Title II
Higher Education Act

SUBMIT REPORTS

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Bethany College
Traditional Program
2008-09

Print Report Card

Program Information

Name of Institution: Bethany College
Institution/Program Type: Traditional
Academic Year: 2008-09
State: Kansas

Address: 335 E. Swensson Ave.

Lindsborg, KS, 67456

Contact Name: Dr. Eric Hyler
Phone: 785-227-3380 8200
Email: hylere@bethanylb.edu

Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant: No

TQE partnership name or grant number, if applicable:

Section I.a Program Admission

For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.

Element	Undergraduate	Postgraduate
Application	Yes	NA
Fee/Payment	No	NA

Transcript	No	NA
Fingerprint check	No	NA
Background check	Yes	NA
Experience in a classroom or working with children	Yes	NA
Minimum number of courses/credites/semester hours completed	Yes	NA
Minimum high school GPA	No	NA
Minimum undergraduate GPA	Yes	NA
Minimum GPA in content area coursework	Yes	NA
Minimum GPA in professional education coursework	Yes	NA
Minimum ACT score	No	NA
Minimum SAT score	No	NA
Minimum GRE score	No	NA
Minimum basic skills test score	No	NA
Subject area/academic content test or other subject matter verification	No	NA
Minimum Miller Analogies test score	No	NA
Recommendation(s)	Yes	NA
Essay or personal statement	No	NA
Interview	No	NA
Resume	No	NA
Bechelor's degree or higher	No	NA
Job offer from school/district	No	NA
Personality test (e.g.,Myers-Briggs Assessment)	No	NA
Other (specify: None)	No	NA

Provide a link to your website where additional information about admissions requirements can be found:
https//:www.bethanylb.edu

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

Does your initial teacher certification program conditionally admit students? Yes

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

Section I.b Program Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of

students enrolled.

Total number of students enrolled in 2008-09:	85
Unduplicated number of males enrolled in 2008-09:	26
Unduplicated number of females enrolled in 2008-09:	59

2008-09	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	4
Race	
American Indian or Alaska Native:	1
Asian:	0
Black or African American:	2
Native Hawaiian or Other Pacific Islander:	0
White:	78
Two or more races:	1

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2008-09.

Average number of clock hours required prior to student teaching	200
Average number of clock hours required for student teaching	640
Number of full-time equivalent faculty in supervised clinical experience during this academic year	3
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	55
Number of students in supervised clinical experience during this academic year	85

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

Adjunct Faculty do not supervise students completing their clinical experience.

Five College Supervisors (FTE with the College) for Art, Music & PE-H do supervise clinical practice as do ten Secondary Content Advisers (depending on the number of students enrolled in their content area). Three FTE Education Faculty supervise clinical practice for their methods classes and 24 student teachers. Forty-seven Cooperating Teachers from area school districts also supervised 24 student teachers this academic year.

Section I.d Certified Licensed

Provide the number of students who have been certified or licensed as teachers, by subject and area of certification or licensure.

	Number certified/	Number certified/	Number certified/

Teaching subject/area	licensed 2008-09	licensed 2007-08	licensed 2006-07
TOTAL (all areas/subjects)	23	25	22
Elementary Education	11	16	12
Health and PE	2	1	2
Art	4	1	1
Music	3	2	1
Social Studies	1	2	2
English	1	2	1
Math	0	2	3
Chemistry	0	0	1

Section I.e Program Completers

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

2008-09: 27

2007-08: 26

2006-07: 25

Section II. Annual Goals

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure 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. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the area(s) in which the IHE does not have that program.

Teacher shortage area	Goal for increasing prospective teachers trained
Mathematics	**Academic year:** 2008-20 **Goal:** 3 - 5 **Goal met?** Yes **Description of strategies used to achieve goal:** Yes, there are 3 secondary math majors at Bethany. Intensive work with Enrollment Services and Recruitment with student visitors.

	Description of steps to improve performance in meeting goal or lessons learned in meeting goal: Personal contact and e mail follow up after campus visit.
Science	**Academic year:** 2008-20 **Goal:** 1-3 **Goal met?** No **Description of strategies used to achieve goal:** Will work for better alignment/recruitment with the college's admissions department. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** Most of our "science" area visitors or majors want to be admitted to a pharmacy or medical school.
Special education	**Academic year:** 2008-09 **Goal:** N/A **Goal met?** **Description of strategies used to achieve goal:** Special Education is not an initial licensure content area in Kansas. ACCK provides Special Education to 6 area colleges. ACCK is a consortium of the six area member colleges of Bethany College at Lindsborg, Bethel College at North Newton, Kansas Wesleyan University at Salina, McPherson College at McPherson, Sterling College at Sterling, and Tabor College at Hillsboro. Undergraduate and post-baccalaureate students are enrolled in one of the member colleges to pursue endorsement in adaptive special education at the K-6 and/or the 6-12 levels, and ACCK provides the undergraduate endorsement coursework that includes field experience for three of the four courses. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** ACCK has developed an assessment system that is aligned with its conceptual framework, Kansas Adaptive Special Education Standards, and national standards for teacher accreditation. ACCK has a fully accredited program that has been approved through December of 2013. The assessment system includes content-based assessment (Praxis II), assessment of the candidate's ability to plan instruction, assessment of clinical experience, assessment of candidate's effect on student learn, philosophical/historical/legal foundations, assessment, and managing behavior/problem-solving/social skills. ACCK students consistently meet or exceed standards. Students unable to meet standards are not formally accepted into the ACCK Adaptive Special Education Program, which is required before clinical experience (student teaching). Cooperating teachers rank ACCK students as proficient or distinguished on final assessment conference reports.
Instruction of limited	**Academic year:** 2008-09

English proficient students	**Goal:** N/A **Goal met?** **Description of strategies used to achieve goal:** **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:**
Other (N/A)	**Academic year:** **Goal:** **Goal met?** **Description of strategies used to achieve goal:** **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:**

Provide any additional comments, exceptions and explanations below:

Section II. Assurances

Please indicate whether your institution is in compliance with the following assurances.

Training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institution's graduates are likely to teach, based on past hiring and recruitment trends.
Yes

Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.
Yes

Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.
NA

General education teachers receive training in providing instruction to children with disabilities.
Yes

General education teachers receive training in providing instruction to limited English proficient students.
Yes

General education teachers receive training in providing instruction to children from low-income families.
Yes

Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.
Yes

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

The following required courses align with these assurances:

ED100 Introduction to Teacher Education and Teaching Profession 1 hour

This course is designed to help direct those students who are considering a career in pedagogy -- the science of teaching. The seminar combines an exploration of the teaching profession with an exploration of the student as a potential teacher. Students learn about the varying levels and subjects available for teachers and the professional potential for each. In addition, each student constructs an Individual Development Plan to examine not only his or her skills and interests, but also his or her strengths and weaknesses as a future teacher.

ED200 Introduction to Teaching: Classroom Experience 3 hours

An exploratory opportunity in which one who is considering becoming a teacher works with a classroom teacher, full-time, during the January Interterm. Prerequisite: ED100 and Sophomore status, or consent of the instructor.

SE210 Introduction to Infants, Children, and Youth with Special Needs 3 hours

This class is a survey of federal and state mandates for special education, including an overview of categorical exceptionalities delineated in the laws; service delivery systems; advocacy groups; the concept of least restrictive alternatives; and the purpose and

function of the IEP and IFSP. The course is designed to introduce all pre-service teachers to mild and moderate handicapping conditions of children enrolled in regular education. The course also serves as a foundation for special education majors. Offered each semester at Bethany.

SW240 Social and Cultural Diversity 3 hours

Study of relations between dominant and minority groups within society with emphasis on the history and experience of the

traditionally oppressed minorities in the United States. Study of social stratification and the social and cultural systems which support social differentiation, social classes, and social mobility. Cultural and subculture differences will be considered. Cross-cultural comparisons and experiential activities will be included. Prerequisites: S0101, PY101, or consent of the instructor.

ED358 Foundations of Education 3 hours

This course focuses upon the history of American education, the educational philosophies which have contributed to American

Education, and the role of education in American society today. Emphasis will be placed on the continuing development of individual student's educational philosophy, the understanding of contemporary educational issues and learning in modern society. In each of these areas the student will build upon previous work in earlier courses. Prerequisites: ED100, ED200, and Junior/Senior status. Must apply to teacher education or consent of education department chair.

Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking test	Avg. scaled score	Number passing test	Pass rate (%)	State Average pass rate (%)	State Average scaled score
133 -ART CONTENT KNOWLEDGE						

Educational Testing Service (ETS) All program completers, 2008-09	4					
133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	2					
245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	1					
245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	1					
011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2008-09	11		7	64		
011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2007-08	8					
011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2006-07	12		11	92		
041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1					
041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	1					
041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	1					
550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2008-09	2					
550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2007-08	1					
061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS)	2					

All program completers, 2007-08						
061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	2					
049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2007-08	1					
069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2008-09	1					
069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2007-08	2					
089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2007-08	1					
113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	3					
113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	1					
091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	3					
091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	1					
091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	2					
265 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	2					
523 -PRINCIPLES LEARNING & TEACHING 5-9 Educational Testing Service (ETS)	1					

All program completers, 2007-08						
524 -PRINCIPLES LEARNING & TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2008-09	12		11	92		
524 -PRINCIPLES LEARNING & TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2007-08	4					
524 -PRINCIPLES LEARNING & TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2006-07	11		11	100		
522 -PRINCIPLES LEARNING & TEACHING K-6 Educational Testing Service (ETS) All program completers, 2008-09	14		12	86		
522 -PRINCIPLES LEARNING & TEACHING K-6 Educational Testing Service (ETS) All program completers, 2007-08	8					
522 -PRINCIPLES LEARNING & TEACHING K-6 Educational Testing Service (ETS) All program completers, 2006-07	12		11	92		
081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1					
081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	2					
081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	2					

Section III. Summary Rates

Academic Year	Number taking one or more required tests	Number passing all tests taken	Pass Rate (%)	Statewide average pass rate (%)

All program completers, 2008-09	26	22	85	
All program completers, 2007-08	15	15	100	
All program completers, 2006-07	23	22	96	

Section IV. Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?
Yes

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

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?
No

Section V. Technology

Does your program prepare teachers to:

- **integrate technology effectively into curricula and instruction**
  Yes
- **use technology effectively to collect data to improve teaching and learning**
  Yes
- **use technology effectively to manage data to improve teaching and learning**
  Yes
- **use technology effectively to analyze data to improve teaching and learning**
  Yes

Provide a description of how your program 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 how your program 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.

These technology issues are addressed in the following professional education courses. Most of these are junior-senior level:

ED351 Instructional Technology For Teachers 2 hours

A methods course designed to give education majors a practical, working knowledge of various instructional technologies as they

apply to the teaching/learning process. Prerequisites: Junior standing, ED100, and ED200. Must apply to teacher education or consent of education department chair.

ED322,Elementary Music Methods and ED341, Secondary Music Methods provide cross-curriculum activity

integrated thematic instructional units which connect music selections to historical events, cultural aspects and trends in arts and architecture.

Section VI. Teacher Training

Does your program prepare general education teachers to:

- **teach students with disabilities effectively**
  Yes
- **participate as a member of individualized education program teams**
  Yes
- **teach students who are limited English proficient effectively**
  Yes

Provide a description of how your program 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.

Bethany College prepares general education teachers to teach students with disabilities effectively through required course SE210 Introduction to Infants, Children and Youth with Special Needs taught by Adjunct Professor, Mrs. Vicki Scanlon. Bethany College Teacher Education Program Completers will demonstrate a depth of knowledge within their discipline in order to effectively deliver instruction. (Conceptual framework - Knowledge Base) Candidates will acquire and implement research-based strategies to successfully manage classroom responsibilities including goal-setting, lesson design, assessment, and response to diverse student needs. (Conceptual framework - Teaching Strategies and Application) Candidates will demonstrate the understanding of professional behaviors based upon community culture and expectation, integrity, within relationships and commitment to on-going academic growth for self and their students. (Conceptual framework - Professional Attitudes and Values) The candidate will develop and demonstrate highly competent communication skills in which appropriate integrated learning experiences, including technology application are delivered in a classroom setting. (Conceptual framework - Making Knowledge Meaningful) Candidates will create a well-managed, inclusive, learning environment which demonstrates their understanding of the impact of positive teacher behavior and attitude within the educational setting. (Conceptual framework - Crating a Climate Conducive to Learning) Candidates will cultivate student motivation by demonstrating creativity, enthusiasm, empathy and genuine encouragement within a stimulating and inclusive environment. (Conceptual framework - Motivating Students to Learn)

Program completers must have earned a baccalaureate degree completing all program requirements with a grade of "C" or higher; including departmental, professional courses, supporting courses and the required courses for writing, communications and mathematics. Have a minimum GPA of 2.5 or higher in their major and cumulatively based on total hours attempted at all colleges attended.

Does your program prepare special education teachers to:

- **teach students with disabilities effectively**
  Yes
- **participate as a member of individualized education program teams**
  Yes

- **teach students who are limited English proficient effectively**
  Yes

Provide a description of how your program 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.

Special Education is not an initial licensing content area in Kansas. Bethany College prepares special education teachers to teach students with disabilities effectively through the Associated Colleges of Central Kansas (ACCK). ACCK is a consortium of the six area member colleges of Bethany College at Lindsborg, Bethel College at North Newton, Kansas Wesleyan University at Salina, McPherson College at McPherson, Sterling College at Sterling, and Tabor College at Hillsboro. Undergraduate and post-baccalaureate students are enrolled in one of the member colleges to pursue endorsement in adaptive special education at the K-6 and/or the 6-12 levels, and ACCK provides the undergraduate endorsement coursework that includes field experience for three of the four courses. ACCK has developed an assessment system that is aligned with its conceptual framework, Kansas Adaptive Special Education Standards, and national standards for teacher accreditation. ACCK has a fully accredited program that has been approved through December of 2013. The assessment system includes content-based assessment (Praxis II), assessment of the candidate's ability to plan instruction, assessment of clinical experience, assessment of candidate's effect on student learn, philosophical/historical/legal foundations, assessment, and managing behavior/problem-solving/social skills. ACCK students consistently meet or exceed standards. Students unable to meet standards are not formally accepted into the ACCK Adaptive Special Education Program, which is required before clinical experience (student teaching). Cooperating teachers rank ACCK students as proficient or distinguished on final assessment conference reports.

Participate as a member of individualized education program teams

ACCK prepares special education teachers to participate as a member of individualized education program (IEP) teams. Coursework assignments include observation of an IEP and IEP team meeting, IEP videos/simulations, lecture captures on IEPs, planning of an IEP based on a case study, and preparation of an IEP during student teaching (clinical experience).

Teach students who are limited English proficient effectively

ACCK prepares special education teacher to work effectively with diversity, including limited English proficiency. Coursework includes diversity interviews, diversity issues in assessment, diversity reference materials, lecture captures on diversity, reading programs for limited English proficient learners, and an oral exam with diversity questions.

Section VII. Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Supporting Files

Bethany College

Traditional Program

2008-09

Title II, Higher Education Act
OMB Control No.: 1840-0744 (exp. 9/30/2012)