AppendixC

Annual Institutional Questionnaire on Teacher Preparation: Academic Year: 2006-2007

Institution name:	NEWMAN UNIVERSITY
Address:	3100 McCormick Ave.
City:	WICHITA
State:	KS
Zip code:	67213-2097
Respondent name and Title:	Gregory Moss, Dean
Respondent phone number:	316-942-4291
Fax:	316-942-4483
Electronic mail address:	mossg@newmanu.edu
Name of President/Chief Executive (or designee)	Dr. Noreen Carrocci

Section II. Program information.

(A)Number of students in the regular teacher preparation program at your institution:

Please specify the number of students in your regular teacher preparation program during academic year 2006-2007, including all areas of specialization.

227	Total number of students enrolled during 2006-2007.
77	Total number of program completers 2006-2007.

Number of students in the alternate teacher preparation program at your institution:

Please specify the number of students in your alternate route teacher preparation program during academic year 2006-2007, including all areas of specialization. Do not include Transition to Teaching students who receive a stipend from the state grant.

0	Total number of students enrolled during 2006-2007.
0	Total number of program completers 2006-2007.

(B) Information about supervised student teaching

77	How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 2006-2007?

Please provide the numbers of supervising faculty who were:

2.00	1. Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.
0.00	2. Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.
17.00	3. Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

19.00	Total number of supervising faculty for the teacher preparation program during (add: B1, B2, & B3).

4.05	The student/faculty ratio (divide the total # students by total supervising faculty).

28.00	The average number of hours per week required of student participation in supervised student teaching:
16.00	The total number of weeks of required supervised student teaching:
448.00	The total number of supervised student teaching hours required

Information about state approval or accreditation of teacher preparation programs:

n	Is your teacher preparation program currently approved or accredited by the state?
o	Is your teacher preparation program currently accredited by the National Council for the Accreditation of Teacher Education (NCATE)?
n	Is your institution currently accredited by the North Central Association of Colleges and Schools?
	Please list any additional accrediting sources:

An institution is designated as low-performing if the institution was “accredited with probation” between July 1, 2003 and July 1, 2006 by the Kansas State Board of Education

OR

An institution is designated as low-performing if the institution was “denied accreditation” after July 1, 2006 by the Kansas State Board of Education

o	Is your teacher preparation program currently under designation as “low-performing” by the state (as per section 208 (a) of the HEA of 1998)?

Section III. Contextual information.

Web link to Institution:	www.newmanu.edu

2006-2007 Undergraduate Enrollment	Institution	Education Program
full-time students	1191	220
part-time students	657	7

2006-2007 Graduate Enrollment	Institution	Education Program
full-time students	71	2
part-time students	347	309

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2006-2007 Admission Requirements.

admission to teacher education:

1. Completion of the application form and submission to the Director of the School of Education.
2. Submission of a typewritten autobiography of no more than three pages, which includes an introduction, an explanation of career choice, experiences working with children, and a list of pertinent interests and accomplishments. The applicant also includes a statement regarding his/her personal connection with the School of Education's conceptual framework, which is based upon the concept of the caring, reflective practitioner as integral to the possibility of transformational conditions within self, schools and society, local and global.
3. Consultation with the advisor to develop a tentative plan of study
4. Receipt of satisfactory recommendations from three Newman faculty members including, for traditional students, one outside the School of Education, and for middle/secondary, a content advisor. Transfer students or licensure-only students may request a recommendation from faculty members from a previous college or university. However, at least one recommendation must be from a Newman faculty member, and for middle/secondary students, that one recommendation must be from the student's designated content advisor.
5. Satisfactory interview with a subcommittee of the School of Education. Students are advised that based upon all data, including the interview, the School of Education reserves the right to make recommendations to improve the quality of a candidate's performance and standing with regard to admission to the program.
6. Complete and pass one or a combination of the admission tests to enter the program. Admission test options include
• the ACT, which requires scores of 19 or higher (the ACT does not have a writing test, therefore a PPST Writing score of not less than 171 is required if the ACT is used for admission); or
• the PPST with a composite (total) score of at least 519, with sub-scores of at least 171 each in reading, writing, and mathematics.
Candidates who hold a bachelor's degree with at least a 2.7 cumulative GPA are exempt from admission testing.
7. Cumulative GPA of 2.50 or higher
8. Sixty or more total college hours
9. Grade of "C" or better in College Writing 1 and 2, Speech, Intermediate Algebra or a higher level math course with Intermediate Algebra as a prerequisite, and General Psychology

admission to student teaching:

1. All Liberal Arts and / or General Education requirements are completed.
2. A Health Certificate has been completed and is submitted with the application.
3. Cumulative GPA of 2.7 or higher on all coursework
4. Completion of all professional education courses with 3.0 or higher cumulative GPA and no grade lower than C.
5. A Content area GPA of 2.5 or higher with a grade of "C" or better on all content courses (secondary education programs).
6. 111 or more total hours prior to internship.
7. All professional education and content courses completed.
8. Submitted a completed field experience chart which verifies field experiences in diverse settings with diverse students.

2006-2007 Program Completion Requirements.

• Hold or meet all requirements for a Bachelor's Degree.
• All professional education and major courses are completed with C or better in all courses.
• Cumulative GPA of 2.7 or higher on all coursework
• Complete all professional education courses, including internship, with 3.0 or higher cumulative GPA.
• A Content area GPA of 2.5 or higher with a grade of "C" or better on all content courses (secondary education programs).

During 2006-2007 was passing the state certification test required?	**PLT**	**CONTENT**
before student teaching	NO	NO
program completion	NO	NO
degree requirement	NO	NO
certification/licensure only	NO	NO

3.29	Average GPA of 2006-2007 cohorts.
19.00	Average ACT score of 2006-2007 cohorts.

64	Number of completers hired in their fields during their first year of eligibility.

11	Number of completers participating in the Kansas Performance Assessment?
10	Number of completers passing the KPA?

Demographic Characteristics of Completer 2006-2007	**Number**
Male	65
Female	12
African American	1
American Indian	0
Asian	1
Hispanic	4
White	71
Other	0
Early ChildHood*	1
Elementary*	64
JR. High-Middle School*	5
Secondary*	13
PreK-12 Programs*	0
Special Education*	0
Total	82

*total number may be greater than total number of completers because of “multiple level” options

2007-2008 Undergraduate Enrollment	Institution	Education Program
full-time students	1226	204
part-time students	661	2

2007-2008 Graduate Enrollment	Institution	Education Program
full-time students	39	4
part-time students	421	359

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2007-2008 Admission Requirements.

admission to teacher education:

1. Completion of the application form and submission to the Director of the School of Education.
2. Submission of a typewritten autobiography of no more than three pages, which includes an introduction, an explanation of career choice, experiences working with children, and a list of pertinent interests and accomplishments. The applicant is also required to include a statement regarding personal connection with the School of Education's conceptual framework, which is based upon the concept of the caring, reflective practitioner as integral to the possibility of transformational conditions within self, schools and society, local and global.
3. Consultation with the advisor to develop a tentative plan of study
4. Receipt of satisfactory recommendations from three Newman faculty members including, for traditional students, one outside the School of Education, and for middle/secondary, a content advisor. Transfer students or licensure-only students may request a recommendation from faculty members from a previous college or university. However, at least one recommendation must be from a Newman faculty member, and for middle/secondary students, that one recommendation must be from the student's designated content advisor.
5. Satisfactory interview with a subcommittee of the School of Education. Students are advised that based upon all data, including the interview, the School of Education reserves the right to make recommendations to improve the quality of a candidate's performance and standing with regard to admission to the program.
6. Complete and pass one or a combination of the admission tests to enter the program. Admission test options include
• the ACT, which requires scores of 19 or higher (the ACT does not have a writing test, therefore a PPST Writing score of not less than 171 is required if the ACT is used for admission.z0; or
• the PPST with a composite (total) score of at least 519, with sub-scores of at least 171 each in reading, writing, and mathematics.
Candidates who hold a bachelor's degree with at least a 2.7 cumulative GPA are exempt from admission testing.
7. Cumulative GPA of 2.50 or higher
8. Sixty or more total college hours
9. Grade of "C" or better in College Writing 1 and 2, Speech, Intermediate Algebra or a higher level math course with Intermediate Algebra as a prerequisite, and General Psychology.

admission to student teaching:

1. All Liberal Arts and/or General Education requirements are completed.
2. A Health Certificate has been completed and is submitted with the TIP application.
3. Cumulative GPA of 2.7 or higher on all coursework
4. Education courses with 3.0 or higher cumulative GPA and no grade lower than C.
5. A Content area GPA of 2.5 or higher with a grade of "C" or better on all content courses (secondary education programs).
6. 111 or more total hours prior to internship.
7. All education and content courses completed.
8. Submitted a completed field experience chart which verifies field experiences in diverse settings with diverse students.

2007-2008 Program Completion Requirements.

• Hold or meet all requirements for a Bachelor's Degree.
• All professional education and major courses are completed with C or better in all courses.
• Cumulative GPA of 2.7 or higher on all coursework
• Complete all professional education courses, including internship, with 3.0 or higher cumulative GPA.
• A Content area GPA of 2.5 or higher with a grade of "C" or better on all content courses (secondary education programs).

Will your institution require the state assessments for 2007-2008?	**PLT**	**CONTENT**
before student teaching	NO	NO
program completion	NO	NO
degree requirement	NO	NO

certification/licensure only	NO	NO

Demographic Characteristics Teacher Education Enrollment 2007-2008	Number Initial Program	Number Added Endorsement	Number Advanced Program
Male	55		82
Female	151		281
African American	11		
American Indian	2		
Asian	3		
Hispanic	16		
White	174		
Other			
Early ChildHood			
Early ChildHood Unified			
Elementary	182		
JR. High-Middle School			
English/Language Arts			
History comprehensive			
Math			
Science			
Secondary			
English/Language Arts			
Journalism			
Speech/Theatre			
History and Government	14		
Psychology			
Math	7		
Biology	2		
Chemistry	1		
Physics			
Earth Space Science			
Business			
Family and Consumer Science			

Demographic Characteristics Teacher Education Enrollment 2007-2008	Number Initial Program	Number Added Endorsement	Number Advanced Program
Agiculture			
Technology Education			
Communication Technology			
Power,Energy, Transportation Tech			
Production Technology			
K-12 Programs			
Art			
Foreign Language - French			
Foreign Language - German			
Foreign Language - Spanish			
Foreign Language - Other			
Music			
Vocal Music			
Instrumental Music			
Health			
Physical Education			
Special Education			
Adaptive			
Functional			
Gifted			
Deaf or Hard of Hearing			
Visually Imparied			
Reading Specialist			
ESOL			233
Library Media Specialist			
School Counselor			
School Psychologist			
Leadership			
Program			
Building			56
District			

YES	Do you have Professional Development School partnerships that help design, implement, and evaluate clinical experiences?
NO	Does your partnership agreement require teacher ed. faculty to work directly in the schools?

Distance education refers to courses delivered to off-campus locations via live or prerecorded video, or computer technologies. Distance education excludes courses conducted exclusively on campus, courses conducted by written correspondence, courses for which the instructor travels to an off-campus site to deliver instruction in person.

	Initial Program	Added Endorsement	Advanced Program	Other does not lead to licensure
Number of distance Learning courses offered	9	0	9	4
Total Enrollments in distance learning courses	41	0	71	41
List Names of distance learning programs	Elementary Education	None	Building Leadership; ESOL	M.S.Ed. Curriculum & Instruction

Section IV. Response to Areas for Improvement

Date of Last Accreditation Visit:

10/24/2007 12:00:00 AM

Areas for Improvement for Accreditation:

Areas for Improvement will be addressed when the report from the accreditation team is acted upon by the Kansas State Department of Education and NCATE.

Areas for Improvement for Programs:

See above.

Changes to Programs (content and/or pedagogy curriculum) based on continuous improvement:

Content requirements for all undergraduate secondary education programs were reviewed as part of the program review process. Revisions were made to the programs in biology, chemistry, and history/government. No revisions were necessary for the program in English.

Programs on campus were revised by eliminating the use of 8 week courses in favor of the more traditional 16 week format. These revisions were made based on feedback from both students and faculty members.

Section V. Optional Information

Please use this space to provide additional information:

Mission

School of Education programs at both the undergraduate and graduate levels are built upon a broad theme or Conceptual Framework based upon the concept of the caring, reflective practitioner as integral to the possibility of transformational conditions within self, schools and society, local and global. Consequently, the mission of the School of Education is …to inspire and encourage students to become caring, reflective practitioners who are intellectually, emotionally and spiritually motivated to transform self, schools, and society.

Teacher Education Vision

The Conceptual Framework has philosophical roots in the historic educational and social justice-oriented mission of the university's founding/sponsoring religious order, the Adorers of the Blood of Christ (ASC). The framework also builds upon the liberal arts and social justice-oriented mission and philosophy of Newman University as a Catholic institution of higher learning. Current and evolving educational/pedagogical ideas, concepts, practices, and related research have been - and continue to be used in providing substance to the framework as a living document.
In fulfilling the mission of educating caring, reflective practitioners, the School of Education expects graduates of both the undergraduate and graduate programs, to be educators who are knowledgeable, caring, reflective, visionary, collaborative and ethical. Our graduates will be:
Knowledgeable educators who engage in critical thinking, possess basic quantitative skills and communicate effectively. Graduates will also be acquainted with the major concepts and structures of their disciplines, with how individuals learn, with instructional and assessment strategies that ensure continual development of learners, and with the integration across content areas and technology to enrich curriculum and enhance instructional practices.
Caring educators who are concerned about the whole person, in self and in others; who demonstrate responsibility to the community and society; who respect the dignity of every person by creating instructional opportunities that are equitable for all learners; who listen carefully and seek to understand and do what is just; and who make ethical decisions.
Reflective educators who are perceptive, curious, discerning and who use good judgment; who evaluate the effects of their choices; who understand the historical, philosophical and social foundations of education that guide educational practices; who exhibit life-long learning.
Visionary educators who collaborate with others to transform; who use data, research and best instructional practices to achieve a virtuous learning community; and who use assessment strategies to ensure the continual development of all learners.
Collaborative educators who value collegial relationships as well as the knowledge and insights acquired from them; who respectfully listen to others; who seek to join others in fostering active inquiry and supportive interaction in the classroom; who work to transform and to improve schools through instructional strategies focusing upon improved learning for all students.
Ethical educators who embody goodness, integrity, truth, justice and compassion as well as employ a moral and ethical framework in decision making; and whose decisions are crafted in the pursuit of the common good, which includes advancing the causes of peace and justice.

Notable Features and Accomplishments

The university offers its elementary education program to several sites in central, western, and southeastern Kansas through a highly successful outreach program. Utilizing community college and diocese sites in Dodge City, Garden City, Great Bend, Hutchinson, and Independence, the program serves areas of the state that are not generally served by other teacher education institutions. The program uses a combination of full-time instructors, highly qualified adjuncts, and interactive television in meeting the needs of this important population. Participants are primarily non-traditional students who have recently completed associate's degrees from local community colleges. All admission requirements, program assessment standards, and program completion requirements are identical to those of the traditional on-campus program. The program has a high placement rate for completers due to the academic reputation of the university and the great need for teachers in the area of the state being served. The program in southeastern Kansas began during the Fall 2006 semester with classes at Independence Community College, and hosts students from Coffeyville and Neosho community colleges as well.