

Title II

Higher Education Act

SUBMIT REPORTS

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Missouri Baptist University
Traditional Program
2011-12

Print Report Card

Institution Information

Name of Institution: Missouri Baptist University
Institution/Program Type: Traditional
Academic Year: 2011-12
State: Missouri

Address: One College Park Dr.

St. Louis, MO, 63141

Contact Name: Mrs. Angela McGowan
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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education? (<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>)

No

If yes, provide the following:

Award year:

Grantee name:

Project name:

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

Section I.a Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <http://www2.ed.gov/about/offices/list/oii/tqp/index.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Biology 9-12	No
Business Education 9-12	No
Business Education 5-9	No
Chemistry 9-12	No
Driver Education 9-12	No
Early Child Special Education B-3	No
Early Childhood Education B-3	No
Elementary Education 1-6	No
English 9-12	No
General Science 5-9	No
General Science 9-12	No
Health 9-12	No
Language Arts 5-9	No
Library Media Specialist K-12	No
Mathematics 5-9	No
Mathematics 9-12	No
Mild/Moderate: Cross Categorical K-12	No
Music - Instrumental K-12	No
Music - Vocal K-12	No
Physical Education 9-12	No
Physical Education K-12	No
Physical Education K-9	No
Social Science 5-9	No
Social Science 9-12	No
Speech And Theatre 5-9	No
Speech And Theatre 9-12	No

Unified Science: Biology 9-12	No
Unified Science: Chemistry 9-12	No
Total number of teacher preparation programs: 28	

Section I.b Admissions

Indicate when students are formally admitted into your initial teacher certification program:

Other Students are formally admitted during the latter half of the sophomore year or junior year

Does your initial teacher certification program conditionally admit students?

Yes

Provide a link to your website where additional information about admissions requirements can be found:

<http://www.mobap.edu/academics/teacher-education-admission-procedures-2/>

Please provide any additional about or exceptions to the admissions information provided above:

Traditional students are required to submit an ACT or SAT score, although no minimum score is required. Non-traditional students may submit a letter requesting exemption from submitting an ACT or SAT score.

Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the undergraduate level?

Yes

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.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	No	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	No

Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	Yes	No
Essay or personal statement	Yes	Yes
Interview	Yes	No
Other Philosophy of Education	Yes	Yes

What is the minimum GPA required for admission into the program?

2.5

What was the median GPA of individuals accepted into the program in academic year 2011-12

3.387

What is the minimum GPA required for completing the program?

2.5

What was the median GPA of individuals completing the program in academic year 2011-12

3.448

Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. ([§205\(a\)\(1\)\(C\)\(i\)](#))

Are there initial teacher certification programs at the postgraduate level?

Yes

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.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	No	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No

Minimum basic skills test score	No	No
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	Yes	No
Essay or personal statement	Yes	Yes
Interview	Yes	No
Other Philosophy of Education	Yes	Yes

What is the minimum GPA required for admission into the program?

2.5

What was the median GPA of individuals accepted into the program in academic year 2011-12

3.223

What is the minimum GPA required for completing the program?

2.5

What was the median GPA of individuals completing the program in academic year 2011-12

3.371

Section I.c Program Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

Total number of students enrolled in 2011-12:	279
Unduplicated number of males enrolled in 2011-12:	56
Unduplicated number of females enrolled in 2011-12:	223

2011-12	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	2
<i>Race</i>	
American Indian or Alaska Native:	1
Asian:	3
Black or African American:	13
Native Hawaiian or Other Pacific Islander:	0

White:	257
Two or more races:	3

Section I.d Supervised Experience

Provide the following information about supervised clinical experience in 2011-12.

Average number of clock hours of supervised clinical experience required prior to student teaching	60
Average number of clock hours required for student teaching	480
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	9
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	311
Number of students in supervised clinical experience during this academic year	419

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

Students are required to complete a minimum of two formal 30-hour supervised field experiences 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.

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2011-12. 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))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	34
Teacher Education - Early Childhood Education	20
Teacher Education - Elementary Education	117
Teacher Education - Junior High/Intermediate/Middle School Education	13
Teacher Education - Secondary Education	36
Teacher Education - Multiple Levels	5
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	8
Teacher Education - English/Language Arts	12
Teacher Education - Foreign Language	

Teacher Education - Health	1
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	7
Teacher Education - Music	3
Teacher Education - Physical Education and Coaching	4
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	2
Teacher Education - Social Science	11
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	5
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2011-12. 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))

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Academic Major	Number Prepared
Education - General	8
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	16
Teacher Education - Elementary Education	88
Teacher Education - Junior High/Intermediate/Middle School Education	6
Teacher Education - Secondary Education	13
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	4
Teacher Education - Foreign Language	
Teacher Education - Health	1
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	3
Teacher Education - Music	2
Teacher Education - Physical Education and Coaching	3
Teacher Education - Reading	
Teacher Education - Science	1
Teacher Education - Social Science	6
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	2
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	

Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	5
Psychology	3
Social Sciences	1
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	1
History	4
Foreign Languages	
Family and Consumer Sciences/Human Sciences	2
English Language/Literature	5
Philosophy and Religious Studies	4
Agriculture	1
Communication or Journalism	6
Engineering	1
Biology	3
Mathematics and Statistics	1
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	20
Computer and Information Sciences	
Other Specify: Criminal Justice	2
Other Specify: Multi/Interdisciplinary Studies	1

Other Specify: Parks, Recreation, Leisure, And Fitness Studies	1
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Section I.f Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years:

2011-12: 185

2010-11: 223

2009-10: 208

Section II. 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 to state credential 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\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2011-12

Did your program prepare teachers in mathematics in 2011-12?

Yes

How many prospective teachers did your program plan to add in mathematics in 2011-12?

2

Did your program meet the goal for prospective teachers set in mathematics in 2011-12?

Yes

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

MBU set a goal in 2008-2009 to double the number of students recommended for mathematics certification by 2012-2013. MBU recommended 5 students for mathematics certification in 2008-2009. MBU recommended 7 students for Middle School and Secondary Mathematics certification in 2011-2012.

Academic year 2012-13

Is your program preparing teachers in mathematics in 2012-13?

Yes

How many prospective teachers did your program plan to add in mathematics in 2012-13?

2

Provide any additional comments, exceptions and explanations below:

MBU has already recommended 5 students for certification in middle school and/or secondary mathematics for the 2012-13 academic year, and anticipates another 5-6 students will complete in Spring/Summer 2013. Therefore, MBU is on target to meet the goal of recommending 10 candidates for mathematics certification for the 2012-2013 school year.

Academic year 2013-14

Will your program prepare teachers in mathematics in 2013-14?

Yes

How many prospective teachers does your program plan to add in mathematics in 2013-14?

2

Provide any additional comments, exceptions and explanations below:

Section II. 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 to state credential 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)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2011-12

Did your program prepare teachers in science in 2011-12?

Yes

How many prospective teachers did your program plan to add in science in 2011-12?

2

Did your program meet the goal for prospective teachers set in science in 2011-12?

Yes

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

MBU set a goal in 2008-2009 to double the number of students recommended for science certification by 2012-2013. MBU recommended 5 students for science certification in 2008-2009. MBU recommended 7 students for middle school and secondary science certification in 2011-2012.

Academic year 2012-13

Is your program preparing teachers in science in 2012-13?

Yes

How many prospective teachers did your program plan to add in science in 2012-13?

2

Provide any additional comments, exceptions and explanations below:

MBU has already recommended 4 candidates for certification in middle school and/or secondary science for the 2012-2013 school year and anticipates another 4 candidates will complete in Spring/Summer 2013. However, MBU did recommend 11 candidates for middle school/secondary science certification in 2010-2011, which exceeded our goal two years early.

Academic year 2013-14

Will your program prepare teachers in science in 2013-14?

Yes

How many prospective teachers does your program plan to add in science in 2013-14?

2

Provide any additional comments, exceptions and explanations below:

Section II. 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 to state credential 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)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/oep/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2011-12

Did your program prepare teachers in special education in 2011-12?

Yes

How many prospective teachers did your program plan to add in special education in 2011-12?

3

Did your program meet the goal for prospective teachers set in special education in 2011-12?

Yes

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

MBU set a goal in 2008-2009 to continue to recommend 10% of our total completers for Special Education certificates. MBU recommended a total of 185 candidates for certification in 2011-2012. Thirty-eight of those candidates earned certification in either Early Childhood Special Education (Birth-grade 3) and/or Cross-Categorical Disabilities (grades K-12). This represents 20% of the total number of candidates recommended for Special Education, so MBU doubled it's goal in 2011-2012.

Academic year 2012-13

Is your program preparing teachers in special education in 2012-13?

Yes

How many prospective teachers did your program plan to add in special education in 2012-13?

0

Provide any additional comments, exceptions and explanations below:

Since MBU exceeded its goal in 2010-2011, we projected to recommend 20% of our completers for Special Ed. again in 2012-2013. MBU has already recommended 12 candidates for certification in Early Childhood Special Education (Birth-grade 3) and/or Cross-Categorical Disabilities (grades K-12) for the 2012-2013 academic year, and anticipates another 19 will complete in Spring/Summer 2013.

Academic year 2013-14

Will your program prepare teachers in special education in 2013-14?

Yes

How many prospective teachers does your program plan to add in special education in 2013-14?

0

Provide any additional comments, exceptions and explanations below:

Missouri Baptist will strive to continue to recommend 20% of our total completers for Special Education Certification for the 2013-2014 academic year.

Section II. Annual Goals - LEP

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 to state credential 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\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at

<http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2011-12

Did your program prepare teachers in instruction of limited English proficient students in 2011-12?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2011-12?

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2011-12?

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if

applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

Is your program preparing teachers in instruction of limited English proficient students in 2012-13?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2012-13?

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Will your program prepare teachers in instruction of limited English proficient students in 2013-14?

No

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2013-14?

Provide any additional comments, exceptions and explanations below:

Section II. Assurances

Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

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

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Missouri Baptist University sponsored four charters (which include seven buildings) in the city of St. Louis during the 2011-12 school year. All student teachers were required to spend two days in an "urban experience," in which they observed and assisted teachers in these urban schools. In addition, most of the university's candidates have the opportunity for field experience and/or student teaching in one of the charter schools. Since many of the university's instructors have connections with the charter schools, they find ways of getting the candidates exposed to the urban education environment in various classes as well.

A large percentage of Missouri Baptist University's students do come from low income, rural areas outside of the St. Louis area. Therefore, many of the candidates also have the opportunity for field experience or student teaching in these areas.

During the 2011-2012 academic year, MBU developed a list of diversity proficiencies which include the ability of teacher candidates to work with students with disabilities, limited English proficiency, and various socioeconomic statuses in both urban and rural schools. All course syllabi were revised to 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.

Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
0235 -BIOLOGY: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
0235 -BIOLOGY: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	5			
0235 -BIOLOGY: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	3			
0235 -BIOLOGY: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1			
0100 -BUSINESS EDUCATION Educational Testing Service (ETS) All program completers, 2010-11	8			
0100 -BUSINESS EDUCATION Educational Testing Service (ETS) All program completers, 2009-10	9			

0101 -BUSINESS EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	5			
0101 -BUSINESS EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	8			
0101 -BUSINESS EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	5			
0353 -EDUCATION OF EXCEPTIONAL STUDENTS: CORE KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	2			
0353 -EDUCATION OF EXCEPTIONAL STUDENTS: CORE KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	6			
0353 -EDUCATION OF EXCEPTIONAL STUDENTS: CORE KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	10	175	10	100
0542 -EDUCATION OF EXCEPTIONAL STUDENTS: MILD-MOD DISABILITIES Educational Testing Service (ETS) All program completers, 2011-12	3			
0542 -EDUCATION OF EXCEPTIONAL STUDENTS: MILD-MOD DISABILITIES Educational Testing Service (ETS) All program completers, 2010-11	6			
0542 -EDUCATION OF EXCEPTIONAL STUDENTS: MILD-MOD DISABILITIES Educational Testing Service (ETS) All program completers, 2009-10	10	182	10	100
0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) Other enrolled students	4			
0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2011-12	14	178	14	100
0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2010-11	17	182	17	100
0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2009-10	15	185	15	100
5021 -EDUCATION OF YOUNG CHILDREN (CBT) Educational Testing Service (ETS) Other enrolled students	5			

5021 -EDUCATION OF YOUNG CHILDREN (CBT) Educational Testing Service (ETS) All program completers, 2011-12	1			
0011 -ELEM EDU: CURRICULUM INSTRUCTION AND ASSESSMENT Educational Testing Service (ETS) Other enrolled students	13	157	5	38
0011 -ELEM EDU: CURRICULUM INSTRUCTION AND ASSESSMENT Educational Testing Service (ETS) All program completers, 2011-12	51	174	51	100
0011 -ELEM EDU: CURRICULUM INSTRUCTION AND ASSESSMENT Educational Testing Service (ETS) All program completers, 2010-11	94	177	94	100
0011 -ELEM EDU: CURRICULUM INSTRUCTION AND ASSESSMENT Educational Testing Service (ETS) All program completers, 2009-10	112	175	112	100
5011 -ELEM EDU: CURRICULUM INSTRUCTION AND ASSESSMENT (CBT) Educational Testing Service (ETS) Other enrolled students	29	167	17	59
5011 -ELEM EDU: CURRICULUM INSTRUCTION AND ASSESSMENT (CBT) Educational Testing Service (ETS) All program completers, 2011-12	58	175	58	100
5011 -ELEM EDU: CURRICULUM INSTRUCTION AND ASSESSMENT (CBT) Educational Testing Service (ETS) All program completers, 2010-11	18	175	18	100
0041 -ENGLISH LANGUAGE, LITERATURE AND COMPOSITION: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
0041 -ENGLISH LANGUAGE, LITERATURE AND COMPOSITION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	6			
0041 -ENGLISH LANGUAGE, LITERATURE AND COMPOSITION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	6			
0041 -ENGLISH LANGUAGE, LITERATURE AND COMPOSITION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	7			
0435 -GENERAL SCIENCE: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1			
0435 -GENERAL SCIENCE: CONTENT KNOWLEDGE Educational Testing Service (ETS)	2			

All program completers, 2009-10				
0550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2009-10	3			
0311 -LIBRARY MEDIA SPECIALIST II Educational Testing Service (ETS) Other enrolled students	3			
0311 -LIBRARY MEDIA SPECIALIST II Educational Testing Service (ETS) All program completers, 2010-11	3			
0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	4			
0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	5			
0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	2			
0049 -MIDDLE SCHOOL ENGLISH-LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2011-12	4			
0049 -MIDDLE SCHOOL ENGLISH-LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2010-11	2			
0049 -MIDDLE SCHOOL ENGLISH-LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2009-10	5			
5049 -MIDDLE SCHOOL ENGLISH-LANGUAGE ARTS (CBT) Educational Testing Service (ETS) Other enrolled students	1			
5049 -MIDDLE SCHOOL ENGLISH-LANGUAGE ARTS (CBT) Educational Testing Service (ETS) All program completers, 2011-12	2			
0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) Other enrolled students	4			
0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2011-12	3			
0069 -MIDDLE SCHOOL MATHEMATICS	9			

Educational Testing Service (ETS) All program completers, 2010-11				
0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2009-10	2			
0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) Other enrolled students	2			
0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2011-12	2			
0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2010-11	7			
0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2009-10	3			
0089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	2			
0089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2011-12	1			
0089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2010-11	4			
0089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2009-10	10	175	10	100
5089 -MIDDLE SCHOOL SOCIAL STUDIES (CBT) Educational Testing Service (ETS) Other enrolled students	3			
0113 -MUSIC EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
0113 -MUSIC EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	3			
0113 -MUSIC EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	4			
0113 -MUSIC EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	8			

0091 -PHYSICAL EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	6			
0091 -PHYSICAL EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	4			
0091 -PHYSICAL EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	10	160	10	100
0091 -PHYSICAL EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	3			
0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	7			
0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	10	162	10	100
0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	10	161	10	100
0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	15	168	15	100
5081 -SOCIAL STUDIES: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) Other enrolled students	1			
0543 -SPECIAL EDUCATION: CORE KNOWLEDGE AND MILD TO MODERATE APPLICATIONS Educational Testing Service (ETS) Other enrolled students	3			
0543 -SPECIAL EDUCATION: CORE KNOWLEDGE AND MILD TO MODERATE APPLICATIONS Educational Testing Service (ETS) All program completers, 2011-12	4			
0543 -SPECIAL EDUCATION: CORE KNOWLEDGE AND MILD TO MODERATE APPLICATIONS Educational Testing Service (ETS) All program completers, 2010-11	8			
5543 -SPECIAL EDUCATION: CORE KNOWLEDGE AND MILD TO MODERATE APPLICATIONS (CBT) Educational Testing Service (ETS) All program completers, 2011-12	1			
0220 -SPEECH COMMUNICATION Educational Testing Service (ETS)	1			

All program completers, 2010-11				
0220 -SPEECH COMMUNICATION Educational Testing Service (ETS) All program completers, 2009-10	1			

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2011-12	184	184	100
All program completers, 2010-11	222	222	100
All program completers, 2009-10	208	208	100

Section IV. Low-Performing

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

Is your teacher preparation program currently approved or accredited?

Yes

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

State

NCATE

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

No

Section V. Technology

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.

Does your program prepare teachers to:

- integrate technology effectively into curricula and instruction
Yes
- use technology effectively to collect data to improve teaching and learning
Yes
- use technology effectively to manage data to improve teaching and learning
Yes
- use technology effectively to analyze data to improve teaching and learning

Yes

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 exposes them to a variety of technologies that can enhance teaching and learning when used effectively. Candidates learn to identify and integrate various technologies to enhance teacher productivity and professional practice and apply the technologies in the curriculum and instruction to enhance learning experiences for diverse students. Students create lesson plans and units that integrate technology into the teaching and learning that takes place.

Various courses ask students to examine and analyze data from the Missouri Department of Elementary and Secondary Education (DESE) web site in an effort to improve teaching and learning. In addition, all candidates are asked to complete an action research project as part of their student teaching experience, in which data is collected and analyzed to determine the candidate's impact on learning for their students.

In addition, during the 2011-2012 academic school year, MBU received approval from the HLC to add a new master's program in Educational Technology and classes were scheduled to begin in Fall 2012.

Section VI. Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare general education teachers to:

- **teach students with disabilities effectively**
Yes
- **participate as a member of individualized education program teams**
Yes
- **teach students who are limited English proficient effectively**
Yes

Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

Teacher Education candidates receive instruction on how to effectively teach students who are limited in English proficiency in courses such as 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.

In addition, every teacher candidate is introduced to IEPs in EDPS 453/553: The Exceptional Child and gains further exposure in other courses throughout the curriculum.

Does your program prepare special education teachers to:

- **teach students with disabilities effectively**
Yes
- **participate as a member of individualized education program teams**
Yes
- **teach students who are limited English proficient effectively**
Yes

Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

Students at Missouri Baptist University complete required coursework in special education that involves interpreting test results, writing objectives, and creating IEPs; reading, interpreting, and implementing I.E.P.s; participating in simulated IEP Meetings and Response to Intervention Meetings; and actually attending IEP meetings during practicum experience and Student Teaching. Testing of students who have limited English is addressed in required coursework and methods of teaching these students is covered in additional courses. Missouri Baptist University has an outstanding program in special education which prepares future and practicing educators to teach students with disabilities as defined in 614(d)(1)(B) of the Individuals with Disabilities Education Act.

Section VII. 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. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Supporting Files

Missouri Baptist University
Traditional Program
2011-12

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Title II, Higher Education Act
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