title II higher education act

2018 TITLE II REPORTS
National Teacher Preparation Data

NE

Midland University
Traditional Report AY 2016-17
Nebraska

REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

ADDRESS

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CITY

Fremont

STATE

Nebraska

ZIP

68025

SALUTATION

Dr.

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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?
(https://www2.ed.gov/programs/tqpartnership/awards.html)

- Yes
- No

If yes, provide the following:

AWARD YEAR

GRANTEE NAME

PROJECT NAME

GRANT NUMBER

LIST PARTNER DISTRICTS/LEAS (ONE PER LINE)

LIST OTHER PARTNERS (ONE PER LINE)

PROJECT TYPE

- Residency
- Pre-baccalaureate
- Both Residency and Pre-baccalaureate

SECTION I: PROGRAM INFORMATION

List of Programs

THIS PAGE INCLUDES:

›› Program Information

On this page, review the list of teacher preparation programs offered by your institution of higher education (IHE) or organization. If you submitted an IPRC last year, this list of programs is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to enter the programs in the appropriate reports. For the traditional report, list all traditional programs within the IHE. For the alternative report, list all alternative programs within the IHE. You may edit, delete, and insert new rows as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page. The system will automatically total the number of programs for you.

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 https://www2.ed.gov/programs/tqpartnership/awards.html.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Art, K-12	No	
Basic Business, 6-12	No	
Biology, 7-12	No	
Coaching, 7-12	No	
Early Childhood Education, PK-Grade 3	No	
Elementary Education, K-6 (K-8 in self-contained classroom)	No	
English as a Second Language (ESL), PK-12	No	
History, 7-12	No	
Mathematics, 6-12	No	
Music, K-12	No	
Physical Education, PK-12	No	
Science, 7-12	No	
Secondary English, 7-12	No	
Social Science, 7-12	No	
Special Education, Generalist, 7-12	No	

Total number of teacher preparation programs: 19

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Special Education, Generalist, K-12	No	
Special Education, Generalist, K-6	No	
Theatre	No	
Vocal Music, PK-12	No	
Total number of teacher preparation programs: 19		

SECTION I: PROGRAM INFORMATION

Program Requirements

THIS PAGE INCLUDES:

- Admissions
- Undergraduate Requirements
- Postgraduate Requirements
- Supervised Clinical Experience

On this page, review and enter information about the program requirements for admission into the program, program completion, and supervised clinical experience. If you submitted an IPRC last year, much of this page is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to specify the requirements in the appropriate reports. For the traditional report, provide the requirements for traditional programs within the IHE. For the alternative report, provide the requirements for the alternative programs within the IHE.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

Admissions

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

Sophomore year

If Other, please specify:

2. Does your initial teacher certification program conditionally admit students?

- (●) Yes
- ( ) No

3. 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

4. Please provide any additional information 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(also includes a minimum of 10 hours of field based experience; 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. Achieve a passing score for all three of the Academic Core Basic Skills Tests, as required by the Nebraska Department of Education (NDE). The teacher candidate must provide MU with an official institutional passing score report. Nebraska passing scores are Reading-156, Writing-162, and Mathematics-150. Nebraska also accepts the Composite score of 513 or higher with limitations. Beginning in 2015-16, Midland no longer accepts the composite score. 6. Completion of a 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. Note: A candidate my be provisionally accepted into the program due to extenuating circumstances as determined by the Teacher Education Committee (GPA is not at 2.5 but close, interview score average is below 11 and TEC recommends a plan of action). At the end of 1 semester, on provisional acceptance, a candidate must be either accepted or denied admittance by the TEC. There is an appeal process in place as stated in the handbook.

Undergraduate Requirements

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

1. Are there initial teacher certification programs at the undergraduate level?

- (●) Yes
- ( ) 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 undergraduate level. If no, leave the rest of the page blank (or clear responses already entered) then click save at the bottom of the page.

Element	Required for Entry	Required for Exit
Transcript	(●) Yes ( ) No	(●) Yes ( ) No
Fingerprint check	( ) Yes (●) No	( ) Yes (●) No
Background check	(●) Yes ( ) No	(●) Yes ( ) No
Minimum number of courses/credits/semester hours completed	(●) Yes ( ) No	(●) Yes ( ) No
Minimum GPA	(●) Yes ( ) No	(●) Yes ( ) No
Minimum GPA in content area coursework	( ) Yes (●) No	(●) Yes ( ) No
Minimum GPA in professional education coursework	( ) Yes (●) No	(●) Yes ( ) No
Minimum ACT score	( ) Yes (●) No	( ) Yes (●) No
Minimum SAT score	( ) Yes (●) No	( ) Yes (●) No
Minimum basic skills test score	(●) Yes ( ) No	(●) Yes ( ) No
Subject area/academic content test or other subject matter verification	( ) Yes (●) No	(●) Yes ( ) No
Recommendation(s)	(●) Yes ( ) No	(●) Yes ( ) No
Essay or personal statement	(●) Yes ( ) No	(●) Yes ( ) No
Interview	(●) Yes ( ) No	( ) Yes (●) No
Other Specify:	( ) Yes ( ) No	( ) Yes ( ) No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.5

3. What was the median GPA of individuals accepted into the program in academic year 2016-17?

3.63

4. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.75

5. What was the median GPA of individuals completing the program in academic year 2016-17?

3.7

6. Please provide any additional information 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.

Postgraduate Requirements

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

1. Are there initial teacher certification programs at the postgraduate level?

- ○ Yes
- ● 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. If no, leave the rest of the page blank (or clear responses already entered) then click save at the bottom of the page.

Element	Required for Entry	Required for Exit
Transcript	○ Yes ○ No	○ Yes ○ No
Fingerprint check	○ Yes ○ No	○ Yes ○ No
Background check	○ Yes ○ No	○ Yes ○ No
Minimum number of courses/credits/semester hours completed	○ Yes ○ No	○ Yes ○ No
Minimum GPA	○ Yes ○ No	○ Yes ○ No
Minimum GPA in content area coursework	○ Yes ○ No	○ Yes ○ No
Minimum GPA in professional education coursework	○ Yes ○ No	○ Yes ○ No
Minimum ACT score	○ Yes ○ No	○ Yes ○ No
Minimum SAT score	○ Yes ○ No	○ Yes ○ No
Minimum basic skills test score	○ Yes ○ No	○ Yes ○ No
Subject area/academic content test or other subject matter verification	○ Yes ○ No	○ Yes ○ No
Recommendation(s)	○ Yes ○ No	○ Yes ○ No
Essay or personal statement	○ Yes ○ No	○ Yes ○ No
Interview	○ Yes ○ No	○ Yes ○ No
Other Specify:	○ Yes ○ No	○ Yes ○ No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3. What was the median GPA of individuals accepted into the program in academic year 2016-17?

4. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

5. What was the median GPA of individuals completing the program in academic year 2016-17?

6. Please provide any additional information about the information provided above:

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2016-17. (§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))

Additional guidance on reporting supervised clinical experience and nonclinical coursework.

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	2
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	4
Number of students in supervised clinical experience during this academic year	37

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, English Second Language = 145, Early Childhood = 145, and Special Education = 180. Our response reflects the average of those requirements. 2. Clock hours required for student teaching are a minimum of 16 weeks – 640 hours and 20-weeks – 800 hours. Our response reflects the average of those requirements. 3. The average number of clock hours for mentoring/induction support is 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 does not reflect PK12 teachers (cooperating teachers) as they do not have any faculty status and there is no monetary stipend to copperating teachers. They are employed by their local districts. 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: PROGRAM INFORMATION

Enrollment

THIS PAGE INCLUDES:

>> Enrollment

On this page, enter the number of candidates for an initial teaching credential who are enrolled in the initial teacher preparation programs within your institution of higher education (IHE) or organization. **Do not** report on the total number of students enrolled in the entire IHE. **Do not** include individuals who currently hold a teaching credential and are seeking additional licenses or endorsements, or individuals preparing for school-based careers other than classroom teachers (e.g., administrators, guidance counselors).

The Department recognizes that in many cases, candidates voluntarily report their race/ethnicity and gender data, and that in some cases, candidates may choose not to report this information. Please report on the race/ethnicity data you have available, though the data may not be complete. It is not expected that the sum of the enrolled students reported by race/ethnicity or by gender will necessarily equal the total number of students enrolled.

If your IHE offers both traditional and alternative programs, be sure to enter the candidates enrolled in the appropriate reports. For the traditional report, provide only the candidates enrolled in traditional programs within the IHE. For the alternative report, provide only the candidates enrolled in the alternative programs within the IHE.

After entering the enrollment data, save the page using the floating save box at the bottom of the page.

Enrollment

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 2016-17	61
Unduplicated number of males enrolled in 2016-17	21
Unduplicated number of females enrolled in 2016-17	40

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. (§205(a)(1)(C)(ii)(H))

2016-17	Number Enrolled
Ethnicity	
Hispanic/Latino of any race	2
Race	

2016-17	Number Enrolled
American Indian or Alaska Native	0
Asian	0
Black or African American	0
Native Hawaiian or Other Pacific Islander	0
White	59
Two or more races	1

SECTION I: PROGRAM INFORMATION

Teachers Prepared

THIS PAGE INCLUDES:

- Teachers Prepared by Subject Area
- Teachers Prepared by Academic Major

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2016-17. 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))

Additional guidance on reporting teachers prepared by subject area.

What are CIP Codes?

☐ **No teachers prepared in academic year 2016-17**

CIP Code	Subject Area	Number Prepared
13.01	Education - General	0
13.10	Teacher Education - Special Education	14
13.1210	Teacher Education - Early Childhood Education	7
13.1202	Teacher Education - Elementary Education	13
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	0
13.1205	Teacher Education - Secondary Education	9
13.1206	Teacher Education - Multiple Levels	13

CIP Code	Subject Area	Number Prepared
13.1301	Teacher Education - Agriculture	0
13.1302	Teacher Education - Art	1
13.1303	Teacher Education - Business	2
13.1305	Teacher Education - English/Language Arts	2
13.1306	Teacher Education - Foreign Language	0
13.1307	Teacher Education - Health	0
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	0
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1311	Teacher Education - Mathematics	2
13.1312	Teacher Education - Music	3
13.1314	Teacher Education - Physical Education and Coaching	3
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - Science Teacher Education/General Science	0
13.1317	Teacher Education - Social Science	1
13.1318	Teacher Education - Social Studies	0
13.1319	Teacher Education - Technical Education	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	0
13.1323	Teacher Education - Chemistry	0
13.1324	Teacher Education - Drama and Dance	0
13.1325	Teacher Education - French	0
13.1326	Teacher Education - German	0
13.1328	Teacher Education - History	2
13.1329	Teacher Education - Physics	0
13.1330	Teacher Education - Spanish	0

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	0
13.1332	Teacher Education - Geography	0
13.1333	Teacher Education - Latin	0
13.1335	Teacher Education - Psychology	0
13.1337	Teacher Education - Earth Science	0
13.14	Teacher Education - English as a Second Language	5
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	0
13.99	Education - Other Specify:	

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2016-17. 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))

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

Additional guidance on reporting teachers prepared by academic major.

What are CIP Codes?

☐ **No teachers prepared in academic year 2016-17**

CIP Code	Academic Major	Number Prepared
13.01	Education - General	
13.10	Teacher Education - Special Education	7
13.1210	Teacher Education - Early Childhood Education	
13.1202	Teacher Education - Elementary Education	13
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1205	Teacher Education - Secondary Education	9
13.1301	Teacher Education - Agriculture	

CIP Code	Academic Major	Number Prepared
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	
13.1319	Teacher Education - Technical Education	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1325	Teacher Education - French	
13.1326	Teacher Education - German	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1330	Teacher Education - Spanish	
13.1331	Teacher Education - Speech	

CIP Code	Academic Major	Number Prepared
13.1332	Teacher Education - Geography	
13.1333	Teacher Education - Latin	
13.1335	Teacher Education - Psychology	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	
13.03	Education - Curriculum and Instruction	
13.09	Education - Social and Philosophical Foundations of Education	
24	Liberal Arts/Humanities	
42	Psychology	
45.01	Social Sciences	
45.02	Anthropology	
45.06	Economics	
45.07	Geography and Cartography	
45.10	Political Science and Government	
45.11	Sociology	
50	Visual and Performing Arts	
54	History	
16	Foreign Languages	
19	Family and Consumer Sciences/Human Sciences	
23	English Language/Literature	
38	Philosophy and Religious Studies	
01	Agriculture	
09	Communication or Journalism	
14	Engineering	

CIP Code	Academic Major	Number Prepared
26	Biology	
27	Mathematics and Statistics	
40.01	Physical Sciences	
40.02	Astronomy and Astrophysics	
40.04	Atmospheric Sciences and Meteorology	
40.05	Chemistry	
40.06	Geological and Earth Sciences/Geosciences	
40.08	Physics	
52	Business/Business Administration/Accounting	
11	Computer and Information Sciences	
99	Other Specify: Elementary and Seconday	6

SECTION I: PROGRAM INFORMATION

Program Completers

THIS PAGE INCLUDES:

›› Program Completers

On this page, enter the total number of individuals who completed the program in AY 2016-17 and the two prior academic years. If you submitted an IPRC last year, the number of program completers for the two prior academic years are pre-loaded from your prior year's report.

A program completer is a person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as a criterion for determining who is a program completer.

An individual cannot be classified as both enrolled and as a program completer at the same time. An enrolled individual is not a program completer. Once an individual has met all the requirements of a state-approved teacher preparation program and becomes a program completer, the individual is no longer classified as enrolled.

After entering the program completers, save the page using the floating save box at the bottom of the page.

Program Completers

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

2016-17	35
2015-16	52
2014-15	50

SECTION II: ANNUAL GOALS

Annual Goals

On this page, review the annual goals in each subject area listed below. If you submitted an IPRC last year, the goals you entered last year are pre-loaded from your prior year's report. Please respond to the questions to report on progress towards the goals, and set new goals for the next academic year.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

- Annual Goals - Mathematics
- Annual Goals - Science
- Annual Goals - Special Education
- Annual Goals - Instruction of Limited English Proficient Students
- Assurances

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 https://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 2016-17

1. Did your program prepare teachers in mathematics in 2016-17?

- (●) Yes
- ( ) No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in mathematics in 2016-17?

2

3. Did your program meet the goal for prospective teachers set in mathematics in 2016-17?

- (●) Yes
- ( ) No
- ( ) Not applicable

4. Description of strategies used to achieve goal, if applicable:

We work with students to study for the content exam in mathematics and have them complete multiple practice exams. If a student is not successful on his/her first attempt we individually tutor the student. The students also receive support throughout student teaching through observations with feedback and a monthly seminar.

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

6. Provide any additional comments, exceptions and explanations below:

We currently have two students who are on target for preparation to teach mathematics who will complete in 2016-17. At one point we had 3 students. We counseled one into another teaching area as the content in math was not aligned with this student's strengths.

Academic year 2017-18

7. Is your program preparing teachers in mathematics in 2017-18?

- (●) Yes
- ( ) No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in mathematics in 2017-18?

1

9. 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. Once students are in the program we meet with math instructors annually to ensure they are teaching the standards and elements and assessing and providing data on how our students are progressing. We have an alert notification system that let's our advising team know early when a student is struggling in a course. We meet and provide assistance and advising to students as needed.

Academic year 2018-19

10. Will your program prepare teachers in mathematics in 2018-19?

- (●) Yes
- ( ) No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in mathematics in 2018-19?

0

12. Provide any additional comments, exceptions and explanations below:

We have no students who are scheudled to complete in 18-19 with an endorsement in mathematics.

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 https://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 2016-17

1. Did your program prepare teachers in science in 2016-17?

- ○ Yes
- ● No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in science in 2016-17?

3. Did your program meet the goal for prospective teachers set in science in 2016-17?

- ○ Yes
- ○ No
- ● Not applicable

4. Description of strategies used to achieve goal, if applicable:

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

6. Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

7. Is your program preparing teachers in science in 2017-18?

- ● Yes
- ○ No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in science in 2017-18?

4

9. 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. Once students are in the program we meet with science instructors annually to ensure they are teaching the standards and elements and assessing and providing data on how our students are progressing. We have an alert notification system that let's our advising team know early when a student is struggling in a course. We meet and provide assistance and advising to students as needed.

Academic year 2018-19

10. Will your program prepare teachers in science in 2018-19?

- ● Yes
- ○ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in science in 2018-19?

1

12. Provide any additional comments, exceptions and explanations below:

We continue to work with prospective students and enrolled students to encourage them to consider science endorsements.

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 https://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 2016-17

1. Did your program prepare teachers in special education in 2016-17?

- [x] Yes
- [ ] No (leave remaining questions for year blank)

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

14

3. Did your program meet the goal for prospective teachers set in special education in 2016-17?

- [x] Yes
- [ ] No
- [ ] Not applicable

4. Description of strategies used to achieve goal, if applicable:

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

6. Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

7. Is your program preparing teachers in special education in 2017-18?

- [x] Yes
- [ ] No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in special education in 2017-18?

7

9. Provide any additional comments, exceptions and explanations below:

The enrollment in the School of Education is down during the 2017-18 school year. This was a much smaller incoming freshman class in general across the university.

Academic year 2018-19

10. Will your program prepare teachers in special education in 2018-19?

- (●) Yes
- ( ) No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in special education in 2018-19?

11

12. Provide any additional comments, exceptions and explanations below:

Two students will be K-12, seven students will be elementary special education and two will be secondary.

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 https://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 2016-17

1. Did your program prepare teachers in instruction of limited English proficient students in 2016-17?

- (●) Yes
- ( ) No (leave remaining questions for year blank)

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

4

3. Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2016-17?

- (●) Yes
- ( ) No
- ( ) Not applicable

4. Description of strategies used to achieve goal, if applicable:

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

6. Provide any additional comments, exceptions and explanations below:

Last year our goal was 5 students, however one student transferred.

Academic year 2017-18

7. Is your program preparing teachers in instruction of limited English proficient students in 2017-18?

- (●) Yes
- ( ) No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2017-18?

4

9. Provide any additional comments, exceptions and explanations below:

Once students are in the program we monitor their progress. We have monthly meetings with the instructors and advisors.We have an alert notification system that let's our advising team know early when a student is struggling in a course. We meet and provide assistance and advising to students as needed.

Academic year 2018-19

10. Will your program prepare teachers in instruction of limited English proficient students in 2018-19?

- ( ) Yes
- (●) No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2018-19?

12. Provide any additional comments, exceptions and explanations below:

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.

1. 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
- ( ) No

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

- (●) Yes
- ( ) No

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

- [x] Yes
- [ ] No
- [ ] Program does not prepare special education teachers

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

- [x] Yes
- [ ] No

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

- [x] Yes
- [ ] No

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

- [x] Yes
- [ ] No

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

- [x] Yes
- [ ] No

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

1.Midland University seeks feedback from school administrators, faculty and others with relevant school experiences. Student Teaching Seminar includes a session on ethics of the teaching profession and requires Student Teachers to interview the building principal regarding school polices 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 for the first time a third year teacher survey conpleted by the principals and the teacher. 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 on staff development together hosting an Assistive Technolgy conference and a Canvasconference that brings educators and our students together for multiple learning opportunities. We also partner on a consortium for local substiution which allows our students to sub in near-by districts once they have completed their core education courses and get paid. Since there is a subsitute teacher shortage this allows our students authentic classroom experiences and fulfills a need for local school districts. 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 are given 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. ESL 100 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 interview with ESL student and a written paper with reflective thinking. 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 or a district/school with diveristy. 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: PROGRAM PASS RATES

Assessment Pass Rates

THIS PAGE INCLUDES:

>> Assessment Pass Rates

On this page, review the assessment pass rates. Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

After reviewing, save the page using the floating save box at the bottom of the page.

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	1			
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	2			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	2			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All enrolled students who have completed all noncl	7			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) Other enrolled students	53	171	53	100
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2016-17	29	168	29	100
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2015-16	4			
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All enrolled students who have completed all noncl	7			
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) Other enrolled students	53	173	53	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2016-17	29	177	29	100
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2015-16	4			
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All enrolled students who have completed all noncl	7			
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) Other enrolled students	53	169	53	100
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2016-17	29	172	29	100
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2015-16	5			
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2016-17	13	170	13	100
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2015-16	28	171	28	100
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2016-17	1			
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2015-16	2			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	3			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	2			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	3			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2016-17	3			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2015-16	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	3			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	6			
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2016-17	4			
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16	46	181	46	100
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	50	180	50	100
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2016-17	4			
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16	46	178	46	100
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	50	175	50	100
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2016-17	4			
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16	46	176	46	100
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	50	175	50	100
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2016-17	14	171	14	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2015-16	17	173	17	100
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	2			
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2015-16	1			

SECTION III: PROGRAM PASS RATES

Summary Pass Rates

THIS PAGE INCLUDES:

›› Summary Pass Rates

On this page, review the summary pass rates. Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

After reviewing, save the page using the floating save box at the bottom of the page.

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2016-17	35	35	100
All program completers, 2015-16	52	51	98
All program completers, 2014-15	50	50	100

SECTION IV: LOW-PERFORMING

Low-Performing

On this page, review the questions regarding your program's approval/accreditation and whether your program has been designated as low performing by the state. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> Low-Performing

Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program. (§205(a)(1)(D), §205(a)(1)(E))

1. Is your teacher preparation program currently approved or accredited?

- (●) Yes
- ( ) No

If yes, please specify the organization(s) that approved or accredited your program:

- [x] State
- [ ] NCATE
- [ ] TEAC
- [ ] CAEP
- [ ] Other specify:

2. 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)?

- ( ) Yes
- (●) No

SECTION V: USE OF TECHNOLOGY

Use of Technology

On this page, review the questions regarding your program's use of technology. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> Use of Technology

Use of Technology

1. **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. (§205(a)(1)(F))**

   Does your program prepare teachers to:

   a. **integrate technology effectively into curricula and instruction**

   - [x] Yes
   - [ ] No

   b. **use technology effectively to collect data to improve teaching and learning**

   - [x] Yes
   - [ ] No

   c. **use technology effectively to manage data to improve teaching and learning**

   - [x] Yes
   - [ ] No

   d. **use technology effectively to analyze data to improve teaching and learning**

   - [x] Yes
   - [ ] No

2. **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 a tool for instructional integration, for improving teaching and learning and for management processes and information. 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. One instructor is the technology facilitator at a local school district, so our students preparation is current and relevant. The other instructor works closely with the veteran instructor and himself just left the classroom and has technology expertise. Students also spend time in a school working directly with a teacher on a technology project during this course. The Midland University Technology Director has met with local school district technology staff to ensure that we have the hardware that is reflective of what is used in the surrounding districts. 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 and to improve modeling appropriate use of technology. Additionally, Student Teachers attended a

seminar by an advanced use of technology inthe classroom, completed a Teacher Work Sample gathering, analyzing and graphically representing student achievement data, and a resources page that includes apps, videos and other technology resources.

SECTION VI: TEACHER TRAINING

Teacher Training

THIS PAGE INCLUDES:

>> Teacher Training

On this page, review the questions about how your program trains general education teachers and special education teachers. For the purposes of these questions, general education teachers means those who are not specifically prepared as special education teachers. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

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. (§205(a)(1)(G))

1. **Does your program prepare general education teachers to:**

   a. **teach students with disabilities effectively**

   - [x] Yes
   - [ ] No

   b. **participate as a member of individualized education program teams**

   - [x] Yes
   - [ ] No

   c. **teach students who are limited English proficient effectively**

   - [x] Yes
   - [ ] No

2. **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 ESL100 Introduction to ESL and ESL150 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. During student teaching students participate in EDU410 Seminar and are required to attend and IEP meeting and to respond to questions and reflect on the experience as a part of their portfolio.

3. **Does your program prepare special education teachers to:**

   a. **teach students with disabilities effectively**

   - [x] Yes
   - [ ] No

- ○ Program does not prepare special education teachers

b. **participate as a member of individualized education program teams**

- ● Yes
- ○ No
- ○ Program does not prepare special education teachers

c. **teach students who are limited English proficient effectively**

- ● Yes
- ○ No
- ○ Program does not prepare special education teachers

4. **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 level configurations of the special education generalist 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 an 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 ESL100 Introduction to ESL. Through 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

Contextual Information

On this page, review the contextual information about your program. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> Contextual Information

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 (see below). 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 - 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. We have three years of assessment data that was prepared for HLC and available upon request.

Supporting Files

No files have been provided.

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

Report Card Certification

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

Enrollment Confirmation

Total Title II enrollment from Section I: Program Information, Enrollment is **61**.

Number of program completers from Section I: Program Information, Program Completers is **35**.

For a total enrollment of **96**.

☐ **I certify the total enrollment shown above is correct.**

Certification of submission

☑ **I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.**

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Susan Evanich

TITLE:

Dean, Walker School of Education

Certification of review of submission

☑ **I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.**

NAME OF REVIEWER:

Susan Kruml

TITLE:

Vice President Academic Affairs

Comparison with Last Year

Item	Last Year	This Year	Change
Total Enrollment	62	61	-1.61%
Male Enrollment	26	21	-19.23%
Female Enrollment	36	40	11.11%
Hispanic/Latino Enrollment	2	2	0.00%
American Indian or Alaska Native Enrollment	0	0	
Asian Enrollment	0	0	
Black or African American Enrollment	2	0	

Item	Last Year	This Year	Change
Native Hawaiian or Other Pacific Islander Enrollment	0	0	
White Enrollment	56	59	5.36%
Two or more races Enrollment	2	1	-50.00%
Average number of clock hours required prior to student teaching	136.25	136.25	0.00%
Average number of clock hours required for student teaching	720	720	0.00%
Average number of clock hours required for mentoring	0	0	
Number of full-time equivalent faculty in supervised clinical experience during this academic year	2.5	2	-20.00%
Number of adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	100	4	-96.00%
Number of students in supervised clinical experience during this academic year	52	37	-28.85%
Total completers for current academic year	52	35	-32.69%
Total completers for prior academic year	50	52	4.00%
Total completers for second prior academic year	25	50	100.00%