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Missouri Baptist University
Traditional Program

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AY 2012-13

Institution Information

Name of Institution: Missouri Baptist University
Institution/Program Type: Traditional
Academic Year: 2012-13
State: Missouri

Address: One College Park Dr.

St. Louis, MO, 63141

Contact Name: Mrs. Angela McGowan
Phone: 314-744-5323
Email: mcgowan@mobap.edu

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 |
| 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: 27 | |

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 comments 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 |
| OtherPhilosophy 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 2012-13

3.368

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 2012-13

3.472

Please provide any additional comments about the information provided above:

Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (**S205(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 |
| OtherPhilosophy 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 2012-13

3.166

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 2012-13

3.36

Please provide any additional comments about the information provided above:

Section I.c 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.

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program

completer and *not* an enrolled student.

[Additional guidance on reporting race and ethnicity data.](#)

| | |
|---|----|
| Total number of students enrolled in 2012-13: | 63 |
| Unduplicated number of males enrolled in 2012-13: | 18 |
| Unduplicated number of females enrolled in 2012-13: | 45 |

| 2012-13 | Number enrolled |
|--|-----------------|
| <i>Ethnicity</i> | |
| Hispanic/Latino of any race: | 1 |
| <i>Race</i> | |
| American Indian or Alaska Native: | 0 |
| Asian: | 1 |
| Black or African American: | 5 |
| Native Hawaiian or Other Pacific Islander: | 0 |
| White: | 56 |
| Two or more races: | 0 |

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2012-13.

| | |
|---|-----|
| Average number of clock hours of supervised clinical experience required prior to student teaching | 60 |
| Average number of clock hours required for student teaching | 640 |
| Average number of clock hours required for mentoring/induction support | 0 |
| Number of full-time equivalent faculty supervising clinical experience during this academic year | 5 |
| Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff) | 321 |
| Number of students in supervised clinical experience during this academic year | 157 |

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 course 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 2012-13. 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 | 29 |
| Teacher Education - Early Childhood Education | 27 |
| Teacher Education - Elementary Education | 98 |
| Teacher Education - Junior High/Intermediate/Middle School Education | 21 |
| Teacher Education - Secondary Education | 33 |
| Teacher Education - Multiple Levels | 14 |
| Teacher Education - Agriculture | |
| Teacher Education - Art | |
| Teacher Education - Business | 7 |
| Teacher Education - English/Language Arts | 5 |
| Teacher Education - Foreign Language | |
| Teacher Education - Health | 2 |
| Teacher Education - Family and Consumer Sciences/Home Economics | |
| Teacher Education - Technology Teacher Education/Industrial Arts | |
| Teacher Education - Mathematics | 12 |
| Teacher Education - Music | 5 |

| | |
|--|----|
| Teacher Education - Physical Education and Coaching | 9 |
| Teacher Education - Reading | |
| Teacher Education - Science Teacher Education/General Science | 4 |
| Teacher Education - Social Science | 16 |
| Teacher Education - Social Studies | |
| Teacher Education - Technical Education | |
| Teacher Education - Computer Science | |
| Teacher Education - Biology | 3 |
| Teacher Education - Chemistry | |
| Teacher Education - Drama and Dance | 2 |
| Teacher Education - French | |
| Teacher Education - German | |
| Teacher Education - History | |
| Teacher Education - Physics | |
| Teacher Education - Spanish | |
| Teacher Education - Speech | 2 |
| 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: Teacher Education - Library Media Specialist | 2 |

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2012-13. 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))

| Academic Major | Number Prepared |
|--|-----------------|
| Education - General | 7 |
| Teacher Education - Special Education | |
| Teacher Education - Early Childhood Education | 21 |
| Teacher Education - Elementary Education | 74 |
| Teacher Education - Junior High/Intermediate/Middle School Education | 14 |
| Teacher Education - Secondary Education | 16 |
| Teacher Education - Agriculture | |
| Teacher Education - Art | |
| Teacher Education - Business | 1 |
| Teacher Education - English/Language Arts | 1 |
| 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 | 5 |
| Teacher Education - Physical Education and Coaching | 7 |
| Teacher Education - Reading | |
| Teacher Education - Science | 3 |
| Teacher Education - Social Science | 10 |
| Teacher Education - Social Studies | |
| Teacher Education - Technical Education | |
| Teacher Education - Computer Science | |

| | |
|---|----|
| Teacher Education - Computer Science | |
| Teacher Education - Biology | |
| 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 | 2 |
| 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 | |
| Psychology | 5 |
| Social Sciences | 3 |
| Anthropology | |
| Economics | |
| Geography and Cartography | |
| Political Science and Government | 1 |
| Sociology | |
| Visual and Performing Arts | 1 |
| History | 3 |
| Foreign Languages | |
| Family and Consumer Sciences/Human Sciences | |
| English Language/Literature | |
| Philosophy and Religious Studies | |
| Agriculture | |
| Communication or Journalism | 3 |
| Engineering | 1 |
| Biology | 2 |
| Mathematics and Statistics | 1 |
| Physical Sciences | |
| Astronomy and Astrophysics | |
| Atmospheric Sciences and Meteorology | |
| Chemistry | |
| Geological and Earth Sciences/Geosciences | |
| Physics | |
| Business/Business Administration/Accounting | 12 |
| Computer and Information Sciences | 2 |
| Other Specify: Criminal Justice; Fisheries and Wildlife; Food, Science, and Nutrition, Health (Non-Teacher Ed.); | 20 |

Section I.f Program Completers

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

2012-13: 180

2011-12: 185

2010-11: 223

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 2012-13

Did your program prepare teachers in mathematics in 2012-13?

Yes

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

2

Did your program meet the goal for prospective teachers set in mathematics in 2012-13?

No

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:

The number of students enrolled in programs leading to mathematics certification dropped slightly in 2012-2013. There were 54 students enrolled in mathematics programs in 2011-2012 and 51 students enrolled in 2012-2013. However, MBU had a significant increase in the number of students we recommended for certification in 2012-2013. We recommended seven students for certification in mathematics in 2011-2012 and recommended 12 students for certification in mathematics in 2012-2013.

Academic year 2013-14

Is your program preparing teachers in mathematics in 2013-14?

Yes

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

2

Provide any additional comments, exceptions and explanations below:

There are currently 32 students enrolled in programs leading to mathematics certification at MBU in 2013-2014. This drop in enrollment can be partially attributed to the large number of students who completed mathematics programs in 2012-2013. However, MBU anticipates that we will recommend approximately eight students for certification in mathematics in 2013-2014, which is consistent with our recommendation patterns for the past few years.

Academic year 2014-15

Will your program prepare teachers in mathematics in 2014-15?

Yes

How many prospective teachers does your program plan to add in mathematics in 2014-15?

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 2012-13

Did your program prepare teachers in science in 2012-13?

Yes

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

2

Did your program meet the goal for prospective teachers set in science in 2012-13?

No

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:

The number of students enrolled in programs leading to science certification dropped slightly in 2012-2013. There were 34 students enrolled in mathematics programs in 2011-2012 and 32 students enrolled in 2012-2013. However, MBU recommended seven students for science certification in 2012-2013, which was the same as in 2011-2012.

Academic year 2013-14

Is your program preparing teachers in science in 2013-14?

Yes

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

2

Provide any additional comments, exceptions and explanations below:

There are currently 28 students enrolled in programs leading to science certification at MBU in 2013-2014. This drop in enrollment can be partially attributed to the number of students who completed science programs in 2012-2013. However, MBU anticipates that we will recommend approximately seven students for certification in science in 2013-2014, which is consistent with our recommendation patterns for the past few years.

Academic year 2014-15

Will your program prepare teachers in science in 2014-15?

Yes

How many prospective teachers does your program plan to add in science in 2014-15?

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. (**S205(a)(1)(A)(ii), S206(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 special education in each of three academic years.

Academic year 2012-13

Did your program prepare 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

Did your program meet the goal for prospective teachers set in special education in 2012-13?

No

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 projected to recommend 20% of its completers in Special Education in 2012-2013. MBU recommended 16% of its total completers for certification in Special Education in 2012-2013.

Academic year 2013-14

Is your program preparing teachers in special education in 2013-14?

Yes

How many prospective teachers did 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.

Academic year 2014-15

Will your program prepare teachers in special education in 2014-15?

Yes

How many prospective teachers does your program plan to add in special education in 2014-15?

2

Provide any additional comments, exceptions and explanations below:

MBU currently has 92 students enrolled in programs leading to Special Education certification in 2013-2014.

Section II 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 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 2012-13

Did your program prepare 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?

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2012-13?

Data not reported

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 2013-14

Is your program preparing teachers in instruction of limited English proficient students in 2013-14?

No

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

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Will your program prepare teachers in instruction of limited English proficient students in 2014-15?

No

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2014-15?

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:

In 2012-2013, all student teachers were required to spend three days in an "urban experience," in which they observed and assisted teachers in these urban schools.

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.

All education courses include objectives related to improving candidate proficiencies for working with diverse students and an assessment component to determine the diversity objectives are being met.

Section III Assessment Pass Rates

| Assessment code - Assessment name Test Company Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|---|---------------------------|-------------------------|----------------------------|---------------------|
| ETS0235-BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13 | 3 | | | |
| ETS0101-BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students | 3 | | | |
| ETS0101-BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13 | 6 | | | |
| ETS0245-CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) Other enrolled students | 1 | | | |
| ETS0021-EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) Other enrolled students | 4 | | | |
| ETS0021-EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2012-13 | 22 | 182 | 22 | 100 |
| ETS0011-ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) Other enrolled students | 29 | 167 | 19 | 66 |
| ETS0011-ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2012-13 | 95 | 176 | 93 | 98 |
| ETS0041-ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students | 4 | | | |
| ETS0041-ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13 | 3 | | | |
| ETS0550-HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2012-13 | 1 | | | |
| ETS0311-LIBRARY MEDIA SPECIALIST II Educational Testing Service (ETS) | 1 | | | |

| | | | | |
|---|----|-----|----|-----|
| Other enrolled students | | | | |
| ETS0311-LIBRARY MEDIA SPECIALIST II Educational Testing Service (ETS) All program completers, 2012-13 | 2 | | | |
| ETS0061-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students | 1 | | | |
| ETS0061-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13 | 3 | | | |
| ETS0049-MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) Other enrolled students | 2 | | | |
| ETS0049-MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2012-13 | 2 | | | |
| ETS0069-MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) Other enrolled students | 4 | | | |
| ETS0069-MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2012-13 | 8 | | | |
| ETS0439-MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2012-13 | 4 | | | |
| ETS0089-MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students | 3 | | | |
| ETS0089-MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2012-13 | 5 | | | |
| ETS0114-MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2012-13 | 3 | | | |
| ETS0113-MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13 | 2 | | | |
| ETS0091-PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students | 8 | | | |
| ETS0091-PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13 | 9 | | | |
| ETS0543-SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) Other enrolled students | 5 | | | |
| ETS0543-SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2012-13 | 16 | 169 | 16 | 100 |
| ETS0081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students | 4 | | | |
| ETS0081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13 | 11 | 160 | 11 | 100 |
| ETS0691-SPEC ED: PRESCHOOLEARLY CHILDHOOD Educational Testing Service (ETS) All program completers, 2012-13 | 1 | | | |
| ETS0690-SPECIAL ED PRESCHOOLEARLY CHILD Educational Testing Service (ETS) All program completers, 2012-13 | 1 | | | |
| ETS0221-SPEECH COMMUNICATIONS Educational Testing Service (ETS) | 2 | | | |

| | | | | | |
|---------------------------------|--|--|--|--|--|
| All program completers, 2012-13 | | | | | |
|---------------------------------|--|--|--|--|--|

Section III Summary Pass Rates

| Group | Number taking tests | Number passing tests | Pass rate (%) |
|---------------------------------|---------------------|----------------------|---------------|
| All program completers, 2012-13 | 178 | 178 | 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 Use of 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 require 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 Fall 2012, MBU began offering a new Master's degree in Educational Technology.

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.

During the 2011-2012 academic year, MBU approved adding a field experience component to EDRD 423/523: Integration of Literacy in the Content Area specifically to observe and work with students who are limited in English proficiency. This field experience will be required of all students taking EDRD 423/523 starting in Fall 2013.

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 IEP: reading, interpreting, and implementing IEP.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 educator 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

Complete Report Card

AY 2012-13