

Title II Higher Education Act

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MidAmerica Nazarene University
Traditional Program
2009-10

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[Program Information](#)

Name of Institution: MidAmerica Nazarene University
Institution/Program Type: Traditional
Academic Year: 2009-10
State: Kansas

Address: 2030 E College Way

Olathe, KS, 66062

Contact Name: Ms. Karen Bevis
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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/credits/semester hours completed	Yes	NA
Minimum high school GPA	No	NA
Minimum undergraduate GPA	Yes	NA
Minimum GPA in content area coursework	No	NA
Minimum GPA in professional education coursework	No	NA
Minimum ACT score	No	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/undergrad-admission-reqs.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 2009-10:	95
Unduplicated number of males enrolled in 2009-10:	26
Unduplicated number of females enrolled in 2009-10:	69

2009-10	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	1
<i>Race</i>	
American Indian or Alaska Native:	1
Asian:	0
Black or African American:	2
Native Hawaiian or Other Pacific Islander:	0
White:	87
Two or more races:	4

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	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	10
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	46
Number of students in supervised clinical experience during this academic year	102

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

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
Elementary	19
English	4

History Government	5
Mathematics	4
Music	2
Physical Education	3
Spanish	2
TOTAL	39

Subject area	Number prepared
Elementary	19
English	4
History Government	5
Mathematics	4
Music	2
Physical Education	3
Spanish	2
TOTAL	39

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: 39

2008-09: 21

2007-08: 33

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: 2009-11

	<p>Goal: 10</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Engaged a full time Math Professor to design a Middle Level Math program. Implemented dual advising responsibilities utilizing both Math and Teacher education faculty for Math Education candidates. Engaged Math faculty along with TE faculty in Student Teaching Supervision and grading of capstone assessment (TWS). Promoted the TEACH grant in recruitment of new and transfer students. Recruitment has also begun in SW Kansas. Added technology software, hardware, and training funded through the PERK Grant. PERK also funded a Math conference. Additional conferences are planned for the next two years. Math Education candidates are sent to National Math Conferences. Math cadre meetings on an ongoing basis (once a month via Polycom) with SW Kansas. Conducted study sessions for preparation of Praxis Math Content exam.</p>
<p>Science</p>	<p>Academic year: 2009-12</p> <p>Goal: 5</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Hired full time Science Ed faculty member to design a Middle Level Science program. Implemented dual advising responsibilities utilizing both Science and Teacher education faculty for Biology Education candidates. Promoted the TEACH grant in recruitment of new and transfer students. Recruitment has also begun in SW Kansas. Added technology software, hardware, and training funded through the PERK Grant. PERK Grant funded science conference in SW Kansas and is also funding a Summer Science Camp to engage High School students and teachers towards the field of Science education. Additional conferences are planned for the next two years. Science cadre meetings on an ongoing basis (once a month via Polycom) with SW Kansas.</p>
<p>Special education</p>	<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 lessons learned in meeting goal:</p>

	N/A
Instruction of limited English proficient students	<p>Academic year: 2009-10</p> <p>Goal: 15</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Provides opportunities for candidates through the ESOL practicum and Action Research assignment to develop and demonstrate the advance knowledge, skills, and professional dispositions to improve classroom practice and strengthen student learning. Practicum experiences are now a requirement. 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. Document candidate's content knowledge by submitting assessment tools and data from multiple assessments (key assessment table). Undergrad revision of General Core to allow candidates room to add ESOL endorsement along with their licensure program. Designing lesson plan template which includes SIOP model to be used across the curriculum.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Continuation of 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.</p>
N/A	<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 lessons learned in meeting goal:</p> <p>N/A</p>

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. New Kansas City Kansas field placement partnerships for Reading Practicum giving greater exposure to struggling readers, low SES, ethnic diversity, cultural diversity, and language diversity by adding Grant and Pearson Elementary schools. Use of SIOP model in Elementary Reading Methods to teach ELL students. Began cultivating CMT for field placement using higher needs districts (KCKS, Paola, Turner). Involved in after-school program at the KC Urban Your Center with Elementary Reading Methods course candidates working as tutors. 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. Service opportunities with low SES through Sun Valley Indian School Mission. International travel options in Bulgaria, the Ukraine, etc.

Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate (%)	State Average scaled score
ETS0100 -BUSINESS EDUCATION Educational Testing Service (ETS) All program completers, 2007-08	3				100	664
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT	13	177	10	77	83	175

Educational Testing Service (ETS) Other enrolled students						
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2009-10	24	176	23	96	95	177
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2008-09	11	182	11	100	97	178
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2007-08	13	182	13	100	98	179
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1				82	180
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	4				96	181
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	2				94	179
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	1				99	179
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	4				95	155
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	2				97	155
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	1				99	156
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1				94	169
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	2				96	171
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1				97	169

ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	7				99	170
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	4				97	157
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	4				96	157
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	4				95	158
ETS0523 -PRINCIPLES LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2009-10	1				100	173
ETS0523 -PRINCIPLES LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2008-09	3				83	169
ETS0523 -PRINCIPLES LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2007-08	3				100	174
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2009-10	19	176	19	100	96	175
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2008-09	10	175	10	100	98	175
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2007-08	12	177	12	100	99	175
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	3				91	175
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2009-10	24	175	22	92	98	177
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-	11	185	11	100	98	177

6 Educational Testing Service (ETS) All program completers, 2008-09						
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2007-08	17	176	17	100	99	177
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3				57	162
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	5				90	170
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	3				94	170
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	1				93	171
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	2				83	176
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	1				81	174
ETS0220 -SPEECH COMMUNICATION Educational Testing Service (ETS) All program completers, 2008-09	1				100	690
ETS0220 -SPEECH COMMUNICATION Educational Testing Service (ETS) All program completers, 2007-08	1				100	684
ETS0221 -SPEECH COMMUNICATIONS Educational Testing Service (ETS) Other enrolled students	1					

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2009-10	45	42	93	93
All program completers, 2008-09	24	24	100	95
All program completers, 2007-08	32	32	100	97

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.

Added enhanced technology strands to professional education sequences. Added three technology courses requiring real-world application in Teacher Candidate's field placement settings. Teacher Education faculty visit CMT applicants while they are teaching in their classrooms and document technology used. TaskStream has been adopted as a means to collect and analyze data collected. Monthly polycom cadre meetings with SW Kansas.

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 designed lesson template to include SIOP model to be used across the curriculum.

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

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2009-10

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