title **II** higher education act

2024 TITLE II REPORTS
National Teacher Preparation Data

MO **Missouri Baptist State University**
Traditional Report AY 2022-23
Missouri

REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Academic year
- IPEDS ID

IPEDS ID

178244

☐ **THIS INSTITUTION HAS NO IPEDS ID**

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

One College Park Dr.

CITY

St. Louis

STATE

Missouri ▼

ZIP

63141

SALUTATION

Mrs. ▼

FIRST NAME

Angela

LAST NAME

McGowan

PHONE

(314) 744-5323

EMAIL

mcgowan@mobap.edu

List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Postgraduate level (PG), or both. **(§205(a)(C))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Teacher Preparation Program

List of Programs

Note: This section is preloaded with the list of programs reported in the prior year's IPRC.

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	Both	
13.1202	Elementary Education	Both	
13.01	General Education (alternative programs/programs providing pedagogy only)	UG	
13.1203	Junior High/Intermediate/Middle School Education and Teaching	Both	
13.1	Special Education	Both	
13.1322	Teacher Education - Biology	Both	
13.1303	Teacher Education - Business	Both	
13.1323	Teacher Education - Chemistry	Both	
13.1324	Teacher Education - Drama and Dance	Both	
13.1305	Teacher Education - English/Language Arts	Both	
13.1307	Teacher Education - Health	Both	
13.1311	Teacher Education - Mathematics	Both	
13.1312	Teacher Education - Music	Both	
13.99	Teacher Education - Other	PG	
13.1314	Teacher Education - Physical Education and Coaching	Both	
13.1317	Teacher Education - Social Sciences	Both	

Total number of teacher preparation programs:

Program Requirements

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. **(§205(a)(1)(C)(i))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Full-time equivalent faculty supervising clinical experience
- Adjunct faculty supervising clinical experience
- Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience
- Supervised clinical experience

Undergraduate Requirements

Note: This section is preloaded from the prior year's IPRC.

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 table below blank (or **clear responses already entered**) then click save at the bottom of the page.

Element	Admission		Completion	
Transcript	● Yes	○ No	● Yes	○ No
Fingerprint check	○ Yes	● No	○ Yes	● No
Background check	○ Yes	● No	○ Yes	● No
Minimum number of courses/credits/semester hours completed	● Yes	○ No	● Yes	○ No
Minimum GPA	○ Yes	● No	○ Yes	● No
Minimum GPA in content area coursework	● Yes	○ No	● Yes	○ No
Minimum GPA in professional education coursework	● Yes	○ No	● Yes	○ No
Minimum ACT score	○ Yes	● No	○ Yes	● No
Minimum SAT score	○ Yes	● No	○ Yes	● No
Minimum basic skills test score	● Yes	○ No	○ Yes	● No
Subject area/academic content test or other subject matter verification	○ Yes	● No	● Yes	○ No
Recommendation(s)	● Yes	○ No	● Yes	○ No

Element	Admission		Completion	
Essay or personal statement	● Yes	○ No	● Yes	○ No
Interview	● Yes	○ No	○ Yes	● No
Other Specify: Philosophy of Education	● Yes	○ No	● Yes	○ 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.)

3. 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.)

4. Please provide any additional information about the information provided above:

Per Missouri Department of Elementary and Secondary Education requirements for admission / exit from a Teacher Education Program, no minimum cumulative GPA is required. However, a minimum 3.0 GPA (with no grade lower than a C) in the content area and in professional education coursework is required for candidates seeking middle, secondary, or K-12 content area certification and a minimum 3.0 program GPA (with no grade lower than a C) is required for candidates seeking early childhood, elementary, or special education certification. Per Missouri statute, proficiency in general education through performance on an accepted entrance exam is required for admission into the MBU Teacher Education Program for degree-seeking undergraduate students. As of October 2022, DESE has allowed the following exams to satisfy the testing requirement for proficiency in the areas of math, reading, and communication set forth in Missouri State Statute 168.400. MBU minimum required scores are as shown: ACT Composite Score 20 SAT Composite Score 1040 Paraprofessional Composite Score 220 MoGEA subtest 068 – Mathematics 200 MoGEA subtest 066 – Reading Comprehension & Interpretation 202 MoGEA subtest 067 – Writing 193 Undergraduate degree-seeking students who are pursuing teacher certification and matriculate with an ACT composite score of 20 or higher (or an SAT composite score of 1040 or higher) have met MBU's qualifying scores. Students who have not met these benchmarks may take either the Missouri Paraprofessional exam or MoGEA to fulfill the testing requirement for proficiency. The Paraprofessional or MoGEA must be taken in the same semester as EDUC 201 Professional Growth and Folio Development I (second semester of the sophomore year or first semester of enrollment for students transferring with a class rank of junior or higher). While the Paraprofessional exam, like the ACT and SAT, has a passing composite score, students must achieve a passing score on each of the MoGEA subtests as listed in the chart above.

Postgraduate Requirements

Note: This section is preloaded from the prior year's IPRC.

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 table below blank (or **clear responses already entered**) then click save at the bottom of the page.

Element	Admission		Completion	
Transcript	● Yes	○ No	● Yes	○ No
Fingerprint check	○ Yes	● No	○ Yes	● No
Background check	○ Yes	● No	○ Yes	● No

Element	Admission		Completion	
Minimum number of courses/credits/semester hours completed	● Yes	○ No	● Yes	○ No
Minimum GPA	○ Yes	● No	○ Yes	● No
Minimum GPA in content area coursework	● Yes	○ No	● Yes	○ No
Minimum GPA in professional education coursework	● Yes	○ No	● Yes	○ No
Minimum ACT score	○ Yes	● No	○ Yes	● No
Minimum SAT score	○ Yes	● No	○ Yes	● No
Minimum basic skills test score	○ Yes	● No	○ Yes	● No
Subject area/academic content test or other subject matter verification	○ Yes	● No	● Yes	○ No
Recommendation(s)	● Yes	○ No	● Yes	○ No
Essay or personal statement	● Yes	○ No	● Yes	○ No
Interview	● Yes	○ No	○ Yes	● No
Other Specify: Philosophy of Education	● Yes	○ No	● Yes	○ 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.)**

3. **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.)**

4. **Please provide any additional information about the information provided above:**

Per Missouri Department of Elementary and Secondary Education requirements for admission / exit from a Teacher Education Program, no minimum cumulative GPA is required. However, a minimum 3.0 GPA (with no grade lower than a C) in the content area and in professional education coursework is required for candidates seeking middle, secondary, or K-12 content area certification and a minimum 3.0 program GPA (with no grade lower than a C) is required for candidates seeking early childhood, elementary, or special education certification. Post-baccalaureate candidates seeking initial teacher certification are exempt from taking a basic skills test.

Supervised Clinical Experience

Note: The clinical experience requirements in this section are preloaded from the prior year's IPRC. Teacher preparation providers will enter the number of participants each year.

Provide the following information about supervised clinical experience in 2022-23. (§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))

Are there programs with student teaching models?

● **Yes**
○ **No**

If yes, provide the next two responses. If no, leave them blank.

Programs with student teaching models (most traditional programs)

Number of clock hours of supervised clinical experience required prior to student teaching	75
Number of clock hours required for student teaching	600

Are there programs in which candidates are the teacher of record?

○ Yes
● No

If yes, provide the next two responses. If no, leave them blank.

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)

Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	
Years required of teaching as the teacher of record in a classroom	

All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) Optional tool for automatically calculating full-time equivalent faculty in the system	7
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	25
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	167
Number of students in supervised clinical experience during this academic year	142

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 and Program Completers

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year. **(§205(a)(1)(C)(ii))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Enrolled Student
- Program Completer

Enrollment and Program Completers

2022-23 Total	
Total Number of Individuals Enrolled	277
Subset of Program Completers	64

Gender	Total Enrolled	Subset of Program Completers
Male	52	8
Female	225	56
Non-Binary/Other	0	0
No Gender Reported	0	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	2	0
Asian	2	0
Black or African American	18	3
Hispanic/Latino of any race	2	0
Native Hawaiian or Other Pacific Islander	3	1
White	245	60

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	5	0
No Race/Ethnicity Reported	0	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races		
No Race/Ethnicity Reported		

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.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Academic Major

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2022-23.

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))**

What are CIP Codes?

☐ **No teachers prepared in academic year 2022-23**

If your program has no teachers prepared, check the box above and leave the table below blank (or **clear responses already entered**).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55).

CIP Code	Subject Area	Number Prepared
13.10	**Teacher Education - Special Education**	15

CIP Code	Subject Area	Number Prepared
13.1202	Teacher Education - Elementary Education	41
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	6
13.1210	Teacher Education - Early Childhood Education	7
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	0
13.1305	Teacher Education - English/Language Arts	4
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	0
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	4
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	2
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	0
13.1317	Teacher Education - Social Science	5
13.1318	Teacher Education - Social Studies	
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	0
13.1323	Teacher Education - Chemistry	0
13.1324	Teacher Education - Drama and Dance	0
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
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 2022-23. 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.

What are CIP Codes?

Does this teacher preparation provider grant degrees upon completion of its programs?

- ● Yes
- ○ No

☐ **No teachers prepared in academic year 2022-23**

If this provider does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or **clear responses already entered**).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	10
13.1202	Teacher Education - Elementary Education	27
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	2
13.1210	Teacher Education - Early Childhood Education	3
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	
13.1306	Teacher Education - Foreign Language	

CIP Code	Academic Major	Number Prepared
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	2
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify: General Studies in Learning	1
01	Agriculture	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	

CIP Code	Academic Major	Number Prepared
09	Communication or Journalism	
11	Computer and Information Sciences	
12	Personal and Culinary Services	
14	Engineering	
16	Foreign Languages, Literatures, and Linguistics	1
19	Family and Consumer Sciences/Human Sciences	1
21	Technology Education/Industrial Arts	
22	Legal Professions and Studies	
23	English Language/Literature	3
24	Liberal Arts/Humanities	2
25	Library Science	
26	Biological and Biomedical Sciences	2
27	Mathematics and Statistics	1
30	Multi/Interdisciplinary Studies	3
38	Philosophy and Religious Studies	
40	Physical Sciences	
41	Science Technologies/Technicians	
42	Psychology	3
44	Public Administration and Social Service Professions	
45	Social Sciences	2
46	Construction	
47	Mechanic and Repair Technologies	
50	Visual and Performing Arts	
51	Health Professions and Related Clinical Sciences	2
52	Business/Management/Marketing	1

CIP Code	Academic Major	Number Prepared
54	History	
99	Other Specify: Justice Systems	1

Program Assurances

Respond to the following assurances. Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. **(§205(a)(1)(A)(iii); §206(b))**

Program Assurances

Note: This section is preloaded from the prior year's IPRC.

1. Program 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:

All Missouri Baptist University (MBU) teacher candidates take the course EDPS 453/553: The Exceptional Child, in which they learn about a broad range of student learning differences and how to support them in the general education classroom. The course includes a 6-clock hour field experience in a special education classroom, execution of multiple case studies in which candidates plan classroom and instructional support for students with different disabilities, and a culminating project in which they design and implement a general education lesson plan with extensive accommodations and support for specific students with one or more disabilities. MBU requires all candidates seeking initial teacher certification to complete the course EDUC 203: Teaching in a Diverse Society, which is required early in their program to make them aware of a broad range of student characteristics, while reflecting on their own diverse perspectives as well. A 10-clock hour field experience with English language learners (ELL) is included in the

course EDRD 423/523: Integrating Literacy in the Content Areas, which is required for all candidates seeking initial teacher certification. A significant number of Missouri Baptist University's students come from low income, rural areas outside of the St. Louis area and many of them complete field experiences in those environments and return to those environments to teach following completion of their certification. Generally in the same semester they are taking EDUC 203: Teaching in a Diverse Society, all students are also enrolled in EDCL 211: Teaching Field Experience I and are required to choose a pre-selected building site for a 30-hour placement which has been identified as representing a variety of diverse populations; sites are reviewed / reselected on an annual basis to ensure continued diversity. All candidates also have the opportunity for additional field experience or student teaching at these sites. All education courses for initial certification include course objectives related to improving candidate proficiencies for working with diverse students (with one or more related assessment components) to determine if the diversity objectives are being met.

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 teacher preparation 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)(i), §205(a)(1)(A)(ii), §206(a))**

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in mathematics in 2022-23?

If no, leave remaining questions for 2022-23 blank (or **clear responses already entered**).
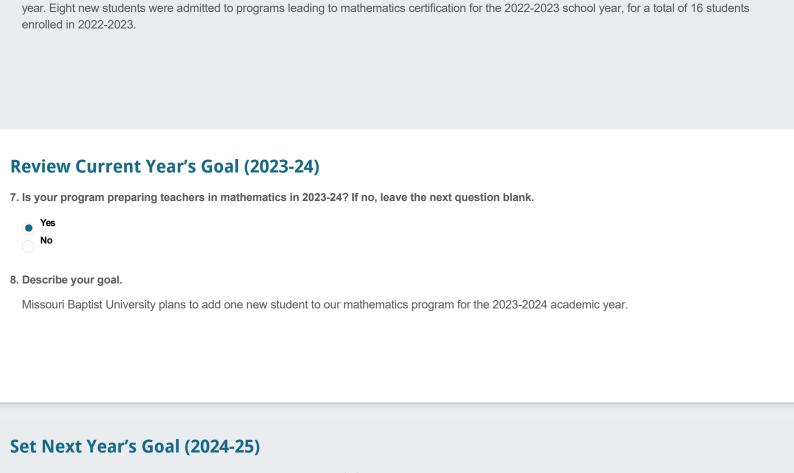
- ● Yes
- ○ No

2. Describe your goal.

Missouri Baptist University plans to add one new student to our mathematics program for the 2022-2023 academic year.

3. Did your program meet the goal?

- ● Yes
- ○ No

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:

Missouri Baptist University began the 2021-2022 academic school year with 15 students enrolled in programs leading to Mathematics certification. Two students were recommended for certification and five students either changed their major or withdrew from the university before the 2022-2023 school

year. Eight new students were admitted to programs leading to mathematics certification for the 2022-2023 school year, for a total of 16 students enrolled in 2022-2023.

Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in mathematics in 2023-24? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

Missouri Baptist University plans to add one new student to our mathematics program for the 2023-2024 academic year.

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in mathematics in 2024-25? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

Missouri Baptist University plans to add one new student to our mathematics program for the 2024-2025 academic year.

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 teacher preparation 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)(i), §205(a)(1)(A)(ii), §206(a))**

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in science in 2022-23?

If no, leave remaining questions for 2022-23 blank (or **clear responses already entered**).

- ● Yes
- ○ No

2. Describe your goal.

Missouri Baptist University plans to add one new student to our science program for the 2022-2023 academic year.

3. Did your program meet the goal?

- ● Yes
- ○ No

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:

Missouri Baptist University began the 2021-2022 academic year with seven students enrolled in programs leading to science certification. One student was recommended for certification and two students changed their major before the 2022-2023 school year began. Four new students enrolled in

programs leading to science certification for the 2022-2023 school year, for a total of eight students enrolled.

Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in science in 2023-24? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

Missouri Baptist University plans to add one new student to our science program for the 2023-2024 academic year.

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in science in 2024-25? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

Missouri Baptist University plans to add one new student to our science program for the 2024-2025 academic year.

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 teacher preparation 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)(i), §205(a)(1)(A)(ii), §206(a))**

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in special education in 2022-23?

If no, leave remaining questions for 2022-23 blank (or **clear responses already entered**).

- ⦿ Yes
- ◯ No

2. Describe your goal.

Missouri Baptist University plans to add one new student to our Special Education program for the 2022-2023 academic year.

3. Did your program meet the goal?

- ⦿ Yes
- ◯ No

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:

Missouri Baptist University began the 2021-2022 academic year with 64 students enrolled in programs leading to Special Education certification. Twenty-three students were recommended for certification and twelve students either changed their major or withdrew from the university before the

2022-2023 school year began. While MBU only had 43 students enrolled in programs leading to Special Education certification for the 2022-2023 school year, 14 of these were new students.

Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in special education in 2023-24? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

Missouri Baptist University plans to add one new student to our Special Education program for the 2023-2024 academic year.

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in special education in 2024-25? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

Missouri Baptist University plans to add one new student to our Special Education program for the 2024-2025 academic year.

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 teacher preparation 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)(i), §205(a)(1)(A)(ii), §206(a))**

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in instruction of limited English proficient students in 2022-23?

If no, leave remaining questions for 2022-23 blank (or **clear responses already entered**).
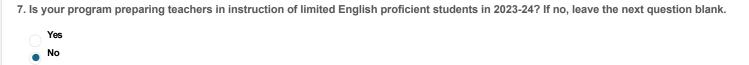
○ Yes
● No

2. Describe your goal.

3. Did your program meet the goal?

○ Yes
○ No

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:

Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in instruction of limited English proficient students in 2023-24? If no, leave the next question blank.

- ◯ Yes
- ● No

8. Describe your goal.

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in instruction of limited English proficient students in 2024-25? If no, leave the next question blank.

- ◯ Yes
- ● No

10. Describe your goal.

Assessment Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. **(§205(a)(1)(B))**

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 RTI's Title II Support Center and your testing company representative.

> **Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.**
>
> - Pass rate
> - Scaled score
> - Teacher credential assessment

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
075 -BIOLOGY Evaluation Systems group of Pearson Other enrolled students	1			
075 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2021-22	1			
017 -BUSINESS Evaluation Systems group of Pearson Other enrolled students	1			
017 -BUSINESS Evaluation Systems group of Pearson All program completers, 2021-22	1			
017 -BUSINESS Evaluation Systems group of Pearson All program completers, 2020-21	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
064 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson Other enrolled students	7			
064 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2022-23	7			
064 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	14	236	14	100
064 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	15	238	15	100
049 -EARLY CHILDHOOD SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2022-23	2			
049 -EARLY CHILDHOOD SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	3			
049 -EARLY CHILDHOOD SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	9			
073 -ELEMENTARY EDUCATION SUBTEST I Evaluation Systems group of Pearson Other enrolled students	18	243	16	89
073 -ELEMENTARY EDUCATION SUBTEST I Evaluation Systems group of Pearson All program completers, 2022-23	33	243	33	100
073 -ELEMENTARY EDUCATION SUBTEST I Evaluation Systems group of Pearson All program completers, 2021-22	31	242	31	100
074 -ELEMENTARY EDUCATION SUBTEST II Evaluation Systems group of Pearson Other enrolled students	17	229	12	71
074 -ELEMENTARY EDUCATION SUBTEST II Evaluation Systems group of Pearson All program completers, 2022-23	33	242	33	100
074 -ELEMENTARY EDUCATION SUBTEST II Evaluation Systems group of Pearson All program completers, 2021-22	31	243	30	97
007 -ELEMENTARY EDUCATION: ENGLISH LANG. ARTS SUBTEST Evaluation Systems group of Pearson All program completers, 2021-22	9			
007 -ELEMENTARY EDUCATION: ENGLISH LANG. ARTS SUBTEST Evaluation Systems group of Pearson All program completers, 2020-21	31	245	31	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
008 -ELEMENTARY EDUCATION: MATHEMATICS SUBTEST Evaluation Systems group of Pearson All program completers, 2021-22	9			
008 -ELEMENTARY EDUCATION: MATHEMATICS SUBTEST Evaluation Systems group of Pearson All program completers, 2020-21	31	253	31	100
009 -ELEMENTARY EDUCATION: SCIENCE SUBTEST Evaluation Systems group of Pearson All program completers, 2021-22	9			
009 -ELEMENTARY EDUCATION: SCIENCE SUBTEST Evaluation Systems group of Pearson All program completers, 2020-21	31	244	31	100
010 -ELEMENTARY EDUCATION: SOCIAL STUDIES SUBTEST Evaluation Systems group of Pearson All program completers, 2021-22	9			
010 -ELEMENTARY EDUCATION: SOCIAL STUDIES SUBTEST Evaluation Systems group of Pearson All program completers, 2020-21	31	239	31	100
020 -ENGLISH Evaluation Systems group of Pearson Other enrolled students	1			
020 -ENGLISH Evaluation Systems group of Pearson All program completers, 2022-23	3			
020 -ENGLISH Evaluation Systems group of Pearson All program completers, 2020-21	3			
041 -HEALTH Evaluation Systems group of Pearson All program completers, 2021-22	1			
041 -HEALTH Evaluation Systems group of Pearson All program completers, 2020-21	1			
042 -LIBRARY MEDIA SPECIALIST Evaluation Systems group of Pearson All program completers, 2022-23	1			
042 -LIBRARY MEDIA SPECIALIST Evaluation Systems group of Pearson All program completers, 2021-22	1			
082 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2022-23	1			
023 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2020-21	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
011 -MIDDLE SCHOOL EDUCATION: LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2022-23	1			
011 -MIDDLE SCHOOL EDUCATION: LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2021-22	1			
011 -MIDDLE SCHOOL EDUCATION: LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2020-21	2			
012 -MIDDLE SCHOOL EDUCATION: MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	3			
012 -MIDDLE SCHOOL EDUCATION: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2022-23	3			
012 -MIDDLE SCHOOL EDUCATION: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2021-22	1			
012 -MIDDLE SCHOOL EDUCATION: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2020-21	3			
013 -MIDDLE SCHOOL EDUCATION: SCIENCE Evaluation Systems group of Pearson Other enrolled students	2			
013 -MIDDLE SCHOOL EDUCATION: SCIENCE Evaluation Systems group of Pearson All program completers, 2021-22	1			
013 -MIDDLE SCHOOL EDUCATION: SCIENCE Evaluation Systems group of Pearson All program completers, 2020-21	1			
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, 2022-23	2			
014 -MIDDLE SCHOOL EDUCATION: SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2021-22	1			
014 -MIDDLE SCHOOL EDUCATION: SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2020-21	4			
050 -MILD/MODERATE CROSS CATEGORICAL SPECIAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	7			

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, 2022-23	13	250	13	100
050 -MILD/MODERATE CROSS CATEGORICAL SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	18	247	18	100
050 -MILD/MODERATE CROSS CATEGORICAL SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	21	244	21	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, 2021-22	2			
043 -MUSIC: INSTRUMENTAL & VOCAL Evaluation Systems group of Pearson All program completers, 2020-21	3			
044 -PHYSICAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	3			
044 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2022-23	2			
044 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	2			
044 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	3			
062 -PROFESSIONAL KNOWLEDGE: MIDDLE SCHOOL Evaluation Systems group of Pearson Other enrolled students	1			
062 -PROFESSIONAL KNOWLEDGE: MIDDLE SCHOOL Evaluation Systems group of Pearson All program completers, 2020-21	1			
071 -SOCIAL SCIENCE Evaluation Systems group of Pearson Other enrolled students	4			
071 -SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2022-23	3			
071 -SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2021-22	7			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
071 -SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2020-21	3			
031 -SPEECH & THEATER Evaluation Systems group of Pearson All program completers, 2020-21	1			

Summary Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. **(§205(a)(1)(B))**

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 RTI's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Pass rate
- Scaled score
- Teacher credential assessment

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2022-23	64	64	100
All program completers, 2021-22	81	80	99
All program completers, 2020-21	88	88	100

Low-Performing

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

Note: This section is preloaded from the prior year's IPRC.

Low-Performing

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
☑ CAEP
☐ AAQEP
☐ Other specify:

2. Is your teacher preparation program currently under a designation as "low-performing" by the state?

○ Yes
◉ No

Use of Technology

On this page, review the questions regarding your program's use of technology, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

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 requires them to explore and apply a variety of types of current instructional technology to enhance PK-12 teaching and learning. Candidates learn to identify and integrate varied, appropriate technologies both to enhance teacher productivity and professional practice and to apply the technologies into curriculum and instruction to enhance learning experiences for diverse students. This course, as well as multiple special education courses, also introduces students to components of universal design for learning (UDL). Throughout their program, candidates are required to integrate appropriate technology into lesson and unit plans that they develop, starting with EDUC 303 Methods of Teaching and Differentiated Instruction at the beginning of their program. The course ECTA 323: Curriculum, Assessment, and Data-based Decision Making is a requirement for candidates seeking initial teacher or library certification (with the exception of K-12 health, music, and PE majors, who have this content embedded in their content methods courses). This course provides an introduction to theoretical and practical applications of data-driven decision-making, assessments, and curriculum planning for educators, including applying these concepts to personalized instruction for a broad range of PK-12 students. Multiple courses in initial certification programs require candidates to examine and analyze data from the Missouri Department of Elementary and Secondary Education (DESE) website in an effort to strengthen PK-12 teaching and learning. All candidates examine multiple sets of class assessments to analyze the data and use the data to drive future instruction. MBU also offers a Master's degree in Educational Technology for teachers who wish to further develop their educational technology expertise.

Teacher Training

Provide the following information about your teacher preparation program.
(§205(a)(1)(G))

Note: This section is preloaded from the prior year's IPRC.

Teacher Training

1. Provide a description of the activities that prepare general education teachers to:

   a. **Teach students with disabilities effectively**

   All Missouri Baptist University (MBU) teacher candidates take the course EDPS 453/553: The Exceptional Child, in which they learn about a broad range of student learning differences and how to support those differences in the general education classroom. The course includes a 6-clock hour field experience in a P-12 special education classroom, execution of multiple case studies in which candidates plan classroom and instructional support for students with different disabilities, and a culminating project in which they design and implement a general education lesson plan with extensive accommodations and support for specific students with one or more disabilities. Candidates also learn about the RTI / MTSS process for connecting students with tiered interventions and using monitoring procedures to measure student growth. Content exploring 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 and classroom management for children with special needs, including characteristics of children with a range of special needs, specific instructional support techniques, the importance of structures / routines, behavioral contracts, behavior modification, the role of commonly used programs such as PBIS and ABA, and setting appropriate behavioral expectations in the course ETOP 423/523 Classroom and Behavior Management and other coursework.

   b. **Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act.***

   Every teacher candidate is introduced to IEPs in EDPS 453/553: The Exceptional Child and gains further exposure in other courses throughout the curriculum, as appropriate for their certification area. As part of this work, candidates learn the components of IEPs, review multiple IEPs for students with a range of disabilities, and execute multiple case studies in which they act as various members of IEP teams. Candidates also complete a culminating assignment in which they write annual IEP goals for a specific K-12 student with disabilities, then tying those goals to both a general education lesson plan for that student's class and personalized instruction techniques tailored for that student.

   c. **Effectively teach students who are limited English proficient.**

   Teacher education candidates receive instruction on how to effectively teach students who are limited in English proficiency (ELL) in courses including 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. A 10-clock hour field experience with ELL students is included in EDRD 423/523: Integration of Literacy in the Content Area, specifically focused on observing and working with students who are limited in English proficiency in a P-12 classroom. Additionally, through both course content and related assessments, students conduct a variety of real-life classroom and parent-related scenarios using multiple modalities. This course/field experience is required of all students seeking initial teacher certification.

2. **Does your program prepare special education teachers?**

   ● Yes
   ○ No

If yes, provide a description of the activities that prepare *special education teachers* to:

a. **Teach students with disabilities effectively**

Special education (SPED) candidates begin by taking the course EDPS 453/553: The Exceptional Child, in which they learn about a broad range of student learning differences and how to support them in the general education classroom. The course includes a 6-clock hour field experience in a special education classroom, execution of multiple case studies in which candidates plan classroom and instructional support for students with different disabilities, and a culminating project in which they design and implement a general education lesson plan with extensive accommodations and support for specific students with one or more disabilities. Candidates also learn about the RTI / MTSS process for connecting students with tiered interventions and using monitoring procedures to measure student growth. SPED candidate coursework continues with 15 hours of field experience in EDSP433 Methods of Teaching and Inclusion for Students with Cross-Categorical Disabilities, as well as an additional 15 hours for early childhood SPED candidates in the ECSP 403/503 Introduction to Early Childhood Special Ed and ECSP 413/513 Teaching Young Children with Disabilities courses. Throughout this coursework, candidates develop skill in applying personalized assessment strategies for the improvement of student learning, as well as collaboration techniques for team teaching. Content regarding evidence-based practices with MTSS is purposefully integrated into several literacy courses taken by candidates in special education programs. In addition, candidates learn about behavior and classroom management for children with special needs, including characteristics of children with a range of special needs, specific instructional support techniques, the importance of structures / routines, behavioral contracts, behavior modification, the role of commonly used programs such as PBIS and ABA, and setting appropriate behavioral expectations, in both their special education coursework and the course ETOP 423/523 Classroom and Behavior Management. Finally, SPED candidates complete the course ECSP 423/523 Family Engagement and Partnership, which emphasizes strategies for developing strong and effective collaborative relationships specifically with families of students with special needs, with an emphasis on collaboration, partnerships, and a family systems approach.

b. **Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act.***

Special education (SPED) candidates are introduced to IEPs in EDPS 453/553: The Exceptional Child. As part of this work, candidates learn the components of IEPs, review multiple IEPs for students with a range of disabilities, and execute multiple case studies in which they act as various members of IEP teams. Candidates also complete a culminating assignment in which they write annual IEP goals for a specific K-12 student with disabilities, then tying those goals to a general education lesson plan for that student's class. As SPED candidates continue through their program, taking a variety of SPED methods courses and early literacy courses, they gain more extensive exposure and practice with components of IEPs. They become competent in applying assessment strategies for the improvement of student learning, including state-mandated assessments which may be utilized as part of the IEP process. Other related course topics include classroom management and social skills development, educational technology for learning disabled and behavior disordered students, collaboration techniques for team teaching, working with IEP teams and agencies, and effectively communicating and partnering with parents.

c. **Effectively teach students who are limited English proficient.**

Teacher education candidates receive instruction on how to effectively teach students who are limited in English proficiency (ELL) in courses including 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. A 10-clock hour field experience with ELL students is included in EDRD 423/523: Integration of Literacy in the Content Area specifically to observe and work with students who are limited in English proficiency. Additionally, through both course content and related assessments, students conduct a variety of real-life classroom and parent-related scenarios using multiple modalities. 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, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

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.

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 and Compliance Liaison

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:

Tammy Cox

TITLE:

Dean of College of Education