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MidAmerica Nazarene University
Traditional Program

2016 | Title II
Reports

Complete Report Card

AY 2014-15

Institution Information

Name of Institution: MidAmerica Nazarene University
Institution/Program Type: Traditional
Academic Year: 2014-15
State: Kansas

Address: 2030 E College Way

Olathe, KS, 66062

Contact Name: Mrs. Janelle Hoffpauir
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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?
(<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>)

Yes

If yes, provide the following:

Award year: 2009

Grantee name: MidAmerica Nazarene University

Project name: Preparing Educators for Rural Kansas

Grant number: U336S090158-12

List partner districts/LEAs:

Copeland USD #476

Deerfield USD #216

Lakin USD #215

Rolla USD #217

Stanton USD #452

Sublette USD #374

List other partners:

Seward Community College

Dodge City Community College

Garden City Community College

Southwest Plains Regional Service Center

Kansas Department of Education

Project Type: Pre-baccalaureate

Section I.a Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <http://www2.ed.gov/about/offices/list/oii/tqp/index.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Accelerated Elementary Education (K-6)	Yes
Biology Education (6-12)	Yes
Elementary Education (K-6)	Yes
English Language Arts Education (6-12)	Yes
General Music Education (P-12)	Yes
History, Government, and Social Studies Education (6-12)	Yes
Mathematics Education (6-12)	Yes
Middle-Level Mathematics (5-8)	Yes
Middle-Level Science (5-8)	Yes
Physical Education (P-12)	Yes

Speech/Theatre Education (6-12)	Yes
Total number of teacher preparation programs: 11	

Section I.b Admissions

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

Sophomore year

Does your initial teacher certification program conditionally admit students?

Yes

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

<http://www.mnu.edu/undergraduate/academics/elementary-education.html>

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

On our website, each major has a link to the admission requirements in "The Facts" paragraph. Click the blue text saying "teacher education program".

Teacher candidates are typically admitted by the end of the Sophomore year and formally begin program coursework in their Junior year.

A teacher candidate can be provisionally admitted to the Teacher Education Program if only one of the admittance requirements is not met. Provisionally admitted candidates must successfully complete all criteria during the provisional semester in order to continue taking upper division courses. Provisional acceptance is granted one time during an academic career and for one semester only.

Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (**\$205(a)(1)(C)(i)**)

Are there initial teacher certification programs at the undergraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate level.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	No	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	No	Yes
Minimum GPA in professional education coursework	No	Yes

Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	Yes	No
Essay or personal statement	Yes	No
Interview	No	No
OtherCommunity Service	Yes	Yes

What is the minimum GPA required for admission into the program?

2.75

What was the median GPA of individuals accepted into the program in academic year 2014-15

3.16

What is the minimum GPA required for completing the program?

2.75

What was the median GPA of individuals completing the program in academic year 2014-15

3.57

Please provide any additional comments about the information provided above:

Teacher candidates who have been admitted to the Program must have valid background checks on file for every practicum course in which they are enrolled. Also, to be admitted to student teaching, the teacher candidate must pass a Portfolio Presentation, which is presented before faculty and community educators.

Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the postgraduate level?

No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Postgraduate level.

Element	Required for Entry	Required for Exit
Transcript	Data not reported	Data not reported

Fingerprint check	Data not reported	Data not reported
Background check	Data not reported	Data not reported
Minimum number of courses/credits/semester hours completed	Data not reported	Data not reported
Minimum GPA	Data not reported	Data not reported
Minimum GPA in content area coursework	Data not reported	Data not reported
Minimum GPA in professional education coursework	Data not reported	Data not reported
Minimum ACT score	Data not reported	Data not reported
Minimum SAT score	Data not reported	Data not reported
Minimum basic skills test score	Data not reported	Data not reported
Subject area/academic content test or other subject matter verification	Data not reported	Data not reported
Recommendation(s)	Data not reported	Data not reported
Essay or personal statement	Data not reported	Data not reported
Interview	Data not reported	Data not reported
Other	Data not reported	Data not reported

What is the minimum GPA required for admission into the program?

What was the median GPA of individuals accepted into the program in academic year 2014-15

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2014-15

Please provide any additional comments about the information provided above:

Section I.c 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.

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

[Additional guidance on reporting race and ethnicity data.](#)

Total number of students enrolled in 2014-15:	66
Unduplicated number of males enrolled in 2014-15:	38

Unduplicated number of males enrolled in 2014-15:	20
Unduplicated number of females enrolled in 2014-15:	38

2014-15	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	1
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	1
Black or African American:	2
Native Hawaiian or Other Pacific Islander:	0
White:	62
Two or more races:	0

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2014-15.

Average number of clock hours of supervised clinical experience required prior to student teaching	93
Average number of clock hours required for student teaching	680
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	11
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	163
Number of students in supervised clinical experience during this academic year	75

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

The process followed to determine the number of clock hours prior to student teaching was formulated by averaging all teacher education programs. Also, the number of clock hours for student teaching was formulated by averaging the clinical experiences of all programs we offer.

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2014-15. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

Subject Area	Number Prepared
--------------	-----------------

Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	6
Teacher Education - Junior High/Intermediate/Middle School Education	1
Teacher Education - Secondary Education	8
Teacher Education - Multiple Levels	6
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	2
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	3
Teacher Education - Music	6
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	3
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	3

Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	1
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2014-15. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	6
Teacher Education - Junior High/Intermediate/Middle School Education	1
Teacher Education - Secondary Education	8
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	7

Teacher Education - Mathematics	2
Teacher Education - Music	6
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	3
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	1
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	

Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	1
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify:	

Section I.f Program Completers

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

2014-15: 21

2013-14: 27

2012-13: 42

Section II Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential 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. (**S205(a)(1)(A)(ii), S206(a)**)

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2014-15

Did your program prepare teachers in mathematics in 2014-15?

Yes

How many prospective teachers did your program plan to add in mathematics in 2014-15?

3

Did your program meet the goal for prospective teachers set in mathematics in 2014-15?

Yes

Description of strategies used to achieve goal, if applicable:

We implemented dual advising responsibilities utilizing both Math and Teacher Education faculty for Math Education candidates. We engaged Math faculty along with TE faculty in Student Teaching supervision and grading of capstone assessment, the Teacher Work Sample. We promoted the TEACH grant in recruitment of new and transfer students. PERK grant funded a Math Conference. Additional conferences are planned for the next year. Math professor is connecting with the community by offering Math Circles in the summer for math teachers in metro area districts. The program is promoted to junior colleges and communication is conducted between the math education professor and all students interested in seeking a career in math education.

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Is your program preparing teachers in mathematics in 2015-16?

Yes

How many prospective teachers did your program plan to add in mathematics in 2015-16?

3

Provide any additional comments, exceptions and explanations below:

We are continuing dual advising responsibilities utilizing both Math and Teacher Education faculty for Math Education candidates. We continue to engage Math faculty along with TE faculty in Student Teaching supervision and grading of capstone assessment, the Teacher Work Sample. We continue to promote the TEACH grant in recruitment of new and transfer students. Math professor continues to connect with the community by offering Math Circles in the summer for math teachers in metro area districts. The program is promoted to junior colleges and communication is conducted between the math education professor and all students interested in seeking a career in math education.

Academic year 2016-17**Will your program prepare teachers in mathematics in 2016-17?**

Yes

How many prospective teachers does your program plan to add in mathematics in 2016-17?

2

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential 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. (**S205(a)(1)(A)(ii), S206(a)**)

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/poUtsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2014-15**Did your program prepare teachers in science in 2014-15?**

Yes

How many prospective teachers did your program plan to add in science in 2014-15?

1

Did your program meet the goal for prospective teachers set in science in 2014-15?

No

Description of strategies used to achieve goal, if applicable:

Presentations are given by department faculty at conferences to increase visibility, and faculty visit with incoming science and math students about their options in education. We received approval from KSDE for the Middle Level Science Teacher Preparation Program. We added new science data collection technology with support from the PERK grant. The dual advising responsibilities for the Science Education Professor in the science and education departments will continue. The science and math departments are working together on summer institutes to establish a broader community.

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

As part of a Kansas Board of Regents grant, the institution welcomed over a hundred P-12 students on campus. They had the opportunity to demonstrate a variety of technological and scientific experiments. We hope to continue this opportunity each year to inspire students in areas of science. We also welcomed about a hundred FEA students on campus to attend workshops and demonstrate their skills. The conference was a huge success and we hope to offer it again in the near future.

Provide any additional comments, exceptions and explanations below:

The individual we thought would be a completer in 2014-15 did her student teaching in the Fall of 2015.

Academic year 2015-16

Is your program preparing teachers in science in 2015-16?

Yes

How many prospective teachers did your program plan to add in science in 2015-16?

1

Provide any additional comments, exceptions and explanations below:

We received approval from KSDE for the Middle Level Science Teacher Preparation Program. We added new science data collection technology with support from the PERK grant. The dual advising responsibilities for the Science Education Professor in the science and education departments will continue. The science and math departments are working together on summer institutes to establish a broader community.

Academic year 2016-17

Will your program prepare teachers in science in 2016-17?

Yes

How many prospective teachers does your program plan to add in science in 2016-17?

1

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional

development programs) or alternative route to state credential 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. (**§205(a)(1)(A)(ii), §206(a)**)

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2014-15

Did your program prepare teachers in special education in 2014-15?

No

How many prospective teachers did your program plan to add in special education in 2014-15?

Did your program meet the goal for prospective teachers set in special education in 2014-15?

Data not reported

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

In Kansas, Special Education is an endorsement area and not an initial preparation program. We offer graduate-level Adaptive Special Education bridge courses to undergraduates to prepare them for entry into an Adaptive Special Education program.

Academic year 2015-16

Is your program preparing teachers in special education in 2015-16?

No

How many prospective teachers did your program plan to add in special education in 2015-16?

Provide any additional comments, exceptions and explanations below:

In Kansas, Special Education is an endorsement area and not an initial preparation program. We offer graduate-level Adaptive Special Education bridge courses to undergraduates to prepare them for entry into an Adaptive Special Education program.

Academic year 2016-17

Will your program prepare teachers in special education in 2016-17?

No

How many prospective teachers does your program plan to add in special education in 2016-17?

Provide any additional comments, exceptions and explanations below:

In Kansas, Special Education is an endorsement area and not an initial preparation program. We offer graduate-level Adaptive Special Education bridge courses to undergraduates to prepare them for entry into an Adaptive Special Education program.

Section II Annual Goals - Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential 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. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/po/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2014-15

Did your program prepare teachers in instruction of limited English proficient students in 2014-15?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2014-15?

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2014-15?

Data not reported

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

In Kansas, LEP is an endorsement area and not an initial teacher preparation program. MNU offers an ESOL graduate program, and we offer graduate-level bridge courses in ESOL to undergraduate students to prepare them to add ESOL as an endorsement to their license.

Academic year 2015-16

Is your program preparing teachers in instruction of limited English proficient students in 2015-16?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2015-16?

Provide any additional comments, exceptions and explanations below:

In Kansas, LEP is an endorsement area and not an initial teacher preparation program. MNU offers an ESOL graduate program, and we offer graduate-level bridge courses in ESOL to undergraduate students to prepare them to add ESOL as an endorsement to their license.ear.

Academic year 2016-17**Will your program prepare teachers in instruction of limited English proficient students in 2016-17?**

No

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2016-17?**Provide any additional comments, exceptions and explanations below:**

In Kansas, LEP is an endorsement area and not an initial teacher preparation program. MNU offers an ESOL graduate program, and we offer graduate-level bridge courses in ESOL to undergraduate students to prepare them to add ESOL as an endorsement to their license.

Section II Assurances

Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

Yes

Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

NA

Prospective general education teachers are prepared to provide instruction to students with disabilities.

Yes

Prospective general education teachers are prepared to provide instruction to limited English proficient students.

Yes

Prospective general education teachers are prepared to provide instruction to students from low-income families.

Yes

Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

Yes

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

Teacher candidates have four to seven field experiences in schools prior to student teaching. A concerted effort is made to place teacher candidates in Title I schools as a means of exposing them to more diversity. We use a matrix to assist us in placing students in seven types of schools. Our students receive greater exposure to struggling readers, low SES, ethnic diversity, cultural diversity, and language diversity through partnerships with urban settings like Allen Village Charter School. Continued use of SIOP model in Elementary Reading Methods to teach ELL students. We have an ESOL Bridge Program which offers graduate-level courses to undergraduates to prepare them for an endorsement in ESOL. Continued cultivating of Clinical Mentoring Teams for field placement using higher needs districts (KCKS, Paola, Turner). The Teacher Education Committee which consists of Elementary, Content, 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 Native American Christian Academy. We also have a student teaching option of four weeks in Costa Rica in addition to their stateside assignment.

The Teacher Education Department uses an Advisory Board, consisting of superintendents, principals, and teachers, to help our program with meeting market and student needs. Teacher candidates are prepared to instruct students with disabilities in our Exceptional Learner course which has a practicum. We also have an Adaptive Special Education Bridge Program which offers graduate-level courses to undergraduates to prepare them for a Provisional License in Adaptive Special Education.

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0235-BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0235-BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5017-ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) Other enrolled students	11	171	10	91
ETS5017-ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2014-15	3			
ETS0011-ELEM ED CURR INSTRUC ASSESSMENT (DISC) Educational Testing Service (ETS) All program completers, 2014-15	3			
ETS0011-ELEM ED CURR INSTRUC ASSESSMENT (DISC) Educational Testing Service (ETS) All program completers, 2013-14	18	179	18	100
ETS0011-ELEM ED CURR INSTRUC ASSESSMENT (DISC) Educational Testing Service (ETS)	1			

All program completers, 2012-13				
ETS0041-ENG LANG LIT COMP CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS5038-ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2014-15	2			
ETS5038-ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5161-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	2			
ETS5161-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS0061-MATHEMATICS CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2012-13	2			
ETS5169-MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS0069-MIDDLE SCHOOL MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0113-MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3			
ETS0113-MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	6			
ETS0113-MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS0113-MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	4			

ETS5091-PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5091-PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	9			
ETS5623-PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2014-15	4			
ETS5623-PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5623-PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2012-13	2			
ETS5624-PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2014-15	9			
ETS5624-PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2013-14	7			
ETS5624-PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2012-13	12	171	10	83
ETS5622-PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2014-15	7			
ETS5622-PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2013-14	19	177	19	100
ETS5622-PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2012-13	27	177	27	100
ETS0081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	3			
ETS0081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS)	2			

All program completers, 2013-14				
ETS0081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	5			
ETS5195-SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS5221-SPEECH COMMUNICATION: CK Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5221-SPEECH COMMUNICATION: CK Educational Testing Service (ETS) All program completers, 2013-14	1			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2014-15	21	19	90
All program completers, 2013-14	27	26	96
All program completers, 2012-13	43	41	95

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

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 Use of Technology

Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher

preparation program would be able to provide evidence upon request.

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 the evidence that your program uses to show that it 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 the evidence your program uses to show that it 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.

Technology is an intricate part for students throughout all their courses in the Education Department. Students begin in the Introduction to Teaching course by building an electronic portfolio which is utilized in every class in the program. Faculty in all the education classes incorporate technology with the use of Moodle, Google Docs, YouTube, and many more Web 2.0 tools. Candidates utilize Socrative and Google Forms as part of their data management training. Candidates further their technology skills with three specific technology courses partnered with the professional education sequences to ensure a thorough understanding of technology integration. Our observation protocol incorporates an innovation/technology assessed attribute. In addition, our Teacher Work Sample, which is an action research project completed in student teaching, supports the evaluation levels of technology.

Our PERK grant purchased iPads for Teacher Education staff as well as a set of iPads for a classroom. Faculty received professional development through the PERK grant on how to implement iPad technology, which is then modeled and taught to the teacher candidates. Cooperating teachers for the field experience have demonstrated an understanding and modeling technology in the classroom. Technology communication tools such as Skype, Adobe Connect, Polycom, and Google video chat are used for professional development with the SW Kansas PERK partner schools and with remote student teachers. Beginning in 2014-2015 students are required to purchase and use iPads as part of the program. Students utilize Focus X2i to record themselves teaching and then reflect on their teaching experience.

Taskstream is used to collect data for each courses' capstone assessment as well as field and clinical experience data. The program is also used to collect survey data which is analyzed twice a year at Assessment Meetings and used to improve course structure.

Section VI Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

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 the evidence your program uses to show that it 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.

Three courses currently prepare teacher candidates to teach students with disabilities and work with students who have diverse backgrounds and learning styles.

The focus of EDUC 3414 Teaching and Learning II - Exceptional Learner is to help teacher candidates 1) recognize characteristics of students with special needs, 2) discover techniques and methodologies used to meet the needs of exceptional learners, 3) build upon skills and dispositions of effective teaching, and 4) develop collaborative relationships to best serve special needs students and their families. Its companion technology course focuses on assistive technology, technology outcomes for students with disabilities and classroom applications of assistive technology.

EDUC 4514 Teaching and Learning III prepares teacher candidates to meet diverse learner needs. This course focuses on using neural and cognitive sciences to effectively plan and deliver differentiated instruction for all learners in the classroom according to student readiness, learning profile and interest. Teacher candidates will gain knowledge of a variety of learning theories; (Review of Constructivism, Bloom's Taxonomy, and Maslow's Hierarchy of Needs) Psychosocial Learning Theory, Social Cognitive Learning Theory, Information Processing Theory and Moral Development Theory. Teacher candidates will gain knowledge of instructional strategies, differentiation techniques and questioning methods to personalize instruction and meet the learning needs of all students through concept based teaching. The teacher candidate will continue to develop their curriculum and assessment skills through a deep understanding of 21st Century skills, standards and the curriculum mapping process. The goal of this course is to enhance the professional development practices of the teacher candidate, to develop "learning teachers" whose research, study, reflection, and application of effective instructional practices will enhance the learning environment in their learning communities. These outcomes are assessed summatively with learning theory presentations, the Teacher Work Sample, and the cooperative teacher's practicum evaluation.

EDUC 2203 Cultural Diversity in Education prepares teacher candidates to work with diverse learners, including ELLs. The course is designed to explore issues of socio-cultural diversity which impact teaching and learning, and strengthen professional reflective inquiry. The course is also designed to develop participants' multicultural competencies and prepare them to be effective facilitators of all students in a rapidly changing and culturally diverse society. This course will present techniques and content in order to function effectively in a diverse and multicultural classroom setting. The objectives are to 1) Identify various concepts of culture and their implication for teaching and learning. 2) Define multicultural education and its implication in the classroom. 3) Express knowledge, understanding and appreciation of the experiences, contributions, language, frames of reference, and issues of diverse cultural groups. 4) Design and implement a culturally responsive lesson and engage in culturally responsive teaching practices. 5) Solve problems dealing with cultural misunderstandings in the classroom scenarios. 6) State appropriate teaching strategies for English language learners (ELLs). As you can see all of the objectives would include things that would prepare our teacher candidates to teach ELLs. However, objective #6 deals specifically with ELLs.

In addition, the infusion of SIOP methods in MNU's Teacher Education Lesson Plan, which is used in every sequence course, has prepared teacher candidates to work with ELL students.

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 the evidence your program uses to show that it 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.

N/A

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

Complete Report Card

AY 2014-15

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