



Missouri Baptist State University
Traditional Report AY 2016-17
Missouri



REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

ADDRESS

One College Park Dr.

CITY

St. Louis

STATE

Missouri

ZIP

63141

SALUTATION

Mrs.

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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?

<https://www2.ed.gov/programs/tqpartnership/awards.html>

- Yes
 No

If yes, provide the following:

AWARD YEAR

GRANTEE NAME

PROJECT NAME

GRANT NUMBER

LIST PARTNER DISTRICTS/LEAS (ONE PER LINE)

LIST OTHER PARTNERS (ONE PER LINE)

PROJECT TYPE

- Residency
- Pre-baccalaureate
- Both Residency and Pre-baccalaureate

List of Programs

On this page, review the list of teacher preparation programs offered by your institution of higher education (IHE) or organization. If you submitted an IPRC last year, this list of programs is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to enter the programs in the appropriate reports. For the traditional report, list all traditional programs within the IHE. For the alternative report, list all alternative programs within the IHE. You may edit, delete, and insert new rows as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page. The system will automatically total the number of programs for you.

THIS PAGE INCLUDES:

>> [Program Information](#)

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 <https://www2.ed.gov/programs/tqpartnership/awards.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
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	

Total number of teacher preparation programs: 27

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
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

Program Requirements

THIS PAGE INCLUDES:

- >> [Admissions](#)
- >> [Undergraduate Requirements](#)
- >> [Postgraduate Requirements](#)
- >> [Supervised Clinical Experience](#)

On this page, review and enter information about the program requirements for admission into the program, program completion, and supervised clinical experience. If you submitted an IPRC last year, much of this page is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to specify the requirements in the appropriate reports. For the traditional report, provide the requirements for traditional programs within the IHE. For the alternative report, provide the requirements for the alternative programs within the IHE.

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

Admissions

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

Other



If Other, please specify:

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

2. Does your initial teacher certification program conditionally admit students?

- Yes
 No

3. 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/>

4. Please provide any additional information 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.

Undergraduate Requirements

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

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

- Yes
 No

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

Element	Required for Entry	Required for Exit
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Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Interview	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: Philosophy of Education	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

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

2.75

3. What was the median GPA of individuals accepted into the program in academic year 2016-17?

3.377

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

2.5

5. What was the median GPA of individuals completing the program in academic year 2016-17?

3.448

6. Please provide any additional information 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 completed their education program by July 31, 2017 were able to be grandfathered into the education program based on the 2016-2017 state GPA requirement of a 2.5 minimum cumulative GPA for admission and completion.

Postgraduate Requirements

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

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

- Yes
- No

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

Element	Required for Entry	Required for Exit
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Interview	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <input type="text" value="Philosophy of Education"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

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

2.75

3. What was the median GPA of individuals accepted into the program in academic year 2016-17?

3.289

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

2.5

5. What was the median GPA of individuals completing the program in academic year 2016-17?

3.435

6. Please provide any additional information 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 completed their education program by July 31, 2017 were able to be grandfathered into the education program based on the 2016-2017 state GPA requirement of a 2.5 minimum cumulative GPA for admission and completion.

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2016-17. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Additional guidance on reporting supervised clinical experience and nonclinical coursework.

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	12
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	257
Number of students in supervised clinical experience during this academic year	192

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

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

Enrollment

THIS PAGE INCLUDES:

>> [Enrollment](#)

On this page, enter the number of candidates for an initial teaching credential who are enrolled in the initial teacher preparation programs within your institution of higher education (IHE) or organization. **Do not** report on the total number of students enrolled in the entire IHE. **Do not** include individuals who currently hold a teaching credential and are seeking additional licenses or endorsements, or individuals preparing for school-based careers other than classroom teachers (e.g., administrators, guidance counselors).

The Department recognizes that in many cases, candidates voluntarily report their race/ethnicity and gender data, and that in some cases, candidates may choose not to report this information. Please report on the race/ethnicity data you have available, though the data may not be complete. It is not expected that the sum of the enrolled students reported by race/ethnicity or by gender will necessarily equal the total number of students enrolled.

If your IHE offers both traditional and alternative programs, be sure to enter the candidates enrolled in the appropriate reports. For the traditional report, provide only the candidates enrolled in traditional programs within the IHE. For the alternative report, provide only the candidates enrolled in the alternative programs within the IHE.

After entering the enrollment data, save the page using the floating save box at the bottom of the page.

Enrollment

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 2016-17	<input type="text" value="146"/>
Unduplicated number of males enrolled in 2016-17	<input type="text" value="30"/>
Unduplicated number of females enrolled in 2016-17	<input type="text" value="116"/>

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. ([§205\(a\)\(1\)\(C\)\(ii\)\(H\)](#))

2016-17	Number Enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race	<input type="text" value="0"/>
<i>Race</i>	

2016-17

Number Enrolled

American Indian or Alaska Native

1

Asian

1

Black or African American

9

Native Hawaiian or Other Pacific Islander

0

White

130

Two or more races

5

Teachers Prepared

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

- >> [Teachers Prepared by Subject Area](#)
- >> [Teachers Prepared by Academic Major](#)

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2016-17. 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\(b\)\(1\)\(H\)](#))

[Additional guidance on reporting teachers prepared by subject area.](#)

[What are CIP Codes?](#)

No teachers prepared in academic year 2016-17

CIP Code	Subject Area	Number Prepared
13.01	Education - General	0
13.10	Teacher Education - Special Education	25
13.1210	Teacher Education - Early Childhood Education	19
13.1202	Teacher Education - Elementary Education	60
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	8
13.1205	Teacher Education - Secondary Education	13
13.1206	Teacher Education - Multiple Levels	4

CIP Code	Subject Area	Number Prepared
13.1301	Teacher Education - Agriculture	0
13.1302	Teacher Education - Art	0
13.1303	Teacher Education - Business	2
13.1305	Teacher Education - English/Language Arts	5
13.1306	Teacher Education - Foreign Language	0
13.1307	Teacher Education - Health	1
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	0
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1311	Teacher Education - Mathematics	3
13.1312	Teacher Education - Music	1
13.1314	Teacher Education - Physical Education and Coaching	2
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - Science Teacher Education/General Science	2
13.1317	Teacher Education - Social Science	6
13.1318	Teacher Education - Social Studies	0
13.1319	Teacher Education - Technical Education	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	1
13.1323	Teacher Education - Chemistry	1
13.1324	Teacher Education - Drama and Dance	0
13.1325	Teacher Education - French	0
13.1326	Teacher Education - German	0
13.1328	Teacher Education - History	0
13.1329	Teacher Education - Physics	0
13.1330	Teacher Education - Spanish	0

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	0
13.1332	Teacher Education - Geography	0
13.1333	Teacher Education - Latin	0
13.1335	Teacher Education - Psychology	0
13.1337	Teacher Education - Earth Science	0
13.14	Teacher Education - English as a Second Language	0
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	0
13.99	Education - Other Specify: Library Media Specialist	1

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2016-17. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

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

[Additional guidance on reporting teachers prepared by academic major.](#)

What are CIP Codes?

No teachers prepared in academic year 2016-17

CIP Code	Academic Major	Number Prepared
13.01	Education - General	14
13.10	Teacher Education - Special Education	5
13.1210	Teacher Education - Early Childhood Education	9
13.1202	Teacher Education - Elementary Education	39
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	3
13.1205	Teacher Education - Secondary Education	7
13.1301	Teacher Education - Agriculture	0

CIP Code	Academic Major	Number Prepared
13.1302	Teacher Education - Art	0
13.1303	Teacher Education - Business	0
13.1305	Teacher Education - English/Language Arts	1
13.1306	Teacher Education - Foreign Language	0
13.1307	Teacher Education - Health	1
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	0
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1311	Teacher Education - Mathematics	1
13.1312	Teacher Education - Music	1
13.1314	Teacher Education - Physical Education and Coaching	2
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - Science	0
13.1317	Teacher Education - Social Science	3
13.1318	Teacher Education - Social Studies	0
13.1319	Teacher Education - Technical Education	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	0
13.1323	Teacher Education - Chemistry	0
13.1324	Teacher Education - Drama and Dance	0
13.1325	Teacher Education - French	0
13.1326	Teacher Education - German	0
13.1328	Teacher Education - History	0
13.1329	Teacher Education - Physics	0
13.1330	Teacher Education - Spanish	0
13.1331	Teacher Education - Speech	0

CIP Code	Academic Major	Number Prepared
13.1332	Teacher Education - Geography	0
13.1333	Teacher Education - Latin	0
13.1335	Teacher Education - Psychology	0
13.1337	Teacher Education - Earth Science	0
13.14	Teacher Education - English as a Second Language	0
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	0
13.03	Education - Curriculum and Instruction	0
13.09	Education - Social and Philosophical Foundations of Education	0
24	Liberal Arts/Humanities	0
42	Psychology	0
45.01	Social Sciences	0
45.02	Anthropology	0
45.06	Economics	0
45.07	Geography and Cartography	0
45.10	Political Science and Government	0
45.11	Sociology	1
50	Visual and Performing Arts	0
54	History	0
16	Foreign Languages	0
19	Family and Consumer Sciences/Human Sciences	0
23	English Language/Literature	4
38	Philosophy and Religious Studies	0
01	Agriculture	0
09	Communication or Journalism	2
14	Engineering	0

CIP Code	Academic Major	Number Prepared
26	Biology	3
27	Mathematics and Statistics	1
40.01	Physical Sciences	0
40.02	Astronomy and Astrophysics	0
40.04	Atmospheric Sciences and Meteorology	0
40.05	Chemistry	0
40.06	Geological and Earth Sciences/Geosciences	0
40.08	Physics	0
52	Business/Business Administration/Accounting	5
11	Computer and Information Sciences	0
99	Other Specify: Advertising; Behavioral Science, Child Development, Criminal Justice, Human Studies, Public Ad...	19

Program Completers

On this page, enter the total number of individuals who completed the program in AY 2016-17 and the two prior academic years. If you submitted an IPRC last year, the number of program completers for the two prior academic years are pre-loaded from your prior year's report.

A program completer is a person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as a criterion for determining who is a program completer.

An individual cannot be classified as both enrolled and as a program completer at the same time. An enrolled individual is not a program completer. Once an individual has met all the requirements of a state-approved teacher preparation program and becomes a program completer, the individual is no longer classified as enrolled.

After entering the program completers, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Program Completers](#)

Program Completers

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

2016-17	<input type="text" value="105"/>
2015-16	<input type="text" value="90"/>
2014-15	<input type="text" value="98"/>

Annual Goals

On this page, review the annual goals in each subject area listed below. If you submitted an IPRC last year, the goals you entered last year are pre-loaded from your prior year's report. Please respond to the questions to report on progress towards the goals, and set new goals for the next academic year.

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

THIS PAGE INCLUDES:

- >> [Annual Goals - Mathematics](#)
- >> [Annual Goals - Science](#)
- >> [Annual Goals - Special Education](#)
- >> [Annual Goals - Instruction of Limited English Proficient Students](#)
- >> [Assurances](#)

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 <https://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 2016-17

1. Did your program prepare teachers in mathematics in 2016-17?

- Yes
 No (leave remaining questions for year blank)

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

1

3. Did your program meet the goal for prospective teachers set in mathematics in 2016-17?

- Yes
 No
 Not applicable

4. Description of strategies used to achieve goal, if applicable:

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

6. Provide any additional comments, exceptions and explanations below:

MBU increased our overall enrollment in Math education programs from 17 students in 2015-2016 to 24 students in 2016-2017.

Academic year 2017-18

7. Is your program preparing teachers in mathematics in 2017-18?

- Yes
 No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in mathematics in 2017-18?

1

9. Provide any additional comments, exceptions and explanations below:

Academic year 2018-19

10. Will your program prepare teachers in mathematics in 2018-19?

- Yes
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in mathematics in 2018-19?

1

12. Provide any additional comments, exceptions and explanations below:

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 <https://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 2016-17

1. Did your program prepare teachers in science in 2016-17?

- Yes
 No (leave remaining questions for year blank)

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

1

3. Did your program meet the goal for prospective teachers set in science in 2016-17?

- Yes
 No

Not applicable

4. Description of strategies used to achieve goal, if applicable:

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

6. Provide any additional comments, exceptions and explanations below:

MBU increased our overall enrollment in Science education programs from 24 students in 2015-2016 to 30 students in 2016-2017.

Academic year 2017-18

7. Is your program preparing teachers in science in 2017-18?

- Yes
 No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in science in 2017-18?

1

9. Provide any additional comments, exceptions and explanations below:

Academic year 2018-19

10. Will your program prepare teachers in science in 2018-19?

- Yes
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in science in 2018-19?

1

12. Provide any additional comments, exceptions and explanations below:

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 <https://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 2016-17

1. Did your program prepare teachers in special education in 2016-17?

- Yes
 No (leave remaining questions for year blank)

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

2

3. Did your program meet the goal for prospective teachers set in special education in 2016-17?

- Yes
 No
 Not applicable

4. Description of strategies used to achieve goal, if applicable:

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

6. Provide any additional comments, exceptions and explanations below:

MBU began 2015-2016 with 100 students enrolled in programs leading to Special Education certification. Forty-one students were either recommended for certification, changed their majors, or withdrew from the university before the 2016-2017 school year. Although 40 new students enrolled in programs leading to Special Education certification during the 2016-2017 school year, this left us with a net total of 99 students enrolled in programs leading to Special Education certification for the 2016-2017 school year.

Academic year 2017-18

7. Is your program preparing teachers in special education in 2017-18?

- Yes
 No (leave remaining questions for year blank)

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

1

9. Provide any additional comments, exceptions and explanations below:

Academic year 2018-19

10. Will your program prepare teachers in special education in 2018-19?

- Yes
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in special education in 2018-19?

1

12. Provide any additional comments, exceptions and explanations below:

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 <https://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 2016-17

1. Did your program prepare teachers in instruction of limited English proficient students in 2016-17?

- Yes
 No (leave remaining questions for year blank)

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

3. Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2016-17?

- Yes
 No
 Not applicable

4. Description of strategies used to achieve goal, if applicable:

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

6. Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

7. Is your program preparing teachers in instruction of limited English proficient students in 2017-18?

- Yes
 No (leave remaining questions for year blank)

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

9. Provide any additional comments, exceptions and explanations below:

Academic year 2018-19

10. Will your program prepare teachers in instruction of limited English proficient students in 2018-19?

- Yes
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2018-19?

12. Provide any additional comments, exceptions and explanations below:

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.

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

- Yes
 No

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

- Yes
 No

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

- Yes
 No
 Program does not prepare special education teachers

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

- Yes
 No

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

- Yes
 No

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

- Yes
 No

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

Yes

No

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

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 if the diversity objectives are being met.

Assessment Pass Rates

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

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

After reviewing, save the page using the floating save box at the bottom of the page.

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, 2016-17	1			
016 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2015-16	2			
5235 -BIOLOGY: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2014-15	2			
017 -BUSINESS Evaluation Systems group of Pearson All program completers, 2016-17	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			
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			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
018 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2016-17	1			
064 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson Other enrolled students	4			
064 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	17	240	17	100
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, 2016-17	3			
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			
5021 -EDUCATION OF YOUNG CHILDREN (CBT) Educational Testing Service (ETS) All program completers, 2016-17	1			
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			
5011 -ELEM ED: CURR. INSTRUCTION AND ASSESSMENT (CBT) Educational Testing Service (ETS) Other enrolled students	2			
5011 -ELEM ED: CURR. INSTRUCTION AND ASSESSMENT (CBT) Educational Testing Service (ETS) All program completers, 2016-17	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
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
0011 -ELEM ED: CURRICULUM INSTRUCTION AND ASSESSMENT Educational Testing Service (ETS) Other enrolled students	1			
0011 -ELEM ED: CURRICULUM INSTRUCTION AND ASSESSMENT Educational Testing Service (ETS) All program completers, 2016-17	1			
0011 -ELEM ED: CURRICULUM INSTRUCTION AND ASSESSMENT Educational Testing Service (ETS) All program completers, 2014-15	1			
007 -ELEMENTARY EDUCATION: ENGLISH LANG. ARTS SUBTEST Evaluation Systems group of Pearson Other enrolled students	23	217	10	43
007 -ELEMENTARY EDUCATION: ENGLISH LANG. ARTS SUBTEST Evaluation Systems group of Pearson All program completers, 2016-17	63	238	63	100
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	27	221	16	59
008 -ELEMENTARY EDUCATION: MATHEMATICS SUBTEST Evaluation Systems group of Pearson All program completers, 2016-17	63	243	63	100
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	23	218	12	52
009 -ELEMENTARY EDUCATION: SCIENCE SUBTEST Evaluation Systems group of Pearson All program completers, 2016-17	56	236	56	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
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	22	220	15	68
010 -ELEMENTARY EDUCATION: SOCIAL STUDIES SUBTEST Evaluation Systems group of Pearson All program completers, 2016-17	56	238	56	100
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	3			
020 -ENGLISH Evaluation Systems group of Pearson All program completers, 2016-17	3			
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			
0041 -ENGLISH LANG. LIT. AND COMP. : CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	1			
041 -HEALTH Evaluation Systems group of Pearson Other enrolled students	1			
041 -HEALTH Evaluation Systems group of Pearson All program completers, 2016-17	1			
041 -HEALTH Evaluation Systems group of Pearson All program completers, 2014-15	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
5551 -HEALTH EDUCATION (CBT) Educational Testing Service (ETS) All program completers, 2014-15	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, 2016-17	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, 2014-15	1			
023 -MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	2			
023 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	2			
011 -MIDDLE SCHOOL EDUCATION: LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2016-17	2			
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 Other enrolled students	2			
012 -MIDDLE SCHOOL EDUCATION: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	1			
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			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
013 -MIDDLE SCHOOL EDUCATION: SCIENCE Evaluation Systems group of Pearson Other enrolled students	1			
013 -MIDDLE SCHOOL EDUCATION: SCIENCE Evaluation Systems group of Pearson All program completers, 2016-17	2			
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	1			
014 -MIDDLE SCHOOL EDUCATION: SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2016-17	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			
0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2014-15	1			
0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2015-16	2			
0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2014-15	3			
5089 -MIDDLE SCHOOL SOCIAL STUDIES (CBT) Educational Testing Service (ETS) All program completers, 2016-17	1			
5089 -MIDDLE SCHOOL SOCIAL STUDIES (CBT) Educational Testing Service (ETS) All program completers, 2014-15	2			
050 -MILD/MODERATE CROSS CATEGORICAL SPECIAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	6			
050 -MILD/MODERATE CROSS CATEGORICAL SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	22	245	22	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
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, 2016-17	1			
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	6			
0255 -MISSOURI PRE-SERVICE TEACHER ASSESSMENT NON-VIDEO Educational Testing Service (ETS) All program completers, 2016-17	17	43	17	100
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	19	39	16	84
0251 -MISSOURI PRE-SERVICE TEACHER ASSESSMENT WITH VIDEO Educational Testing Service (ETS) All program completers, 2016-17	69	43	69	100
0251 -MISSOURI PRE-SERVICE TEACHER ASSESSMENT WITH VIDEO Educational Testing Service (ETS) All program completers, 2015-16	61	42	61	100
043 -MUSIC: INSTRUMENTAL & VOCAL Evaluation Systems group of Pearson Other enrolled students	1			
043 -MUSIC: INSTRUMENTAL & VOCAL Evaluation Systems group of Pearson All program completers, 2016-17	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 All program completers, 2016-17	2			
044 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	8			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
044 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	4			
5091 -PHYSICAL EDUCATION: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2015-16	1			
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 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	4			
027 -SOCIAL SCIENCE: ECONOMICS SUBTEST Evaluation Systems group of Pearson All program completers, 2016-17	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 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 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	4			
025 -SOCIAL SCIENCE: UNITED STATES HISTORY SUBTEST Evaluation Systems group of Pearson All program completers, 2016-17	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
025 -SOCIAL SCIENCE: UNITED STATES HISTORY SUBTEST Evaluation Systems group of Pearson All program completers, 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	5			
026 -SOCIAL SCIENCE: WORLD HISTORY SUBTEST Evaluation Systems group of Pearson All program completers, 2016-17	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			
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			
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
0543 -SPED: CORE KNOWLEDGE & MILD-MODERATE APPLICATIONS Educational Testing Service (ETS) All program completers, 2014-15	4			

Summary Pass Rates

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

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

After reviewing, save the page using the floating save box at the bottom of the page.

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2016-17	105	105	100
All program completers, 2015-16	90	90	100
All program completers, 2014-15	98	98	100

Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

On this page, review the questions regarding your program's approval/accreditation and whether your program has been designated as low performing by the state. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

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

Low-Performing

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

1. Is your teacher preparation program currently approved or accredited?

- Yes
 No

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

- State
 NCATE
 TEAC
 CAEP
 Other specify:

2. 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)?

- Yes
 No

Use of Technology

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

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

THIS PAGE INCLUDES:

>> [Use of Technology](#)

Use of Technology

1. Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. ([§205\(a\)\(1\)\(F\)](#))

Does your program prepare teachers to:

- a. integrate technology effectively into curricula and instruction

Yes
 No

- b. use technology effectively to collect data to improve teaching and learning

Yes
 No

- c. use technology effectively to manage data to improve teaching and learning

Yes
 No

- d. use technology effectively to analyze data to improve teaching and learning

Yes
 No

2. Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

All teacher certification candidates take a course (EDUC 373: Technology and Instructional Media for undergraduate students, and EDUC 573: Applications of Technology as an Effective Tool in Teaching and Learning for post-baccalaureate students) that 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 library 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.

Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

On this page, review the questions about how your program trains general education teachers and special education teachers. For the purposes of these questions, general education teachers means those who are not specifically prepared as special education teachers. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

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

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. [\(§205\(a\)\(1\)\(G\)\)](#)

1. Does your program prepare general education teachers to:

a. teach students with disabilities effectively

- Yes
 No

b. participate as a member of individualized education program teams

- Yes
 No

c. teach students who are limited English proficient effectively

- Yes
 No

2. 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.

3. Does your program prepare special education teachers to:

a. teach students with disabilities effectively

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

b. participate as a member of individualized education program teams

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

c. teach students who are limited English proficient effectively

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

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

Students at Missouri Baptist University complete required coursework in special education that involves interpreting test results, writing objectives, and creating IEPs; reading, interpreting, and implementing 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.

Contextual Information

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

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

THIS PAGE INCLUDES:

>> [Contextual Information](#)

Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Supporting Files

No files have been provided.

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

Report Card Certification

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

Enrollment Confirmation

Total Title II enrollment from Section I: Program Information, Enrollment is **146**.

Number of program completers from Section I: Program Information, Program Completers is **105**.

For a total enrollment of **251**.

I certify the total enrollment shown above is correct.

Certification of submission

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Angela McGowan

TITLE:

Teacher Certification Coordinator

Certification of review of submission

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF REVIEWER:

Melanie Bishop

TITLE:

Associate Vice President for Graduate Affairs and Dean of Education

Comparison with Last Year

Item	Last Year	This Year	Change
Total Enrollment	156	146	-6.41%
Male Enrollment	27	30	11.11%
Female Enrollment	129	116	-10.08%
Hispanic/Latino Enrollment	1	0	
American Indian or Alaska Native Enrollment	0	1	
Asian Enrollment	0	1	
Black or African American Enrollment	11	9	-18.18%

Item	Last Year	This Year	Change
Native Hawaiian or Other Pacific Islander Enrollment	0	0	
White Enrollment	142	130	-8.45%
Two or more races Enrollment	2	5	150.00%
Average number of clock hours required prior to student teaching	75	75	0.00%
Average number of clock hours required for student teaching	640	640	0.00%
Average number of clock hours required for mentoring	0	0	
Number of full-time equivalent faculty in supervised clinical experience during this academic year	11	12	9.09%
Number of adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	242	257	6.20%
Number of students in supervised clinical experience during this academic year	183	192	4.92%
Total completers for current academic year	90	105	16.67%
Total completers for prior academic year	98	90	-8.16%
Total completers for second prior academic year	159	98	-38.36%