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Missouri Baptist University
Traditional Program

2017 | Title II
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AY 2015-16

Institution Information

Name of Institution: Missouri Baptist University
Institution/Program Type: Traditional
Academic Year: 2015-16
State: Missouri

Address: One College Park Dr.

St. Louis, MO, 63141

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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 Second semester of sophomore year or first semester of enrollment for transfer or post-bac. students

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 | Yes |
| Subject area/academic content test or other subject matter verification | No | Yes |
| Recommendation(s) | Yes | Yes |
| 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 2015-16

3.28

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 2015-16

3.44

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 August 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 July 31, 2017 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 | Yes |
| 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 2015-16

3.303

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 2015-16

3.258

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 August 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 July 31, 2017 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 2015-16: | 156 |
| Unduplicated number of males enrolled in 2015-16: | 27 |
| Unduplicated number of females enrolled in 2015-16: | 129 |

| 2015-16 | 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: | 11 |
| Native Hawaiian or Other Pacific Islander: | 0 |
| White: | 142 |
| Two or more races: | 2 |

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2015-16.

| | |
|---|-----|
| 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 | 11 |
| Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff) | 242 |
| Number of students in supervised clinical experience during this academic year | 183 |

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 2015-16. 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 | 19 |
| Teacher Education - Early Childhood Education | 13 |
| Teacher Education - Elementary Education | 36 |
| Teacher Education - Junior High/Intermediate/Middle School Education | 10 |
| Teacher Education - Secondary Education | 12 |
| Teacher Education - Multiple Levels | 13 |
| Teacher Education - Agriculture | |
| Teacher Education - Art | |
| Teacher Education - Business | 5 |
| Teacher Education - English/Language Arts | 5 |

| | |
|--|---|
| Teacher Education - Foreign Language | |
| Teacher Education - Health | |
| Teacher Education - Family and Consumer Sciences/Home Economics | |
| Teacher Education - Technology Teacher Education/Industrial Arts | |
| Teacher Education - Mathematics | 2 |
| Teacher Education - Music | 2 |
| Teacher Education - Physical Education and Coaching | 9 |
| Teacher Education - Reading | |
| Teacher Education - Science Teacher Education/General Science | 4 |
| Teacher Education - Social Science | 5 |
| 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 - Other Specify: 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 2015-16. 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 | 4 |
| Teacher Education - Special Education | 3 |
| Teacher Education - Early Childhood Education | 6 |
| Teacher Education - Elementary Education | 26 |
| Teacher Education - Junior High/Intermediate/Middle School Education | 5 |
| Teacher Education - Secondary Education | 5 |
| Teacher Education - Agriculture | |
| Teacher Education - Art | |
| Teacher Education - Business | 1 |
| Teacher Education - English/Language Arts | |
| Teacher Education - Foreign Language | |
| Teacher Education - Health | |
| Teacher Education - Family and Consumer Sciences/Home Economics | |
| Teacher Education - Technology Teacher Education/Industrial Arts | |
| Teacher Education - Mathematics | |
| Teacher Education - Music | 2 |
| Teacher Education - Physical Education and Coaching | 9 |

| | |
|--|----|
| Teacher Education - Physical Education and Coaching | 3 |
| Teacher Education - Reading | |
| Teacher Education - Science | |
| Teacher Education - Social Science | 1 |
| Teacher Education - Social Studies | |
| Teacher Education - Technical Education | |
| Teacher Education - Computer Science | |
| Teacher Education - Biology | 1 |
| 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 | 5 |
| 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 | |
| Social Sciences | |
| Anthropology | |
| Economics | |
| Geography and Cartography | |
| Political Science and Government | |
| Sociology | 1 |
| Visual and Performing Arts | |
| History | 1 |
| Foreign Languages | |
| Family and Consumer Sciences/Human Sciences | |
| English Language/Literature | 2 |
| Philosophy and Religious Studies | |
| Agriculture | |
| Communication or Journalism | 4 |
| Engineering | |
| Biology | 3 |
| Mathematics and Statistics | |
| Physical Sciences | |
| Astronomy and Astrophysics | |
| Atmospheric Sciences and Meteorology | |
| Chemistry | |
| Geological and Earth Sciences/Geosciences | |
| Physics | |
| Business/Business Administration/Accounting | 8 |
| Computer and Information Sciences | |
| Other | 19 |

Specify: Behavioral Science, Health Science, Communication Disorders, Criminology, Human Environmental Stud.

Section I.f Program Completers

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

2015-16: 90

2014-15: 98

2013-14: 159

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 2015-16

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

Yes

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

2

Did your program meet the goal for prospective teachers set in mathematics in 2015-16?

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 increased our overall enrollment in Math programs from 20 students in 2014-2015 to 23 students in 2015-2016.

Academic year 2016-17

Is your program preparing teachers in mathematics in 2016-17?

Yes

How many prospective teachers did your program plan to add in mathematics in 2016-17?

1

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

Will your program prepare teachers in mathematics in 2017-18?

Yes

How many prospective teachers does your program plan to add in mathematics in 2017-18?

1

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 2015-16

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

Yes

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

2

Did your program meet the goal for prospective teachers set in science in 2015-16?

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 began 2014-2015 with 28 students enrolled in programs leading to science certification. Five students completed their programs and were recommended for certification. Although 10 new students enrolled in programs leading to science certification, six students also withdrew from school or changed majors for the 2015-2016 school year, which left us with a net total of 27 students enrolled in programs leading to science certification for the 2015-2016 school year.

Academic year 2016-17

Is your program preparing teachers in science in 2016-17?

Yes

How many prospective teachers did your program plan to add in science in 2016-17?

1

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

Will your program prepare teachers in science in 2017-18?

Yes

How many prospective teachers does your program plan to add in science in 2017-18?

1

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 2015-16

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

Yes

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

3

Did your program meet the goal for prospective teachers set in special education in 2015-16?

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 increased our overall enrollment in Special Education programs from 97 students in 2014-2015 to 102 students in 2015-2016.

Academic year 2016-17

Is your program preparing teachers in special education in 2016-17?

Yes

How many prospective teachers did your program plan to add in special education in 2016-17?

2

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

Will your program prepare teachers in special education in 2017-18?

Yes

How many prospective teachers does your program plan to add in special education in 2017-18?

1

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 2015-16

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

No

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

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2015-16?

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 2016-17

Is your program preparing teachers in instruction of limited English proficient students in 2016-17?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2016-17?

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

Will your program prepare teachers in instruction of limited English proficient students in 2017-18?

No

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2017-18?

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, EDRD 423/523: Integrating Literacy in the Content Areas, which is required for all candidates seeking initial teacher certification.

Effective in Fall 2014, MBU began offering a new course required for all candidates seeking initial teacher certification, EDUC 203: Teaching in a Diverse Society, which includes a 15-clock hour field experience with diverse student populations and educational settings.

A large percentage of Missouri Baptist University's students also 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 (%) |
|--|---------------------------|-------------------------|----------------------------|---------------------|
| 016-BIOLOGY Evaluation Systems group of Pearson Other enrolled students | 1 | | | |
| 016-BIOLOGY Evaluation Systems group of Pearson All program completers, 2015-16 | 2 | | | |
| 0235-BIOLOGY: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14 | 1 | | | |
| 5235-BIOLOGY: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2014-15 | 2 | | | |
| 5235-BIOLOGY: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2013-14 | 1 | | | |
| 017-BUSINESS Evaluation Systems group of Pearson Other enrolled students | 2 | | | |
| 017-BUSINESS Evaluation Systems group of Pearson All program completers, 2015-16 | 4 | | | |
| 017-BUSINESS Evaluation Systems group of Pearson All program completers, 2014-15 | 2 | | | |
| 0101-BUSINESS EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15 | 1 | | | |
| 0101-BUSINESS EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14 | 5 | | | |
| 5101-BUSINESS EDUCATION: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2015-16 | 1 | | | |
| 5101-BUSINESS EDUCATION: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2014-15 | 1 | | | |
| 5101-BUSINESS EDUCATION: CONTENT KNOWLEDGE (CBT) | 4 | | | |

| | | | | |
|--|----|-----|----|-----|
| Educational Testing Service (ETS) All program completers, 2013-14 | | | | |
| 018-CHEMISTRY Evaluation Systems group of Pearson Other enrolled students | 1 | | | |
| 5245-CHEMISTRY: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2013-14 | 1 | | | |
| 064-EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson Other enrolled students | 5 | | | |
| 064-EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16 | 7 | | | |
| 064-EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15 | 2 | | | |
| 049-EARLY CHILDHOOD SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16 | 1 | | | |
| 049-EARLY CHILDHOOD SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15 | 1 | | | |
| 0021-EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2015-16 | 1 | | | |
| 0021-EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2014-15 | 2 | | | |
| 0021-EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2013-14 | 8 | | | |
| 5021-EDUCATION OF YOUNG CHILDREN (CBT) Educational Testing Service (ETS) Other enrolled students | 2 | | | |
| 5021-EDUCATION OF YOUNG CHILDREN (CBT) Educational Testing Service (ETS) All program completers, 2015-16 | 5 | | | |
| 5021-EDUCATION OF YOUNG CHILDREN (CBT) Educational Testing Service (ETS) All program completers, 2014-15 | 6 | | | |
| 5021-EDUCATION OF YOUNG CHILDREN (CBT) Educational Testing Service (ETS) All program completers, 2013-14 | 9 | | | |
| 5011-ELEM ED: CURR. INSTRUCTION AND ASSESSMENT (CBT) Educational Testing Service (ETS) Other enrolled students | 3 | | | |
| 5011-ELEM ED: CURR. INSTRUCTION AND ASSESSMENT (CBT) Educational Testing Service (ETS) All program completers, 2015-16 | 3 | | | |
| 5011-ELEM ED: CURR. INSTRUCTION AND ASSESSMENT (CBT) Educational Testing Service (ETS) All program completers, 2014-15 | 46 | 175 | 46 | 100 |
| 5011-ELEM ED: CURR. INSTRUCTION AND ASSESSMENT (CBT) Educational Testing Service (ETS) All program completers, 2013-14 | 66 | 176 | 65 | 98 |
| 0011-ELEM ED: CURRICULUM INSTRUCTION AND ASSESSMENT Educational Testing Service (ETS) All program completers, 2014-15 | 1 | | | |
| 0011-ELEM ED: CURRICULUM INSTRUCTION AND ASSESSMENT Educational Testing Service (ETS) All program completers, 2013-14 | 5 | | | |
| 007-ELEMENTARY EDUCATION: ENGLISH LANG. ARTS SUBTEST Evaluation Systems group of Pearson | 35 | 218 | 21 | 60 |

| | | | | |
|--|----|-----|----|-----|
| Other enrolled students | | | | |
| 007-ELEMENTARY EDUCATION: ENGLISH LANG. ARTS SUBTEST Evaluation Systems group of Pearson All program completers, 2015-16 | 37 | 242 | 37 | 100 |
| 007-ELEMENTARY EDUCATION: ENGLISH LANG. ARTS SUBTEST Evaluation Systems group of Pearson All program completers, 2014-15 | 4 | | | |
| 008-ELEMENTARY EDUCATION: MATHEMATICS SUBTEST Evaluation Systems group of Pearson Other enrolled students | 36 | 227 | 27 | 75 |
| 008-ELEMENTARY EDUCATION: MATHEMATICS SUBTEST Evaluation Systems group of Pearson All program completers, 2015-16 | 37 | 246 | 37 | 100 |
| 008-ELEMENTARY EDUCATION: MATHEMATICS SUBTEST Evaluation Systems group of Pearson All program completers, 2014-15 | 4 | | | |
| 009-ELEMENTARY EDUCATION: SCIENCE SUBTEST Evaluation Systems group of Pearson Other enrolled students | 35 | 219 | 19 | 54 |
| 009-ELEMENTARY EDUCATION: SCIENCE SUBTEST Evaluation Systems group of Pearson All program completers, 2015-16 | 37 | 240 | 37 | 100 |
| 009-ELEMENTARY EDUCATION: SCIENCE SUBTEST Evaluation Systems group of Pearson All program completers, 2014-15 | 4 | | | |
| 010-ELEMENTARY EDUCATION: SOCIAL STUDIES SUBTEST Evaluation Systems group of Pearson Other enrolled students | 35 | 220 | 19 | 54 |
| 010-ELEMENTARY EDUCATION: SOCIAL STUDIES SUBTEST Evaluation Systems group of Pearson All program completers, 2015-16 | 37 | 242 | 37 | 100 |
| 010-ELEMENTARY EDUCATION: SOCIAL STUDIES SUBTEST Evaluation Systems group of Pearson All program completers, 2014-15 | 4 | | | |
| 020-ENGLISH Evaluation Systems group of Pearson Other enrolled students | 1 | | | |
| 020-ENGLISH Evaluation Systems group of Pearson All program completers, 2015-16 | 3 | | | |
| 020-ENGLISH Evaluation Systems group of Pearson All program completers, 2014-15 | 1 | | | |
| 5041-ENGLISH LANG LIT. & COMP: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2014-15 | 3 | | | |
| 5041-ENGLISH LANG LIT. & COMP: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2013-14 | 3 | | | |
| 0041-ENGLISH LANG. LIT. AND COMP. : CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15 | 1 | | | |
| 0041-ENGLISH LANG. LIT. AND COMP. : CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14 | 4 | | | |
| 041-HEALTH Evaluation Systems group of Pearson Other enrolled students | 1 | | | |
| 041-HEALTH Evaluation Systems group of Pearson All program completers, 2014-15 | 1 | | | |
| 5551-HEALTH EDUCATION (CBT) Educational Testing Service (ETS) All program completers, 2014-15 | 1 | | | |

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|--|---|--|--|
| 5551-HEALTH EDUCATION (CBT) Educational Testing Service (ETS) All program completers, 2013-14 | 1 | | |
| 042-LIBRARY MEDIA SPECIALIST Evaluation Systems group of Pearson Other enrolled students | 1 | | |
| 042-LIBRARY MEDIA SPECIALIST Evaluation Systems group of Pearson All program completers, 2015-16 | 1 | | |
| 042-LIBRARY MEDIA SPECIALIST Evaluation Systems group of Pearson All program completers, 2014-15 | 1 | | |
| 5311-LIBRARY MEDIA SPECIALIST (CBT) Educational Testing Service (ETS) All program completers, 2015-16 | 1 | | |
| 5311-LIBRARY MEDIA SPECIALIST (CBT) Educational Testing Service (ETS) All program completers, 2013-14 | 1 | | |
| 023-MATHEMATICS Evaluation Systems group of Pearson Other enrolled students | 1 | | |
| 0061-MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14 | 2 | | |
| 5061-MATHEMATICS: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2013-14 | 1 | | |
| 011-MIDDLE SCHOOL EDUCATION: LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2014-15 | 2 | | |
| 012-MIDDLE SCHOOL EDUCATION: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16 | 2 | | |
| 012-MIDDLE SCHOOL EDUCATION: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2014-15 | 1 | | |
| 013-MIDDLE SCHOOL EDUCATION: SCIENCE Evaluation Systems group of Pearson Other enrolled students | 1 | | |
| 013-MIDDLE SCHOOL EDUCATION: SCIENCE Evaluation Systems group of Pearson All program completers, 2015-16 | 2 | | |
| 014-MIDDLE SCHOOL EDUCATION: SOCIAL SCIENCE Evaluation Systems group of Pearson Other enrolled students | 2 | | |
| 014-MIDDLE SCHOOL EDUCATION: SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2015-16 | 2 | | |
| 5049-MIDDLE SCHOOL ENGLISH-LANGUAGE ARTS (CBT) Educational Testing Service (ETS) All program completers, 2015-16 | 2 | | |
| 5049-MIDDLE SCHOOL ENGLISH-LANGUAGE ARTS (CBT) Educational Testing Service (ETS) All program completers, 2014-15 | 2 | | |
| 5049-MIDDLE SCHOOL ENGLISH-LANGUAGE ARTS (CBT) Educational Testing Service (ETS) All program completers, 2013-14 | 5 | | |
| 0069-MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2014-15 | 1 | | |
| 0069-MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2013-14 | 8 | | |
| 0439-MIDDLE SCHOOL SCIENCE | 2 | | |

| | | | | |
|---|----|-----|----|-----|
| Educational Testing Service (ETS) All program completers, 2015-16 | | | | |
| 0439-MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2014-15 | 3 | | | |
| 0439-MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2013-14 | 4 | | | |
| 0089-MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2013-14 | 1 | | | |
| 5089-MIDDLE SCHOOL SOCIAL STUDIES (CBT) Educational Testing Service (ETS) Other enrolled students | 1 | | | |
| 5089-MIDDLE SCHOOL SOCIAL STUDIES (CBT) Educational Testing Service (ETS) All program completers, 2014-15 | 2 | | | |
| 5089-MIDDLE SCHOOL SOCIAL STUDIES (CBT) Educational Testing Service (ETS) All program completers, 2013-14 | 2 | | | |
| 050-MILD/MODERATE CROSS CATEGORICAL SPECIAL EDUCATION Evaluation Systems group of Pearson Other enrolled students | 7 | | | |
| 050-MILD/MODERATE CROSS CATEGORICAL SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16 | 16 | 247 | 16 | 100 |
| 0253-MISSOURI LIBRARIAN PERFORMANCE ASSESSMENT Educational Testing Service (ETS) All program completers, 2015-16 | 1 | | | |
| 0255-MISSOURI PRE-SERVICE TEACHER ASSESSMENT NON-VIDEO Educational Testing Service (ETS) Other enrolled students | 9 | | | |
| 0255-MISSOURI PRE-SERVICE TEACHER ASSESSMENT NON-VIDEO Educational Testing Service (ETS) All program completers, 2015-16 | 16 | 41 | 16 | 100 |
| 0251-MISSOURI PRE-SERVICE TEACHER ASSESSMENT WITH VIDEO Educational Testing Service (ETS) Other enrolled students | 16 | 38 | 15 | 94 |
| 0251-MISSOURI PRE-SERVICE TEACHER ASSESSMENT WITH VIDEO Educational Testing Service (ETS) All program completers, 2015-16 | 61 | 42 | 61 | 100 |
| 5114-MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2013-14 | 4 | | | |
| 0114-MUSIC: CONTENT AND INSTRUCTION Educational Testing Service (ETS) All program completers, 2013-14 | 1 | | | |
| 043-MUSIC: INSTRUMENTAL & VOCAL Evaluation Systems group of Pearson All program completers, 2015-16 | 2 | | | |
| 043-MUSIC: INSTRUMENTAL & VOCAL Evaluation Systems group of Pearson All program completers, 2014-15 | 2 | | | |
| 044-PHYSICAL EDUCATION Evaluation Systems group of Pearson Other enrolled students | 2 | | | |
| 044-PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16 | 8 | | | |
| 044-PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15 | 4 | | | |
| 0091-PHYSICAL EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) | 4 | | | |

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|---|---|--|--|--|
| All program completers, 2013-14 | | | | |
| 5091-PHYSICAL EDUCATION: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2015-16 | 1 | | | |
| 5091-PHYSICAL EDUCATION: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2013-14 | 7 | | | |
| 5691-SE: PRESCHOOL EARLY CHILDHOOD Educational Testing Service (ETS) All program completers, 2014-15 | 1 | | | |
| 030-SOCIAL SCIENCE: BEHAVIORAL SCIENCES SUBTEST Evaluation Systems group of Pearson Other enrolled students | 3 | | | |
| 030-SOCIAL SCIENCE: BEHAVIORAL SCIENCES SUBTEST Evaluation Systems group of Pearson All program completers, 2015-16 | 1 | | | |
| 030-SOCIAL SCIENCE: BEHAVIORAL SCIENCES SUBTEST Evaluation Systems group of Pearson All program completers, 2014-15 | 2 | | | |
| 027-SOCIAL SCIENCE: ECONOMICS SUBTEST Evaluation Systems group of Pearson Other enrolled students | 3 | | | |
| 027-SOCIAL SCIENCE: ECONOMICS SUBTEST Evaluation Systems group of Pearson All program completers, 2015-16 | 1 | | | |
| 027-SOCIAL SCIENCE: ECONOMICS SUBTEST Evaluation Systems group of Pearson All program completers, 2014-15 | 2 | | | |
| 028-SOCIAL SCIENCE: GEOGRAPHY SUBTEST Evaluation Systems group of Pearson Other enrolled students | 3 | | | |
| 028-SOCIAL SCIENCE: GEOGRAPHY SUBTEST Evaluation Systems group of Pearson All program completers, 2015-16 | 1 | | | |
| 028-SOCIAL SCIENCE: GEOGRAPHY SUBTEST Evaluation Systems group of Pearson All program completers, 2014-15 | 2 | | | |
| 029-SOCIAL SCIENCE: POLITICAL SCIENCE SUBTEST Evaluation Systems group of Pearson Other enrolled students | 3 | | | |
| 029-SOCIAL SCIENCE: POLITICAL SCIENCE SUBTEST Evaluation Systems group of Pearson All program completers, 2015-16 | 1 | | | |
| 029-SOCIAL SCIENCE: POLITICAL SCIENCE SUBTEST Evaluation Systems group of Pearson All program completers, 2014-15 | 2 | | | |
| 025-SOCIAL SCIENCE: UNITED STATES HISTORY SUBTEST Evaluation Systems group of Pearson Other enrolled students | 3 | | | |
| 025-SOCIAL SCIENCE: UNITED STATES HISTORY SUBTEST Evaluation Systems group of Pearson All program completers, 2015-16 | 1 | | | |
| 025-SOCIAL SCIENCE: UNITED STATES HISTORY SUBTEST Evaluation Systems group of Pearson All program completers, 2014-15 | 2 | | | |
| 026-SOCIAL SCIENCE: WORLD HISTORY SUBTEST Evaluation Systems group of Pearson Other enrolled students | 3 | | | |
| 026-SOCIAL SCIENCE: WORLD HISTORY SUBTEST Evaluation Systems group of Pearson All program completers, 2015-16 | 1 | | | |
| 026-SOCIAL SCIENCE: WORLD HISTORY SUBTEST Evaluation Systems group of Pearson All program completers, 2014-15 | 2 | | | |

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|--|----|-----|----|-----|
| 0081-SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14 | 2 | | | |
| 5081-SOCIAL STUDIES: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2015-16 | 2 | | | |
| 5081-SOCIAL STUDIES: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2014-15 | 4 | | | |
| 5081-SOCIAL STUDIES: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2013-14 | 8 | | | |
| 5543-SPEC ED: CORE KNOWLEDGE & MILD TO MOD APPL (CBT) Educational Testing Service (ETS) All program completers, 2015-16 | 2 | | | |
| 5543-SPEC ED: CORE KNOWLEDGE & MILD TO MOD APPL (CBT) Educational Testing Service (ETS) All program completers, 2014-15 | 11 | 172 | 11 | 100 |
| 5543-SPEC ED: CORE KNOWLEDGE & MILD TO MOD APPL (CBT) Educational Testing Service (ETS) All program completers, 2013-14 | 16 | 171 | 16 | 100 |
| 0691-SPECIAL EDUCATION: PRESCHOOL/EARLY CHILDHOOD Educational Testing Service (ETS) All program completers, 2013-14 | 1 | | | |
| 0543-SPED: CORE KNOWLEDGE & MILD-MODERATE APPLICATIONS Educational Testing Service (ETS) All program completers, 2014-15 | 4 | | | |
| 0543-SPED: CORE KNOWLEDGE & MILD-MODERATE APPLICATIONS Educational Testing Service (ETS) All program completers, 2013-14 | 4 | | | |
| 0221-SPEECH COMMUNICATION Educational Testing Service (ETS) All program completers, 2013-14 | 1 | | | |

Section III Summary Pass Rates

| Group | Number taking tests | Number passing tests | Pass rate (%) |
|---------------------------------|---------------------|----------------------|---------------|
| All program completers, 2015-16 | 90 | 90 | 100 |
| All program completers, 2014-15 | 97 | 97 | 100 |
| All program completers, 2013-14 | 159 | 157 | 99 |

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.

A new course, ECTA 323: Curriculum, Assessment, and Data-based Decision Making was also added as a requirement for all candidates seeking initial teacher or librarian certification in 2014-2015. This course provides an introduction to theoretical and practical applications of data-driven decision-making, assessments and curriculum planning for educators.

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. All candidates seeking teacher or library certification participated in the Missouri Pre-Service Teacher Assessment (MoPTA) (or Missouri Library Performance Assessment, MoLPA), which was piloted in the state of Missouri for all student teachers starting in Fall 2015. This performance-based assessment requires candidates to collect and analyze data to determine the candidate's impact on learning for their students. MBU added 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 occurs during student teaching. Successful completion of the MoPTA (or MoLPA) is now a certification requirement for all candidates seeking initial teacher (or library) certification in the state of Missouri.

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. The Education Division faculty created an internal curriculum matrix to identify comprehensive coverage of the entire IEP process and revised course objectives/assignments of professional education coursework to reflect this process.

Missouri Baptist University teaches all pre-service teachers about the MTSS process for connecting students with interventions and using monitoring procedures to measure student growth. Content regarding evidence-based practices with MTSS is purposefully integrated into several literacy courses taken by candidates in general education and special education programs. In addition, candidates learn about behavior/classroom management needs of children with special needs, including characteristics of children with special needs, instructional needs, structures/routines, behavioral contracts, behavior modification, ABA analysis, PBS, and behavioral expectations.

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. The Education Division faculty created an internal curriculum matrix to identify comprehensive coverage of the entire IEP process and revised course objectives/assignments of professional education coursework to reflect this process.

Missouri Baptist University teaches all pre-service teachers about the MTSS process for connecting students with interventions and using monitoring procedures to measure student growth. Content regarding evidence-based practices with MTSS is purposefully integrated into several literacy courses taken by candidates in general education and special education programs. In addition, candidates learn about behavior/classroom management needs of children with special needs, including characteristics of children with special needs, instructional needs, structures/routines, behavioral contracts, behavior modification, ABA analysis, PBS, and behavioral expectations.

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.

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 2015-16

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