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Missouri Baptist University
Traditional Program

2015 | Title II Reports

Complete Report Card

AY 2013-14

Institution Information

Name of Institution: Missouri Baptist University
Institution/Program Type: Traditional
Academic Year: 2013-14
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
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?

2.75

What was the median GPA of individuals accepted into the program in academic year 2013-14

3.354

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 2013-14

3.522

Please provide any additional comments about the information provided above:

Missouri will require students who are completing initial certification programs to have a minimum 2.75 cumulative GPA, minimum 3.0 in content area coursework, and minimum 3.0 in professional education coursework effective January 1, 2017. Therefore, MBU raised the minimum GPA requirement for students being admitted to the education program from 2.5 to 2.75 effective with the Fall 2013 semester and also added the additional GPA requirements of a minimum 3.0 in content area coursework and professional education coursework. However, students who will be able to complete their education program by December 31, 2016 may still be grandfathered into the education program based on the current state GPA requirement of a 2.5 minimum cumulative GPA for admission and completion.

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
OtherPhilosophy of Education	Yes	Yes

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

2.75

What was the median GPA of individuals accepted into the program in academic year 2013-14

3.075

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 2013-14

3.256

Please provide any additional comments about the information provided above:

Missouri will require students who are completing initial certification programs to have a minimum 2.75 cumulative GPA, minimum 3.0 in content area coursework, and minimum 3.0 in professional education coursework effective January 1, 2017. Therefore, MBU raised the minimum GPA requirement for students being admitted to the education program from 2.5 to 2.75 effective with the Fall 2013 semester and also added the additional GPA requirements of a minimum 3.0 in content area

coursework and professional education coursework. However, students who will be able to complete their education program by December 31, 2016 may still be grandfathered into the education program based on the current state GPA requirement of a 2.5 minimum cumulative GPA for admission and completion.

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 2013-14:	97
Unduplicated number of males enrolled in 2013-14:	16
Unduplicated number of females enrolled in 2013-14:	81

2013-14	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	1
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	0
Black or African American:	5
Native Hawaiian or Other Pacific Islander:	0
White:	91
Two or more races:	0

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2013-14.

Average number of clock hours of supervised clinical experience required prior to student teaching	75
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	7.5
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	258
Number of students in supervised clinical experience during this academic year	277

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.

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2013-14. 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	24
Teacher Education - Early Childhood Education	17
Teacher Education - Elementary Education	72
Teacher Education - Junior High/Intermediate/Middle School Education	18
Teacher Education - Secondary Education	38
Teacher Education - Multiple Levels	16
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	9

Teacher Education - English/Language Arts	10
Teacher Education - Foreign Language	
Teacher Education - Health	3
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	11
Teacher Education - Music	5
Teacher Education - Physical Education and Coaching	11
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	4
Teacher Education - Social Science	12
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	2
Teacher Education - Chemistry	1
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	1
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	1

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2013-14. 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	8
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	9
Teacher Education - Elementary Education	58
Teacher Education - Junior High/Intermediate/Middle School Education	9
Teacher Education - Secondary Education	16
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	2
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	3
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	4

Teacher Education - Music	4
Teacher Education - Physical Education and Coaching	9
Teacher Education - Reading	
Teacher Education - Science	1
Teacher Education - Social Science	8
Teacher Education - Social Studies	
Teacher Education - Technical Education	
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	
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	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	1
Foreign Languages	
Family and Consumer Sciences/Human Sciences	1
English Language/Literature	4
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	8
Engineering	
Biology	2
Mathematics and Statistics	4
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	13
Computer and Information Sciences	1
Other	17

Specify: Art, Behavioral Science, Child Development, Communication Disorders, Human Serv., Social Work

Section I.f Program Completers

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

2013-14: 159

2012-13: 180

2011-12: 185

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 2013-14

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

Yes

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

2

Did your program meet the goal for prospective teachers set in mathematics in 2013-14?

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:

There were 27 students enrolled in programs leading to mathematics certification at MBU in 2013-2014 (down from 32 students enrolled in 2012-2013). However, MBU recommended 11 students for mathematics certification in 2013-2014 (compared to 12 students in 2012-2013).

Academic year 2014-15

Is your program preparing teachers in mathematics in 2014-15?

Yes

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

2

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Will your program prepare teachers in mathematics in 2015-16?

Yes

How many prospective teachers does your program plan to add in mathematics in 2015-16?

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 2013-14

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

Yes

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

2

Did your program meet the goal for prospective teachers set in science in 2013-14?

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:

There were 24 students enrolled in programs leading to science certification at MBU in 2013-2014 (down from 28 students enrolled in 2012-2013). However, MBU recommended 7 students for middle school and secondary science certifications in 2013-2014 (compared to 7 students in 2012-2013).

Academic year 2014-15

Is your program preparing teachers in science in 2014-15?

Yes

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

2

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Will your program prepare teachers in science in 2015-16?

Yes

How many prospective teachers does your program plan to add in science in 2015-16?

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/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 2013-14

Did your program prepare 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

Did your program meet the goal for prospective teachers set in special education in 2013-14?

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:

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

There were 63 students enrolled in programs leading to Special Education certification at MBU in 2013-2014 (down from 92 students enrolled in 2012-2013). MBU recommended 24 students for special education certification in 2013-2014, which was 15% of our completers (compared to 16% in 2012-2013).

Academic year 2014-15

Is your program preparing teachers in special education in 2014-15?

Yes

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

2

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Will your program prepare teachers in special education in 2015-16?

Yes

How many prospective teachers does your program plan to add in special education in 2015-16?

3

Provide any additional comments, exceptions and explanations below:

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 2013-14

Did your program prepare 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?

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2013-14?

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 2014-15

Is your program preparing teachers in instruction of limited English proficient students in 2014-15?

No

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

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Will your program prepare teachers in instruction of limited English proficient students in 2015-16?

No

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2015-16?

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:

Effective in Fall 2013, a 10-clock hour field experience with ELL students was added to the course, "Integrating Literacy in the Content Areas" which is required for all candidates seeking initial teacher certification.

In Fall 2013, all student teachers were required to spend three days in an "urban experience," in which they observed and assisted teachers in urban schools. The Spring 2014 Urban Experience, unfortunately, was canceled due to excessive snow days during that semester. MBU plans to eliminate the Urban Experience during student teaching in 2013-2014, and replace it with a 15-clock hour field experience which will be embedded in a new course, "Teaching in a Diverse Society" which will be required for all candidates seeking initial teacher certification. This course and field experience will be offered as an introductory education course to give students an opportunity to experience diverse student populations early in their educational programs.

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 additional 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) Other enrolled students	2			
ETS0235-BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	2			
ETS0235-BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	3			
ETS5101-BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
ETS5101-BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	9			
ETS5101-BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	6			
ETS0245-CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5021-EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) Other enrolled students	8			
ETS5021-EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2013-14	17	183	17	100
ETS5021-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)	57	172	47	82

Other enrolled students				
ETS0011-ELEM ED CURR INSTRU ASSESSMENT Educational Testing Service (ETS) All program completers, 2013-14	71	176	69	97
ETS0011-ELEM ED CURR INSTRU 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	3			
ETS0041-ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	6			
ETS0041-ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	3			
ETS5551-HEALTH EDUCATION Educational Testing Service (ETS) Other enrolled students	1			
ETS5551-HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5550-HEALTH EDUCATION (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS5311-LIBRARY MEDIA SPECIALIST Educational Testing Service (ETS) Other enrolled students	2			
ETS5311-LIBRARY MEDIA SPECIALIST Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5311-LIBRARY MEDIA SPECIALIST Educational Testing Service (ETS) All program completers, 2012-13	2			
ETS0061-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	3			
ETS0061-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	3			
ETS5049-MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) Other enrolled students	4			
ETS5049-MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2013-14	5			
ETS5049-MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2012-13	2			
ETS0069-MIDDLE SCHOOL MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	1			
ETS0069-MIDDLE SCHOOL MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	8			
ETS0069-MIDDLE SCHOOL MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	8			
ETS0439-MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) Other enrolled students	4			
ETS0439-MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2013-14	4			

ETS0439-MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2012-13	4			
ETS5089-MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	4			
ETS5089-MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2013-14	3			
ETS5089-MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2012-13	5			
ETS5114-MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) Other enrolled students	1			
ETS5114-MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2013-14	5			
ETS5114-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			
ETS5091-PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5091-PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	11	159	11	100
ETS5091-PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	9			
ETS5543-SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) Other enrolled students	19	167	16	84
ETS5543-SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2013-14	20	172	20	100
ETS5543-SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2012-13	16	169	16	100
ETS5691-SE: PRESCHOOL EARLY CHILDHOOD Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5691-SE: PRESCHOOL EARLY CHILDHOOD Educational Testing Service (ETS) All program completers, 2012-13	1			
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, 2013-14	10	159	10	100
ETS0081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	11	160	11	100
ETS0690-SPECIAL ED PRESCHOOLEARLY CHILD Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS5221-SPEECH COMMUNICATION: CK Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5221-SPEECH COMMUNICATION: CK Educational Testing Service (ETS) All program completers, 2012-13	2			

EDUCATIONAL TESTING SERVICE (ETS) All program completers, 2012-13				
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Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2013-14	159	159	100
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 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. MBU participated in the Missouri Pre-Service Teacher Assessment, which was first piloted for teacher candidates during their student teaching semester in Fall 2013. This performance-based assessment requires candidates to collect and analyze data to determine the candidate's impact on learning for their students. Task 4 of the MoPTA also requires candidates to videotape themselves teaching a lesson. All responses and video recordings must be uploaded to the ETS website for evaluation. MBU plans to add course objectives/assignments to the Field Experience I and II and Professional Growth and Development I and II courses starting in 2014-2015 to prepare students for the final assessment which will occur during student teaching. Successful completion of the MoPTA is expected to become a certification requirement for all candidates seeking initial teacher certification in the state of Missouri starting in Fall 2014.

MBU also offers a 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.

Effective Fall 2013, a 10-clock hour field experience with ELL students was added 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 course/field experience is required of all students seeking initial teacher certification.

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 IEPs; 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.

Effective Fall 2013, a 10-clock hour field experience with ELL students was added 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 course/field experience is required of all students seeking initial teacher certification.

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

Complete Report Card

AY 2013-14