All program completers, 2017-18	39	239	39	100
008 -ELEMENTARY EDUCATION: MATHEMATICS SUBTEST Evaluation Systems group of Pearson Other enrolled students	17	238	14	82
008 -ELEMENTARY EDUCATION: MATHEMATICS SUBTEST Evaluation Systems group of Pearson All program completers, 2019-20	46	248	42	91
008 -ELEMENTARY EDUCATION: MATHEMATICS SUBTEST Evaluation Systems group of Pearson All program completers, 2018-19	48	243	48	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
008 -ELEMENTARY EDUCATION: MATHEMATICS SUBTEST Evaluation Systems group of Pearson All program completers, 2017-18	39	247	39	100
009 -ELEMENTARY EDUCATION: SCIENCE SUBTEST Evaluation Systems group of Pearson Other enrolled students	17	212	8	47
009 -ELEMENTARY EDUCATION: SCIENCE SUBTEST Evaluation Systems group of Pearson All program completers, 2019-20	46	238	42	91
009 -ELEMENTARY EDUCATION: SCIENCE SUBTEST Evaluation Systems group of Pearson All program completers, 2018-19	48	239	48	100
009 -ELEMENTARY EDUCATION: SCIENCE SUBTEST Evaluation Systems group of Pearson All program completers, 2017-18	39	238	39	100
010 -ELEMENTARY EDUCATION: SOCIAL STUDIES SUBTEST Evaluation Systems group of Pearson Other enrolled students	17	211	8	47
010 -ELEMENTARY EDUCATION: SOCIAL STUDIES SUBTEST Evaluation Systems group of Pearson All program completers, 2019-20	46	236	43	93
010 -ELEMENTARY EDUCATION: SOCIAL STUDIES SUBTEST Evaluation Systems group of Pearson All program completers, 2018-19	48	237	48	100
010 -ELEMENTARY EDUCATION: SOCIAL STUDIES SUBTEST Evaluation Systems group of Pearson All program completers, 2017-18	39	238	39	100
020 -ENGLISH Evaluation Systems group of Pearson Other enrolled students	3			
020 -ENGLISH Evaluation Systems group of Pearson All program completers, 2019-20	3			
020 -ENGLISH Evaluation Systems group of Pearson All program completers, 2018-19	2			
020 -ENGLISH Evaluation Systems group of Pearson All program completers, 2017-18	2			
041 -HEALTH Evaluation Systems group of Pearson All program completers, 2019-20	2			
041 -HEALTH Evaluation Systems group of Pearson All program completers, 2018-19	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
042 -LIBRARY MEDIA SPECIALIST Evaluation Systems group of Pearson Other enrolled students	2			
042 -LIBRARY MEDIA SPECIALIST Evaluation Systems group of Pearson All program completers, 2019-20	1			
042 -LIBRARY MEDIA SPECIALIST Evaluation Systems group of Pearson All program completers, 2018-19	1			
042 -LIBRARY MEDIA SPECIALIST Evaluation Systems group of Pearson All program completers, 2017-18	1			
023 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	2			
011 -MIDDLE SCHOOL EDUCATION: LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	4			
011 -MIDDLE SCHOOL EDUCATION: LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2019-20	3			
011 -MIDDLE SCHOOL EDUCATION: LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2018-19	2			
011 -MIDDLE SCHOOL EDUCATION: LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2017-18	1			
012 -MIDDLE SCHOOL EDUCATION: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	4			
012 -MIDDLE SCHOOL EDUCATION: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	2			
012 -MIDDLE SCHOOL EDUCATION: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	5			
013 -MIDDLE SCHOOL EDUCATION: SCIENCE Evaluation Systems group of Pearson Other enrolled students	1			
013 -MIDDLE SCHOOL EDUCATION: SCIENCE Evaluation Systems group of Pearson All program completers, 2019-20	1			
013 -MIDDLE SCHOOL EDUCATION: SCIENCE Evaluation Systems group of Pearson All program completers, 2018-19	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
013 -MIDDLE SCHOOL EDUCATION: SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	4			
014 -MIDDLE SCHOOL EDUCATION: SOCIAL SCIENCE Evaluation Systems group of Pearson Other enrolled students	1			
014 -MIDDLE SCHOOL EDUCATION: SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2019-20	3			
014 -MIDDLE SCHOOL EDUCATION: SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2018-19	6			
014 -MIDDLE SCHOOL EDUCATION: SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	2			
050 -MILD/MODERATE CROSS CATEGORICAL SPECIAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	10	224	6	60
050 -MILD/MODERATE CROSS CATEGORICAL SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	22	243	20	91
050 -MILD/MODERATE CROSS CATEGORICAL SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	20	250	20	100
050 -MILD/MODERATE CROSS CATEGORICAL SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	8			
0253 -MISSOURI LIBRARIAN PERFORMANCE ASSESSMENT Educational Testing Service (ETS) All program completers, 2017-18	1			
0255 -MISSOURI PRE-SERVICE TEACHER ASSESSMENT NON-VIDEO Educational Testing Service (ETS) All program completers, 2017-18	14	44	14	100
0251 -MISSOURI PRE-SERVICE TEACHER ASSESSMENT WITH VIDEO Educational Testing Service (ETS) All program completers, 2017-18	49	44	49	100
043 -MUSIC: INSTRUMENTAL & VOCAL Evaluation Systems group of Pearson Other enrolled students	2			
043 -MUSIC: INSTRUMENTAL & VOCAL Evaluation Systems group of Pearson All program completers, 2019-20	2			
043 -MUSIC: INSTRUMENTAL & VOCAL Evaluation Systems group of Pearson All program completers, 2018-19	4			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
043 -MUSIC: INSTRUMENTAL & VOCAL Evaluation Systems group of Pearson All program completers, 2017-18	2			
044 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	3			
044 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	3			
044 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	2			
071 -SOCIAL SCIENCE Evaluation Systems group of Pearson Other enrolled students	2			
071 -SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2019-20	2			
030 -SOCIAL SCIENCE: BEHAVIORAL SCIENCES SUBTEST Evaluation Systems group of Pearson All program completers, 2018-19	3			
030 -SOCIAL SCIENCE: BEHAVIORAL SCIENCES SUBTEST Evaluation Systems group of Pearson All program completers, 2017-18	1			
027 -SOCIAL SCIENCE: ECONOMICS SUBTEST Evaluation Systems group of Pearson All program completers, 2018-19	3			
027 -SOCIAL SCIENCE: ECONOMICS SUBTEST Evaluation Systems group of Pearson All program completers, 2017-18	1			
028 -SOCIAL SCIENCE: GEOGRAPHY SUBTEST Evaluation Systems group of Pearson All program completers, 2018-19	3			
028 -SOCIAL SCIENCE: GEOGRAPHY SUBTEST Evaluation Systems group of Pearson All program completers, 2017-18	1			
029 -SOCIAL SCIENCE: POLITICAL SCIENCE SUBTEST Evaluation Systems group of Pearson All program completers, 2018-19	3			
029 -SOCIAL SCIENCE: POLITICAL SCIENCE SUBTEST Evaluation Systems group of Pearson All program completers, 2017-18	1			
025 -SOCIAL SCIENCE: UNITED STATES HISTORY SUBTEST Evaluation Systems group of Pearson All program completers, 2018-19	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
025 -SOCIAL SCIENCE: UNITED STATES HISTORY SUBTEST Evaluation Systems group of Pearson All program completers, 2017-18	1			
026 -SOCIAL SCIENCE: WORLD HISTORY SUBTEST Evaluation Systems group of Pearson All program completers, 2018-19	3			
026 -SOCIAL SCIENCE: WORLD HISTORY SUBTEST Evaluation Systems group of Pearson All program completers, 2017-18	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)

Summary Pass Rates

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

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

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

- Pass rate
- Scaled score
- Teacher credential assessment

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2019-20	89	82	92
All program completers, 2018-19	100	100	100
All program completers, 2017-18	65	65	100

Low-Performing

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

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

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

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

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.**

   All teacher certification candidates take a course (EDUC 373: Technology and Instructional Media for undergraduate students, and EDUC 573: Applications of Technology as an Effective Tool in Teaching and Learning for post-baccalaureate students) that requires them to utilize a variety of current technologies to enhance teaching and learning. Candidates learn to identify and integrate varied, appropriate technologies to enhance teacher productivity and professional practice and apply the technologies in the curriculum and instruction to enhance learning experiences for diverse students. This course and multiple special education courses also introduce students to components of universal design for learning (UDL). Throughout their program, candidates are required to integrate appropriate technology into lesson and unit plans that they develop, beginning with EDUC 303 Methods of Teaching and Differentiated Instruction. The course ECTA 323: Curriculum, Assessment, and Data-based Decision Making is also a requirement for candidates seeking initial teacher or library certification (with the exception of K-12 health, music, and PE majors, who have this content embedded in their content methods courses). This course provides an introduction to theoretical and practical applications of data-driven decision-making, assessments and curriculum planning for educators. Various courses require candidates to examine and analyze data from the Missouri Department of Elementary and Secondary Education (DESE) website in an effort to improve PK-12 teaching and learning. All candidates seeking teacher or library certification are required to participate in a culminating action research project during the student teaching semester. This performance-based assessment requires candidates to determine their impact on learning for their students by selecting a focus, identifying research questions, collecting

and analyzing data, and reporting results with informed action steps for future improvement. MBU also offers a Master's degree in Educational Technology, for teachers who wish to further develop their educational technology expertise.

Teacher Training

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

Teacher Training

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

   a. **Teach students with disabilities effectively**

   All Missouri Baptist University (MBU) teacher candidates take the course EDPS 453/553: The Exceptional Child, in which they learn about a broad range of student learning differences and how to support them in the general education classroom. The course includes a 6-clock hour field experience in a special education classroom, execution of multiple case studies in which candidates plan classroom and instructional support for students with different disabilities, and a culminating project in which they design and implement a general education lesson plan with extensive accommodations and support for specific students with one or more disabilities. Candidates also learn about the RTI / MTSS process for connecting students with tiered interventions and using monitoring procedures to measure student growth. Content regarding evidence-based practices with MTSS is purposefully integrated into several literacy courses taken by candidates in general education and special education programs. In addition, candidates learn about behavior and classroom management for children with special needs, including characteristics of children with a range of special needs, specific instructional support techniques, the importance of structures / routines, behavioral contracts, behavior modification, the role of commonly used programs such as PBIS and ABA, and setting appropriate behavioral expectations.

   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.***

   Every teacher candidate is introduced to IEPs in EDPS 453/553: The Exceptional Child and gains further exposure in other courses throughout the curriculum. As part of this work, candidates learn the components of IEPs, review multiple IEPs for students with a range of disabilities, and execute multiple case studies in which they act as various members of IEP teams. Candidates also complete a culminating assignment in which they write annual IEP goals for a specific K-12 student with disabilities, then tying those goals to a general education lesson plan for that student's class.

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

   Teacher education candidates receive instruction on how to effectively teach students who are limited in English proficiency in courses including EDRD 423/523: Integration of Literacy in the Content Areas, ELED 453/553: Integrated Language Arts Concepts for PK-6, and EDRD 443/543: Analysis and Correction of Reading Disorders, in addition to various courses in the Special Education program. A 10-clock hour field experience with ELL students is included in EDRD 423/523: Integration of Literacy in the Content Area specifically to observe and work with students who are limited in English proficiency. Additionally, through both course content and assessments, students conduct a variety of real-life classroom and parent-related scenarios using multiple modalities. This course/field experience is required of all students seeking initial teacher certification.

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**

   Special education (SPED) candidates begin by taking the course EDPS 453/553: The Exceptional Child, in which they learn about a broad range of

student learning differences and how to support them in the general education classroom. The course includes a 6-clock hour field experience in a special education classroom, execution of multiple case studies in which candidates plan classroom and instructional support for students with different disabilities, and a culminating project in which they design and implement a general education lesson plan with extensive accommodations and support for specific students with one or more disabilities. Candidates also learn about the RTI / MTSS process for connecting students with tiered interventions and using monitoring procedures to measure student growth. SPED candidate coursework continues with 15 hours of field experience in EDSP433 Methods of Teaching and Inclusion for Students with Cross-Categorical Disabilities, as well as an additional 15 hours for early childhood SPED candidates in the ECSP 403/503 Introduction to Early Childhood Special Ed and ECSP 413/513 Teaching Young Children with Disabilities courses. Throughout this coursework, candidates become competent in applying personalized assessment strategies for the improvement of student learning, as well as collaboration techniques for team teaching. Content regarding evidence-based practices with MTSS is purposefully integrated into several literacy courses taken by candidates in special education programs. In addition, candidates learn about behavior and classroom management for children with special needs, including characteristics of children with a range of special needs, specific instructional support techniques, the importance of structures / routines, behavioral contracts, behavior modification, the role of commonly used programs such as PBIS and ABA, and setting appropriate behavioral expectations. Finally, SPED candidates complete the course ECSP 423/523 Family Engagement and Partnership, which emphasizes strategies for developing strong and effective collaborative relationships specifically with families of students with special needs with an emphasis on collaboration, partnerships, and a family systems approach.

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*.**

Special education (SPED) candidates are introduced to IEPs in EDPS 453/553: The Exceptional Child. As part of this work, candidates learn the components of IEPs, review multiple IEPs for students with a range of disabilities, and execute multiple case studies in which they act as various members of IEP teams. Candidates also complete a culminating assignment in which they write annual IEP goals for a specific K-12 student with disabilities, then tying those goals to a general education lesson plan for that student's class. As SPED candidates continue through their program, taking a variety of SPED methods courses and early literacy courses, they gain more extensive exposure and practice with components of IEPs. They become competent in applying assessment strategies for the improvement of student learning, including state-mandated assessments which may be utilized as part of the IEP process. Other related course topics include classroom management and social skills development, educational technology for learning disabled and behavior disordered students, collaboration techniques for team teaching, working with IEP teams and agencies, and effectively communicating and partnering with parents.

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

Teacher education candidates receive instruction on how to effectively teach students who are limited in English proficiency in courses including EDRD 423/523: Integration of Literacy in the Content Areas, ELED 453/553: Integrated Language Arts Concepts for PK-6, and EDRD 443/543: Analysis and Correction of Reading Disorders, in addition to various courses in the Special Education program. A 10-clock hour field experience with ELL students is included in EDRD 423/523: Integration of Literacy in the Content Area specifically to observe and work with students who are limited in English proficiency. Additionally, through both course content and assessments, students conduct a variety of real-life classroom and parent-related scenarios using multiple modalities. This course/field experience is required of all students seeking initial teacher certification.

Contextual Information

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

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

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.

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:

Angela McGowan

TITLE:

Teacher Certification Coordinator

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:

Alicia Noddings

TITLE:

Associate Dean of the School of Education-Accreditation, Assessment, and Data