



Midland University
Traditional Report AY 2017-18
Nebraska



REPORT COMPLETE
STATUS: **CERTIFIED**

Institution Information

ADDRESS

900 N. Clarkson

CITY

Fremont

STATE

Nebraska

ZIP

68025

SALUTATION

Dr.

FIRST NAME

Susan

LAST NAME

Evanich

PHONE

(402) 941-6380

EMAIL

evanich@midlandu.edu

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

List of Programs

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.

THIS PAGE INCLUDES:

>> [Program Information](#)

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
Basic Business	No	
Biology, 7-12	No	
Business, Marketing, Information, Technology, 6-12	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	
Health and Pysical Education, PK-12	No	
History, 7-12	No	
Information Technology, PK-12	No	
Mathematics, 6-12	No	
Music, K-12	No	
Physical Education, PK-12	No	
Science, 7-12	No	
Secondary English, 7-12	No	

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Social Science, 7-12	No	
Special Education, Generalist, 7-12	No	
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: 21		

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.

THIS PAGE INCLUDES:

- >> [Admissions](#)
- >> [Undergraduate Requirements](#)
- >> [Postgraduate Requirements](#)
- >> [Supervised Clinical Experience](#)

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 may 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\(a\)\(1\)\(C\)\(ii\)](#))

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 2017-18?

3.87

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 2017-18?

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 2017-18?

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 2017-18?

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

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2017-18. ([§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	21

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, three 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 supervised experiences that meet the state-required 100 hours of course embedded field experiences.

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.

THIS PAGE INCLUDES:

>> [Enrollment](#)

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 2017-18	65
Unduplicated number of males enrolled in 2017-18	16
Unduplicated number of females enrolled in 2017-18	49

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\(a\)\(1\)\(C\)\(ii\)\(H\)](#))

2017-18	Number Enrolled
Ethnicity	
Hispanic/Latino of any race	2
Race	

2017-18	Number Enrolled
American Indian or Alaska Native	0
Asian	0
Black or African American	0
Native Hawaiian or Other Pacific Islander	0
White	61
Two or more races	4

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.

THIS PAGE INCLUDES:

- >> [Teachers Prepared by Subject Area](#)
- >> [Teachers Prepared by Academic Major](#)

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2017-18. 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 2017-18

CIP Code	Subject Area	Number Prepared
13.01	Education - General	
13.10	Teacher Education - Special Education	7
13.1210	Teacher Education - Early Childhood Education	4
13.1202	Teacher Education - Elementary Education	13
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	0
13.1205	Teacher Education - Secondary Education	4
13.1206	Teacher Education - Multiple Levels	4

CIP Code	Subject Area	Number Prepared
13.1301	Teacher Education - Agriculture	0
13.1302	Teacher Education - Art	1
13.1303	Teacher Education - Business	0
13.1305	Teacher Education - English/Language Arts	0
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	1
13.1312	Teacher Education - Music	0
13.1314	Teacher Education - Physical Education and Coaching	2
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - Science Teacher Education/General Science	3
13.1317	Teacher Education - Social Science	0
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	0
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	3
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	0
13.99	Education - Other Specify: 	0

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2017-18. 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 2017-18

CIP Code	Academic Major	Number Prepared
13.01	Education - General	0
13.10	Teacher Education - Special Education	1
13.1210	Teacher Education - Early Childhood Education	0
13.1202	Teacher Education - Elementary Education	13
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	0
13.1205	Teacher Education - Secondary Education	4
13.1301	Teacher Education - Agriculture	0

CIP Code	Academic Major	Number Prepared
13.1302	Teacher Education - Art	0
13.1303	Teacher Education - Business	0
13.1305	Teacher Education - English/Language Arts	0
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	0
13.1312	Teacher Education - Music	0
13.1314	Teacher Education - Physical Education and Coaching	0
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - Science	0
13.1317	Teacher Education - Social Science	0
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	0
13.1329	Teacher Education - Physics	0
13.1330	Teacher Education - Spanish	0
13.1331	Teacher Education - Speech	0

CIP Code	Academic Major	Number Prepared
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	0
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	0
13.03	Education - Curriculum and Instruction	0
13.09	Education - Social and Philosophical Foundations of Education	0
24	Liberal Arts/Humanities	0
42	Psychology	1
45.01	Social Sciences	0
45.02	Anthropology	0
45.06	Economics	0
45.07	Geography and Cartography	0
45.10	Political Science and Government	0
45.11	Sociology	0
50	Visual and Performing Arts	1
54	History	0
16	Foreign Languages	0
19	Family and Consumer Sciences/Human Sciences	1
23	English Language/Literature	0
38	Philosophy and Religious Studies	0
01	Agriculture	0
09	Communication or Journalism	0
14	Engineering	0

CIP Code	Academic Major	Number Prepared
26	Biology	0
27	Mathematics and Statistics	1
40.01	Physical Sciences	0
40.02	Astronomy and Astrophysics	0
40.04	Atmospheric Sciences and Meteorology	0
40.05	Chemistry	0
40.06	Geological and Earth Sciences/Geosciences	0
40.08	Physics	0
52	Business/Business Administration/Accounting	0
11	Computer and Information Sciences	0
99	Other Specify: PK-12 (Music, PE, Art)	3

On this page, enter the total number of individuals who completed the program in AY 2017-18 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.

THIS PAGE INCLUDES:

>> [Program Completers](#)

Program Completers

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

2017-18	21
2016-17	35
2015-16	52

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/oep/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 2017-18

1. Did your program prepare teachers in mathematics in 2017-18?

- ☒ Yes
- ☐ No (leave remaining questions for year blank)

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

1

3. Did your program meet the goal for prospective teachers set in mathematics in 2017-18?

- ☒ 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:

We encourage students who have skills and talents with math content to teach math. When we meet with prospective 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 lets 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

7. Is your program preparing teachers in mathematics in 2018-19?

- ☒ Yes
☐ No (leave remaining questions for year blank)

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

0

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

Academic year 2019-20

10. Will your program prepare teachers in mathematics in 2019-20?

- ☒ Yes
☐ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in mathematics in 2019-20?

2

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

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/oep/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 2017-18

1. Did your program prepare teachers in science in 2017-18?

- ☒ Yes
☐ No (leave remaining questions for year blank)

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

4

3. Did your program meet the goal for prospective teachers set in science in 2017-18?

- ☐ 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:

We encourage students who have skills and talents with science content to teach science. When we meet with prospective 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

7. Is your program preparing teachers in science in 2018-19?

- ☒ Yes
- ☐ No (leave remaining questions for year blank)

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

2

9. 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.

Academic year 2019-20

10. Will your program prepare teachers in science in 2019-20?

- ☒ Yes
- ☐ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in science in 2019-20?

1

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

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/oep/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 2017-18

1. Did your program prepare teachers in special education in 2017-18?

- ☒ Yes
- ☐ No (leave remaining questions for year blank)

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

7

3. Did your program meet the goal for prospective teachers set in special education in 2017-18?

- ☒ 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 2018-19

7. Is your program preparing teachers in special education in 2018-19?

- ☒ Yes
- ☐ No (leave remaining questions for year blank)

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

14

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

Twelve students will be Special Education endorsed K-6, one student 7-12, and one student K-12.

Academic year 2019-20

10. Will your program prepare teachers in special education in 2019-20?

- ☒ Yes
☐ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in special education in 2019-20?

8

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

We talk to all students as freshman and encourage them to add a special education subject endorsement to their elementary or secondary certification. We explain the benefits of having this certification in addition to the shortage of teachers in special education.

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/oep/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 2017-18

1. Did your program prepare teachers in instruction of limited English proficient students in 2017-18?

- ☒ 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 2017-18?

4

3. Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2017-18?

- ☒ 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:

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

7. Is your program preparing teachers in instruction of limited English proficient students in 2018-19?

- ☒ 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 2018-19?

17

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

We have added a para-to-educator program with the Omaha Public Schools and all students in three future cohorts over seven years will add an ESL/LEP endorsement. We also have added a hybrid graduate level endorsement program for ESL. The added endorsement is completed in one year. Eleven students were added for the graduate LEP endorsement and 3 in our traditional undergraduate program and 3 will earn an LEP endorsement in our para-to-educator hybrid program.

Academic year 2019-20

10. Will your program prepare teachers in instruction of limited English proficient students in 2019-20?

- ☒ 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 2019-20?

8

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

We anticipate 8 students will enter our para-to-educator LEP endorsement program. We have to have 10 graduates to offer the ESL/LEP endorsement program and to date it looks like we may not be able to offering it in 2019-20. We will continue to promote and recruit for the graduate program which if we were able to offer would have a fall start.

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.

- ☒ Yes
- ☐ No
- ☐ Program does not prepare special education teachers

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

- ☒ Yes
- ☐ No

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

- ☒ Yes
- ☐ No

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

- ☒ Yes
- ☐ No

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

- ☒ 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 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 for the first time a third-year teacher survey completed 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 Technology conference and a Canvas conference that brings educators and our students together for multiple learning opportunities. We also partner on a consortium for local substitution 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 substitute 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 and differentiate their lesson. Differentiation is an element that is assessed on all lesson plans. 3. Elementary and Special Education K-6 majors complete elementary methodology coursework. Special Education K-12 majors complete elementary reading, social studies methods, and primary 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 diversity. 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.

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.

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

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, 2017-18	1			
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	8			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) Other enrolled students	57	169	57	100
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2017-18	20	170	20	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			

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 enrolled students who have completed all noncl	8			
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) Other enrolled students	57	176	57	100
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2017-18	20	170	20	100
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	8			
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) Other enrolled students	57	169	57	100
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2017-18	20	168	20	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, 2017-18	13	170	13	100
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			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	3			
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, 2017-18	1			
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			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	2			
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 program completers, 2016-17	4			
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16	46	181	46	100
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
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2016-17	4			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16	46	176	46	100
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2017-18	7			
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2016-17	14	171	14	100
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			

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.

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2017-18	21	20	95
All program completers, 2016-17	35	35	100
All program completers, 2015-16	52	51	98

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:

- ☒ 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

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

☒ Yes

☐ No

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

☒ Yes

☐ No

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

☒ Yes

☐ No

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

☒ 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 Walker School of Education program prepares teachers to integrate and use technology within daily instruction to improve teaching and learning as well as for management and data processes. It is a program requirement that all Teacher Candidates complete EDU204 – Technology for Teachers where they discover, discuss, evaluate, and explore ways to integrate technology resources into their (future) classrooms. Topics of study in this course also includes: the SAMR model of technology integration, ISTE standards, multimedia tool designed to help students achieve learning goals, flipped learning, improved teacher productivity and time management, ethical use, and effective communication with parents. One instructor is the technology facilitator at a local school district and the other is from a public-school classroom and works closely with veteran university instructors. Both instructors have technology expertise that is up-to-date and relevant. The Midland University Technology Director has met with local school district technology staff to ensure that the hardware and software we use in EDU204 and throughout other education courses is reflective of what is being used in the surrounding school districts, adding authenticity to their course of study. Students continue to integrate technology through program Field Based Experiences with the use of SMART board and Promethean board technology as well as tools for assessment. UDL principles (providing multiple means of representation, providing multiple means for action and expression, and providing for multiple means for engagement) are infused across several courses beyond EDU204 (EDU270 Instructional Design, EDU275 Classroom Management, EDU370 Assessment for Learning, and multiple methods courses). Instructors have been challenged to include one additional use of technology each semester and to continue to model

the appropriate use of technology. Additionally, Student Teachers attend a seminar led by a district technology leader. Student Teachers also compile a Teacher Work Sample document, analyzing and graphically representing student achievement data and a resource page that includes grade- and content-appropriate apps, videos, and other technology resources. Midland is adding a 1:1 ipad initiative in Fall 2019. Full-time instructors have all had ipads and training in the spring semester.

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

☒ Yes

☐ No

b. participate as a member of individualized education program teams

☒ Yes

☐ No

c. teach students who are limited English proficient effectively

☒ 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. Students are provided information on Dyslexia in order to build an understanding of the impact that it has on learning and to identify evidence-based practices that help to guide effective instruction and supports. Co-taught in EDU340 Developmental Reading. LB 645 – Adds dyslexia to the special education statute. It defines dyslexia as a specific learning disability. LB 1052 – States that, beginning in the 2018-19 school year, every student with characteristics of dyslexia shall receive evidence-based multisensory structured literacy instruction. Starting in 2019, all NE all teacher education programs shall include instruction in best practices in teaching reading, and in the science and signs of dyslexia. Multi-tiered System of Support (MTSS) information includes measuring performance of all students, and basing educational decisions in regard to curriculum, instruction and interventions on student data. Transition planning on an IEP for appropriate measurable postsecondary goals based upon age-appropriate transition assessment related to training, education, employment, and when appropriate, independent living skills.

3. Does your program prepare special education teachers to:

a. teach students with disabilities effectively

- ☒ 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 the verification process to determine eligibility and establish criteria for the 13 disability categories; 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.

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. In 2018 and again in 2019, the Nebraska Department of Education has been collecting data and making recommendations to the governor related to possible changes, to include multiple measures, in the determination of meeting the "Basic Skills" Requirements. 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 **65**.

Number of program completers from Section I: Program Information, Program Completers is **21**.

For a total enrollment of **86**.

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, Midland University

Comparison with Last Year

Item	Last Year	This Year	Change
Total Enrollment	61	65	6.56%
Male Enrollment	21	16	-23.81%
Female Enrollment	40	49	22.50%
Hispanic/Latino Enrollment	2	2	0.00%
American Indian or Alaska Native Enrollment	0	0	
Asian Enrollment	0	0	
Black or African American Enrollment	0	0	
Native Hawaiian or Other Pacific Islander Enrollment	0	0	

Item	Last Year	This Year	Change
White Enrollment	59	61	3.39%
Two or more races Enrollment	1	4	300.00%
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	2	0.00%
Number of adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	4	4	0.00%
Number of students in supervised clinical experience during this academic year	37	21	-43.24%
Total completers for current academic year	35	21	-40.00%
Total completers for prior academic year	52	35	-32.69%
Total completers for second prior academic year	50	52	4.00%