Title II
Higher Education Act

SUBMIT REPORTS

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MidAmerica Nazarene University
Traditional Program
2008-09

Print Report Card

Program Information

Name of Institution: MidAmerica Nazarene University
Institution/Program Type: Traditional
Academic Year: 2008-09
State: Kansas

Address: 2030 E College Way

Olathe, KS, 66062

Contact Name: Ms. Karen Bevis
Phone: 913-971-3526
Email: kbevis@mnu.edu

Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant: No

TQE partnership name or grant number, if applicable:

Section I.a Program Admission

For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.

Element	Undergraduate	Postgraduate
Application	Yes	NA
Fee/Payment	No	NA

Transcript	Yes	NA
Fingerprint check	No	NA
Background check	No	NA
Experience in a classroom or working with children	No	NA
Minimum number of courses/credites/semester hours completed	Yes	NA
Minimum high school GPA	No	NA
Minimum undergraduate GPA	Yes	NA
Minimum GPA in content area coursework	Yes	NA
Minimum GPA in professional education coursework	Yes	NA
Minimum ACT score	Yes	NA
Minimum SAT score	No	NA
Minimum GRE score	No	NA
Minimum basic skills test score	Yes	NA
Subject area/academic content test or other subject matter verification	No	NA
Minimum Miller Analogies test score	No	NA
Recommendation(s)	Yes	NA
Essay or personal statement	Yes	NA
Interview	No	NA
Resume	No	NA
Bechelor's degree or higher	No	NA
Job offer from school/district	No	NA
Personality test (e.g.,Myers-Briggs Assessment)	No	NA
Other (specify: Community Service)	Yes	NA

Provide a link to your website where additional information about admissions requirements can be found:
http://www.mnu.edu/academic-programs/education.html

Indicate when students are formally admitted into your initial teacher certification program:
Sophomore year

Does your initial teacher certification program conditionally admit students? Yes

Please provide any additional about or exceptions to the admissions information provided above:

A teacher candidate can be provisionally admitted to the Teacher Education Program if only one of the admittance requirements are not met. Provisionally admitted candidates must successfully complete all criteria during the provisional semester in order to continue taking upper division courses.

Section I.b Program Enrollment

Provide the number of students in the teacher preparation program in the following

categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

Total number of students enrolled in 2008-09:	55
Unduplicated number of males enrolled in 2008-09:	11
Unduplicated number of females enrolled in 2008-09:	44

2008-09	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	1
Race	
American Indian or Alaska Native:	1
Asian:	0
Black or African American:	1
Native Hawaiian or Other Pacific Islander:	1
White:	50
Two or more races:	1

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2008-09.

Average number of clock hours required prior to student teaching	140
Average number of clock hours required for student teaching	560
Number of full-time equivalent faculty in supervised clinical experience during this academic year	9
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	40
Number of students in supervised clinical experience during this academic year	93

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

Of the 50 reported under the number of full-time equivalent adjunct faculty in supervised clinical experience five were faculty members of MNU but not full time in teacher education. The rest were cooperating teachers from outside the university in PK-12 schools of which a small stipend was paid.

Section I.d Certified Licensed

Provide the number of students who have been certified or licensed as teachers, by subject and area of certification or licensure.

	Number	Number	Number

Teaching subject/area	certified/ licensed 2008-09	certified/ licensed 2007-08	certified/ licensed 2006-07
TOTAL (all areas/subjects)	21	35	34
Business 6-12	0	3	1
Elementary K-6	10	14	16
English Language Arts 6-12	2	1	2
History Governmnet 6-12	3	1	4
Mathematics 6-12	2	1	4
Music PK-12	1	6	1
Physical Education PK-12	2	5	4
Spanish PK-12	0	2	1
Speech Theatre 6-12	1	2	1

Section I.e Program Completers

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

2008-09: 21

2007-08: 35

2006-07: 34

Section II. Annual Goals

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the area(s) in which the IHE does not have that program.

Teacher shortage area	Goal for increasing prospective teachers trained
Mathematics	**Academic year:** 2008-09 **Goal:** N/A **Goal met?** **Description of strategies used to achieve goal:** **Description of steps to improve performance in meeting goal or lessons**

	learned in meeting goal:
Science	**Academic year:** 2008-09 **Goal:** N/A **Goal met?** **Description of strategies used to achieve goal:** **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:**
Special education	**Academic year:** 2008-09 **Goal:** N/A **Goal met?** **Description of strategies used to achieve goal:** **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** Hired a Special Education director who was in charge of redesigning course curriculum.
Instruction of limited English proficient students	**Academic year:** 2008-09 **Goal:** 15 **Goal met?** Yes **Description of strategies used to achieve goal:** Coursework, practicum experiences. The students gained the knowledge and experience to pass the Praxis II content test in order to add this endorsement to their license. Through the use of instructional coaches and SIOP training the in-service teachers further developed their knowledge of ELL's. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** Beginning fall 2008 the STELLAR grant (Strategies for Teaching English Language Learners at Risk) was implemented as an endorsement program (not for an initial license). Goal was to have a cohort of at least 15 in-service teachers earn their endorsement in ESOL.
Other	**Academic year:** **Goal:** **Goal met?** **Description of strategies used to achieve goal:** **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:**

Provide any additional comments, exceptions and explanations below:

Section II. Assurances

Please indicate whether your institution is in compliance with the following assurances.

Training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institution's graduates are likely to teach, based on past hiring and recruitment trends.
Yes

Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.
Yes

Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.
NA

General education teachers receive training in providing instruction to children with disabilities.
Yes

General education teachers receive training in providing instruction to limited English proficient students.
Yes

General education teachers receive training in providing instruction to children from low-income families.
Yes

Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.
Yes

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

A concerted effort was made to place teacher candidates in Title I schools as a means of exposing them to more diversity. A new clinical partnership was established at Sunflower Elementary in Gardner, KS for the Elementary Methods of Reading Diagnosis and Elementary Reading Practicum courses. The two reasons cited were to 1) expand field placement sites for the purpose of exposing candidates to rural sites, and 2)in order to give candidates more exposure to the MTSS approach for reading. All secondary candidates were assigned clinical placements in Olathe School's ACCESS program (transition program for special needs students),Olathe North High School (a more diverse student body), and Santa Fe Trail Junior High School (an identified ELL school). The Teacher Education Committee which consists of Elementary and Methods personnel completed SIOP training. SIOP training was also given to all Professional Education faculty with the intent to integrate SIOP practices into the Methods classes.

Section III. Assessment Rates

Assessment code - Assessment name	Number taking	Avg. scaled	Number passing	Pass rate	State Average pass	State Average

Test Company Group	test	score	test	(%)	rate (%)	scaled score
100 -BUSINESS EDUCATION Educational Testing Service (ETS) All program completers, 2007-08	3					
100 -BUSINESS EDUCATION Educational Testing Service (ETS) All program completers, 2006-07	1					
011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2008-09	11		11	100		
011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2007-08	13		13	100		
011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2006-07	15		15	100		
041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	2					
041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	1					
041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	2					
061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	2					
061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	1					
061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	4					
113 -MUSIC CONTENT KNOWLEDGE						

Educational Testing Service (ETS) All program completers, 2008-09	1					
113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	7					
113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	2					
091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	4					
091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	4					
091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	4					
523 -PRINCIPLES LEARNING & TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2008-09	3					
523 -PRINCIPLES LEARNING & TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2007-08	3					
524 -PRINCIPLES LEARNING & TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2008-09	10		10	100		
524 -PRINCIPLES LEARNING & TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2007-08	12		12	100		
524 -PRINCIPLES LEARNING & TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2006-07	16		16	100		
521 -PRINCIPLES LEARNING & TEACHING ERLY CHLD Educational Testing Service (ETS) All program completers, 2006-07	1					
522 -PRINCIPLES LEARNING & TEACHING K-6	11		11	100		

Educational Testing Service (ETS) All program completers, 2008-09						
522 -PRINCIPLES LEARNING & TEACHING K-6 Educational Testing Service (ETS) All program completers, 2007-08	17		17	100		
522 -PRINCIPLES LEARNING & TEACHING K-6 Educational Testing Service (ETS) All program completers, 2006-07	16		16	100		
081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	3					
081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	1					
081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	3					
191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	1					
191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	2					
220 -SPEECH COMMUNICATION Educational Testing Service (ETS) All program completers, 2008-09	1					
220 -SPEECH COMMUNICATION Educational Testing Service (ETS) All program completers, 2007-08	1					
220 -SPEECH COMMUNICATION Educational Testing Service (ETS) All program completers, 2006-07	1					

Section III. Summary Rates

Academic Year	Number taking one or more	Number passing all tests	Pass Rate (%)	Statewide average pass rate

	required tests	taken		(%)
All program completers, 2008-09	24	24	100	
All program completers, 2007-08	32	32	100	
All program completers, 2006-07	33	33	100	

Section IV. Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?
Yes

If yes, please specify the organization(s) that approved or accredited your program:
State
NCATE
Other (specify: North Central)

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?
No

Section V. Technology

Does your program prepare teachers to:

- **integrate technology effectively into curricula and instruction**
  Yes
- **use technology effectively to collect data to improve teaching and learning**
  Yes
- **use technology effectively to manage data to improve teaching and learning**
  Yes
- **use technology effectively to analyze data to improve teaching and learning**
  Yes

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

EDUC 3402: Educational Technology and Media course was changed spring 2009 from a 2-hour to a 3-hour course in order to allow additional time to included a broader array of technologies and a more extensive focus on pedagogical applications of technology. This course was also coupled with EDUC 3614: Research and Differentiated Learning rather than EDUC 3414: Exceptional Learner because the content in Research and Differentiated Learning worked better for the interdisciplinary approach we wanted to achieve while pairing these two courses.

Section VI. Teacher Training

Does your program prepare general education teachers to:

- **teach students with disabilities effectively**
  Yes
- **participate as a member of individualized education program teams**
  Yes
- **teach students who are limited English proficient effectively**
  Yes

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

EDUC 2203 - Cultural Diversity Issues in Education provides interactions, knowledge base, and current instructional practices about teaching and learning in a culturally diverse educational context. Candidates will participate in fieldwork experiences that prepare them to teach students from diverse cultural, ethnic, linguistic, and/or socio-economic backgrounds. EDUC 3414 The Exceptional Learner and Practicum - candidates learn to diagnose and resource individual and cultural learning differences in the classroom. Faculty attended 3 ESOL training sessions addressing the topics of focused language acquisition, understanding State ESOL teaching standards, and how to incorporate standards into courses. The intent was to help all faculty gain greater understanding of pedagogical strategies for working with English Language Learners. Faculty were encouraged to begin building this content into teacher education courses.

Does your program prepare special education teachers to:

- **teach students with disabilities effectively**
  NA
- **participate as a member of individualized education program teams**
  NA
- **teach students who are limited English proficient effectively**
  NA

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

Section VII. Contextual Information

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

reports that may be available.

Supporting Files

MidAmerica Nazarene University

Traditional Program

2008-09

Title II, Higher Education Act
OMB Control No.: 1840-0744 (exp. 9/30/2012)