

Midland University  
Traditional Program

2016 | Title II  
Reports

Complete Report Card

AY 2014-15

## Institution Information

**Name of Institution:** Midland University

**Institution/Program Type:** Traditional

**Academic Year:** 2014-15

**State:** Nebraska

**Address:** 900 N. Clarkson

Fremont, NE, 68025

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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>)

No

If yes, provide the following:

**Award year:**

**Grantee name:**

**Project name:**

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

## 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?
Art, K-12	No
Basic Business, 6-12	No
Biology, 7-12	No
Coaching, 7-12	No
Early Childhood Education, B-3	No
Elementary Education, K-8	No
English as a Second Language (ESL), K-12	No
English, 7-12	No
History, 7-12	No
Mathematics, 7-12	No
Music, K-12	No
Natural Science, 7-12	No
Physical Education, K-6, 7-12	No
Social Science, 7-12	No
Special Education, Mild/Moderate, K-12, K-6, 7-12	No
Vocal Music, K-8, 7-12	No
<b>Total number of teacher preparation programs: 16</b>	

## Section I.b Admissions

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

Sophomore year see additional info. below.

**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.midlandu.edu/landing-page/education-undergraduate-program-information>

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

This information is found on the above-web page and can be found in the Teacher Education Program Handbook.

Acceptance into the Midland University Teacher Education Program is not automatic. A prospective candidate is fully accepted into the program after:

1. Completion of EDU 190 (Topics in Education) with a grade of C- or better or transfer of its equivalent;
2. Achievement and maintenance of a minimum cumulative grade point average (gpa) of 2.5;
3. Classification as a sophomore (credits equal to 28 or above);
4. Completion of EDU201-Sophomore Seminar;
5. Successful completion of the Pre-Professional Skills Test (PPST);

(As required by the Nebraska Department of Education (NDE), each teacher candidate must provide MU with an official institutional passing score report. Nebraska passing scores are Reading-170, Writing-172, and Mathematics-171. Nebraska also accepts the Composite score of 513 or higher with limitations. See below for NDE requirements and Midland University requirements to accept a composite score. Please see the PPST Test Information sheet regarding details of the test, including costs, registration procedures, and test locations.)

6. Completion of a notarized Personal and Professional Fitness Statement; (This form verifies physical and mental fitness for the demands of the P-16 classroom and requires written documentation of all criminal convictions and affirmation of no criminal history involving felony convictions or any misdemeanor convictions related to abuse, neglect, or sexual misconduct. All costs associated with the requirement are the responsibility of the MU candidate.)
7. Completion and submission of the application for acceptance; (This application includes a confidential recommendation from an MU community member and an official background check from One Source. The MU candidate is responsible for all costs associated with background check. The background check must affirm no criminal history involving felony convictions or any misdemeanor convictions related to abuse, neglect, or sexual misconduct.)
8. A personal interview with the Teacher Education Committee (TEC) and acceptance by the committee members with an average score, based on a rubric, of 11 or higher.

## 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.**

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Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	Yes	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	Yes
Essay or personal statement	Yes	Yes
Interview	Yes	No
Other	Data not reported	Data not reported

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

2.5

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

3.54

**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**

3.365

**Please provide any additional comments about the information provided above:**

For program completion a student must have a cumulative GPA of 2.75 and an endorsement coursework GPA of 3.0.

## 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:	73
Unduplicated number of males enrolled in 2014-15:	20
Unduplicated number of females enrolled in 2014-15:	53

2014-15	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	0
<i>Race</i>	
American Indian or Alaska Native:	1
Asian:	0
Black or African American:	0
Native Hawaiian or Other Pacific Islander:	0
White:	64
Two or more races:	8

## 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	136.25
Average number of clock hours required for student teaching	720
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	3
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	95
Number of students in supervised clinical experience during this academic year	50

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

1. Clock hours prior to student teaching consist of Elementary Education – 110, Secondary Education – 100, Early Childhood – 145, and Special Education – 190. Our response reflects the average of those requirements.
2. Clock hours required for student teaching are 16 weeks – 640 hours and 20-weeks – 800 hours. Our response reflects the average of those requirements.
3. Not applicable as we have a traditional program.

4. The response provided above reflects faculty directly engaged with candidates in supervised clinical experience which, in Nebraska, is defined as the student teaching experience. In addition to the numbers reported above, two individuals are engaged with other supervised field experiences such as the state-required 100 hour practicum.
5. The number provided reflects adjunct faculty and PK12 teachers (cooperating teachers) directly engaged with candidates in supervised clinical experience which, in Nebraska, is defined as the student teaching experience. In addition to the numbers reported above, over 250 adjunct faculty and PK12 teachers are engaged with other supervised field experiences such as the state-required 100 hour practicum and course embedded field based experiences.
6. The number provided reflects candidates in supervised clinical experience which, in Nebraska, is defined as the student teaching experience. In addition to the numbers reported above, more than 120 candidates participated in other supervised field experiences such as the state-required 100 hour practicum and course embedded field experiences.

## 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	5
Teacher Education - Early Childhood Education	22
Teacher Education - Elementary Education	29
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	21
Teacher Education - Multiple Levels	7
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	5
Teacher Education - English/Language Arts	1
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	2
Teacher Education - Physical Education and Coaching	24
Teacher Education - Reading	

Teacher Education - Science Teacher Education/General Science	5
Teacher Education - Social Science	
Teacher Education - Social Studies	
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	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	3
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	2
Teacher Education - Early Childhood Education	22
Teacher Education - Elementary Education	29

Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	14
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	5
Teacher Education - English/Language Arts	1
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	2
Teacher Education - Physical Education and Coaching	3
Teacher Education - Reading	
Teacher Education - Science	5
Teacher Education - Social Science	
Teacher Education - Social Studies	
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	
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	
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: 50

2013-14: 25

2012-13: 33

## 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. **(§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 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?**

2

**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:**

When meeting with perspective students we discuss teacher shortage areas and marketability. If a student presents him/herself with strong skills in mathematics we encourage the student to consider this as an area for getting an endorsement. We also talk with students in our Introductory classes about areas of teacher shortage. This is often before some of the students have made the commitment to an endorsement.

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

Work with the admissions office to inform perspective students about the opportunities in Math.

**Provide any additional comments, exceptions and explanations below:**

Some students change areas of endorsement multiple times during their first couple of years. Our institution does not track these changes but lists the most current. Given the time period of a year the number might change several times throughout the year. We encourage students who have skills and talents with math content to teach math.

#### **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 encourage students who have skills and talents with math content to teach math. When we meet with perspective students and parents we encourage them to think about a math endorsement when appropriate. We explain that it is a high need area. We are establishing a partnership with the Fremont Public Schools for an education pathway and dual enrollment of at least 2 EDU courses. We will emphasize math and other shortage areas and encourage students to consider teaching in these fields.

#### **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?**

3

**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. ([§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 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?**

5

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

Yes

**Description of strategies used to achieve goal, if applicable:**

When meeting with perspective students we discuss teacher shortage areas and marketability. If a student presents him/herself with strong skills in inquiry/science we encourage the student to consider this as an endorsement. We also talk with students in our Introductory classes about areas of teacher shortage. This is often before some of the students have made the commitment to an endorsement.

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

Work with the admissions office to inform perspective students about the opportunities in Math.

**Provide any additional comments, exceptions and explanations below:**

We are a small liberal arts institution and have typically 1 to 2 science majors per year. Some students change areas of endorsement multiple times during their first couple of years. Our institution does not track these changes but lists the most current declaration. Given the time period over a year the number might change several times throughout the year. We encourage students who have skills and talents in science and inquiry content to teach science.

**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?**

3

**Provide any additional comments, exceptions and explanations below:**

We encourage students who have skills and talents with science content to teach science. When we meet with perspective students and parents we encourage them to think about a science endorsement when appropriate. We explain that it is a high need area. We are establishing a partnership with the Fremont Public Schools for an education pathway and dual enrollment of at least 2 EDU courses. We will emphasize science and other shortage areas and encourage students to consider teaching in these fields.

**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?**

**Provide any additional comments, exceptions and explanations below:**

We have students in our Nursing and Pre-Med programs who will occasionally determine that is not want they want as a career. We can work with these departments and advisors to encourage these students to visit with us about the possibility of becoming a science teacher. We had a student who changed from a biology endorsement to science and that added a year onto completion.

**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?**

Yes

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

12

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

No

**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:**

There were some new advisors who did not stress to students the opportunity to also work for a special education endorsement. We have worked with our advisors so that they encourage students to add special ed when appropriate. We have hired a full-time faculty member for special education. This will strengthen our program and help with recruitment and retention.

**Provide any additional comments, exceptions and explanations below:**

**Academic year 2015-16**

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

Yes

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

12

**Provide any additional comments, exceptions and explanations below:**

When we meet with perspective students and parents we encourage them to think about a special education endorsement, perhaps as a second endorsement. We explain that it is a high need area. We are establishing a partnership with the Fremont Public Schools for an education pathway and dual enrollment of at least 2 EDU courses. One of the courses will be an introduction to Special Education which will provide field experiences for students to better understand this area and to assess their desire to work with this population. We will emphasize special education and other shortage areas and encourage students to consider teaching in these fields.

**Academic year 2016-17**

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

Yes

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

14

**Provide any additional comments, exceptions and explanations below:**

## 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/pol/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?**

Yes

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

3

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

Yes

**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:**

Specific field-based experiences within the undergraduate program that enhance awareness of and experience with limited English Proficient Students have helped to engage prospective teachers in seeking this endorsement.

**Academic year 2015-16**

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

Yes

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

6

**Provide any additional comments, exceptions and explanations below:**

We are a small liberal arts institution. Some students change or add areas of endorsement multiple times during their first couple of years. Our institution does not track these changes but lists the most current declaration(s). Given the time period over a year the number might change several times throughout the year. We encourage students to consider adding ESL to another endorsement.

**Academic year 2016-17**

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

Yes

**How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2016-17?**

5

**Provide any additional comments, exceptions and explanations below:**

## 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.**

Yes

**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:**

1. Midland University seeks school administrators, faculty and others with relevant school experiences to serve on its advisory committee. Student Teaching Seminar includes a session on ethics of the teaching profession and requires Student Teachers to interview the building principal regarding school policies and building practices. In addition, MU maintains communication with area districts regarding teaching needs and hosts an interview fair for MU Student Teachers. The State conducts a first year teacher survey and we analyze the results of graduates over time from MU to determine program strengths and areas for improvement. We work in partnership with our area Educational Service Unit that serves as a coop for area school districts. We partner particularly on staff development and together host an annual All Minds Matter conference that brings educators and our students together for multiple learning opportunities,
2. Students are required to complete a minimum of 100 hours of field-based experiences (FBE). These hours are part of core and endorsement coursework, beginning in the EDU190 Topics in Education course and continuing through other courses that lead to the student teaching experience. FBE for education students is developmental, building on previous experiences and increasing in responsibility and interaction with P-12 learners. In EDU270 Instructional Design students plan for a minimum of three different types of instruction.
3. Elementary and Special Education K-6 majors complete elementary methodology coursework. Special Education K-12 majors completes elementary reading and social studies methods. Special Education 7-12 majors complete secondary methods coursework and a content endorsement.
4. Students in EDU190 an overview of working with students with varying disabilities that emphasizes special needs students are part of almost every classroom in a school building. All teacher education students are required to complete EDU296 Introduction to Special Education and participate in a field based experience, working with at least one student with special needs. EDU255 Introduction to Early Childhood covers working with ECE-SPED children. Teacher education students learn about an IFSP and visit early childhood special education facilities. In methods courses, students write lesson plans with accommodations and modifications and discuss differentiated instruction for students.
5. Students in EDU190 are given an overview of working with students with limited English proficiencies and have the opportunity to observe an ESL classroom as well as speak with an ESL instructor about his/her experiences. In EDU340 effective reading strategies for ESL students are identified and discussed. Many of the classrooms in Fremont that are used for FBE serve the ESL population. FLA100 Introduction to English as a Second Language is offered to all education students. Secondary students enroll in EDU381 Reading and Writing in the Content Area, a course that includes an FBE with an ESL student.
6. Students in EDU190 are given an overview of working with students from low income families and have the opportunity to visit a school where an elementary counselor describes the challenges that many of our young students face when they come from families confronted with poverty. Students in EDU275 Classroom Management study how poverty affects student learning and achievement and how poverty affects the way families interact with schools. EDU255 students learn about working with families, the different structures of families, and how poverty might affect a student's performance in a classroom. Both EDU388 Elementary Social Studies Methods and EDU340 Developmental Reading cover curricular issues that might arise when working with "at-risk" students.
7. Students enrolled in EDU220 Multicultural Education are placed in a field-experience in a North or South Omaha school. During this time, they observe and support

learning in the classroom in a variety of ways. Many students teach a lesson or a portion of a lesson, read to students, work with small groups or participate in other appropriate ways. Students engage in university classroom conversations about dehumanizing biases, interpersonal relations, respect for human dignity and individual rights and the ability to relate effectively to other individuals and to groups in a pluralistic society.

### Section III Assessment Pass Rates

<b>Assessment code - Assessment name Test Company Group</b>	<b>Number taking tests</b>	<b>Avg. scaled score</b>	<b>Number passing tests</b>	<b>Pass rate (%)</b>
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) Other enrolled students	21	168	21	100
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) Other enrolled students	21	177	21	100
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) Other enrolled students	22	171	22	100
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	51	181	51	100
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	50	180	50	100
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	23	179	23	100
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	31	179	31	100
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	51	177	51	100
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	50	175	50	100
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	23	177	23	100
ETS0710 -PRAXIS I READING (DISCONTINUED)	31	177	31	100

Educational Testing Service (ETS) All program completers, 2012-13				
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	50	176	50	100
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	50	175	50	100
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	23	175	23	100
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	32	176	32	100

### Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2014-15	50	50	100
All program completers, 2013-14	23	23	100
All program completers, 2012-13	32	32	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

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.**

The Midland University Teacher Education program prepares teachers to integrate and use technology as both a tool for instructional integration and for improving teaching and learning. All Teacher Candidates are required to complete EDU204 Technology for Teachers. All Teacher Candidates discover, discuss, evaluate, and explore ways to integrate technology resources and technology-based methods into their future classrooms. Topics of study include the use of software, Web 2.0 tools, ISTE standards, and ethical issues regarding safe uses of technology with learners. Teacher Candidates continue technology integration throughout program field-based experiences with use of SMART technology and Web 2.0 tools as opportunities for formative assessment. UDL principles (providing multiple means of representation, providing multiple means for action and expression and providing multiple means for engagement) are infused across several courses (EDU204 Technology for Teachers, EDU270 Instructional Design, EDU275 Classroom Management, EDU370 Assessment for Learning and multiple methods courses). Instructors have been challenged to add one additional appropriate use of technology in their instruction each semester this year to improve modeling. Additionally, Student Teachers complete a Teacher Work Sample which gathering, analyzing and graphically representing student achievement data.

## 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.**

MU Teacher Education pre-service teachers are required to successfully complete EDU296-Introduction to Special Education. Pre-service teachers learn that both general education and special education teachers must follow the IEP when teaching a student identified for special education, and both must be actively involved as

a team members in developing and updating the document. For limited English proficiency, pre-service teachers in EDU190 are given an overview of working with students with limited English proficiencies and have the opportunity to observe ESL classrooms and talk with ESL instructors. Pre-service teachers also have the opportunity to take FLA100 Introduction to ESL and FLA150 Cross Cultural Communication. Secondary teacher candidates enroll in EDU381 Reading and Writing in the Content Area, a course that includes an FBE with an ESL student.

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**Does your program prepare special 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 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.**

The MU Education Department offers three grade levels of the special education mild/moderate disabilities endorsement: K-6, K-12 and 7-12. Required endorsement courses center on: inclusion of students with disabilities into general education classrooms; federal and state laws for special education; technology to make curriculum more accessible; universal design in learning; understanding students with a variety of identified disabilities; student learning styles and strategies; and differentiated instruction. Instructional focus in campus classrooms also includes special education program planning and management, working with families who have children with special needs, collaboration for participation on an IEP team, writing quality IEPs using Nebraska's SRS, classroom management, and assessments. As MU teacher candidates work toward a K-12 or K-6 endorsement in special education, they participate in several special education field based experiences. Teacher Candidates in the K-12 endorsement are required to successfully complete FLA100 Introduction to ESL. By making classroom observations, teaching one-on-one or in small groups, teaching lessons in the content areas, or participating in community based activities, MU teacher candidates are grounded in philosophy, theory and practice of teaching students with special needs.

## 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.**

Section III - Pass Rate Information: Additional Information - Midland University recommends that a composite score be accepted for a pre-service teacher as meeting 92 NAC 20, 005.02. 005.02 Test Scores. For students testing in 2014-15 and beyond, the composite score will no longer be accepted. No pre-service teacher may be permitted to enroll in an approved teacher education or administrator education program until he/she has achieved a satisfactory score on an examination as specified in 91 NAC 23 or has achieved a composite score of 513 on the PPST, with no scores lower than one point below the required score on any of the three basic skills tests of the PPST. Additional information regarding our Teacher Education Preparation Program can be found on the Midland University website at <http://www.midlandu.edu/major/education>. The undergraduate program link is <http://www.midlandu.edu/education-undergrad-program>. Links include Faculty and Staff Information; Policies and Procedures; Field Based Experience and Student Teaching Capstone Information; Certification Information; and Accreditation Information. Also, the program has established an electronic assessment system that allows for regular data gathering and analysis in order to inform improvements and changes to the program.

## Supporting Files



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