AppendixC

Annual Institutional Questionnaire on Teacher Preparation: Academic Year: 2007-2008

Institution name:	MIDAMERICA NAZARENE UNIVERSITY		
Address:	2030 E. College Way		
City:	OLATHE		
State:	KS		
Zip code:	66062-1899		
Respondent name and Title:	Dr. Linda Alexander		
Respondent phone number:	913-971-3529		
Fax:	913-971-3407		
Electronic mail address:	lalexand@mnu.edu		
Name of President/Chief Executive (or designee)	Dr. Ed Robinson		

Section II. Program information.

(A)Number of students in the regular teacher preparation program at your institution:

Please specify the number of students in your regular teacher preparation program during academic year 2007-2008, including all areas of specialization.

163	Total number of students enrolled during 2007-2008.	
Total number of program completers 2007-2008.		

Number of students in the alternate teacher preparation program at your institution:

Please specify the number of students in your alternate route teacher preparation program during academic year 2007-2008, including all areas of specialization. Do not include Transition to Teaching students who receive a stipend from the state grant.

3	Total number of students enrolled during 2007-2008.	
0	Total number of program completers 2007-2008.	

(B) Information about supervised student teaching

	How many students (in the regular program and any alternative route programs) were in programs of
	supervised student teaching during academic year 2007-2008?

Please provide the numbers of supervising faculty who were:

6.00	1. Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.
2.00	2. Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.
0.00	3. Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

8.00	Total number of supervising faculty for the teacher preparation program during (add: B1, B2, & B3).			
4.12	The student/faculty ratio (divide the total # students by total supervising faculty).			
40.00 The average number of hours per week required of student participation in supervised student teaching:				
12.00	The total number of weeks of required supervised student teaching:			
540.00	The total number of supervised student teaching hours required			

Information about state approval or accreditation of teacher preparation programs:

n	n Is your teacher preparation program currently approved or accredited by the state?		
Is your teacher preparation program currently accredited by the National Council for the of Teacher Education (NCATE)?			
n	Is your institution currently accredited by the North Central Association of Colleges and Schools?		
	Please list any additional accrediting sources:		

An institution is designated as low-performing if the institution was "accredited with probation" between July 1, 2003 and July 1, 2006 by the Kansas State Board of Education

An institution is designated as low-performing if the institution was "denied accreditation" after July 1, 2006 by the Kansas State Board of Education

0	Is your teacher preparation program currently under designation as "low-performing" by the state (as
	per section 208 (a) of the HEA of 1998)?

Section III. Contextual information.

Web link to Institution:	www.mnu.edu	
2007-2008		
Undergraduate	Institution	Education Program
Enrollment		
full-time students	1833	175

194

part-time students

21

2007-2008		
Graduate Enrollment	Institution	Education Program
full-time students	628	108
part-time students	0	0

Teacher Preparation Programs – List approved programs for 2007-2008.				
Initial	Advanced	Added Endorsement	Subject Number	Subject Name
0	n	0	71989	ADAPTIVE SPECIAL EDUCATION
n	Ο	0	71311	BIOLOGY
n	Ο	0	70399	BUSINESS
n	О	Ο	71800	EARLY - LATE CHILDHOOD GENERALIST
0	Ο	n	70591	ENGLISH FOR SPEAKERS OF OTHER LANGUAGES
n	Ο	0	70501	ENGLISH LANGUAGE ARTS
n	Ο	0	71599	HISTORY AND GOVERNMENT
n	Ο	0	71121	MATHEMATICS
n	Ο	0	71287	MUSIC
n	Ο	0	70801	PHYSICAL EDUCATION
n	О	0	70641	SPANISH
n	0	0	70551	SPEECH/THEATRE

2007-2008 Admission Requirements.

admission to teacher education:

Criteria for Admission to Teacher Education

The following criteria must be met before a student is admitted to the Teacher Education Program. Documentation of the completion of these requirements must be on file in the Teacher Education Office before the Licensing Officer will submit a student's application to the Teacher Education Committee.

- 1. "B-" or better in EDUC 1003 Education Seminar and Lab (2 hours).
- 2. Acceptable, formal application to the Teacher Education Program.
- 3. Two favorable recommendations from full-time faculty members.
- 4. At least 28 semester hours of college work (exclusive of developmental course work.) 5. A cumulative grade-point average of 2.75 in all program stipulated course work completed at the time of application.* *Program stipulated course work is defined as all course work specified to meet a state standard. This includes all courses specified in the program with the exception of: OT Literature, NT Literature, and Christian Beliefs
- 6. "C" or better in MATH 1103 Intermediate Algebra or competence as judged by the Mathematics Department. (ACT Math score 24)
- 7. "B-" or better in ENGL 1203 English Composition: Writing & Research.
- 8. "B-" or better in COMM 1303 Principles of Communication.
- 9. No pending disciplinary probation.
- 10. No record of being convicted of a felony or crime involving dishonesty, a controlled substance, or a crime against a child.
- 11. Score of 235 or better on the Reading sub-test of the College Base English test (CBASE)
- 12. Score of 235 or better on the Writing sub-test of the College Base English test (CBASE)
- 13. Score of 235 or better on the Math comprehensive of the College Base test (CBASE) 14. Completion of 20 hours community service.
- 15. Must show proof of liability insurance at the time of registration for each semester. 16. Approval by the Teacher Education Committee
- 17. Provisional admittance will be allowed for one semester if a student has passed two of the three CBASE tests. During the provisional semester the student will be required to complete a remediation program in the area of the test still to be completed. Or if a student has passed all the CBASE tests with one required course still to be completed.

admission to student teaching:

Criteria for Admission to Student Teaching

A teacher candidate may not be admitted to Teacher Education and Student Teaching during the same semester.

(Summer school is not considered a semester.)

Requirements:

- 1. Admission into the Teacher Education Program
- 2. Acceptable, formal application to the Student Teaching Program submitted one semester prior to student teaching. The final deadline is September 30 for the following spring, or January 30 for the following fall.
- 3. A cumulative GPA of 2.75 in all college work attempted.
- 4. A cumulative GPA of 2.75 in the content area major.
- 5. A cumulative GPA of 2.75 in Professional Education course work.
- 6. Grade of "B-" or better in all Professional Education courses.
- 7. Grade of "B-" or better in all Elementary Content Area courses.
- 8. Grade of "C" or better in all Secondary Content courses.
- 9. Completion of 60 hours community service (total of 80 hours)
- 10. Successful completion or at least one attempt at successful completion of the area Content Test prior to Student Teaching. (Appendix L)
- 11. Take at least 15 semester hours of Professional Education courses at MNU.
- 12. Take at least 6 semester hours of courses from the content area at MNU.*
- 13. Satisfactory assessment and approval from the faculty of the student's major and from the Division of Education.
- 14. A successful pre-student teaching interview with a panel of MNU faculty.

2007-2008 Program Completion Requirements.

Requirements: Successful completion of Student Teaching

During 2007-2008 was passing	PLT	CONTENT
the state certification test		
required?		
before student teaching	NO	NO
program completion	NO	YES
degree requirement	NO	YES
certification/licensure only	YES	YES

3.62	Average GPA of 2007-2008 cohorts.
0.00	Average ACT score of 2007-2008 cohorts.
25	Number of completers hired in their fields during their first year of eligibility.
0	Number of completers participating in the Kansas Performance Assessment?
0	Number of completers passing the KPA?

Demographic Characteristics of Completer	Number	
2007-2008		
Male	10	
Female	37	
African American	0	
American Indian	0	
Asian	0	
Hispanic	1	
White	46	
Other	0	
Early ChildHood*	0	
Elementary*	13	
JR. High-Middle School*	0	
Secondary*	7	
PreK-12 Programs*	12	
Special Education*	15	
Total	47	
*total number may be greater than total number of		
completers because of "multiple level" options		

2008-2009		
Undergraduate	Institution	Education Program
Enrollment		
full-time students	1861	160
part-time students	189	6
ľ		

2008-2009		
Graduate Enrollment	Institution	Education Program
full-time students	618	62
part-time students	0	0

Teacher Preparation Programs – List approved programs for 2008-2009.				
Initial	Advanced	Added Endorsement	Subject Number	Subject Name
0	n	Ο	71989	ADAPTIVE SPECIAL EDUCATION
n	0	0	71311	BIOLOGY
n	0	0	70399	BUSINESS
n	Ο	Ο	71800	EARLY - LATE CHILDHOOD GENERALIST
0	0	n	70591	ENGLISH FOR SPEAKERS OF OTHER LANGUAGES
n	0	0	70501	ENGLISH LANGUAGE ARTS
n	0	0	71599	HISTORY AND GOVERNMENT
n	0	0	71121	MATHEMATICS
n	0	0	71287	MUSIC
n	0	0	70801	PHYSICAL EDUCATION
0	n	0	72004	SCHOOL COUNSELOR
n	0	0	70641	SPANISH
n	0	0	70551	SPEECH/THEATRE

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2008-2009 Program Completion Requirements.

Requirements: Successful completion of Student Teaching.

Will your institution require the	PLT	CONTENT
state assessments for		
2008-2009?		
before student teaching	NO	NO
program completion	NO	YES
degree requirement	NO	YES
certification/licensure only	YES	YES

Demographic Characteristics	Number	Number	Number
Teacher Education Enrollment	Initial Program	Added	Advanced
2008-2009		Endorsement	Program
Male	46		
Female	120		
African American	4		
American Indian	2		
Asian	1		
Hispanic	5		
White	152		
Other	2		
Early ChildHood			
Early ChildHood Unified			
Elementary	92		
JR. High-Middle School			
English/Language Arts			
History comprehensive			
Math			
Science			
Secondary			
English/Language Arts	9		
Journalism			
Speech/Theatre	3		
History and Government	17		
Psychology			
Math	13		
Biology			
Chemistry			
Physics			
Earth Space Science			
Business			
Family and Consumer Science			

Demographic Characteristics	Number	Number	Number
Teacher Education Enrollment	Initial Program	Added	Advanced
2008-2009		Endorsement	Program
Agiculture			
Technology Education			
Communication Technology			
Power, Energy, Transportation Tech			
Production Technology			
K-12 Programs			
Art			
Foreign Language - French			
Foreign Language - German			
Foreign Language - Spanish	4		
Foreign Language - Other			
Music	12		
Vocal Music			
Instrumental Music			
Health			
Physical Education	16		
Special Education			
Adaptive			19
Functional			
Gifted			
Deaf or Hard of Hearing			
Visually Imparied			
Reading Specialist			
ESOL		32	
Library Media Specialist			
School Counselor			
School Psychologist			
Leadership			
Program			
Building			
District			

	Do you have Professional Development School partnerships that help design, implement, and evaluate clinical experiences?
YES	Does your partnership agreement require teacher ed. faculty to work directly in the schools?

Distance education refers to courses delivered to off-campus locations via live or prerecorded video, or computer technologies. Distance education excludes courses conducted exclusively on campus, courses conducted by written correspondence, courses for which the instructor travels to an off-campus site to deliver instruction in person.

	Initial	Added	Advanced	Other
	Program	Endorsement	Program	does not lead
				to licensure
Number of				
distance Learning	0	0	0	0
courses offered				
Total Enrollments				
in distance	0	0	0	0
learning courses				
List Names of	N/A	N/A	N/A	N/A
distance learning				
programs				

Section IV. Response to Areas for Improvement

Date of Last Accreditation Visit:

3/5/2005 12:00:00 AM

Areas for Improvement for Accreditation:

A survey has been developed and sent to employers of graduates of MNU's initial program to evaluate their success in the classroom. This data will be evaluated to determine what changes need to take place.

Areas for Improvement for Programs:

Programs have been aligning their assessments with the new KSDE template for program reviews. They are still collecting data and using it to determine what changes if any need to take place.

Changes to Programs (content and/or pedagogy curriculum) based on continuous improvement:

A new course has been piloted combining Elementary Methods of Teaching Science and Elementary Methods of Teaching Social Studies. Data will be collected and evaluated to determine whether to keep this format. The Conceptual Framework has been reviewed and revised to reflect Leadership and Service Component.

Section V. Optional Information

Please use this space to provide additional information:

Mission

The Education Division seeks to help teacher candidates develop and apply their knowledge of human growth and development, learning theories, research, technology, communication, and the world to develop, implement, and assess learning experiences for all students.

Teacher Education Vision

The Division of Education has identified the following goals for teacher candidates which encompasses the tenets of our Conceptual Framework. Goal 1: Effective and Personal Communication - Teacher candidates will demonstrate competence in oral and written communication with students and colleagues and engage in reflective, critical analyses of effective teaching. Goal 2: Curriculum and Instructional Competence - Teacher candidates will demonstrate research based strategies to develop and deliver effective curriculum, instruction, and assessment of all students. Goal 3: Leadership and Service - Teacher candidates will demonstrate a commitment to serve and lead in a Christian manner through their interactions with diverse populations of students, colleagues, and the community. Goal 4: Diverse Competence (know-how) - Teacher candidates will demonstrate an understanding of diverse student groups and the ability to facilitate their intellectual and personal growth. Goal 5: Standards Based Content Expertise - Teacher candidates will demonstrate that they are effective teachers by meeting the appropriate content standards.

Notable Features and Accomplishments

The Division of Education received a 1.4 million grant to establish an ESOL endorsement program which began spring 2007.