

# Title II Higher Education Act

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MidAmerica Nazarene University  
Alternative, IHE-based Program  
2009-10

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**Name of Institution:** MidAmerica Nazarene University  
**Institution/Program Type:** Alternative, IHE-based  
**Academic Year:** 2009-10  
**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	NA	NA
Fee/Payment	NA	NA
Transcript	NA	NA
Fingerprint check	NA	NA

Background check	NA	NA
Experience in a classroom or working with children	NA	NA
Minimum number of courses/credits/semester hours completed	NA	NA
Minimum high school GPA	NA	NA
Minimum undergraduate GPA	NA	NA
Minimum GPA in content area coursework	NA	NA
Minimum GPA in professional education coursework	NA	NA
Minimum ACT score	NA	NA
Minimum SAT score	NA	NA
Minimum GRE score	NA	NA
Minimum basic skills test score	NA	NA
Subject area/academic content test or other subject matter verification	NA	NA
Minimum Miller Analogies test score	NA	NA
Recommendation(s)	NA	NA
Essay or personal statement	NA	NA
Interview	NA	NA
Resume	NA	NA
Bechelor's degree or higher	NA	NA
Job offer from school/district	NA	NA
Personality test (e.g.,Myers-Briggs Assessment)	NA	NA
Other (specify: )	NA	NA

**Provide a link to your website where additional information about admissions requirements can be found:**

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

Postgraduate

**Does your initial teacher certification program conditionally admit students?** No

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

**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 2009-10:	5
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Unduplicated number of males enrolled in 2009-10:	3
Unduplicated number of females enrolled in 2009-10:	2

2009-10	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	0
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	0
Black or African American:	0
Native Hawaiian or Other Pacific Islander:	0
White:	5
Two or more races:	0

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2009-10.

Average number of clock hours required prior to student teaching	0
Average number of clock hours required for student teaching	0
Number of full-time equivalent faculty in supervised clinical experience during this academic year	1
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	1
Number of students in supervised clinical experience during this academic year	5

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

The Restricted License Curriculum requires a supervised field-based practicum in a school setting during the first, second and third year.

Section I.d Teachers Prepared

Provide the number of teachers prepared, by academic major and subject area prepared to teach in 2009-10. (§205(b)(1)(H))

Academic major	Number prepared
Biology	1
English	1
Mathematics	1
Music	1

Physical Education	1
TOTAL	5

Subject area	Number prepared
Biology	1
English	1
Mathematics	1
Music	1
Physical Education	1
TOTAL	5

Section I.e Program Completers

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

2009-10: 0

2008-09: 0

2007-08: 0

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	<p>Academic year: 2009-10</p> <p>Goal: N/A</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p> <p>N/A</p> <p>Description of steps to improve performance in meeting goal or</p>

	<p><b>lessons learned in meeting goal:</b></p> <p>N/A</p>
Science	<p><b>Academic year:</b> 2009-10</p> <p><b>Goal:</b> N/A</p> <p><b>Goal met?</b> No</p> <p><b>Description of strategies used to achieve goal:</b></p> <p>N/A</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>N/A</p>
Special education	<p><b>Academic year:</b> 2009-10</p> <p><b>Goal:</b> N/A</p> <p><b>Goal met?</b> No</p> <p><b>Description of strategies used to achieve goal:</b></p> <p>N/A</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>N/A</p>
Instruction of limited English proficient students	<p><b>Academic year:</b> 2009-10</p> <p><b>Goal:</b> N/A</p> <p><b>Goal met?</b> No</p> <p><b>Description of strategies used to achieve goal:</b></p> <p>N/A</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>N/A</p>
N/A	<p><b>Academic year:</b> 2009-10</p> <p><b>Goal:</b> N/A</p>

	<p><b>Goal met?</b> No</p> <p><b>Description of strategies used to achieve goal:</b></p> <p>N/A</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>N/A</p>
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**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:**

The Restricted License regulations require teacher candidates, IHE's, and Kansas school districts to work cooperatively in developing highly qualified teachers for Kansas classrooms. The RL program is a 3-year program what enables candidates to completed a 26 credit-hour curriculum (2 credit-hours Teaching induction, 6 credit-hours Supervised Practicum and 18

credit hours of on-line coursework). Part of the coursework includes Planning for Instruction, Understanding the Learner, and Working with Diverse and Exceptional Learners.

### Section III. Assessment Rates

No assessment pass rates have been reported.

### Section III. Summary Rates

No summary pass rates have been reported.

### 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: HLC - 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.**

Coursework for Restricted License candidates includes 18 credit-hours of online instruction. Introduction to Teaching includes a Blackboard tutorial, lesson and unit plans, assessment and grading, teaching strategies, classroom management, student motivation and Portfolio Introduction: Classroom Management Plan. Planning for Instruction includes; Curriculum planning and resources, Instructional Design/Best Practices, Integrating Technology in the Curriculum, and Portfolio Development: Technology Rich Unit.

## 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.**

Courses include Understanding the Learner, Working with Diverse and Exceptional Learners.

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**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.**



Candidates accepted into the RL program are issued a one-year restricted license, renewable for a total of three years upon showing satisfactory progress at the end of each year. Once the 3-year program is completed and all RL requirements have been satisfied, including successful completion of all courses and passing the ETS Praxis II and PLT exams, the program completer is eligible to obtain his or her initial KS two-year license. MNU has five RL candidates finishing the program and will no longer offer it as an option when they have completed. ETS Cohort data on MNU RL candidates will be included in the 2010-11 testing window.

#### Supporting Files

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