FOREWORD

Welcome to the Education Division of Missouri Baptist University. The Education Division intends for the field-based program to be both challenging and rewarding, and invite you to make any suggestions you believe would help enhance the education program.

This Missouri Baptist Education's Portfolio/Guide Book, the university catalog, and any other special publications of the Education Division comprise the procedures students are expected to follow to successfully complete the Teacher/Counselor/Administration Education Programs of Missouri Baptist University. The following pages are designed to guide you through the education program. It is the student’s responsibility to observe all the policies, procedures, and deadlines as they are explained in order to complete the program. It is the faculty’s responsibility to inform and guide students toward the successful completion of their program. The Education Division makes every effort possible to instuct and inform students of upcoming deadlines, but is our responsibility to guide students regarding deadlines.

The Education Division recognizes the importance of diversity in education and attempts to provide students with a sound experimental base through coursework and field experiences. Special needs of students from diverse backgrounds are addressed throughout several courses required for certification. These courses serve to heighten the awareness of American youth’s culture, lifestyles, and learning patterns so that teachers can enable youth to be more successful in school. Perspectives on Diversity in Education are addressed at both the undergraduate and graduate level. In addition, every education course has imbedded objectives addressing differentiated instruction and/or diverse populations.

Occasionally, the Missouri State Department of Elementary and Secondary Education (DESE) changes/updates the certification requirements reflected in the college catalog under which the student planned to graduate. In such cases, the DESE requirements supersede the catalog requirements, and a student may be required to complete courses in excess of his/her catalog requirements. The education faculty will make every effort to notify students of these changes well in advance so that students can complete their program in a timely manner with as little inconvenience as possible.

Once again, we welcome you into the Missouri Baptist University Teacher Education family. We look forward to helping you meet your goal of becoming a professional educator.

In Christ’s love,
The Education Division Faculty
Table of Contents

**Section I  University Mission and Purpose Statement – Education Division Mission Statement**

- University Mission Statement 7
- Statement of Purpose 7
- Education Division Mission Statement 8

**Section II  Conceptual Framework**

- Academic Divisions 31
- Councils and Standing Committees 31
- Dean’s Council 31
- Faculty Executive Committee 31
- Academic Affairs Committee 31
- Assessment Committee 31
- Academic Success Center 31
- General Education Committee 31
- Teacher Education Council 32
- Graduate Affairs Council 32
- Institutional Review Board 32
- Organizational structure of the Education Division 33

**Section III  General Education, Professional Education and Graduate School Degree Requirements**

- General Education Program Requirements 34
- Education Degrees
  - Bachelor of Arts 34
  - Bachelor of Science 34
  - Bachelor of Science in Education 34
  - Bachelor of Professional Studies 34
  - Bachelor of Music 34
- Education Division Masters Degrees 34
Masters of Arts: Counseling
Psychological Examiner Certification
Masters of Arts in Teaching
Masters of Science in Education: Curriculum and Instruction
Masters of Educational Administration
Educational Specialist Degree
Doctor of Education Degree

Section V  Education Division and Graduate School Regulations

Course Syllabus
Curriculum Development
Faculty Academic Obligations
Committee Service
Sponsoring of Student Activities
Grading and Grade Reports
Grading for Written Assignments
Grade Point Average
Make-Up Examinations
Final Examinations
Changing Grades
Reporting Grades to Students
Student Withdrawal
Student Course Load
Undergraduate Certification Courses
Graduate Courses Taken While an Undergraduate Student
Specialized Graduate Credit – Workshop Graduate Credit
Specialized Graduate Credit – Directed Studies
Specialized Graduate Credit – Graduate Web Courses
Graduate Courses at Other Colleges and Universities
Student Attendance Policy
Part-Time Faculty 62
Mid Year Faculty 62
Twelve Month Faculty 62
Faculty Contract 62
Contracted Music Instructors 62
Academic Personnel Evaluations 62
Church and Community Activities 62
Reappointment 62
Promotion Procedures (Full-Time Faculty Only) 62
Faculty Development 62
Faculty Grievance Procedure 62
Removal of Faculty Member 62
Outside Employment 62
Formal Academic Ceremonies 62
Chapel/Convocation 62
Fringe Benefits/Leaves 62
Salary Checks 62
Job Related Incidents 62
Use of University Vehicles 62
Solicitors on Campus 62
Building Keys 62
Nametags/Photo Identification Cards 62
Military Reserve/National Guard Service 62
Library 62
Gymnasium and Fitness Center 62

Section IX  Procedures Applicable Only to Extension Sites

Franklin County Extension Site 63
Jefferson College Extension Site 63
Mineral Area Extension Site 64
Section X Policies and Procedures Related to Diversity

Recruiting and Retaining Diverse Faculty 65
Recruiting and Retaining Diverse Candidates 67

Appendices:
Appendix A - Five-Year Strategic Plan

Mission Statement 71
Analysis of Data and Accomplishments 72
Education Division Growth 82
Education Faculty for Graduate Classes 84
Accreditation 85
Curriculum 85
PK-12 Partnerships 86
Technology 87
Education Division Five-Year Staffing, Equipment and Budget Needs 87
Strengths, Weaknesses, Opportunities, Threats 89

Appendix B-1 – Alignment of Missouri Model Teacher and Leader Standards 93
Appendix B-2 – Alignment of Missouri Model Counselor Standards 93
SECTION I: MISSION STATEMENTS AND STATEMENT OF PURPOSE

UNIVERSITY MISSION STATEMENT

Missouri Baptist University is an evangelical Christian, liberal arts institution and has as its purpose the offering of programs of study leading to professional certificates, undergraduate degrees, and graduate degrees in an environment where academic excellence is emphasized and a Biblically based Christian perspective is maintained. The University is committed to enriching its students' lives spiritually, intellectually, and professionally, and to preparing students to serve in a global and culturally diverse society.

STATEMENT OF PURPOSE

The University seeks to prepare students who are motivated by ideals of service for effective performance in careers which are appropriate to the Christian commitment of MBU. The University is open to all qualified students, regardless of race, gender, national origin, religion, age, or qualified disability. Faculty and students work together toward the following purposes to:

1. Develop a personal philosophy of life and an ethical and spiritual commitment, which is based upon an awareness of alternatives and which is examined in the light of Biblical revelation.
2. Grow in an understanding of themselves, as well as others, and to cultivate an ability to employ this knowledge for self-development, for mental and physical health, and for social and family relationships.
3. Prepare for living in harmony with the physical environment by becoming aware of its basic principles, and of the means for intelligent use and conservation of its resources.
4. Develop effectiveness in the use and understanding of communications, both spoken and written, employing analytical and logical thinking in the process.
5. Become contributors to society in a manner consistent with Christian principles, participating
responsibly in church, school, community, and world affairs, employing insights derived from a broad range of studies.

6. Grow in understanding, appreciation, and enjoyment of literature and the arts, and to become participants in creative and aesthetic activities in the community.

7. Prepare for continuing study by becoming acquainted with electronic technology resources and methods of scholarly research.

MISSION STATEMENT OF THE DIVISION OF EDUCATION

The Education Division at Missouri Baptist University seeks to:

1. Develop and train professional educators of excellence.

2. Enhance the life of students in the classroom intellectually, spiritually, physically, and socially.

3. Significantly influence students through the demonstrated integration of Christian faith and learning in the classroom so that they may become positive change agents in a global and culturally diverse society.

The following eight standards serve as the guiding principles by which the educator preparation programs are measured:

*Missouri Baptist University prepares licensure candidates who:*

1. Consistently demonstrate the content, pedagogical, and pedagogical content knowledge necessary to facilitate learning for all students, and to demonstrate the knowledge, skills, competencies, and dispositions defined as appropriate to their area of responsibility.

2. Analyze and reflect on their practice using a variety of assessment strategies, including action research, and are committed to continued professional development.

3. Observe and practice solutions to problems related to diverse clinical settings and with diverse PK-12 student populations.

4. Use their self-awareness and knowledge of diversity to create learning environments that support
their belief that through active hands- and minds-on learning all students can learn challenging curricula.

5. Demonstrate and promote the strategic use of technology to enhance learning and professional practice.

6. Support schools, students, and community through leadership, service and personal involvement.

7. Develop effective and supportive relationships that enhance communication among students, parents, and colleagues to facilitate learning.

8. Through the lens of their faith, practice the profession’s ethical standards by exhibiting empathy for, and sensitivity to, students and colleagues.
SECTION II: CONCEPTUAL FRAMEWORK
MISSOURI BAPTIST UNIVERSITY
EDUCATION DIVISION
CONCEPTUAL FRAMEWORK

**Shared Vision:**

The Missouri Baptist University Division of Education (the “unit” here-and-after) and its administration, faculty, candidates, and community partners have a shared vision of providing educational opportunities for individuals who live and work in the St. Louis Metropolitan area and beyond. Missouri Baptist is a faith-based liberal arts university that serves a culturally diverse urban population as well as surrounding suburban and rural communities. The Unit also reaches out to a broader constituency through distance education programs serving those individuals who do not have the advantage of a local college or university. The wide diversity of the area (urban-suburban-rural) is taken into account when decisions are being made about programs, policies, and delivery systems of the unit. This concern to serve the entire community is rooted in the mission of the University which states that “(T)he University is committed to enriching students’ lives spiritually, intellectually, and professionally, and to preparing students to serve in a globally and culturally diverse society.” To this end, the unit provides programs that emphasize the importance of collaboration with partners, varied and diverse educational experiences, and critical problem-solving skills. The unit offers a context that encourages a posture that is child-centered, experientially and authentically based, culturally aware, and consistent with a Christian perspective.

In its initial and advanced programs, the unit prepares candidates to serve as competent teachers at elementary and secondary levels and also prepares candidates in advanced programs for a variety of professional and leadership roles in counseling, educational administration, and curriculum development. In keeping with the core purpose of the University, the unit is committed to “teach, empower, and inspire students for service and lifelong learning.” Candidates develop reflective and problem-solving skills through action research and experiential learning that allow them to continue to evolve as lifelong learners. Both full-time and part-time faculty are appropriately credentialed academically and are serving or have served as experienced professionals in the field. This combined background provides a climate for developing candidates who are reflective practitioners in the classroom and/or other professional contexts. Outreach efforts in the regional learning centers provide a dynamic and interactive connection with urban, suburban, and rural communities that allows the unit to continuously monitor and respond to educational needs in the larger region. The many partnerships and relationships with community colleges and PK-12 administrators, counselors, and teachers provide a rich source of feedback for continuous improvement of the unit’s programs.

In formal coursework and through diverse experiences in the field, candidates in the various initial and advanced programs are expected to develop professional dispositions that reflect the characteristics of effective and successful PK-12 teachers and other school personnel. The development of these dispositions confirms the level of learning and practice candidates have achieved in the program. The unit believes that to be successful and effective as professionals in the field, candidates should possess and demonstrate the following dispositions:
• Candidates are enthusiastic about the discipline(s) they teach/practice; appreciate the complex and ever-evolving nature of knowledge; and are committed to continuous learning about the discipline(s) they teach/practice and how individuals learn (Gardner, 2011; Sousa & Tomlinson, 2010; Tomlinson & McTighe, 2006; Woolfolk, 2010).

• Candidates appreciate multiple perspectives, convey to learners how knowledge is developed in diverse contexts, and see the connections between the disciplines they teach/practice and everyday life (Alvermann, Gillis, & Phelps, 2012; Jacobs, 2010; Tomlinson & McTighe, 2006).

• Candidates demonstrate that they understand that everyone can learn challenging concepts at high levels and persist in helping them achieve success (Gardner, 2011; Gregory, 2008; Gregory & Chapman, 2007; Costa in Ornstein, Pajak, & Ornstein, 2011).

• Candidates value flexibility and adaptability in the teaching and learning process as necessary for developing learners’ thinking, problem-solving, and decision-making skills (Bloom in Ornstein, Pajak, & Ornstein, 2011; Egbert, 2009; Wiles & Bondi, 2010).

• Candidates use learners’ strengths as a basis for growth and their errors as an opportunity for learning (Gregory, 2008; Gregory & Chapman, 2007; Marzano, 2006).

• Candidates use a variety of assessment strategies to promote growth by identifying learners’ strengths and areas in need of improvement (Alvermann et al., 2012; Gregory & Chapman, 2007; Marzano, 2006).

• Candidates are committed to reflection, assessment, and learning as an ongoing process (Caine & Caine, 2010; Marzano, Boogren, Heflebower, Kanold-McEntyre, & Pickering, 2012; Tomlinson & McTighe, 2006).

• Candidates value long- and short-term planning, but are willing to adjust those plans based on learner needs and changing circumstances (Ornstein & Hunkins, 2009; Tomlinson & McTighe, 2006; Wiles & Bondi, 2010).

• Candidates are committed to seeking out, developing, and continually refining practices that address learners’ individual needs (Caine & Caine, 2010; Gardner, 2006; Tomlinson & Imbrace, 2010).

• Candidates respect students as individuals with differing personal and family backgrounds and various skills, talents, and interests (Gardner, 2011; Haynes, 2007; Woolfolk, 2010).

• Candidates appreciate and value human diversity, show respect for students’ varied talents and perspectives, and use the multiple intelligences theory and differentiated instruction to successfully provide for diverse learning styles (Armstrong, 2009; Gardner, 2006; Gregory & Chapman, 2007).

• Candidates are thoughtful and responsive listeners who value the many ways in which people seek to communicate, and are sensitive to the cultural dimensions of communication (Alvermann et al., 2012; Bagin, Gallagher, & Moore, 2008; Egbert, 2009).

• Candidates take responsibility for establishing a safe, positive, participatory, collaborative learning environment for all students (Marzano, 2003; Marzano, Foseid, Foseid, Gaddy, & Marzano, 2005; Tomlinson & Imbrace, 2010).

• Candidates are concerned about learners’ cognitive, emotional, social, cultural, and physical well being; are alert to signs of difficulties; and are willing to consult others in the school, the home, and the community about their education and well-being (Bagin et al., 2008; Woolfolk, 2010).

• Candidates respect learners’ privacy and the confidentiality of information (Cormier, Nurius, & Osborn, 2013; Kaplan & Saccuzzo, 2013).
Candidates appreciate the role of technology in improving learning and professional productivity (Egbert, 2009; March, 2008; Prensky, 2012).

These professional dispositions reflect the vision of the unit. It is expected that candidates who demonstrate these dispositions will create an optimal learning environment and provide equitable opportunities for students to succeed and achieve their academic and career goals.

Mission of the Unit:

The mission of the unit is aligned with the mission of the University and “seeks to develop reflective, problem-solving, professional educators of excellence from a Christian perspective; to enhance the lives of students in the classroom intellectually, spiritually, physically, and socially; and to significantly influence students through the demonstrated integration of Christian faith and learning in the classroom, so that they may become positive change agents in a globally and culturally diverse society.” This means more than simply valuing human diversity; it includes an imperative to promote equity and social justice and to intentionally prepare candidates to develop the knowledge bases, interpersonal skills and dispositions for serving diverse populations. Preparing candidates to become agents of social change is consistent with the Christian perspective and is reflected not only in the classroom, but also in field experiences in diverse settings. Based on its mission, the unit has undertaken the task of ensuring each candidate has experiences in schools with students from varied socioeconomic backgrounds, varied racial and ethnic groups, English language learners, and exceptional learners.

The Model for the Conceptual Framework:

A visual model has been developed to illustrate the philosophy and knowledge bases of the unit. This model provides a representation of the unit’s commitment to enriching all students’ lives spiritually, intellectually, and professionally using a faith perspective as its foundation and integrating that perspective with the works of various educational theorists, research in the field, and the best practices of the profession. The visual model is of a building with foundational steps, six pillars, an entablature, and a dome, which together represent the various components of the educational program.
Foundational Steps

1. Faith Perspective

Just as buildings need a strong and secure foundation, the unit is built upon a foundation that integrates a faith perspective and contemporary educational theories and practices. The Christian perspective is the lens through which faculty and candidates view the teaching and learning process. This perspective is modeled on the work of Hungarian scientist and philosopher Michael Polanyi (1891-1976), whose major philosophical work stressed the Augustinian concept of *fides quaerens intellectum*, faith seeking understanding. Human understanding rests on a tacit belief in the reality of an objective world explored within the context of an affirming community. The faith perspective does not close down inquiry, but opens up reality so there is expectation and wonder about order and process. Polanyi believed that “into every act of knowing there enters a passionate contribution of the person knowing what is being known” (Polanyi, 1974, xiv). The rationality of the cosmos is a premise that is understood and accepted by faith. This focus on the foundation of faith, rather than closing down thinking, encourages openness to inquiry in all areas of disciplinary focus with a confidence that education and life will make sense through the process of learning.

This faith perspective on the rationality of the universe has been the framework for the establishment of many faith-based institutions. These institutions have a long and distinguished history in American education with the establishment of some of the most exemplary and prestigious universities in the country including Harvard, Yale, Princeton, Notre Dame, and Duke among others. Although some of these institutions have subsequently severed their ecclesiastical ties, hundreds of faith-based institutions of higher education continue to provide academic communities with particular missions that emphasize the importance of a breadth of knowledge in the liberal arts and specializations at the undergraduate and graduate levels to prepare individuals for various callings and careers within society.

A foundation of faith extends beyond simply believing in a rational universe, it also focuses on an ethical life that emphasizes social justice and peace (Wolterstorff, 1994). How does an individual live faithfully in relationship to a diverse social order? Education is not only the development of a specific knowledge base, but also includes forming individuals who demonstrate the importance of justice and peace in their everyday relationships in society. This requires more than just platitudes, but includes the ability to “listen” to the voices of those who are often not heard and to “embrace” those who have been marginalized and disenfranchised. As Yale theologian Miroslav Volf has argued, social justice requires “the will to give ourselves to others and ‘welcome’ them, to readjust our identities to make
space for them is prior to any judgment about others, except that of identifying them in their humanity” (1996, p. 29). This commitment is indiscriminate and precedes any kind of moral evaluation of the world. Education must prepare candidates to engage the world in a way that creates social change and social justice (Adams, Bell, & Griffin, 2007). The unit is committed to preparing candidates with the knowledge and skills that assist them to interact with students from diverse backgrounds and varied viewpoints in a process that will help them to achieve their academic and career goals.

2. Life Experiences

The unit believes that candidates bring with them a lifetime of experiences to the learning process and that their socio-cultural background, spiritual beliefs, and prior academic experiences influence the development of their knowledge and beliefs about teaching and learning (Page, 2008; Payne, 2005; Posner & Vivian, 2009; Vygotsky, 1978). Pre-service teachers, administrators, and counseling candidates bring to the classroom “a strongly constructed practical theory,” based upon at least twelve years of observations and experience with traditional teaching practices (Davis, 2000). These personal theories are often firmly established and resistant to change (Rand, 1999; Rodgers & Chaile, 1998; Rodgers & Dunn, 2000; Stuart & Thurlow, 2000). The role of educator preparation, therefore, is to help candidates explore and expand upon their life-experiences and personal theories through course work and authentic field experiences (Roders & Chaile, 1998). Faculty assist candidates in broadening their perceptions of their roles as reflective, problem-solving professional educators by reflecting on their life experiences with involvement in participatory learning, classroom discussions, exploration of various theories, and experimentation with a wide variety of strategies and techniques in diverse settings with diverse populations. Furthermore, the faculty through their own teaching practices model these multiple strategies by utilizing active and participatory learning techniques, including the use of technology, reflective thinking, and exposure to contemporary literature to help candidates construct a strong foundation of professional competencies. In addition, candidates are expected to participate in professional education organizations to broaden their understanding of the profession and its standards. Organizations such as Kappa Delta Pi, Student Association of Curriculum and Supervision Development, and Student Missouri State Teachers Association provide candidates opportunities for leadership and the advantage of networking with future teachers, counselors, and administrators. This professional growth experience instills awareness that education is a profession requiring continual personal, pedagogical, and practical development.

3. Liberal Arts Foundations

Traditionally, even the most conservative faith-based institutions have emphasized the importance of a breadth of knowledge that supports and provides a foundation for areas of specialization. Depth of knowledge in the liberal arts contributes to the formation of a whole person who recognizes that specific knowledge and skills are necessary to provide an integrated context for developing special skills (Ryken et al., 2012). The general education program at Missouri Baptist University places a strong emphasis on a broad, cohesive foundation in the arts, languages, the natural, social, and behavioral sciences, literature, and the humanities. These broad disciplinary studies are also bolstered by courses on critical thinking and writing. The general education program helps candidates gain a wider and more diverse vision of the world that undergirds the specialized knowledge base, methods, and practices in the field of education. The faculty and administration of
the University believe without this foundation, candidates may become proficient to perform particular tasks, but will be limited in their understanding of the world.

It is assumed that candidates in advanced and graduate programs enter these programs with a strong general education background. Advanced programs build on an undergraduate degree that provides evidence of a strong general educational foundation regardless of where the degree is completed. Candidates are expected to demonstrate, for example, strong writing skills and to engage in critical thinking in all advanced classes. These expectations are reflected in the course and program objectives in all advanced programs. Although the state Articulation and Transfer policies attempt to guarantee an equivalency in general education background, candidates may be required to receive remedial assistance if they are considered to be deficient particularly in writing, technology, and critical thinking. The unit believes that administrators, teacher leaders, curriculum specialists, and counselors are expected to have a broad understanding of the various disciplines, such as science, math, social studies, and literature, to help teachers and students improve within the P-12 system. A breadth of knowledge is necessary for professionals to examine and assess significant cultural, social, and economic changes in the environment that may seriously influence the future of P-12 programs and every student’s ability to access quality educational programs.

Pillars

Bruner describes the educator's role as performing the job of “scaffolding” the learning task so it is possible for students to internalize knowledge (Wertsch, 1985). The Unit provides “pillars of support” (scaffolds) designed to create competent teachers, counselors, and educational administrators (Moss & Brookhart, 2012). These pillars are essential for the development of professional practitioners, and through a scaffolded approach, the responsibility for learning is shared by faculty and candidates. The architectural model of the building identifies the following supports:

1. **Theoretical Orientation: Active Learning**

Candidates begin their academic experience with a variety of social, religious, and economic backgrounds. They have different perspectives about life that may or may not be helpful in the process of learning. The responsibility of the Unit faculty is to challenge the candidates' prior knowledge by engaging them in active learning and participatory study to stimulate critical and reflective thinking. The purpose of active learning is not to negate previous beliefs and knowledge, but to encourage candidates to construct a belief system based on the relationship between prior knowledge and new knowledge acquired while interacting with faculty, candidates, and professionals in the field so they will integrate these personal experiences and critical reflection (Bonwell & Eison, 1991).

The unit faculty do not believe that learning is a passive transmission of information, but assumes that learners actively create new knowledge based on a foundation of previous learning (Bransford, Brown, & Cocking, 2000; Hoover, 1996). This new knowledge is organized in networks that are increasingly more complex and abstract. This constructed knowledge is under a nearly continuous state of reorganization and restructuring (Noddings, 2007). Learning is not simply the retrieval of rote-learned facts where knowledge is poured into the minds of learners by giving them information. Knowledge is constantly evolving and changing as learners have new experiences that cause them to
build on and modify their prior knowledge (Reeves, 2011; Sidani-Tabbaa & Davis, 1991). Candidates are active participants in the learning process whether they are experiencing new concepts in factual knowledge, pedagogical and professional knowledge, or new roles. Action combined with critical thinking and reflection helps individuals construct new understandings (Ammon & Levin, 1993; Mansilla & Gardner, 2008).

The belief in active learning and critical thinking does not suggest that teacher candidates have no active role in knowledge construction, since “any interpretation is as good as any other” (Borko, Davinroy, Bliem, & Cumbo, 2000, p. 275). Rather, teachers and other school professionals serve as guides, facilitators, coaches, and co-explorers who encourage learners to “question, challenge and formulate their own ideas, opinions, and conclusions” (Abdal-Haqq, 1998, p.1). Educators must be aware of candidates’ incomplete understandings or conflicting beliefs and strive to build upon their ideas to help them reach a more mature understanding of these concepts (Bransford et al., 2000). In ongoing research and policy statements, such as "Developmentally Appropriate Practice in Early Childhood Programs" by the National Association for the Education of Young Children (2009), "Principles and Standards for School Mathematics" by the National Council of Teachers of Mathematics (2000), "Breaking Ranks: Changing our American Institutions" by the National Association of Secondary School Principals (1996), and “Studying Teacher Education: The Report of the AERA Panel on Research and Teacher Education by the American Educational Research Association’s Panel on Research and Teacher Education (2005), educators have called for a change from the traditional teaching practices of the past to strategies that encourage candidates’ critical thinking skills through active learning.

2. **Field-Based Coursework: Scaffolded Field Experiences**

The unit’s educator preparation programs at both the initial and advanced level are based upon the belief that learning is developmental and is built on prior knowledge and experiences (National Council for Accreditation of Teacher Education, 2010). Field experiences for all educator programs are carefully sequenced to provide support for candidates as they gain professional and pedagogical knowledge and skills (Bransford, Derry, Berliner, & Hammerness, 2005). Support for learning at every level requires giving information, prompts, reminders, and encouragement at the right time in the right amount, and then gradually allowing the candidate to do more and more independently (Moss & Brookhart, 2012). Faculty assist learning by adapting materials and problems to candidates’ current developmental levels, demonstrating skills or thought processes, introducing candidates to complex educational issues, and giving feedback or asking questions that refocus the candidates’ attention until they mature into independent professionals in their own respective fields of endeavor (Koenig, 2010; National Council for Accreditation of Teacher Education, 2010). In addition to the carefully sequenced field experiences, the unit requires initial teacher preparation candidates to participate in an urban experience which provides them with a concentrated experience where they work with faculty and students from a variety of cultural and socioeconomic backgrounds. The unit also develops P-12 partnerships throughout eastern Missouri with school districts so that candidates may participate in even more extended experiences in contexts that will enhance their ability to work more effectively with diverse populations.
The phase-specific, scaffolded experiences are similar across programs including teacher education, school counseling, administration, library media, special reading, and psychological examiner programs. Each program follows this developmental process:

- **Phase I: Exploring the Profession** -- This phase is an introduction to the field with observations and shadowing experiences in classroom, counseling and administrative settings. The purpose of this phase is to allow candidates the opportunity to experience particular settings and various student behaviors in age-appropriate groups (Posner & Vivian, 2009). These experiences also allow candidates to reflect on their career choice and to observe and evaluate the developmental needs of students to determine whether it is the age group they feel is the best fit.

- **Phase II: Immersion in the Profession** -- During this phase candidates increasingly become participants in educational settings with P-12 students in their chosen level of development. Candidates are required to participate in the professional process in diverse settings whether it includes teaching, counseling, or administrative activities. Candidates assume more independence in the planning and development of instructional, counseling, and administrative strategies, but continue to benefit from ample faculty and professional support. These field experiences are combined with multiple opportunities for reflective discussion, student interaction, problem-solving, and writing in a journal. An integral part of these courses and field experiences is the interchange of ideas among the candidates, field supervisors, and faculty (Cushner, McClelland, & Safford, 2011).

- **Phase III: Professional Internship** -- Candidates spend more intensive and concentrated time in school, district, or clinical settings during this phase and are responsible for student learning, student educational and behavioral problems and concerns, and district needs. Candidates begin to immerse themselves into their chosen educational career from a professional perspective rather than a candidate’s perspective. During Phase III candidates are required to meet with faculty supervisors in a university classroom setting to discuss their internship experiences, share ideas and concerns, and collaborate with colleagues about professional roles and responsibilities. Candidates are expected to converse daily with cooperating teachers and other designated professionals involved in the field experience as an integral part of the reflective process. Experiences during this phase are conducted in different contexts and settings to ensure sustained opportunities with diverse communities.

### 3. Emphasis on Diversity and Social Change

As indicated earlier, a faith-based approach to education emphasizes not only the importance of helping candidates to understand and to respond to a diverse society, but also the commitment to social justice and change. The unit believes that educators who understand the value of diversity also have a moral imperative to embrace diversity and advocate for social change. Justice for every person regardless of race, gender, ethnic or national origin, age, socioeconomic status, or disability is one of the guiding principles of American democratic society and appreciation of diversity is a tool for justice and social change (Adams et al., 2007; Soler, Walsh, Craft, Rix, & Simmons, 2012).

In an effort to promote equity and social justice, the unit provides diverse experiences for candidates in field-based coursework, the practice of educational strategies (teaching, counseling, and leadership), and the development of dispositions related to diversity (Sue & Sue, 2012). The valuing
of diversity is also reflected in the attitudes, perceptions, and goals of the faculty, administrators, and supervisors of the unit (Banks, 2001). The unit emphasizes the importance of candidates developing both the knowledge base and interpersonal skills and attitudes for serving diverse populations (Higgins, MacArthur, & Kelly, 2009; Stier, 2003; Sue, Arredondo, & McDavis, 1992). As part of the process for achieving this goal, the unit has established competencies related to diversity and continues to evaluate and revise syllabi in every program to ensure that these competencies are addressed and assessed.

As previously indicated, preparing candidates to become social agents requires not only course work, but also field experiences in diverse settings. Recent trends in American education illustrate the disparities in learning and achievement between high and low socioeconomic communities and the importance of developing strategies that meet the needs of these students (Jensen, 2009; Kozol, 2005). The unit requires that all candidates have experiences with students from varying socioeconomic backgrounds, students from different ethnic groups, students who are English Language Learners, and students with exceptionalities.

4. Action Research

The unit embraces the model of the teacher/researcher and incorporates action research in both the initial and advanced programs. Action research, as currently understood in the field, has been defined as "a process in which participants examine their own educational practice, systematically and carefully, using the techniques of research" (Watts, 1985, p. 119). This method has evolved into a credible process for individual teacher and school district improvement (Dimetres, 2010; Schmuck, 2006). This cyclical inquiry leads to a process where teachers, counselors, and administrators continually observe, evaluate, and revise their instruction and other strategies as they learn more about themselves and their students (Bruce & Pine, 2010; Robinson & Lai, 2006).

Undergraduates in the unit are introduced to action research in two upper-level courses taken in their junior and senior years (EDUC 301, Professional Growth and Portfolio Development I and EDUC 401, Professional Growth and Portfolio Development II), and are required to complete an action research study in several following education courses.

Advanced candidates in masters’ programs (curriculum, teaching, counseling, and administration) are required to take GRED 553, Research Methods, a course in which a variety of research methods are explored, with an emphasis placed on action research. An action research study is completed during the masters’ programs and is typically introduced in GRED 573, Professional Portfolio Development, or ELAD 573, Internship in Diverse Settings and Portfolio, two tracks where the emphasis is either on elementary or secondary settings. Masters’ candidates who are planning to apply either for the Educational Specialist program and/or ultimately the Doctor of Education program are required to complete GRED 543, Methods of Inquiry instead of GRED 553. Methods of Inquiry focuses more intensely on Statistical Methods in preparation for post-master’s research. Candidates in the Educational Specialist programs, in both tracks, are also required to complete a data-focused course, GRED 663, Data-Analysis for Decision-Making. The Doctor of Education program requires two additional research courses which focus on either quantitative or qualitative methods, GRED 753, Methods of Inquiry II, and GRED 763, Methods of Inquiry III. Doctoral candidates must complete a formal research project which must be approved by a doctoral research committee after completion of
an oral defense. Two additional courses in the doctoral program, EDUC 723, Transformational Theories and Applications, and EDAD 743, Advanced Strategic Planning, include field-based research as a component of the course.

5. Integration of Technology in Coursework and Field Experiences

One goal of the unit is to integrate technology into all coursework and field experiences for the teacher education, counseling, and administration programs (Rosaen, Shram, & Herbel-Eisenmann, 2002). Candidates at the University are introduced to technology as a degree requirement. Candidates in undergraduate educational programs are required to complete EDUC 373, Technology and Instructional Media. The Education faculty builds on this knowledge with assignments requiring candidates to demonstrate their competency in technology in subsequent coursework and field experiences (Forcier & Descy, 2008; NETS, 2007; NETS, 2008). Candidates are also required to document their competency in the use of technology with artifacts that are included in their summative portfolio prior to graduation. The University library has implemented e-Library in science and education and University classrooms have been updated with the latest technology for instructional purposes. Technology training for faculty includes workshops and in-service activities. Most faculty are also trained to use the BlackBoard Classroom Management System for either hybrid or asynchronous online courses and programs. All online faculty are Learning Resource Network (LERN) certified and are required to take additional online training at the advanced level. Faculty utilize their training to enhance candidates' pedagogical and professional knowledge and skills (Bai & Ertmer, 2008; Prensky, 2012; Egbert, 2009).

Candidates in the masters’ programs are required to complete EDUC 573, Application of Technology as an Effective Tool in Teaching and, as with undergraduate candidates, must demonstrate competency in the use of technology in their completed portfolios. The Methods of Inquiry courses (I,II,III) also include the use of an electronic statistical program to analyze data and doctoral candidates use this package for their formal project. During the program and field experience opportunities, candidates are encouraged to enhance their instruction and PK-12 student learning with the use of technology (Chen & Thielemann, 2008).

6. Service Learning

The unit believes that students of all ages develop morally, emotionally, and socially as they become actively involved and solve real-life problems with peers, adults, and the community. This emphasis is in keeping with the view of Tyler who argues that learning occurs "through the active behavior of the student; it is what he does that he learns, not what the teacher does" (1942, p. 63). Many of the seminal theorists in the field of education and moral development stress that to provide a framework for learning, schools must integrate experiential learning into the curriculum (Kinsley & McPherson, 1995). Through active involvement and situational problem-solving, candidates become cognizant of and sensitive to the needs of others. Service learning provides a stimulus that helps candidates develop moral behavior and character, foster an ethic of service to the community, and build positive relationships with peers and adults as well as individuals in diverse contexts (Eyler & Giles, 1999). Community service experiences integrated into the curriculum provide opportunities for candidates to make real contributions to their school and community. In both the initial and advanced programs, including the doctoral program, candidates engage in field experiences and applied research in an
effort not only to identify difficult issues but to seek solutions to real problems. Many of the service learning activities prepare candidates for working in diverse school settings, including urban, suburban, and rural schools, developing structure for students with unique needs that require creative and varied strategies.

**Entablature: Standards and Competencies**

The entablature is the “plate” that sits on top of the pillars and supports the dome. It both supports and secures the rest of the structure. With this in mind, the unit seeks to produce reflective, problem-solving professionals who demonstrate competencies adopted by the Missouri State Board of Education, the National Council for Accreditation of Teacher Education (NCATE), and unit competencies which provide the standards for preparing teachers, counselors, and school administrators. It is imperative that the goals of the unit meet state and national standards of performance to provide quality educator preparation programs. This is why the competencies required of the unit’s candidates are aligned with state and national standards. These standards provide an external framework for assessing the level of quality for the unit’s programs to ensure that expectations are equivalent to or exceed those of institutions throughout the state and nation. A thread that runs throughout the standards, at both the state and national level, is the importance of preparing candidates to be self-directing, self-motivating, and self-modifying. The unit attempts to assist candidates to continuously move in the direction of autonomy through its phase-specific, developmental process. Because candidates are continuously experimenting and gaining new knowledge, the standards provide important markers for assessing their level of achievement in meeting this goal.

**Dome: Reflective Practice**

The dome in the architectural model used for the conceptual framework is the over-arching structure that pulls together all the other components including the foundation, the pillars, and the entablature. Through the process of reflective practice and assessment, the unit is able to determine whether what has been learned and achieved is integrated into a whole, indicating that the candidate is appropriately prepared for entry into the profession. The performance outcomes are measurable results that indicate what the candidate has learned in the various programs and are assessed to determine whether the program is accomplishing its mission.

A primary task of the unit is to develop candidates who are self-reflective, problem-solving professionals who are life-long learners and who demonstrate the competencies required for professionals in the field (Hammerness, Darling-Hammond, & Bransford, 2005). Reflective professionals do not take learning for granted; rather they constantly challenge themselves and their students to apply critical thought, analysis, interpretation, and synthesis to information as opposed to simply accepting information without judicious reasoning (Barnett, Copland, & Shoho, 2009; Brookfield, 1995). Educators who rely on habitual behavior, impulse, custom, or authority, will have a difficult time growing as professionals. Reflective thinking also entails the ability to self-assess, to
determine where one’s level of knowledge and skills fit in terms of the standards and overall expectations of the profession (Rodgers & Scott, 2008). Reflective thinking is composed of many parts and indicates the individual desire to engage in inquiry and aggressively seek self-awareness, self-knowledge, and new insights into the world of professional practice (Brookfield, 1995). The unit strongly values reflection as an instrument for growth and expects its candidates to engage in reflective practice as an integral tool that ensures professional growth. The faculty model reflective thinking in their engagement with candidates, their ability to assess their own knowledge and skills, their interest in changes in theory and practice, and in their scholarly pursuits related to the field of education.

The curricula for teacher preparation, educational leadership, and counselor education are designed to integrate critical thinking throughout the program. It is also an integral component of instructional strategies emphasized by the unit. Candidates are expected to critically relate the knowledge and practices of their study and practice to the standards and competencies of the program through writing and participatory dialogue. Education courses are expected to provide specific opportunities for candidates to practice reflective thinking by relating the content of classroom discussions and dialogue to their personal paradigms. Critical reflection leads to the construction of new knowledge and insight from the interchange of ideas (Brookfield, 1995). Candidates are expected to continually improve their sophistication and the depth of their reflection as they progress through the program (Estes, Mintz, & Gunter, 2010). There is an expectation of developmental progression of critical thought as the candidates move through the program that corresponds to the phases of exploration, immersion, internship, and induction into the profession.

**Performance Outcomes**

In addition, the unit has identified a number of outcomes that relate candidate expectations to the state and national standards and to the mission of the University. Each of the outcomes for teaching and other school professions also correspond to one or more of the architectural features described in the conceptual framework. The key outcomes require that candidates display the following:

- Consistently demonstrate the content, pedagogy, and pedagogical content knowledge skills, competencies, and dispositions defined as appropriate in their area of responsibility (Estes et al., 2010; Gardner, 2011; Jacobs, 2010; Sousa & Tomlinson, 2010).
- Analyze and reflect on their practice using a variety of assessment strategies including action research and provide evidence that they are committed to professional development (Caine & Caine, 2010; Marzano, et al., 2012; Tomlinson & Imbrace, 2010).
- Use their self-awareness and knowledge of diversity to create learning environments that support their belief that through active hands-and-mind-on learning all students can learn challenging curriculum (Cushner et al., 2011; Posner & Vivian, 2009; Sue & Sue, 2012).
- Demonstrate and promote the strategic use of technology to enhance learning and professional practice (Egbert, 2009; March, 2008; Prensky, 2012).
- Support schools, students, and the community through leadership, service, and personal involvement (Bagin et al., 2008; Farina & Kotch, 2008).
• Develop effective and supportive relationships that enhance communication among students, parents, and colleagues to facilitate learning (Bagin et al., 2008; Caine & Caine, 2010; Egbert, 2009; Farina & Kotch, 2008).
• Exhibit empathy for and sensitivity to students and colleagues (Caine & Caine, 2010; Jacobs, 2010; Woolfolk, 2010).
• Actively practice the profession’s ethical standards (Bagin, Gallaher, & Moore, 2008; Cormier, Nurius, & Osborn, 2013; Kaplan & Saccuzzo, 2013).

These performance outcomes are assessed in multiple ways throughout the program. Ultimately, they indicate whether the candidate is prepared to enter the profession with the basic knowledge and skills necessary to practice as a professional in the field. These outcomes are expected to be a starting point for a life of learning that designates a continual process of self-directed reflective thinking, collecting and analyzing data, acquiring solutions for change, and implementing strategic change based on action research (Guskey, 2008).

Assessment

Institutional objectives reflect the mission of the University as well as the Christian, liberal arts emphasis. The institutional abilities expected of all candidates at MBU are as follows:

• Critical Thinking
• Integration of Faith and Learning
• Diversity/Globalization
• Oral and Written Communication
• Social Interaction
• Aesthetic Engagement
• Use of Technology

The unit, program, and course objectives and outcomes reflect the general learning and broad core expectations of candidates majoring in a particular field or discipline, i.e. knowledge bases, attitudes, skills, and abilities. There is a correlation between the institutional objectives and the program objectives.

A systematic and multi-dimensional plan for assessment has been developed for teacher, school leader, counselor education candidates, and other school personnel. This plan employs a variety of internal and external assessment strategies to measure each candidate’s readiness to be admitted to the profession of education with the requisite knowledge, skills, and dispositions appropriate for the expected roles and responsibilities as defined by the unit, the State of Missouri, NCATE, and the program appropriate learned societies (Armstrong, 2006; Cochran-Smith & Power, 2010). The unit defines “internal assessment” as a tool or method of evaluation developed and/or implemented by the faculty and “external assessment” as a tool or method of evaluation designed and/or implemented by an organization (such as ETS) or a faculty member/professional/partner external to the unit or institution (Rowntree, 1987). Assessment is accomplished at varying levels (course, program, and unit) and throughout the three developmental phases of each program. Candidates are assessed based on unit, state and national standards including content knowledge, professional and pedagogical knowledge, and dispositions. Although each program has assessments specific to that
program, both initial and advanced programs have common assessments in which data are collected and analyzed at multiple points in each program to determine candidates’ development and growth in the program (Willis, 2006). The unit has an annual cycle of collecting, analyzing, and reporting data from assessments to make necessary and timely changes in the program (Willis, 2006).


SECTION III: ORGANIZATIONAL STRUCTURE

ACADEMIC DIVISIONS
The basic academic unit at Missouri Baptist University is the division. At this time, the University has seven divisions: Business, Education, Humanities, Fine Arts, Health and Sports Sciences, Natural Sciences, and Social and Behavioral Sciences. A chair who is considered an administrator with faculty rank leads each division. The Division Chair reports directly to the Provost/Vice President for Academic Affairs.

COUNCILS AND STANDING COMMITTEES
A listing and description of the roles, functions, and memberships of all the standing committees/councils of the University is found in the Committee Handbook. The following is a brief description of some of the principal committees/councils involved in the administration of the academic program.

Dean’s Council
Serves in advisory capacity and assists in developing policies/procedures/long-range planning. Members consist of Provost, Division Chairs, Director of Library Services, Executive Dean of Graduate Studies, Director of Records, and Extension Deans.

Faculty Executive Committee
To lead the University in fact finding, research, and gathering of primary data related to the integration of faith and learning and to advise, counsel, and assist faculty members in developing effective strategies for expressing faith and learning in each classroom and in every discipline.

Academic Affairs Committee
Takes under consideration curriculum proposals from faculty approved by appropriate division chair as well as changes in academic policies, brings recommendations to faculty for approval, serves as advisor to the Provost in interpreting/implementing academic policies, and may recommend discontinuance/withdrawal of student admitted on academic probation.

Assessment Committee
The Assessment Committee develops and coordinates the University’s assessment of student academic achievement program. The Committee is also responsible for review and interpretation of assessment program results. The Associate Academic Dean has responsibility for campus-wide assessment. The chair is a faculty member who serves a one-year term.

Academic Success Center
The Academic Success Center (ASC) provides services and resources that enhance student learning in and outside of the classroom environment, thus improving the opportunity each student has to succeed at MBU.

General Education Committee
Periodic evaluation and oversight of general education program. All general education must go through Academic Affairs Committee.
Teacher Education Council
Concerned with procedures, policies, and requirements necessary to maintain state certification, education curriculum, program and degree requirements in the field of education. This council consists of members University-wide and professional community educators. The Education Division Chair serves as the chair of the Teacher Education Council.

Graduate Affairs Council
The Graduate Affairs Committee evaluates and approves all changes in the curriculum and policies and procedures of the graduate program. May recommend continuance or withdrawal of graduate students on academic probation.

Institutional Review Board
Missouri Baptist University has established an Institutional Review Boards (IRB) to protect the rights and welfare of human research subjects recruited to participate in research activities conducted under the auspices of Missouri Baptist University. Research projects involving human subjects require review and approval by the MBU IRB. An IRB is an ethics committee composed of scientists and non-scientists who serve as advocates for human subjects research. The IRB is charged with the responsibility of reviewing and overseeing human subjects research conducted under the aegis of Missouri Baptist University.
SECTION IV: GENERAL EDUCATION, EDUCATION AND GRADUATE
SCHOOL DEGREE REQUIREMENTS

GENERAL EDUCATION PROGRAM: Visit the MBU Education Division website for the following:

Bachelor of Arts: http://www.mobap.edu/component/content/article/182-records/3729-degree-worksheets-2012-2013

Bachelor of Science: http://www.mobap.edu/component/content/article/182-records/3729-degree-worksheets-2012-2013

Bachelor of Science in Education: http://www.mobap.edu/component/content/article/182-records/3729-degree-worksheets-2012-2013

Bachelor of Professional Studies: http://www.mobap.edu/component/content/article/182-records/3729-degree-worksheets-2012-2013

Bachelor of Music: http://www.mobap.edu/images/stories/academics/Records/degree_requirements/12-13/Fine_Arts_Division/BME.pdf

EDUCATION DIVISION MASTERS DEGREES: Visit the MBU Education Division website for the following:

Masters of Arts—Counseling: http://www.mobap.edu/graduate-degree-programs/mac

Master of Educational Technology: http://www.mobap.edu/online-graduate/master-of-educational-technology

Masters of Arts in Teaching: http://www.mobap.edu/graduate-degree-programs/mat

Masters of Science in Education—Curriculum and Instruction: http://www.mobap.edu/graduate-degree-programs/mse

Masters of Educational Administration: http://www.mobap.edu/graduate-degree-programs/mea

Educational Specialist Degree: http://www.mobap.edu/graduate-degree-programs/eds

Doctor of Education Degree: http://www.mobap.edu/graduate-degree-programs/doctorate
SECTION V: EDUCATION DIVISION AND GRADUATE SCHOOL REGULATIONS

For the following, visit the F-drive: Education : Education Division Master Syllabi: Spring 2013 folder:

Course Syllabi

For the following, visit the Personnel Handbook at www.mobap.edu or copy and paste the link http://www.mobap.edu/images/stories/facultyandstaff/files/MBU_Personnel_Handbook_6-20-12.pdf:

Curriculum Development
Faculty Academic Obligations
Committee Service
Sponsoring of Student Activities
Grading and Grade Reports
Grading for Written Assignments
Make-Up Examinations
Final Examinations
Changing Grades
Reporting Grades to Students
Student Withdrawal
Book Orders
Field Trips
Use of Rooms and Equipment
Master Calendar of Events and Facilities
University Observed Holidays
Name/Address Change
Cancellation of Classes
Closing of the University

For the following, visit the Graduate and Undergraduate Bulletin at www.mobap.edu or copy and paste the link http://www.mobap.edu/publications:

Grade Point Average
Student Course Load
Undergraduate Certification Courses
Graduate Courses Taken While an Undergraduate Student
Specialized Graduate Credit—Workshop Graduate Credit
Specialized Graduate Credit—Directed Studies
Specialized Graduate Credit—Graduate Web Courses
Graduate Courses at Other Colleges and Universities
Student Attendance Policy
Approved Style
Milestones in the Completion of the Professional Teacher Education Program

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Applying for Admission to Professional Standing in the Teacher Education Program:</td>
<td></td>
</tr>
<tr>
<td>a. Admission Packet</td>
<td></td>
</tr>
<tr>
<td>b. C-Base Test</td>
<td></td>
</tr>
<tr>
<td>c. Completed Courses (Education 211, 213, 301, 303, 373)</td>
<td></td>
</tr>
<tr>
<td>d. Schedule interview and defense of Professional Portfolio</td>
<td></td>
</tr>
</tbody>
</table>

COMPONENTS REQUIRED IN PRELIMINARY PROFESSIONAL PORTFOLIO:

Part 1:                                                                                          
|                                                                                               |                |
| a. Cover Page                                                                                 |                |
| b. Table of Contents                                                                         |                |
| c. Admission Packet (Two copies)                                                               |                |

- Admission to the Teacher Ed. Program Packet Checklist (signed by Director of Teacher Education Certification Advising)
- Philosophy
- Resume
- Autobiographical Sketch
- Letters of Recommendation (at least three, one from a Missouri Baptist University faculty member)
- Other Information Required by Packet
- Evaluations from Teaching Field Experience I (211)
• Lesson (s) Evaluations
• Cooperating Teacher’s Field Experience Evaluation
• College Supervisor’s Evaluation (s)

e. College Basic Academic Subjects Exam (C-Base) Scores

   OR

Statement indicating the date when the student will be taking the C-BASE exam (graduate certification students admitted with a 2.750 cumulative Grade point average will be exempt) __________

f. ACT/SAT Scores or a Letter Requesting Exemption (see Advisor regarding letter) __________

g. Work Samples/Projects from the Following Courses (or their equivalents) _______

Part 2: _______

• Reflection on one of the eleven teaching competencies. Students are encouraged to submit more than one general reflection.

Part 3: _______

• Artifacts from the following courses:
   EDUC 213 Foundational Perspectives of Education
   EDUC 301 Professional Growth and Portfolio Development I
   EDUC 303 Methods of Teaching
   EDCL 211 Teaching Field Experience I
   EDUC 373 Technology and Instructional Media (EDUC 573 Applications of Technology as an Effective Tool in Teaching/Learning)

2. Graduation/Certification Check (After Interview) _______

Students who have enrolled in EDUC 303 or have begun the first semester of the junior year need to request to have a graduation credit check with the Director of Teacher Education Certification Advising. Students will then meet with Director of Records to review the graduation plan if needed.

A graduation/certification check is necessary prior to placement for student teaching and is necessary to inform the student of any coursework deficiencies.

Certification-Only students are not required to have a graduation check, but must complete a certification check with the Director of Teacher Education Certification Advising or their graduate advisor.
3. Applying/Interviewing for Student Teaching

The Approval for Student Teaching Application and Application For Student Teaching Assignment forms (located in the Director of Teacher Education Certification Advising office) should be on file in the Education Student Advising Office one semester prior to student teaching. (If a student will be student teaching in the fall, the applications should be on file by the second week of the prior spring semester. If a student will be student teaching in the spring, the applications should be on file by the second week of the prior fall semester).

In addition, admission to the education program must be completed one full semester prior to student teaching. Students may be approved for student teaching by the Education Council if their education files are completed successfully by the stated times. All coursework in the student’s major must be a grade of “C” or better. The student must have a 2.5 cumulative grade point.

For this assessment interview, the teaching candidate must present all items listed for the initial interview for admission for professional standing in the first part of the portfolio. The second part must contain a general reflection for a minimum of five (5) MOSTEP Standards. Students are also encouraged to have a general reflection for the remaining MOSTEP Standards. The third part doesn’t have to be completed for the assessment of professional progress interview. Instruction on the organization and artifacts for the portfolio will be provided in EDUC 401 Professional Growth and Portfolio Development II. This class must be taken in the semester before student teaching.

4. Praxis II (to be taken the semester prior to student teaching)

5. Completion of All Coursework

Students should enroll in EDRD 423/523 and ETOP 423/523 (after all or most other education courses have been completed). Registration for these courses requires the approval of the Director of Teacher Education Certification Advising. Approval for enrolling in these courses will be denied until all admission procedures are completed and the student teaching application and graduation/certification check are on file.

6. Student Teaching/Internship

7. Portfolio Presentation

Oral presentation of professional portfolio will be made to peers, college staff, teaching professionals, and others invited by the student for evaluative suggestions and comments.)
Professional portfolio must have artifacts that provide proof of competencies in Missouri’s Eleven Professional Standards. Students should follow the format outlined in the Guide and Portfolio Manual for Development, Licensure and Employment of Teachers, available in the University bookstore.

8. Final Professional Teacher Portfolio Evaluation submitted to a panel of Instructors

9. Teacher Certification Application
Students should fill out an application for teacher certification during the orientation seminar and return it immediately to the Director of Teacher Education Certification Advising. The application will be sent with an official transcript to DESE when all certification requirements have been fulfilled. The certificate will be mailed directly to the student's home address within 6-8 weeks from DESE.

10. Establish Placement File
   Students should establish a credential file with the Office of Career Services. An Education Placement Packet is available in the Placement Office that gives further details concerning required materials. The Placement File is **not** the same file that is kept in the Education Office. This placement file is used to send pertinent information to prospective employers, so the information should be directly related to obtaining a job.

11. Apply for Teaching Position
   When students begin to apply for teaching positions the Education Office will write a letter of eligibility upon student request. Students should indicate on all applications that they will receive a IPC certificate.

### Milestones in the Completion of the Graduate School Programs for Classroom Teaching, Professional Counselor, and Educational Administration

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Application to Graduate Program-Entrance Assessment</td>
<td></td>
</tr>
<tr>
<td>a. Completed application.</td>
<td></td>
</tr>
<tr>
<td>b. Transcripts (2.75 GPA or above-if below will be admitted on probation.)</td>
<td></td>
</tr>
<tr>
<td>c. Submitted Test Score (GRE, MAT, Praxis, NTE.)</td>
<td></td>
</tr>
<tr>
<td>d. One letter of recommendation.</td>
<td></td>
</tr>
<tr>
<td>e. Statement of professional experience and goals.</td>
<td></td>
</tr>
<tr>
<td>2. Admission to Professional Graduate Studies Assessment</td>
<td></td>
</tr>
<tr>
<td>2. Evaluation of course and academic performance (Conducted at the completion of eighteenth graduate credit and before they will be allowed to enroll in twenty-fourth credit hour.)</td>
<td></td>
</tr>
<tr>
<td>b. Recommendation from a faculty sponsor regarding academic performance.</td>
<td></td>
</tr>
<tr>
<td>c. General Reflection on each of the competencies required in the program see MOSTEP Teacher/Counselor Standards.)</td>
<td></td>
</tr>
</tbody>
</table>

39
d. Interview and evaluation of draft portfolio or classroom teaching candidate curriculum development project.  

3. Program Completion Assessment  

a. Passing score on exit assessment.  

b. Satisfactory evaluations of practicums.  

c. Successful evaluation of professional portfolio or the classroom teaching school improvement project before the Graduate Faculty Committee.
The competencies are demonstrated through reflective practice. Reflective thinking means giving critical thought, analysis, interpretation and synthesis to information, as opposed to accepting everything without judicious reasoning. Poor teachers often rely on habitual behavior and are guided by impulse, custom or authority, rather than their own reflective thoughts. These teachers will have a difficult time growing as professional educators. The Education Division of Missouri Baptist University strongly values reflection as a tool for growth, and strives to help teaching and counseling candidates learn to have reflective practice. A formula that ensures professional growth is:

\[
\text{Knowledge + Experience + Faith + Reflection = Cognitive and Spiritual Growth}
\]

Through continuous reflection about course work and field experiences, Missouri Baptist University Education candidates become life-long reflective practitioners who seek to improve their skills and knowledge and grow as professionals.

MISSOURI STATE TEACHER COMPETENCIES

Missouri Baptist University students must provide proof of competency in the following areas by creating portfolios that demonstrates their knowledge and skill in teaching.

COMMAND OF SUBJECT MATTER

Quality Indicator: The pre-service teacher understands the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and creates learning experiences that make these aspects of subject matter meaningful for all students.

Performance Indicators: The pre-service teacher:

- Knows the discipline applicable to the certification area(s);
- Presents the subject matter in multiple ways;
- Uses students’ prior knowledge;
- Engages students in the methods of inquiry used in the discipline;
- Creates interdisciplinary learning.

CURRICULUM AND PLANNING

Quality Indicator: The pre-service teacher recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon student, district, and state performance standards.

Performance Indicators: The pre-service teacher:
• Selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g., encourages exploration and problem solving, building new skills from those previously acquired);
• Creates lessons and activities that recognize individual needs of diverse learners and variations in learning styles and performance;
• Evaluates plans relative to long and short-term goals and adjusts them to meet student needs and to enhance learning.

UNDERSTANDING OF DEVELOPMENT AND LEARNING

Quality Indicator: The pre-service teacher understands how students learn and develop, and provides learning opportunities that support intellectual, social, and personal development of all students.

Performance Indicators: The pre-service teacher:

• Knows and identifies child/adolescent development;
• Strengthens prior knowledge with new Ideas;
• Encourages student responsibility;
• Knows theories of learning.

CLASSROOM AND BEHAVIOR MANAGEMENT

Quality Indicator: The pre-service teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Performance Indicators: The pre-service teacher:

• Knows the motivation theories and behavior management strategies and techniques;
• Manages time, space, transitions, and activities effectively;
• Engages students in decision making.

UNDERSTANDING OF DIVERSE LEARNERS

Quality Indicator: The pre-service teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Performance Indicators: The pre-service teacher:

• Identifies prior experience, learning styles, strengths, and needs;
• Designs and implements individualized instruction based on prior experience, learning styles, strengths, and needs;
• Knows when and how to access specialized services to meet students’ needs;
• Connects instruction to students’ prior experiences and family, culture, and community.

INSTRUCTIONAL STRATEGIES
**Quality Indicator:** The pre-service teacher uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.

**Performance Indicators:** The pre-service teacher:

- Selects alternative teaching strategies, materials, and technology to achieve multiple instructional purposes and to meet student needs;
- Engages students in active learning that promotes the development of critical thinking, problem solving, and performance capabilities.

**LEARNING COMMUNITIES**

**Quality Indicator:** The pre-service teacher fosters relationships with school colleagues, parents, and educational partners in the larger community to support student learning and well being.

**Performance Indicators:** The pre-service teacher:

- Participates in collegial activities designed to make the entire school a productive learning environment;
- Talks with and listens to students, is sensitive and responsive to signs of distress, and seeks appropriate help as needed to solve students’ problems;
- Seeks opportunities to develop relationships with the parents and guardians of students, and seeks to develop cooperative partnerships in support of student learning and well-being;
- Identifies and uses the appropriate school personnel and community resources to help students reach their full potential.

**TEACHER AS EVALUATOR**

**Quality Indicator:** The pre-service teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

**Performance Indicators:** The pre-service teacher:

- Employs a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, authentic assessments, and standardized tests) to enhance and monitor her or his knowledge of learning, to evaluate student progress and performances, and to modify instructional approaches and learning strategies;
- Uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their learning behaviors, strengths, needs and progress, and to encourage them to set personal goals for learning;
- Evaluates the effect of class activities on both individual and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work;
• Maintains useful records of student work and performances and can communicate student progress knowledgeably and responsibly, based on appropriate indicators to student, parents, and other colleagues.

TEACHER AS COMMUNICATOR

Quality Indicator: The pre-service teacher models effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Performance Indicators: The pre-service teacher:

• Models effective verbal/non-verbal communication skills;
• Demonstrates sensitivity to cultural, gender, intellectual, and physical ability differences in classroom communication and in responses to students’ communications;
• Supports and expands learner expression in speaking, writing, listening, and other media;
• Uses a variety of media communication tools.

TEACHER AS REFLECTIVE PRACTITIONER

Quality Indicator: The pre-service teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. This reflective practitioner actively seeks out opportunities to grow professionally and utilizes the assessment and professional growth to gene more learning for more students.

Performance Indicators: The pre-service teacher:

• Applies a variety of self-assessment and problem-solving strategies for reflecting on practice, their influences on students’ growth and learning, and the complex interactions between them;
• Uses resources available for professional development;
• Practices professional ethical standards.
TECHNOLOGY IN TEACHING/LEARNING

Quality Indicator: The pre-service teacher understands the theory and practice of technological operations, concepts, tools, and software and can use these to create meaningful learning opportunities for all students.

Performance Indicators: The pre-service teacher:

- Has a sound understanding of technology operations and concepts;
- Plans and designs effective learning environments and experiences supported by technology;
- Implements curriculum plans that include methods and strategies for applying technology to maximize student learning;
- Applies technology to facilitate a variety of effective assessment and evaluation strategies;
- Uses technology to enhance productivity and professional practice;
- Understands the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and applies this understanding in practice.

MISSOURI STATE LIBRARY MEDIA SPECIALISTS COMPETENCIES

1.5 Professional Competencies for Library media Specialist for Preparation (Initial and Advanced)
Candidates for library media specialist certification have completed a program of professional studies for school library media specialists.

Quality Indicators:

1.5.1 Use of Information and Ideas

1.5.1.1 Efficient and Ethical Information - Seeking Behavior:
Candidates apply a variety of strategies to ensure access to resources and information in a variety of formats to all members of the learning community.

1.5.1.2 Literacy and Reading:
Candidates encourage reading and lifelong learning by fostering interests and competencies in the effective use of ideas and information.

1.5.1.3 Access to Information:
Candidates promote efficient and ethical information-seeking behavior as part of the school library media program and its services.

1.5.1.4 Stimulating Learning Environment:
Candidates demonstrate the ability to create a positive educational environment in a literate, technology-rich, and inviting library media center atmosphere.

1.5.2 Teaching and Learning
1.5.2.1 Knowledge of Learners and Learning:
Candidates design and implement instruction that engages the student's interests, passions, and needs which drive their learning.

1.5.2.2 Effective and Knowledgeable Teacher:
Candidates model and promote collaborative planning with classroom teachers in order to teach concepts and skills of information processes integrated with classroom content.

1.5.2.3 Information Literacy Curriculum:
Candidates partner with other education professionals to develop and deliver an integrated information skills curriculum.

1.5.3 Collaboration and Leadership

1.5.3.1 Connection with the Library Community:
Candidates provide leadership and establish connections with the greater library and education community.

1.5.3.2 Instructional Partner:
Candidates demonstrate effective leadership principles and work with the learning community to create a productive education environment.

1.5.3.3 Educational Leader:
Candidates create school library media programs that focus on student learning and achievement; and encourage the personal and professional growth of teachers and other educators.

1.5.4 Program Administration

1.5.4.1 Managing Information Resources: Selecting, Organizing, Using:
Candidates apply knowledge and skills in building, managing, and providing free and equitable knowledge and skills in building, managing, and providing free and equitable access to resource collections to enhance the school curriculum and offer leisure reading materials for the school community.

1.5.4.2 Managing Program Resources: Human, Financial, Physical:
Candidates administer the library media program according to the principles of best practice in library science and program administration to support the missions of the school.

1.5.4.3 Comprehensive and Collaborative Strategic Planning and Assessment:
Candidates apply leadership, collaboration, and technology skills to design and manage library media programs that are up-to-date, comprehensive, and integrated within the school.
MISSOURI STATE COUNSELING COMPETENCIES

HUMAN GROWTH AND DEVELOPMENT

Quality Indicator: The professional school counselor candidate knows and understands human development and personality and how these domains affect learners and applies this knowledge in his or her work with learners.

Performance Indicators: The professional school counselor candidate:

• Knows and understands theories of individual and family development, transitions across the life-span, and range of human developmental variation;
• Knows developmental stages of individual growth;
• Knows and understands theories of learning and personality development;
• Applies factors that affect behavior, including but not limited to, developmental crises, disability, addiction, psychopathology, and environmental factors, in assisting learners to develop healthy life and learning styles;
• Applies developmental principles in working with learners in a variety of school counseling activities.

CULTURE AND DIVERSITY

Quality Indicator: The professional school counselor candidate knows and understands how human diversity affects learning and development within the context of a global society and a diversity community of families. The professional school counselor candidate uses this understanding to assist learners, parents, and colleagues in developing opportunities for learning and professional growth.

Performance Indicators: The professional school counselor candidate:

• Knows and understands multicultural and pluralistic trends;
• Knows and understands attitude and behaviors related to diversity, and how the diversity in families impacts learners;
• Educates students, colleagues and others about diversity and its impact on learning, growth, and relationships;
• Facilitates the development of learners’ tolerance and respect for, and valuing of, human diversity;
• Knows and understands how culture affects the counseling relationships and demonstrates cultural awareness and sensitivity in counseling.

ASSESSMENT

Quality Indicator: The professional school counselor candidate knows and understands the principle of measurement and assessment, for both individual and group approaches, and applies these in working with all learners.

Performance Indicators: The professional school counselor candidate:
• Knows and understands theoretical and historical bases for assessment techniques;
• Knows and understands the concept of reliability and validity;
• Selects, administers, and interprets assessment and evaluation instruments and techniques in counseling;
• Applies assessment results to the counseling process;
• Knows, understands, and applies ethical principles in assessment.

CAREER DEVELOPMENT AND PLANNING

Quality Indicator: The professional school counselor candidate understands career development and planning process the life-span, and assists all learners in their career exploration, decision-making and planning.

Performance Indicators: The professional school counselor candidate:

• Knows and understands theories of career development, career decision-making and planning;
• Selects and applies career counseling models with learners;
• Promotes and supports the career decision-making and planning of learners;
• Uses various career assessment techniques to assist learners in understanding their abilities and career interests;
• Uses current career information to assist learners in understanding the world of work and make career plans and choices.

GUIDANCE CURRICULUM

Quality Indicator: The professional school counselor candidate knows, understands, and uses classroom guidance methods and techniques.

Performance Indicators: The professional school counselor candidate:

• Knows, understands, and conducts guidance needs assessments;
• Collaborates with other school personnel in the delivery of the guidance curriculum;
• Designs and implements developmentally appropriate guidance activities.

INDIVIDUAL PLANNING

Quality Indicator: The professional school counselor candidate knows, understands, and uses planning and goal setting for the personal, educational, and career development of the learner.

Performance Indicators: The professional school counselor candidate:

• Knows and understands planning and goal setting processes;
• Uses various tools, including technology, to assist learners in personal, educational, and career goal setting and planning.
RESPONSIVE SERVICES

Quality Indicator: The professional school counselor candidate knows, understands and uses various methods for delivering responsive counseling services to all learner in the school community.

Performance Indicators: The professional school counselor candidate:

- Knows and understands a variety of individual and small group counseling theories and techniques;
- Knows and understands a variety of crisis intervention and consultation theories and techniques;
- Selects and uses counseling interventions appropriate to the needs of all learners;
- Uses appropriate referral resources and procedures.

SYSTEM SUPPORT

Quality Indicator: The professional school counselor candidate knows, understands and uses various methods to develop and maintain a comprehensive guidance program that serves the needs of all learners.

Performance Indicators: The professional school counselor candidate:

- Knows, understands, develops, and manages a comprehensive guidance program for all learners;
- Advocates for the guidance program throughout the school community;
- Knows, understands, and conducts program evaluation to monitor and improve the guidance program.

TECHNOLOGY

Quality Indicator: The professional school counselor candidate knows, understands and uses technology as a management and counseling tool in promoting the personal, educational, social, and career development of the learner.

Performance Indicators: The professional school counselor candidate:

- Knows, understands and uses a variety of technology in the delivery of guidance and counseling activities;
- Uses technology to manage a comprehensive guidance program.

PROFESSIONAL RELATIONSHIPS

Quality Indicator: The professional school counselor candidate develops and promotes professional relationships in the school, family, and community.
Performance Indicators: The professional school counselor candidate:

- Knows, understands and uses consultation strategies to improve communication and promote teamwork;
- Uses consultation strategies to coordinate resources and efforts of teachers, administrators, and support staff;
- Uses consultation strategies to promote school-home relationships through involvement of parents and other family members;
- Uses consultation methods with private and public agencies in the community that may be involved in the learner’s development.

ETHICAL STANDARDS

Quality Indicator: The professional school counselor candidate knows, understands, and adheres to ethical, legal, and professional standards.

Performance Indicators: The professional school counselor candidate:

- Knows, understands and practices in accordance with the ethical principles of the counseling profession;
- Knows and understands the differences among legal, ethical, and moral principles;
- Knows, understands and practices in accordance with local school policy and procedures;
- Employs ethical decision-making models to recognize and resolve ethical dilemmas;
- Models ethical behavior in his or her work.

LEGAL STANDARDS

Quality Indicator: The professional school counselor candidate knows, understands and adheres to the legal aspects of the professional school counselor.

Performance Indicators: The professional school counselor candidate:

- Knows and understands the local, state, and federal statutory requirements pertaining to her or his work;
- Uses legal resources to inform and guide his or her practices;
- Practices in accordance with the legal restraints of local jurisdictions;
- Practices within the statutory limits of confidentiality.

PROFESSIONAL STANDARDS

Quality Indicator: The professional school counselor candidate knows, understands and implements methods to promote his or her professional development and well-being.

Performance Indicators: The professional school counselor candidate:

- Participates in professional organizations;
• Develops and implements a professional development plan;
• Uses personal reflection, consultation, and supervision to promote professional growth and development;
• Knows, understands, uses and models techniques of self-care;
• Evaluates her or his practice, seeks feedback from others, and uses this information to improve performance.
MISSOURI STATE SCHOOL ADMINISTRATOR COMPETENCIES

DEVELOPMENT OF A VISION

Quality Indicator: The school administrator candidate is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Knowledge: The school administrator candidate has knowledge and understanding of:

- Learning goals in a pluralistic society;
- The principles of developing and implementing strategic plans;
- Systems theory;
- Information sources, data collection, and data analysis strategies;
- Effective communication;
- Effective consensus-building and negotiation skills.

Disposition: The school administrator believes in, values, and is committed to:

- The educability of all;
- A school vision of high standards of learning;
- Continuous school improvement;
- The inclusion of all members of the school community;
- Ensuring that students have the knowledge, skills, and values needed to become successful adults;
- A willingness to continuously examine one’s own assumptions, beliefs, and practices doing the work required for high levels of personal and organization performance.

Performance: The school administrator facilitates processes and engages in activities ensuring that:

- The vision and mission of the school are effectively communicated to staff, parents, students, and community members;
- The vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities;
- The core beliefs of the school vision are modeled for all stakeholders;
- The vision is developed with and among stakeholders;
- The contributions of school community members to the realization of the vision are recognized and celebrated;
- Progress toward the vision and mission is communicated to all stakeholders;
- The school community is involved in school improvement efforts;
- The vision shapes the educational programs, plans, and actions;
- An implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated;
- Assessment data related to student learning are used to develop the school vision and goals;
- Relevant demographic data pertaining to students and their families are used in developing the
school mission and goals;
• Barriers to achieving the vision are identified, clarified, and addressed;
• Needed resources are sought and obtained to support the implementation of the school mission and goals;
• Existing resources are used in support of the school vision and goals;
• The vision, mission, and implementation plans are regularly monitored, evaluated, and revised.

DEVELOPMENT OF A SCHOOL CULTURE FOR INSTRUCTIONAL SUCCESS

Quality Indicator: The school administrator candidate is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Knowledge: The school administrator has knowledge and understanding of:

• Student growth and development;
• Applied learning theories;
• Applied motivational theories;
• Curriculum design, implementation, evaluation, and refinement;
• Principles of effective instruction;
• Measurement, evaluation, and assessment strategies;
• Diversity and its meaning for educational programs;
• Adult learning and professional development models;
• The change process for systems, organizations, and individuals;
• The role of technology in promoting student learning and professional growth;
• School cultures.

Dispositions: The school administrator believes in, values, and is committed to:

• Student learning as the fundamental purpose of schooling;
• The proposition that all students can learn;
• The variety of ways in which students can learn;
• Life long learning for self and others;
• Professional development as an integral part of school improvement;
• The benefits that diversity brings to the school community;
• A safe and supportive learning environment;
• Preparing students to be contributing members of society.

Performances: The school administrator facilitates processes and engages in activities that:

• All individuals are treated with fairness, dignity, and respect;
• Professional development promotes a focus on student learning consistent with the school vision and goals;
• Students and staff feel valued and important;
• The responsibilities and contributions of each individual are acknowledged;
• Barriers to student learning are identified, clarified, and addressed;
• Diversity is considered in developing learning experiences;
• Life long learning is encouraged and modeled;
• There is a culture of high expectations for self, student, and staff performance;
• Technologies are used in teaching and learning;
• Student and staff accomplishments are recognized and celebrated;
• Multiple opportunities to learn are available to all students;
• The school is organized and aligned for success;
• Curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined;
• Curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies;
• The school culture and climate are assessed on a regular basis;
• A variety of sources of information is used to make decisions;
• Student learning is assessed using a variety of techniques;
• Multiple sources of information regarding performance are used by staff and students;
• A variety of supervisory and evaluation models is employed;
• Pupil personnel programs are developed to meet the needs of students and their families.

KNOWLEDGE OF ORGANIZATIONAL MANAGEMENT

Quality Indicator: The school administrator candidate is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Knowledge: The school administrator had knowledge and understanding of:

• Theories and models of organizations and the principles of organizational development;
• Operational procedures at the school and district level;
• Principles and issues relating to school safety and security;
• Human resources management and development;
• Principles and issues relating to fiscal operations of school management;
• Principles and issues relating to school facilities and use of space;
• Legal issues impacting school operations;
• Current technologies that support management functions.

Dispositions: The school administrator believes in, values and is committed to:

• Making management decisions to enhance learning and teaching;
• Taking risks to improve schools;
• Trusting people and their judgments;
• Accepting responsibility;
• High-quality standards, expectations, and performances;
• Involving stakeholders in management processes;
• A safe environment.

Performances: The school administrator facilitates processes and engages in activities ensuring that:
• Knowledge of learning, teaching, and student development is used to inform management decisions;
• Operational procedures are designed and managed to maximize opportunities for successful learning;
• Emerging trends are recognized, studied, and applied as appropriate;
• Operational plans and procedures to achieve the vision and goals of the school are in place;
• Collective bargaining and other contractual agreements related to the school are effectively managed;
• The school plant, equipment, and support systems operate safely, efficiently, and effectively;
• Time is managed to maximize attainment of organizational goals;
• Potential problems and opportunities are identified;
• Problems are confronted and resolved in a timely manner;
• Financial, human, and material resources are aligned to the goals of schools;
• The school acts entrepreneurially to support continuous improvement;
• Organizational systems are regularly monitored and modified as needed;
• Stakeholders are involved in decisions affecting schools;
• Responsibility is shared to maximize ownership and accountability;
• Effective problem-framing and problem-solving skills are used;
• Effective conflict resolution skills are used;
• Effective group-process and consensus-building skills are used;
• Effective communication skills are used;
• A safe, clean, and aesthetically pleasing school environment is created and maintained;
• Human resource functions support the attainment of school goals;
• Confidentiality and privacy of school records are maintained.

COMMUNITY AWARENESS

Quality Indicator: The school administrator candidate is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Knowledge: The school administrator candidate has knowledge and understanding of:

• Emerging issues and trends that potentially impact the school community;
• The conditions and dynamics of the diverse school community;
• Community resources;
• Community relations and marketing strategies and processes;
• Successful models of school, family, business, community, government and higher education partnerships.

Dispositions: The school administrator believes in, values, and is committed to:

• Schools operating as an integral part of the larger community;
• Collaboration and communication with families;
• Involvement of families and other stakeholders in school decision-making processes;
• The proposition that diversity enriches the school;
• Families as partners in the education of their children;
• The proposition that families have the best interests of their children in mind;
• Resources of the family and community needing to be brought to bear on the education of students;
• An informed public.

Performances: The school administrator facilitates processed and engages in activities that:

• High visibility, active involvement, and communication with the larger community is a priority;
• Relationships with community leaders are identified and nurtured;
• Information about family and community concerns, expectations, and needs is used regularly;
• There is outreach to different business, religious, political, and service agencies and organizations;
• Credence is given to individuals and groups whose values and opinions may conflict;
• The school and community serve one another as resources;
• Available community resources are secured to help the school solve problems and achieve goals;
• Partnerships are established with area businesses, institutions of higher education, and community groups;
• To strengthen programs and support school goals;
• Community youth family services are integrated with school programs;
• Community stakeholders are treated equitably;
• Diversity is recognized and valued;
• Effective media relations are developed and maintained;
• A comprehensive program of community relations is established;
• Public resources and funds are used appropriately and wisely;
• Community collaboration is modeled for staff;
• Opportunities for staff to develop collaborative skills are provided.

THE ETHICS OF LEADERSHIP

Quality Indicator: The school administrator candidate is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Knowledge: The school administrator has knowledge and understanding of:

• The purpose of education and the role of leadership in modern society;
• Various ethical frameworks and perspectives on ethics;
• The values of the diverse school community;
• Professional codes of ethics;
• The philosophy and history of education.

Dispositions: The school administrator believes in, values, and is committed to:
• The ideal of the common good;
• The principles in the Bill of Rights;
• The right of every student to a free, quality education;
• Bringing ethical principles to the decision-making process;
• Subordinating one’s own interest to the good of the school community;
• Accepting the consequences for upholding one’s principles and actions;
• Using the influence of one’s office constructively and productively in the service of all students and their families;
• Development of a caring school community.

Performances: The school administrator facilitates processed and engages in activities that:

• Examines personal and professional values;
• Demonstrates a personal and professional code of ethics;
• Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance;
• Serves as a role model;
• Accepts responsibility for school operations;
• Considers the impact of one’s administrative practices on others;
• Uses the influence of the office to enhance the educational program rather than for personal gain;
• Treats people fairly, equitably, and with dignity and respect;
• Protects the rights and confidentiality of students and staff;
• Demonstrates appreciation for and sensitivity to the diversity in the school community;
• Recognizes and respects the legitimate authority of others;
• Examines and considers the prevailing values of the diverse school community;
• Expects that others in the school community will demonstrate integrity and exercise ethical behavior;
• Opens the school to public scrutiny;
• Fulfills legal and contractual obligations;
• Applies laws and procedures fairly, wisely, and considerately.

UNDERSTANDING ORGANIZATIONAL POLITICAL, ECONOMIC, SOCIAL, LEGAL, AND CULTURAL CONTEXTS

Quality Indicator: The school administrator candidate is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Knowledge: The school administrator has knowledge and understanding of:

• Principles of representative governance that undergird the system of American schools;
• The role of public education in developing and renewing a democratic society and an economically productive nation;
• The law as related to education and schooling;
• The political, social, cultural and economic systems and processes that impact schools;
• Models and strategies of change and conflict resolution as applied to the larger political, social, cultural and economic;
• Contexts of schooling;
• Global issues and forces affecting teaching and learning;
• The dynamics of policy development and advocacy under our democratic political system;
• The importance of diversity and equity in a democratic society,

Dispositions: The school administrator believes in, values, and is committed to:

• Education as a key to opportunity and social mobility;
• Recognizing a variety of ideas, values, and cultures;
• Importance of a continuing dialogue with other decision makers affecting education;
• Actively participating in the political and policy-making context in the service of education;
• Using legal systems to protect student rights and improve student opportunities.

Performances: The school administrator facilitates processed and engages in activities that:

• The environment in which schools operate is influenced on behalf of students and their families;
• Communication occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate;
• There is ongoing dialogue with representatives of diverse community groups;
• The school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities;
• Public policy is shaped to provide quality education for students;
• Lines of communication are developed with decision makers outside the school community.

COMPETENCIES ASSESSMENT PLAN

A systematic plan for assessment has also been developed for classroom teacher, counselor and administration education candidates. Candidates are evaluated at each phase of the program with decisions made by the Teacher Education Council to recommend or reject candidates for further study. The steps in this evaluation system follow:

UNDERGRADUATE LEVEL

I. Application to Professional Standing
   A. Submit partial pre-service portfolio and other items will include:
      1. Admissions Packet:
         2. Application
         3. Philosophy of education
         4. Resume
         5. Autobiographical sketch
         6. Letters of recommendation
         7. ACT or SAT score
         8. Evidence of successful completion of coursework
         9. Reflection (MOSTEP Standards) upon coursework
10. C-BASE Score

B. Interview with content and Education Faculty/Partners. Results:  
   Recommendation of acceptance to professional standing  
   Probation with recommendation(s) of additional coursework  
   Student appeal of recommendation(s) to Teacher Education Council

C. Teacher Education Council review of recommendation (s) from interview. Results:  
   Accept recommendation(s)  
   Modify recommendation(s)  
   Reject recommendation(s)

II. Application to Internship
   A. Transcript analysis
      1. Establish grade point (2.5+)
      2. Identification of special circumstances  
      3. Determine progress in professional pre-service program
   
   B. Submit professional pre-service portfolio
      1. Updated philosophy of teaching and learning  
      2. Updated resume  
      3. Updated autobiographical sketch  
      4. Field experience evaluations  
      5. Reflections on the MOSTEP Standards (quality indications)  
      6. Professional growth plan (strengths/weaknesses) focusing on internship
   
   C. Interview with Education Faculty/Partners. Result:  
      Recommendation to place in Internship (Student Teaching)  
      Recommendation to enroll pre-service teacher in EDUC 451-6 for additional experience  
      Student appeal of recommendation to Teacher Education Council
   
   D. Teacher Education Council Review. Result:  
      Accept recommendation (s)  
      Modify recommendation (s)  
      Reject recommendation (s)

III. Exit Task and Requirements
   A. Successful completion of Internship (Student Teaching)  
      Passing score on PRAXIS  
      Satisfactory evaluation of portfolio  
   * Grade for internship of C or above
   B. Successful completion of all pre-service professional coursework (C or above)

IV. Program/Unit-Survey (MOSTEP Standards)
   A. Surveys cooperating teachers and administrators  
   B. Surveys student teachers
C. Surveys of recent graduates and administrators

Teacher Education Council will review surveys. Result:
   Maintain programs
   Modify programs

GRADUATE LEVEL

I. Application to Graduate Program-Entrance Assessment
   A. Admissions Packet:
      1. Completed application
      2. Transcripts (2.75 GPA or above-if below will be admitted on probation)
      3. One letter of recommendation
      4. Statement of professional Experience and goals

II. Professional Graduate Studies Assessment
Evaluation of course and academic performance (Conducted at the completion of eighteenth graduate
credit and before candidate will be allowed to enroll in twenty-fourth credit hour.) Must submit:
   A. Recommendation from a faculty sponsor regarding academic performance
   B. Reflection of competencies acquired in the program (see MOSTEP or Counseling Standards)
   C. Draft Portfolio or non-certification classroom teaching candidate must substitute a draft of
      the school improvement project or major project.

Interview utilizing the above information to determine status of the student. Result:
   A. Recommendation of continued or full participation in the program is granted.
   B. Recommendation of probation with benchmarks to achieve for full status.
   C. Recommendation of rejection from the program with benchmarks to be achieved before
      readmission can be considered.

Graduate Affairs Council will review recommendation. Result:
   Accept recommendation (s)
   Modify recommendation (s)
   Reject recommendation (s)

III. Program Completion Assessment
   A. Passing score on exit assessment
   B. Satisfactory evaluations of practicums
   C. Successful justification of action research/masters project/thesis before Missouri Baptist
      University Graduate Faculty Committee. Result:
      Justification successful recommendation
      Must revise and reschedule for justification before the committee recommendation
   D. Graduate Affairs Council will review recommendation. Result:
      Accept recommendation (s)
      Modify recommendation (s)
      Reject recommendation (s)
IV. Program Follow-up Assessment
   A. Survey of employers of graduate students utilizing standards.
   B. Survey of graduate students utilizing standards to determine quality of preparation.

Graduate Affairs Council will review surveys. Result:
   Maintain program
   Modify program
SECTION VIII: GENERAL PROCEDURES AND REGULATIONS APPLICABLE TO FACULTY

For the following, visit the Personnel Handbook at www.mobap.edu or copy and paste the link http://www.mobap.edu/images/stories/facultyandstaff/files/MBU_Personnel_Handbook_6-20-12.pdf:

Equal Opportunity
Process for Securing Faculty
Requirements for Faculty Rank
Full Time Faculty
Nine Month Faculty
Part-Time Faculty
Mid-Year Faculty
Twelve Month Faculty
Faculty Contract
Contracted Music Instructors
Academic Personnel Evaluations
Church and Community Activities
Reappointment
Promotion Procedures (Full-Time Faculty Only)
Faculty Development
Faculty Grievance Procedure
Removal of Faculty Member
Outside Employment
Formal Academic Ceremonies
Chapel/Convocation
Fringe Benefits/Leaves
Salary Checks
Job Related Incidents
Use of University Vehicles
Solicitors on Campus
Building Keys
Nametags/Photo Identification Cards
Military Reserve/National Guard Service
Library
Gymnasium and Fitness Center
SECTION IX: PROCEDURES APPLICABLE ONLY TO EXTENSION SITES

Franklin County Regional Learning Center

The Franklin County Extension Site is located at 39 Silo Plaza Drive, Union, MO 63084.

The Franklin County Extension Site Dean will provide part-time faculty with emergency procedures applicable to the Franklin County Extension Site.

Faculty mailboxes are located in the Faculty Resource Room.

Process followed to select part-time faculty is the same as found in the Education Division Personnel Handbook.

Instructors must have a completed application on file in order to get paid. Eight week courses are paid on the 25th of the last month in which the class is being taught. Instructors will receive a paycheck and a copy of their contract in the mail.

Jefferson County Regional Learning Center Plus-Two Sites

The Jefferson County Regional Learning Centers are located on the campus of Jefferson Community College in Hillsboro, with administrative offices located on the second floor of the student center, and a stand-alone site is located at 140 Richardson Road, Arnold, MO. The Arnold location has administrative offices and eight classrooms at the stand-alone location and an advising office located on the campus of Jefferson College – Arnold.

The emergency procedures followed are provided by Jefferson College are followed. Procedures are posted throughout the campus with two copies posted in the MBU office. In the case of inclement weather, the Jefferson College website at (http://www.jeffco.edu) will have information on school closings for the Hillsboro location and the MBU website (www.mobap.edu) will have information concerning both the Hillsboro and Arnold locations. The information will also be available on the voice attendant at 636.797.3000 for Hillsboro classes and at 636.481.3214 for Arnold classes. If Jefferson College is closed for any reason, Missouri Baptist University classes at Jefferson College- Hillsboro will also be cancelled.

Faculty can pick up printing at the Regional Learning Center office. At the Arnold location, faculty have access to a faculty work room for printing and to individual mailboxes.

Process followed to select part-time faculty is the same as found in the Education Division Personnel Handbook.

Instructors must have a completed application on file in order to get paid. Eight week courses are paid on the 25th of the last month in which the class is being taught. Instructors will receive a paycheck and a copy of their contract in the mail.
Mineral Area Regional Learning Center

The Mineral Area Regional Learning Center is located at 507 Woodlawn Drive, Leadington, MO 63601.

In the case of inclement weather, the Mineral Area Extension will post updates online on the MBU website at (http://www.mobap.edu/ma) and on FM 98.5 KJFF. The information will also be available on the voice attendant at 573.431.9700.

Faculty has access to a faculty work room for making copies and obtaining mail and information from their mailboxes. Printing can also be printed ahead of time by BU office staff and picked up in the faculty work room.

Process followed to select part-time faculty is the same as found in the Education Division Personnel Handbook.

Instructors must have a completed application on file in order to get paid. Eight week courses are paid on the 25th of the last month in which the class is being taught. Instructors will receive a paycheck and a copy of their contract in the mail.

Troy-Wentzville Extension Site

The Troy-Wentzville Regional Learning Center is located at 75 College Campus Drive, Moscow Mills, MO 63362.

The Troy-Wentzville Regional Learning Center Dean will provide part-time faculty with emergency procedures applicable to the site.

In the case of inclement weather, a decision will be made by the Regional Learning Center Dean no later than 3:30 p.m. An attempt will be made to personally contact each instructor. Students after 3:30PM should check with www.mobap.edu for class cancellations.

Faculty mailboxes are located in the main office on the first floor next to the copy machine.

Process followed to select part-time faculty is the same as found in the Education Division Personnel Handbook.

Instructors must have a completed application on file in order to get paid. Eight week courses are paid on the 25th of the last month in which the class is being taught. Instructors will be paid via electronic deposit to their bank account and receive a copy of their contract in the mail.
SECTION X: POLICIES AND PROCEDURES RELATED TO DIVERSITY
Policies and Practices, including good faith efforts, for recruiting and retaining diverse faculty

Missouri Baptist University is making every effort to ensure that Education Division candidates have opportunities to interact with faculty from a broad range of diverse groups. The Education Division also recognizes that a fundamental commitment to diversity must dwell in the development and implementation of recruitment and retention plans which meet the standards of the academic community.

Recruitment Policies

Missouri Baptist University believes that emphasizing diversity as an institutional policy is an integral component of educational excellence. Students learn better in a diverse academic environment and are better able to function productively in a pluralistic, democratic society when they leave.

Consistent with the Missouri Baptist University Policies and Procedures Manual: Securing Full-Time Personnel, the Education Division shall continue to recruit and retain diverse faculty who enrich the school with diverse talents, backgrounds, experiences, and personal characteristics including race, gender, ethnicity, religion, socio-economic background, and geographic origin. The goal of the Education Division is to recruit, employ, and retain excellent faculty who reflect a diverse range of interests, abilities, and life experiences to enhance the education of all students. The Education Division seeks to employ faculty who are knowledgeable about and sensitive to the preparation of candidates so that they are able to work effectively and successfully with diverse students.

The Education Division adheres to the University’s policies related to Equal Employment, found in the MBU Personnel manual and copied below:

In compliance with federal and state law, including the provisions of Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973, Missouri Baptist University does not illegally discriminate on the basis of race, gender, color, national or ethnic origin, age, disability, or military service in employment. The University does not tolerate discrimination based on race, gender, color, national or ethnic origin, disability or military service. This policy applies to, but is not limited to, recruitment, hiring, training, promotion, and all terms and conditions of employment. All personnel actions or programs such as compensation, benefits, transfers, layoffs, recalls, training, education and discipline will be administered without discrimination. Equal employment opportunity is the responsibility of all employees.

Division Recruitment Practices

Our recruitment practices include:
1. Developing a search committee that works with the division chairperson to meet the department goals for diversity recruitment
2. Advertising in professional publications and with professional organizations which target diverse candidates
3. Allowing an appropriate recruitment window to provide a sufficient timeline for candidates to apply and be given consideration
4. Describing positions clearly and concisely to define duties and expectations of the Education Division
5. Seeking professional referrals of candidates from diverse organizations in the broader community
6. Avoiding recruitment from the same organizations or institutions which may limit diversity
7. Utilizing the University community to solicit support from other staff and students in assisting with the recruitment (where appropriate)
8. Maintaining high standards for the qualifications needed to perform duties and responsibilities

The Education Division shall not ignore these policies and practices even when a small pool of diverse candidates presents itself.

Screening and Interviewing Candidates

Our screening process incorporates the following goals and objectives:

1. The Education Division shall make every effort to ensure that a diverse array of qualified candidates is considered in its screening process.
2. The Education Division shall review and vet all letters of recommendation and reference and compare all credentials before interviewing any potential candidate.
3. As part of the interview process, candidates are introduced to other faculty including those of similar backgrounds.
4. At the completion of the interview process, candidates shall be informed of the results of their review

Appointment

All appointments shall be made on the basis of individual merit. The recruitment of diverse candidates shall not infringe on the rights of any other applicants in a way that violates their individual rights or the standards of Missouri Baptist University.

Retention

The retention of diverse faculty requires special efforts to ensure the level of support necessary to remain at Missouri Baptist University. New minority faculty will have the advantage of a mentoring program, as do all new faculty members.

The mentoring program will pair diverse faculty with supportive senior faculty who will provide assistance and support that will include:

- Familiarizing new faculty with the campus and its environment
• Networking – introduction to colleagues and key personnel
• Helping the new faculty to understand relevant policy and procedures
• Helping to sort out priorities
• Assisting with syllabus development.

The Education Division is committed to providing on-going professional development aimed at building diversity among faculty.

Our retention policy incorporates the following goals and objectives:

1. The Education Division shall provide written criteria and procedures for retention and promotion of all current and prospective candidates.
2. The retention and promotion policy shall be revisited with all candidates on a regular basis. Any changes to these policies shall be promptly made available in writing.

**Policies and practices, including good faith efforts, for recruiting and retaining diverse candidates**

Missouri Baptist University encourages a culturally diverse academic community which fosters student growth within our learning community.

**Recruitment policies**

Missouri Baptist University believes that diversity is an integral component of educational excellence. Students learn better in a diverse academic environment and are better able to function productively in a pluralistic, democratic society when they leave.

The Education Division of Missouri Baptist University shall continue to recruit, admit, retain, and graduate students who enrich the school with diverse talents, backgrounds, experiences, and personal characteristics including race, gender, ethnicity, religion, socio-economic background, and geographic origin.

The Education Division’s commitment to providing opportunities to a diverse range of individuals is reflected in a student body that is comprised of 108 out of 1065 (10%) minority students at the graduate level, and 44 out of 499 (9%) students at the undergraduate level (March, 2012 count). Although the representation of individuals from diverse groups is promising, the Education Division is striving to increase representation from targeted groups in numerous ways through our recruitment practices.

**Recruitment Practices**

Missouri Baptist University actively works to recruit minorities and first generation students. The Enrollment Services goals for the 2012-2013 academic year include the following:

**Undergraduate Admissions:**
Proactively recruit minorities and first generation college students. This is to be accomplished through continuing to encourage and facilitate campus visits by schools with student bodies made up of a large percentage of minorities, working with outside organizations such as the Missouri College Advising Corps, becoming more familiar with best practices in the recruitment and retention of minority students, and supporting additional campus initiatives supporting the success of first generation and minority students at MBU.

Financial Services:

Leverage financial aid to maximize new student enrollment and retention, while increasing diversity in student enrollment.

Community Outreach Practices

MBU actively reaches out to the community by promoting programs that bring future candidates to campus, with particular emphasis on underrepresented groups from the St. Louis metropolitan area. In addition, MBU actively recruits students from local community colleges which have a sizable percentage of underrepresented students. The Fine Arts Division at MBU has developed a partnership with a youth organization in East St. Louis, Illinois to encourage students from that urban and impoverished area to attend dramatic and musical events hosted by MBU.

High School Outreach Practices

- Missouri Baptist University offers recruitment, orientation, financial aid, and admissions support to all students which includes additional support and outreach for minority student candidates to support their enrollment process.
- MBU has engaged concurrent enrollment teachers in local school districts to identify and nominate first generation students for the First Generation Scholarship program. The scholarship ensures that those first generation students receive $10,000 per year in scholarship from MBU.
- MBU works with two Missouri Historically Black Universities to increase attendance at college days at MBU.
- MBU hosts workshops and orientations for high school students that include campus tours, student panels, and information. Minority admissions workshops help students and their families complete financial aid applications.
- MBU hosts students on campus from St. Louis high schools, conducts on site financial aid preparation events, and visits with students on site about the process of applying for admission.
- MBU hosts Upward Bound students for a one day event over the summer providing tours and interviews with admissions and financial aid representatives.
- MBU offers summer programs for high school students.
- MBU hosts Missouri College Advising Corps for a one day to promote college attendance among high school students.
MBU communicates with guidance counselors from high schools, especially those from racially and ethnically diverse high schools.

MBU actively recruits students from other countries through established relationships with foreign high schools.

Graduate Recruitment Practices

- MBU hosts campus visits and information sessions for prospective graduate students.
- MBU actively recruits graduate students from underrepresented groups. The unit encourages its undergraduate students from underrepresented groups to pursue graduate studies. Missouri Baptist University recruits graduate students from among the teachers of traditional public schools and charter schools in the city of St. Louis.
- MBU recruits graduate students at two Missouri Historically Black Universities.
- MBU provides online classes and programs that appeal to graduate students and make it possible for candidates to interact with diverse classmates from highly diverse communities.

Climate and Inclusion

Missouri Baptist University recognizes that it is important to provide a welcoming and inclusive environment for all students. Efforts in that area include the following practices.

- Missouri Baptist University uses good faith efforts to involve currently enrolled students and staff in recruitment initiatives.
- MBU holds student receptions to introduce newly admitted international students to the campus community and orient them to areas to support their transition.
- MBU celebrates International Education Week which helps all students gain awareness of certain cultures and customs around the world.
- MBU ensures that images and messages reflect a welcoming environment of diversity and multiculturalism.
- MBU provides diversity education and training for students, faculty, and staff.

Retention

In order to retain students who have been recruited to attend MBU at both the undergraduate and graduate levels, Missouri Baptist University has developed the following programs and practices.

- The Academic Success Center provides academic support for students.

The mission of the Academic Success Center (ASC) is to provide services and resources that will enhance student learning in and outside of the classroom environment and thus improve the opportunity each student has to succeed at MBU. The ASC offers a number of services to support students including tutoring, study skills development, a writing lab, a testing lab, special needs
access services and Quest, which is a support and monitoring program for students who enter MBU with identified performance levels that indicate a possible difficulty in being successful at the college level. Those students meet regularly with the ASC coordinator to monitor attendance and achievement. This program has been highly successful, resulting in passing GPA’s and increased student retention.

- MBU examines data on required courses to identify gaps in student success.
- MBU provides mentoring programs for minority and other underrepresented groups.
- MBU provides mentoring for all students to insure support within the graduate program. All doctoral students have an assigned mentor to assist students in the selection of their doctoral research committee.
MISSION STATEMENT

The Education Division at Missouri Baptist University seeks to develop and train professional educators of excellence; enhance the lives of students in the classroom intellectually, spiritually, physically, and socially; and significantly influence students through the demonstrated integration of Christian faith and learning in the classroom so that they may become positive change agents in a global and culturally diverse society.

The following eight standards serve as the guiding principles by which the educator preparation programs are measured:

*Missouri Baptist University prepares certification candidates who:*

1. Consistently demonstrate the content, pedagogy, and pedagogical content knowledge necessary to facilitate learning for all students, and to demonstrate the knowledge, skills, competencies, and dispositions defined as appropriate to their area of responsibility.
2. Analyze and reflect on their practice using a variety of assessment strategies, including action research, and are committed to continued professional development.
3. Observe and practice solutions to problems related to diverse clinical settings and with diverse PK-12 student populations.
4. Use their self-awareness and knowledge of diversity to create learning environments that support their belief that through active hands- and minds-on learning, all students can learn challenging curricula.
5. Demonstrate and promote the strategic use of technology to enhance learning and professional practice.
6. Support schools, students, and community through leadership, service, and personal involvement.
7. Develop effective and supportive relationships that enhance communication among students, parents, and colleagues to facilitate learning.
8. Through the lens of their faith, practice the profession’s ethical standards by exhibiting empathy for, and sensitivity to, students and colleagues.
ANALYSIS OF DATA AND ACCOMPLISHMENTS: 2011-2012

1. Candidate Performance Date--Elementary Education (sample of one program). The data that follow address candidate performance in the Elementary Education (1-6) Program regarding C-BASE and Praxis II. Aggregate data are presented for all candidates across the timeframe of the report. For each assessment, data are further disaggregated by campus location: Franklin Campus, Jefferson Campus, Main Campus, Mineral Area Campus, St. Charles Campus, and Troy/Wentzville Campus.

C-BASE
Group Aggregate Entrance Test Results: C-BASE--All Sites
Starting Date: 8/1/2010 Ending Date: 7/31/2012
Group: Elementary Education (Population - 151)

<table>
<thead>
<tr>
<th>All Campuses</th>
<th>Student Count</th>
<th>Score Count</th>
<th>%Pass Student</th>
<th>Req'd Score</th>
<th>Avg.</th>
<th>Min</th>
<th>Max</th>
<th>Std Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>120</td>
<td>158</td>
<td>85.80%</td>
<td>235</td>
<td>251.7</td>
<td>180</td>
<td>390</td>
<td>39.50</td>
</tr>
<tr>
<td>Writing</td>
<td>119</td>
<td>157</td>
<td>89.90%</td>
<td>235</td>
<td>358.5</td>
<td>175</td>
<td>367</td>
<td>38.32</td>
</tr>
<tr>
<td>Mathematics</td>
<td>106</td>
<td>125</td>
<td>90.06%</td>
<td>235</td>
<td>285.7</td>
<td>182</td>
<td>453</td>
<td>60.73</td>
</tr>
<tr>
<td>Science</td>
<td>119</td>
<td>151</td>
<td>85.71%</td>
<td>235</td>
<td>262.9</td>
<td>145</td>
<td>443</td>
<td>57.48</td>
</tr>
<tr>
<td>Social Studies</td>
<td>138</td>
<td>211</td>
<td>74.64%</td>
<td>235</td>
<td>242.6</td>
<td>141</td>
<td>434</td>
<td>50.55</td>
</tr>
</tbody>
</table>

The C-BASE scores above represent the students majoring in Elementary Education 1-6 who took the test between Fall 2010 and Summer 2012. It is important to note that the program (and all programs for that matter) use the many sub-scores provided by C-BASE to identify strengths and weaknesses in the subject-matter coursework experienced by lower-division undergraduates. The Min (minimum) and Max (maximum) scores are the ranges for the students, which include those who did not pass the first time.

Following are the same data disaggregated by campus location.

Franklin

<table>
<thead>
<tr>
<th>Franklin</th>
<th>Student Count</th>
<th>Score Count</th>
<th>%Pass Student</th>
<th>Req'd Score</th>
<th>Avg.</th>
<th>Min</th>
<th>Max</th>
<th>Std Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>11</td>
<td>15</td>
<td>91.00%</td>
<td>235</td>
<td>243.7</td>
<td>199</td>
<td>289</td>
<td>27.50</td>
</tr>
<tr>
<td>Writing</td>
<td>11</td>
<td>15</td>
<td>81.80%</td>
<td>235</td>
<td>255.2</td>
<td>221</td>
<td>307</td>
<td>28.79</td>
</tr>
<tr>
<td>Mathematics</td>
<td>10</td>
<td>15</td>
<td>100%</td>
<td>235</td>
<td>326.5</td>
<td>262</td>
<td>422</td>
<td>51.20</td>
</tr>
<tr>
<td>Science</td>
<td>10</td>
<td>10</td>
<td>100%</td>
<td>235</td>
<td>265</td>
<td>141</td>
<td>434</td>
<td>41.43</td>
</tr>
<tr>
<td>Social Studies</td>
<td>13</td>
<td>21</td>
<td>76.92%</td>
<td>235</td>
<td>248.4</td>
<td>176</td>
<td>418</td>
<td>54.28</td>
</tr>
</tbody>
</table>
### Jefferson

<table>
<thead>
<tr>
<th>C-BASE</th>
<th>Student Count</th>
<th>Score Count</th>
<th>%Pass Student</th>
<th>Req’d Score</th>
<th>Avg.</th>
<th>Min</th>
<th>Max</th>
<th>Std Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>49</td>
<td>63</td>
<td>90.00%</td>
<td>235</td>
<td>253</td>
<td>181</td>
<td>355</td>
<td>38.70</td>
</tr>
<tr>
<td>Writing</td>
<td>49</td>
<td>63</td>
<td>95.90%</td>
<td>235</td>
<td>259.1</td>
<td>175</td>
<td>346</td>
<td>37.85</td>
</tr>
<tr>
<td>Mathematics</td>
<td>42</td>
<td>48</td>
<td>88.10%</td>
<td>235</td>
<td>284.1</td>
<td>187</td>
<td>441</td>
<td>55.54</td>
</tr>
<tr>
<td>Science</td>
<td>49</td>
<td>64</td>
<td>79.59%</td>
<td>235</td>
<td>257.5</td>
<td>145</td>
<td>443</td>
<td>60.86</td>
</tr>
<tr>
<td>Social Studies</td>
<td>53</td>
<td>76</td>
<td>73.58%</td>
<td>235</td>
<td>238.6</td>
<td>141</td>
<td>434</td>
<td>47.96</td>
</tr>
</tbody>
</table>

### Main

<table>
<thead>
<tr>
<th>C-BASE</th>
<th>Student Count</th>
<th>Score Count</th>
<th>%Pass Student</th>
<th>Req’d Score</th>
<th>Avg.</th>
<th>Min</th>
<th>Max</th>
<th>Std Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>34</td>
<td>39</td>
<td>85.00%</td>
<td>235</td>
<td>265.4</td>
<td>180</td>
<td>390</td>
<td>43.32</td>
</tr>
<tr>
<td>Writing</td>
<td>34</td>
<td>39</td>
<td>88.23%</td>
<td>235</td>
<td>270.8</td>
<td>195</td>
<td>358</td>
<td>40.13</td>
</tr>
<tr>
<td>Mathematics</td>
<td>33</td>
<td>36</td>
<td>90.91%</td>
<td>235</td>
<td>297.6</td>
<td>202</td>
<td>453</td>
<td>65.15</td>
</tr>
<tr>
<td>Science</td>
<td>35</td>
<td>42</td>
<td>88.57%</td>
<td>235</td>
<td>268.2</td>
<td>172</td>
<td>438</td>
<td>60.63</td>
</tr>
<tr>
<td>Social Studies</td>
<td>39</td>
<td>47</td>
<td>76.92%</td>
<td>235</td>
<td>256.4</td>
<td>155</td>
<td>421</td>
<td>59.47</td>
</tr>
</tbody>
</table>

### Mineral Area

<table>
<thead>
<tr>
<th>C-BASE</th>
<th>Student Count</th>
<th>Score Count</th>
<th>%Pass Student</th>
<th>Req’d Score</th>
<th>Avg.</th>
<th>Min</th>
<th>Max</th>
<th>Std Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>11</td>
<td>16</td>
<td>82.00%</td>
<td>235</td>
<td>242.88</td>
<td>200</td>
<td>297</td>
<td>29.87</td>
</tr>
<tr>
<td>Writing</td>
<td>10</td>
<td>15</td>
<td>90.00%</td>
<td>235</td>
<td>251.3</td>
<td>204</td>
<td>297</td>
<td>24.09</td>
</tr>
<tr>
<td>Mathematics</td>
<td>9</td>
<td>10</td>
<td>90%</td>
<td>235</td>
<td>277</td>
<td>223</td>
<td>368</td>
<td>48.84</td>
</tr>
<tr>
<td>Science</td>
<td>12</td>
<td>13</td>
<td>83.33%</td>
<td>235</td>
<td>278.9</td>
<td>221</td>
<td>422</td>
<td>52.83</td>
</tr>
<tr>
<td>Social Studies</td>
<td>16</td>
<td>36</td>
<td>62.50%</td>
<td>235</td>
<td>219.2</td>
<td>144</td>
<td>326</td>
<td>36.09</td>
</tr>
</tbody>
</table>

### SCC

<table>
<thead>
<tr>
<th>C-BASE</th>
<th>Student Count</th>
<th>Score Count</th>
<th>%Pass Student</th>
<th>Req’d Score</th>
<th>Avg.</th>
<th>Min</th>
<th>Max</th>
<th>Std Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>1</td>
<td>1</td>
<td>100.00%</td>
<td>235</td>
<td>344.00</td>
<td>344</td>
<td>344</td>
<td>n/a</td>
</tr>
<tr>
<td>Writing</td>
<td>1</td>
<td>1</td>
<td>100.00%</td>
<td>235</td>
<td>367</td>
<td>367</td>
<td>367</td>
<td>n/a</td>
</tr>
<tr>
<td>Mathematics</td>
<td>1</td>
<td>1</td>
<td>100.00%</td>
<td>235</td>
<td>394</td>
<td>394</td>
<td>394</td>
<td>n/a</td>
</tr>
<tr>
<td>Science</td>
<td>1</td>
<td>1</td>
<td>100.00%</td>
<td>235</td>
<td>394</td>
<td>394</td>
<td>394</td>
<td>n/a</td>
</tr>
<tr>
<td>Social Studies</td>
<td>1</td>
<td>1</td>
<td>100.00%</td>
<td>235</td>
<td>339</td>
<td>339</td>
<td>339</td>
<td>n/a</td>
</tr>
</tbody>
</table>
**Troy/Wentzville**

<table>
<thead>
<tr>
<th>C-BASE</th>
<th>Student Count</th>
<th>Score Count</th>
<th>%Pass Student</th>
<th>Req'd Score</th>
<th>Avg.</th>
<th>Min</th>
<th>Max</th>
<th>Std Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>14</td>
<td>24</td>
<td>71.00%</td>
<td>235</td>
<td>233.04</td>
<td>180</td>
<td>316</td>
<td>36.31</td>
</tr>
<tr>
<td>Writing</td>
<td>14</td>
<td>24</td>
<td>78.57%</td>
<td>235</td>
<td>238.7</td>
<td>190</td>
<td>333</td>
<td>36.88</td>
</tr>
<tr>
<td>Mathematics</td>
<td>11</td>
<td>20</td>
<td>90.90%</td>
<td>235</td>
<td>245.8</td>
<td>182</td>
<td>427</td>
<td>52.57</td>
</tr>
<tr>
<td>Science</td>
<td>14</td>
<td>20</td>
<td>92.86%</td>
<td>235</td>
<td>250.8</td>
<td>174</td>
<td>320</td>
<td>42.43</td>
</tr>
<tr>
<td>Social Studies</td>
<td>16</td>
<td>30</td>
<td>81.25%</td>
<td>235</td>
<td>251.8</td>
<td>196</td>
<td>360</td>
<td>43.31</td>
</tr>
</tbody>
</table>

**PRAXIS II (0011) Elementary Education: Curriculum, Instruction & Assessment**

Group Aggregate Exit Test Results: Praxis II--All Candidates
Starting Date: 8/1/2010 Ending 7/31/2012
GROUP: Elementary Education (Population 230)

<table>
<thead>
<tr>
<th>Praxis II (0011) Elementary Education: Curriculum, Instruction &amp; Assessment</th>
<th>Student Count</th>
<th>Score Count</th>
<th>%Pass Student 1st Time</th>
<th>Req'd Score</th>
<th>Avg.</th>
<th>Min</th>
<th>Max</th>
<th>Std Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composite</td>
<td>230</td>
<td>333</td>
<td>77.83%</td>
<td>164</td>
<td>168.5</td>
<td>5</td>
<td>131</td>
<td>197</td>
</tr>
</tbody>
</table>

The Praxis II (Test 0011)--Elementary Education: Curriculum, Instruction & Assessment scores above represent the 230 candidates who completed the Elementary Education program between Fall 2010 and Summer 2012. Below are the same data disaggregated by campus location.
<table>
<thead>
<tr>
<th>Praxis II (0011)</th>
<th>Student Count</th>
<th>Score Count</th>
<th>%Pass</th>
<th>Req’d Score</th>
<th>Avg.</th>
<th>Min</th>
<th>Max</th>
<th>Std Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Education: Curriculum, Instruction &amp; Assessment</td>
<td>Franklin</td>
<td>33</td>
<td>40</td>
<td>90.90%</td>
<td>164</td>
<td>173.90</td>
<td>134</td>
<td>197</td>
</tr>
<tr>
<td></td>
<td>Jefferson</td>
<td>112</td>
<td>166</td>
<td>72.32%</td>
<td>164</td>
<td>167.68</td>
<td>131</td>
<td>197</td>
</tr>
<tr>
<td></td>
<td>Main</td>
<td>37</td>
<td>49</td>
<td>81.08%</td>
<td>164</td>
<td>170.90</td>
<td>140</td>
<td>197</td>
</tr>
<tr>
<td></td>
<td>Mineral Area</td>
<td>15</td>
<td>20</td>
<td>80%</td>
<td>164</td>
<td>170.35</td>
<td>138</td>
<td>195</td>
</tr>
<tr>
<td></td>
<td>Troy/Wentzville</td>
<td>33</td>
<td>58</td>
<td>87.87%</td>
<td>164</td>
<td>164.77</td>
<td>133</td>
<td>191</td>
</tr>
</tbody>
</table>

0420 School Guidance and Counseling
Group Aggregate Exit Test Results: Praxis II—All Counseling Candidates
Starting Date: 8/1/2010 Ending 7/31/2012
GROUP: Counseling (Population 68)

<table>
<thead>
<tr>
<th>0420 School Guidance and Counseling</th>
<th>Student Count</th>
<th>Score Count</th>
<th>%Pass</th>
<th>Req’d Score</th>
<th>Avg.</th>
<th>Min</th>
<th>Max</th>
<th>Std Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composite</td>
<td>68</td>
<td>74</td>
<td>88.24</td>
<td>590</td>
<td>647.97</td>
<td>520</td>
<td>740</td>
<td>51.71</td>
</tr>
</tbody>
</table>

The 0420 School Guidance and Counseling scores above represent the 68 candidates who completed the Counseling program between Fall 2010 and Summer 2012. Below are the same data disaggregated by campus location.

<table>
<thead>
<tr>
<th>0420 School Guidance and Counseling</th>
<th>Student Count</th>
<th>Score Count</th>
<th>%Pass</th>
<th>Req’d Score</th>
<th>Avg.</th>
<th>Min</th>
<th>Max</th>
<th>Std Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>Franklin</td>
<td>12</td>
<td>13</td>
<td>91.7</td>
<td>590</td>
<td>648.46</td>
<td>580</td>
<td>720</td>
<td>39.13</td>
</tr>
<tr>
<td>Jefferson</td>
<td>8</td>
<td>9</td>
<td>87.5</td>
<td>590</td>
<td>643.3</td>
<td>580</td>
<td>700</td>
<td>38.41</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td>---</td>
<td>---</td>
<td>-----</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Lewis &amp; Clark</td>
<td>8</td>
<td>9</td>
<td>62.5</td>
<td>590</td>
<td></td>
<td>3</td>
<td>520</td>
<td>720</td>
</tr>
<tr>
<td>Main</td>
<td>25</td>
<td>27</td>
<td>88</td>
<td>590</td>
<td></td>
<td>3</td>
<td>520</td>
<td>720</td>
</tr>
<tr>
<td>Mineral Area</td>
<td>7</td>
<td>7</td>
<td>100</td>
<td>590</td>
<td></td>
<td>3</td>
<td>590</td>
<td>740</td>
</tr>
<tr>
<td>St. Charles</td>
<td>2</td>
<td>2</td>
<td>100</td>
<td>590</td>
<td></td>
<td></td>
<td>710</td>
<td>720</td>
</tr>
<tr>
<td>Troy/Wentzville</td>
<td>7</td>
<td>7</td>
<td>100</td>
<td>590</td>
<td></td>
<td>3</td>
<td>590</td>
<td>720</td>
</tr>
</tbody>
</table>
6011-School Leaders Licensure Assessment
Group Aggregate Exit Test Results: Praxis II—All Ed. Admin Candidates
Starting Date: 8/1/2010 Ending 7/31/2012
GROUP: Ed. Admin (Population 21)

<table>
<thead>
<tr>
<th>School Leaders Licensure Assessment</th>
<th>Student Count</th>
<th>Score Count</th>
<th>%Pass Student 1st Time</th>
<th>Req'd Score</th>
<th>Avg.</th>
<th>Min</th>
<th>Max</th>
<th>Std Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composite</td>
<td>21</td>
<td>24</td>
<td>90.5</td>
<td>163</td>
<td>169.3</td>
<td>131</td>
<td>181</td>
<td>13.39</td>
</tr>
</tbody>
</table>

The School Leaders Licensure Assessment scores above represent the 21 candidates who completed the Educational Administration program between Fall 2010 and Summer 2012. Below are the same data disaggregated by campus location.

<table>
<thead>
<tr>
<th>School Leaders Licensure Assessment</th>
<th>Student Count</th>
<th>Score Count</th>
<th>%Pass Student 1st Time</th>
<th>Req'd Score</th>
<th>Avg.</th>
<th>Min</th>
<th>Max</th>
<th>Std Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>Franklin</td>
<td>6</td>
<td>6</td>
<td>83.4</td>
<td>163</td>
<td>170.83</td>
<td>158</td>
<td>179</td>
<td>7.36</td>
</tr>
<tr>
<td>Jefferson</td>
<td>6</td>
<td>6</td>
<td>66.67</td>
<td>163</td>
<td>162.83</td>
<td>131</td>
<td>181</td>
<td>16.93</td>
</tr>
<tr>
<td>Imagine School</td>
<td>3</td>
<td>3</td>
<td>100</td>
<td>163</td>
<td>173.66</td>
<td>167</td>
<td>183</td>
<td>8.33</td>
</tr>
<tr>
<td>Main</td>
<td>3</td>
<td>3</td>
<td>100</td>
<td>163</td>
<td>175</td>
<td>170</td>
<td>180</td>
<td>4.20</td>
</tr>
<tr>
<td>St. Charles</td>
<td>1</td>
<td>1</td>
<td>100</td>
<td>163</td>
<td>181</td>
<td>181</td>
<td>181</td>
<td>n/a</td>
</tr>
<tr>
<td>Troy/Wentzville</td>
<td>2</td>
<td>2</td>
<td>100</td>
<td>163</td>
<td>178</td>
<td>176</td>
<td>180</td>
<td>2.65</td>
</tr>
</tbody>
</table>
2. Program Assessment Methods:

<table>
<thead>
<tr>
<th>Assessment Methods of Education Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment Methods</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Early Childhood Education B-3</td>
</tr>
<tr>
<td>Elementary Education</td>
</tr>
<tr>
<td>Music Instrumental K-12</td>
</tr>
<tr>
<td>Music Vocal K-12</td>
</tr>
<tr>
<td>Physical Education K-12</td>
</tr>
<tr>
<td>Business 5-9</td>
</tr>
<tr>
<td>Language Arts 5-9</td>
</tr>
<tr>
<td>Mathematics 5-9</td>
</tr>
<tr>
<td>Science 5-9</td>
</tr>
<tr>
<td>Social Studies 5-9</td>
</tr>
<tr>
<td>Biology 9-12</td>
</tr>
<tr>
<td>Business Education 9-12</td>
</tr>
<tr>
<td>Chemistry 9-12</td>
</tr>
<tr>
<td>Driver Education 9-12</td>
</tr>
<tr>
<td>English 9-12</td>
</tr>
<tr>
<td>General Science 9-12</td>
</tr>
<tr>
<td>Health 9-12</td>
</tr>
<tr>
<td>Mathematics 9-12</td>
</tr>
<tr>
<td>Physical Education 9-12</td>
</tr>
<tr>
<td>Social Studies 9-12</td>
</tr>
<tr>
<td>Speech-Theatre 9-12</td>
</tr>
<tr>
<td>Unified Science Biology 9-12</td>
</tr>
<tr>
<td>Unified Science Chemistry 9-12</td>
</tr>
<tr>
<td>Library Media Specialist K-12</td>
</tr>
<tr>
<td>Early Childhood Special Education B-Grade 3</td>
</tr>
<tr>
<td>Spec. Ed. Cross-Cat. Dis. Mild-mod. K-12</td>
</tr>
<tr>
<td>Position</td>
</tr>
<tr>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>Special Reading K-12</td>
</tr>
<tr>
<td>Gifted Education K-12</td>
</tr>
<tr>
<td>Ed. Admin. Elem.</td>
</tr>
<tr>
<td>Ed. Admin. Middle</td>
</tr>
<tr>
<td>Ed. Admin. Secondary</td>
</tr>
<tr>
<td>Special Ed Director</td>
</tr>
<tr>
<td>Superintendent</td>
</tr>
<tr>
<td>Ed. Specialist - Curr. &amp; Instruction</td>
</tr>
<tr>
<td>Counseling K-12</td>
</tr>
<tr>
<td>Counseling K-8</td>
</tr>
<tr>
<td>Counseling 7-12</td>
</tr>
<tr>
<td>Psychological Examiner</td>
</tr>
<tr>
<td>MAT - Classroom Teaching</td>
</tr>
<tr>
<td>MET - Technology</td>
</tr>
<tr>
<td>MSE - Curr. &amp; Instruction</td>
</tr>
<tr>
<td>Ed. D. - Doctorate Program</td>
</tr>
</tbody>
</table>
3. Social Studies (Geography) continues to be an area of weakness as indicated by current C-Base results. Actions by the American History I and II professors have been put in place to improve the test scores on the Social Studies section.

4. All coursework in the Spring and the Summer of 2012 (undergraduate and graduate) was revised and updated; assessments are designed to measure the student learning outcomes of stated measurable objectives. Students were interviewed twice to determine the progress that the student has achieved related to Education Division coursework outcomes. If the student has deficiencies, they are assigned tasks that will strengthen their knowledge and skills. They are interviewed again to verify satisfactory progress.

5. The Online MSE in Curriculum & Instruction, implemented in the fall of 2008, had 69 students enrolled in the program by the end of the summer of 2009, 91 students enrolled at the end of summer of 2010, 98 by 2011, and 109 by 2012.

6. A total of 1752 students took online courses in 2010-2011 and 2736 during 2011-2012. The increase of students was 984.

### Education Division WEB course and OLP Enrollment 2011-2012

#### Fall 2011

<table>
<thead>
<tr>
<th>TYPE OF COURSE</th>
<th>NUMBER OF CLASSES</th>
<th>NUMBER ENROLLED</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Credit Hour classes</td>
<td>75</td>
<td>1007</td>
</tr>
<tr>
<td>2 Credit Hour</td>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td>1 Credit Hour</td>
<td>4</td>
<td>39</td>
</tr>
<tr>
<td>TOTALS</td>
<td>82</td>
<td>1057</td>
</tr>
</tbody>
</table>

#### Spring 2012

<table>
<thead>
<tr>
<th>TYPE OF COURSE</th>
<th>NUMBER OF CLASSES</th>
<th>NUMBER ENROLLED</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Credit Hour classes</td>
<td>80</td>
<td>1024</td>
</tr>
<tr>
<td>2 Credit Hour</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>1 Credit Hour</td>
<td>4</td>
<td>25</td>
</tr>
<tr>
<td>TOTALS</td>
<td>85</td>
<td>1051</td>
</tr>
</tbody>
</table>

#### Summer 2012

<table>
<thead>
<tr>
<th>TYPE OF COURSE</th>
<th>NUMBER OF CLASSES</th>
<th>NUMBER ENROLLED</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Credit Hour classes</td>
<td>47</td>
<td>605</td>
</tr>
<tr>
<td>2 Credit Hour</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>1 Credit Hour</td>
<td>4</td>
<td>18</td>
</tr>
<tr>
<td>TOTALS</td>
<td>52</td>
<td>627</td>
</tr>
</tbody>
</table>

### 2011-2012 TOTALS

<table>
<thead>
<tr>
<th>TYPE OF COURSE</th>
<th>NUMBER OF CLASSES</th>
<th>NUMBER ENROLLED</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Credit Hour classes</td>
<td>202</td>
<td>2636</td>
</tr>
<tr>
<td>2 Credit Hour</td>
<td>5</td>
<td>17</td>
</tr>
<tr>
<td>1 Credit Hour</td>
<td>12</td>
<td>82</td>
</tr>
<tr>
<td>---------------</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>TOTALS</td>
<td>219</td>
<td>2735</td>
</tr>
</tbody>
</table>

7. The Education Division’s Teacher Education Council is composed of representatives from each of MBU’s divisions, colleagues from the community, and MBU students. The group meets for the purpose of providing recommendations on curriculum changes and other items such as the revision of Education Division’s Conceptual Framework. The primary emphasis of the Council this past year was diversity focus preparation for the NCATE accreditation visit, April 14-16, 2013.

8. The Education Division has completed nearly 50% of the preparations for the April 14-16 2013 focus accreditation visit by NCATE. The division completed several section of the items required, including revising the Conceptual Framework and updating syllabi to reflect diversity objectives in appropriate courses. Procedures are being established to enter all needed assessment data for the purpose of generating assessment summaries, as well as to begin the organization of the electronic exhibit room.

9. Mary Ann Bouas is the sponsor of the International Education Honor Society. Previously, there were 29 members. This past year, we have added 67 new initiates. As of April 2012, there are 102 members and 10 faculty members.
Education Division Growth 2002-03 to 2011-12

After six consecutive years of growth, the non-duplicating enrollment figures for 2011-2012 through summer 2012 indicated a 4.6% decline for a total of 2160 students. Most programs have maintained relatively stable numbers; however, undergraduate secondary education showed a sharp decline as did graduate classroom teaching. There were however several bright spots. The Education Doctorate (Ed.D.) program grew by 20.5% and the Educational Specialist (Ed.S.). in Curriculum and Instruction (C&I) had a 35% growth. The MSE in C&I also grew by 19.7% while the initial group in the Master of Educational Technology (MET) began with 13 students. While the numbers are not reflected in this report, a new graduate certification program in gifted education, which is part of the Master of Art in Teaching (MAT), has begun and has a full enrollment. (Fig.1)

*The doctoral count includes the students (34) who have completed course work and are registered to complete their doctoral project.

Non-Degree Seeking Enrollment

There was nearly a 5.9% increase in non-degree seeking enrollment. This increase was almost solely attributed to the continued strength of the Psychological Examiner, Reading Specialist, and Librarian certification programs. Certified professionals taking courses in order to move up their salary schedule continued to account for a significant number of enrollees. (Fig. 2)
Graduate Education Enrollment

There were several bright spots in graduate education enrollment, even though the enrollment had a decline of approximately 3.9%. The Ed.D. program had 20.5% increase while both the MSE and Ed.S. in Curriculum and Instruction had substantial growth (19.7% and 35.6% respectively). The new Master of Educational Technology began this year with an initial enrollment of 13. These increases served to upset the declines in the MAT (-17.9), Ed.S. in Superintendent (-6.1%), Master of Educational Administration (MED) (-4.9%), and Master of Art in Counseling (MAC) (-2.1%) (Fig. 3)

*The doctoral count includes the students (34) who are register to complete their research project.

Total Education Enrollment

The overall enrollment in classes in the Education Division declined by 3.6%. There has been a steady decline in the MAT for several years. This has been consistently offset in the past by the addition of the MSE, Ed.S. and Ed.D.; however, following an unprecedented increase in undergraduate enrollment in 2010-2011, there was an 8% decline this past year. This was primarily accounted for by a drop in secondary education majors. (Fig. 4)
DEFINING SUCCESS

The Education Division has developed a Vision for Missouri Baptist University’s Education degrees and programs. Through that process, five goals were identified to guide our efforts over the next five years. These goals are accompanied by suggested benchmarks. This strategic plan will be reviewed and revised as goals are achieved and new needs are identified.

EDUCATION FACULTY FOR GRADUATE CLASSES

Goal:
For the 2012-2013 school year, the Education Division needs to employ two full-time education professionals with a Ph.D. or Ed.D. Specifically, the Education Division is seeking a School Psychologist for the Counseling Program and a Director of Field Experience for the Education Program. These two full-time faculty are needed to assume duties in the Fall of 2012. Paul Faber, the Coordinator of Diversity Priorities and Initiatives, will continue to ensure the Education Division’s efforts to meet NCATE’s diversity criteria are met in the 2012-2013 school year. As the division adds and implements programs, appropriate accredited faculty will be budgeted and recruited.

Benchmarks to Accomplish the Goal:
1. Budget (2012-2013) for two new full-time education professionals with a Ph.D. or an Ed.D. for the positions of School Psychologist and position in Higher Education. Replace two current positions, Director of Field Experiences and Dean of Education. Paul Faber, Coordinator of Diversity Priorities and Initiatives, will continue for 2012-2013.
2. Several advertising sources to recruit diverse faculty members will be utilized.
ACCREDITATION

Goal:
Continue to maintain and improve programs for continued national (NCATE) accreditation

Benchmarks to Accomplish the Goal:
1. Modify permanent web-based exhibit room and place all documents needed for accreditation in the web-based exhibit room.
2. Develop for each syllabus a matrix on how course objectives connect to diversity competencies.
4. Actively recruit students and faculty who will enhance the diversity of the University.
5. Use “Urban Experience” at charter schools to expose all MBU’s Education Students to the urban classroom setting to help meet diversity requirements for accreditation.
6. Ensure that field experiences help candidates develop the knowledge and dispositions to understand and appreciate diversity and the needs of diverse students.
7. Ensure that candidates work with faculty, staff, and candidates from other ethnicities and backgrounds.
8. Use TracDat and Iwebfolio to collect and analyze data.
10. Review and revise the Education Faculty Handbook each year for needed updates.
11. Budget for expenses related to encouraging diversity among staff and students including materials, training, conferences, and recruiting.

CURRICULUM

Goal:
To prepare students for the education profession in teaching, counseling, and leadership by strengthening our curriculum, applying our Conceptual Framework and research-proven methodology to our coursework, and meeting accreditation standards.

Benchmarks to Accomplish Goal:
1. Create C-BASE and Praxis study opportunities to prepare students prior to each test. These study opportunities will be designed by faculty to specifically improve scores. For example, methods courses will integrate Praxis type questions into assignments.
2. Encourage students to utilize tutorial materials to prepare for the Praxis such as Pearson Praxis tutorials. The Education Division faculty will promote the use of these tutorials to improve Praxis scores.
3. Continue to review and revise the Conceptual Framework as needed (last revision summer of 2012). Special attention will be given to strengthening the diversity opportunities in the curriculum. Communicate all elements of the Conceptual Framework to students, faculty, staff, and PK-12 partners.

4. Review and establish articulation agreements with community colleges as needed.

5. Review and revise courses/programs/field experiences (including web courses) based upon information taken from student evaluations to assure that outcomes of courses meet division, state, and national standards (2012-2013) and syllabus objectives connect to diversity competencies.

6. Implement the curriculum for the online Master of Education in Technology.

7. Implement the credit hour electives that would qualify for Gifted certification under the MAT degree.

8. Continue the implementation of the online versions of counseling and specialist curriculum track and develop any additional material that may be needed.

9. Continue to seek input on curriculum and program needs and changes from the Teacher Education Council, Teacher Advisory Forum, and survey of private and public school partners.

10. Continue to develop informal and formal school partnerships with PK–12 schools and strengthen the current partnerships with local private, public, and charter schools.

11. Encourage students to form study groups, accountability partners, or cohort groups to provide students with necessary social support to be successful in courses and field experiences.

12. Faculty will attend webinars, conferences, workshops and seminars related to their coursework curriculum for current developments in the appropriate fields.

**PK-12 PARTNERSHIPS**

Goal:
Develop a close partnership with the local private, public, and charter schools for the purpose of creating an environment for professional development and for research and instructional study. Work cooperatively to develop instructional opportunities for PK-12 students and post-secondary students.

Benchmarks to Accomplish Goal:
1. Develop annual professional development plans with the partners.
2. Use the private, public, and charter schools as a resource for conducting research on schools and/or academic programs.
3. Collaborate in the preparation of grant proposals for the benefit of both partners' students.
4. Professional development activities at the University and private, public, and charter schools would be open to all teachers, professors, and MBU's Education Students.
5. Twenty-five percent or more of MBU’s field experience, student teachers, interns, and counseling/reading practicum students' placements will occur in the partnership environment.
TECHNOLOGY

Goal:
Strengthen and improve the technological capabilities of the Education Division’s faculty and staff to teach high quality courses at the undergraduate and graduate level. Implement the Master in Educational Technology in the Fall of 2012 and Spring of 2013. To achieve this goal, we will seek to accomplish the following benchmarks.

Benchmarks to Accomplish Goal:
1. Provide opportunities for students to use technology as part of their coursework experiences and assess student proficiency in the use of technology through professional portfolio and course projects.
2. Provide technology training for all faculty and staff members to enhance preparation for their courses and/or office functions (e.g. Word, Power Point, Excel, Library Data Bases, Outlook, Blackboard, alignment tool for standards, CAMSe and SMART Boards).
3. Submit a budget that includes needed resources/finances for upgrading software/equipment to enable faculty to provide technology experiences for teachers, counselors, and school leaders that will enhance their skills and knowledge.
4. Provide in-depth training for faculty of the online curriculum and faculty of face-to-face courses using technology to enhance and to support students' learning of knowledge and skills.
5. Install newer technology to enhance classroom instruction (e.g., provide technologically advanced equipment in audio, visual, photographic, SMART Boards, and software that will support classroom learning).
6. Use technology as a means to create experiences for all students related to diversity.

EDUCATION DIVISION FIVE-YEAR STAFFING, EQUIPMENT, AND BUDGET NEEDS

For the 2012-2013 school year, the Education Division has budgeted for one replacement position as well as two new positions within the program. The replacement position is Director of Field Experiences. Additionally, the Education Division needs to employ two full-time education professionals with a Ph.D. or Ed.D. Specifically, the Education Division is seeking a School Psychologist for the Counseling Program and a Higher Education Faculty Member. These positions have been budgeted for the current school year (2012-2013), but if they are not filled, the budget for upcoming years will also need to reflect this need.

2013 – 2014
• Budget to purchase materials for students use to prepare for C-Base and Praxis test.
Budget for furniture and technology needs, such as SMART Boards or other interactive whiteboards.

Continue to budget for materials to raise Praxis and C-base scores.

New computers for faculty and staff with flat screen monitors to replace those that are older than three years and recommended by IT Department.

Training for faculty and staff to ensure knowledge related to diversity and working with English Language Learners (ELL).

Provide faculty in-service development on instructional methods.

Purchase testing software and kits appropriate for special education, psychological examiner, counseling, and gifted certification courses.

Budget for additional staff to meet the needs of a growing Division, specifically two new full-time staff members to work as Administrative Assistants within the Education Division for the four directors and eight program coordinators. These staff members would work to meet the growing needs of the Education Division by assisting the program directors and coordinators.

Budget for one additional full-time faculty for the online Masters in Counseling and one full-time faculty in the online specialist in Curriculum and Instruction track.

Budget for a data collection system for 2012-2013.

Budget new furniture and carpet for three offices.

2014 – 2015

Budget to purchase materials for student use to prepare for C-Base and Praxis test.

Budget for a full-time faculty member in the area of Early Childhood Education to reflect the substantial growth that has been taking place in this certification area.

Budget for a coordinator for an Online Masters degree in Education Technology and Online Gifted Certification as part of the MAT degree.

Continue training for faculty and staff to improve performance.

Continue to provide faculty in-service development on instructional methods, diversity, and English Language Learners.

Review and update needed testing software and kits appropriate for special education, psych examiner, gifted certification, and counseling courses.

Budget new furniture and carpet for two offices.

Budget for data collection system for 2013-2014.

2015 – 2016

Budget to purchase materials for students use to prepare for C-Base and Praxis test.

Continue training for faculty staff to improve performance.

Continue to provide faculty in-service development on instructional methods, diversity, and English Language Learners.

Review and update needed testing software and kits appropriate for special education, psych examiner, gifted certification, and counseling courses.

Budget for data collection system for 2015-2016.

Budget to fill the full-time position of Educational Research Data Specialist for the Education Division. This position will require an education professional with a Ph.D. or Ed.D.
2016 - 2017

- Budget to purchase materials for students use to prepare for C-Base and Praxis test.
- Continue training for faculty and staff to improve performance.
- Continue to provide faculty in-service development on instructional methods, diversity, and English Language Learners.
- Review and update needed test kits for special education, psych examiner, gifted certification, and counseling courses.
- Review and update needed testing software appropriate for special education, psych examiner, and counseling courses.
- Budget to employ two full-time education professionals with a Ph.D. or Ed.D., specifically one full-time faculty in the area of Curriculum and Instruction and an additional full-time faculty member in Higher Education.

2017 -2018

- Budget to purchase materials for students use to prepare for C-Base and Praxis test.
- Continue training for faculty staff to improve performance.
- Continue to provide faculty in-service development on instructional methods.
- Review and update needed test kits for special education, psych examiner, gifted certification, and counseling courses.
- Review and update needed testing software appropriate for special education, psych examiner, and counseling courses.
- Budget for data collection system for 2017-2018.

STRENGTHS, WEAKNESSES, OPPORTUNITIES, THREATS

STRENGTHS:

- The Education faculty and staff have a strong commitment to Christian education.
- Loyal, dedicated, and multi-experienced full-time and part-time education faculty and staff demonstrate integrity, concern for students and the university, and have a deep Christian commitment.
- Record enrollments in some Master degree programs and Specialist and Ed.D. Degree programs.
- Nationally accredited by NCATE and DESE’s state board approved programs until 2013.
- Having the Special Education Cross-Categorical K-12 certification, the Early Childhood Special Education certification, Psychological Examiner, Gifted and talented, and the Special Reading certification to enable MBU to provide PK-12 school districts with teachers for the teacher shortage areas.
- Approval to obtain necessary technology to keep our program technologically competitive with other area teacher preparation programs and helps to prepare our pre-service and graduate students for working in K-12 classrooms.
• The Education Division has developed several informal and formal partnerships with area private, public, and charter schools as part of the DESE/NCATE objectives.
• The Education Division offers several education methods courses on the campuses of private and public elementary schools in order to give our students on-site field experiences.
• The undergraduate and graduate education programs are integrated to provide a seamless transition and services for our undergraduate, graduate, and the Specialist Degree students.
• A number of satellite campuses allow the University to make its programs available to a larger number of students.
• Online programs make it possible to reach a broader spectrum of potential candidates.
• A vibrant and growing Ed.D. program that started in the fall of 2009.
• A growing Curriculum and Instruction program at both the masters level and the specialists.
• The Education Division faculty members (plus many from other divisions) have demonstrated commitment to the success of the doctoral program, with active participation in all aspects of implementation.
• The Doctoral Program now includes a new online orientation to augment the face-to-face orientation, and the program has added to Blackboard the opportunity for research committee members, including ofsite members, to communicate with each other regarding submissions of the research study chapters.
• The first five doctoral degree recipients were acknowledged in the May 2011 commencement.
• The University's pass rate is very high for all programs requiring an exit examination.
• Creation and successful implementation of the Master's in Educational Technology and certification in Gifted Education with growing enrollment.

WEAKNESSES:

• Lack of office and classroom space to keep up with the additional student enrollment, faculty and staff.
• Lack of diversity in students and faculty in the education division.
• Lack of adequate full-time faculty to meet the needs of a rapidly growing number of programs in undergraduate and graduate education.
• Lack of technology in MBU classrooms (education classrooms and math science, etc.). This technology is necessary in the college classrooms to help train teacher candidates in the use of this tool and the other software and technology associated with it.
• Lack of full-time data coordinator for Education Division.

OPPORTUNITIES:

• To strengthen and expand our partnerships with PK-12 private, urban charter schools, and public schools in order to provide diverse field experiences for our
students and to enhance community relations between the college and area schools.

- To integrate technology into all education courses to prepare our students to work in PK-12 schools.
- To integrate faith and learning into the education curriculum at the undergraduate and graduate levels.
- To study and revise the Education Conceptual Framework, curriculum, and policies to comply with the revised DESE and NCATE standards and added programs.
- In five years, 40% of teachers and administers in the U.S. will retire.
- Offering counseling graduate classes in Illinois at three locations.
- Offering an additional online Master's degree in Educational Technology.
- Growing the number of students in the Gifted and Talented certification online courses.
- The expanding knowledge of the Ed.D. program in the community has increased and will likely continue to increase interest in the MBU Ed.S. degree.
- Within the area of Higher Education, 25 students are projected during the 2013-2014 school year. After this school year, one cohort could be added each year (12 or 13 students) until a maximum of 80 students is reached. After 4 years, students will be finishing the program, and new cohorts can be added to replace graduating students. The maximum number will remain 80 students.
- Within the Master's in Educational Technology, 13 students were enrolled for the 2011-2012 school year. Annually, expected growth is estimated at 10 students. For the 2012-2013 school year, approximately 23 students could be expected. The number of students reached by 2016-2017 would be 63 students, a growth of 50 students.
- Within the Master's in Counseling and Psychological Examiner certificate, enrollment for the 2011-2012 school year was 372 students. The previous five-year growth within this program is 319 students to 372 students, a growth of 53 students. With the addition of the online program and our previous growth, the Counseling and Psychological Examiner programs anticipate a growth of 50 students by the 2016-2017 school year, reaching 422 students.
- Within the Curriculum and Instruction programs, the MSE program has increased from 0 to 109 students during the past five years. With this growth rate, projected growth for the next five years would be 15 students annually, reaching 184 students, a growth of 75. The Ed.S. program has increased from 24 to 88 students during the past five years. With this growth rate, a conservative projected growth for the next five years would be 8 students annually, reaching 128 students, a growth of 40 students.
- Growing the number of teachers enrolled in the online Curriculum and Instruction Masters and the online Educational Specialist program.

THREATS:

- Lack of adequate classroom and staff office space.
- The need to maintain the education budget to keep pace with student population and division needs.
- Data collection system and coordination does not meet the needs of the MBU
Education Division.

- Entering of assessment data and analysis to generate information needed for Title II, MoSTEP, and other reports.
- Funding and resources.
- Need for additional full-time faculty in counseling and curriculum.
- Maintaining and increasing professional development funds.
- Moving full-time instructors into the new doctoral and specialist programs weakens the existing undergraduate and master's programs.
- It is important to ensure that the human resource needs of the Ed.D. program (teaching faculty and faculty required for Doctoral Research Study work) do not exceed available resources.
- The retirement of several education faculty within the next few years.
APPENDIX B-1: Alignment of Missouri Model Teachers and Leader Standards

Visit the DESE website at:

APPENDIX B-2: Alignment of Missouri Model Counselor Standards

Visit the DESE website at:
http://dese.mo.gov/eq/documents/CounselorStandards.pdf