Title II
Higher Education Act

SUBMIT REPORTS

Instructions
Institution/Program Information
Section I.a Admission Requirements
Section I.b Enrollment
Section I.c Supervised Clinical Experience
Section I.d Certification
Section I.e Program Completers
Section II Annual Goals
Section II Assurances
Section III Pass Rates
Section III Assessment Pass Rates
Section III Summary Pass Rates
Section IV Low-Performing
Section V Use of Technology
Section VI Teacher Training
Section VII Contextual Information
Section VIII Report Card Certification
Print Report Card
Change Program
Account Information
Glossary
Contact Us
Institutions

Baker University
Alternative, IHE-based Program
2008-09

Print Report Card

Program Information

Name of Institution: Baker University
Institution/Program Type: Alternative, IHE-based
Academic Year: 2008-09
State: Kansas

Address: 8001 College Boulebard
Suite 100
Overland Park, KS, 66210

Contact Name: Mr. John Laurie
Phone: 913-344-1224
Email: john.laurie@bakeru.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	No	Yes
Fee/Payment	No	No

Transcript	No	Yes
Fingerprint check	No	No
Background check	No	No
Experience in a classroom or working with children	No	No
Minimum number of courses/credites/semester hours completed	No	No
Minimum high school GPA	No	No
Minimum undergraduate GPA	No	Yes
Minimum GPA in content area coursework	No	No
Minimum GPA in professional education coursework	No	No
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum GRE score	No	No
Minimum basic skills test score	No	Yes
Subject area/academic content test or other subject matter verification	No	Yes
Minimum Miller Analogies test score	No	No
Recommendation(s)	No	Yes
Essay or personal statement	No	No
Interview	No	Yes
Resume	No	Yes
Bechelor's degree or higher	No	Yes
Job offer from school/district	No	Yes
Personality test (e.g.,Myers-Briggs Assessment)	No	No
Other (specify:)	No	No

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

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

Does your initial teacher certification program conditionally admit students? No

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

Candidates are accepted into the Restrict Licensure program after verification that they have met all program admittance requirements and successfully completed the Restricted Licensure interview. At this point they receive an acceptance letter into the program. They are admitted upon enrolling the first Restricted Licensure course.

Basic skills tests is waived if cumulative college GPA is a 3.0 or higher on a 4.0 scale. Resume must include the contact information for three references which are different from the letters of recommendation.

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:	45
Unduplicated number of males enrolled in 2008-09:	17
Unduplicated number of females enrolled in 2008-09:	28

2008-09	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	2
Race	
American Indian or Alaska Native:	0
Asian:	1
Black or African American:	2
Native Hawaiian or Other Pacific Islander:	0
White:	40
Two or more races:	0

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	0
Average number of clock hours required for student teaching	0
Number of full-time equivalent faculty in supervised clinical experience during this academic year	0
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	0
Number of students in supervised clinical experience during this academic year	45

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

Restricted Licensure candidates have their practical experience while in the program. They are required 6 semesters of Supervised Practicum while teaching (total of 6 credit hours). While they are taking these courses they have at least two observations each semester by their University Supervisor in which they are evaluated and a grade is determined at the end of each semester. After each observation the candidate meets with their University Supervisor to go over their evaluation. They also have a Peer/Administrator evaluation each semester. While in the program they have a Mentor within the building where they are teaching.

Teaching Induction (2 credit hours, with a minimum of thirty hours of contact time) is the first course the Restricted Licensure candidates take prior to entering the classroom. This course is taught by a full-time university professor. The course topics include disciplining with dignity, lesson planning, assessment, motivation, active participation, content reading strategies, pedagogical content knowledge, and dispositions.

In addition there are 19 credit hours to complete the coursework in Restricted Licensure.

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.

Teaching subject/area	Number certified/ licensed 2008-09	Number certified/ licensed 2007-08	Number certified/ licensed 2006-07
TOTAL (all areas/subjects)	11	8	1
Biology	2	0	0
Business	3	4	0
English	3	1	0
Foreign Language - Spanish	0	1	0
Mathematics	1	1	0
Music	0	0	1
Physics	0	1	0
Spech & Theatre	2	0	0

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: 12

2007-08: 9

2006-07: 9

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:** 2010-20 **Goal:** Increase math cand by 10% **Goal met?** No **Description of strategies used to achieve goal:** There was no goal set of the 2008-09 so it was impossible to meet the goal. Description of strategies used to achieve goal: 1. Communicate with all licensure candidates about the option to earn an added endorsement through content testing only upon receiving Initial Teaching License. 2. Actively engage in the recruiting process to identify students with an interest in math. 3. Promote the need for math teachers through recruiting trips to school districts. 4. Specific marketing strategies through newsletters, on-line information sessions, evening information sessions, website development and career fairs are used to increase the enrollment in our Restricted Licensure math teacher program. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** 1. Identify those candidates who have several math courses on their transcript and contact them regarding the added endorsement option near their completion of RL program. 2. Meet with those candidates to advise a plan of study to achieve goal. 3. E-mails sent twice a year to those identified RL completers informing them of the opportunity to add additional areas by test only.
Science	**Academic year:** 2010-20 **Goal:** Increase sci. cand by 10% **Goal met?** No **Description of strategies used to achieve goal:** There was no goal set of the 2008-09 so it was impossible to meet the goal. Description of strategies used to achieve goal: 1. Communicate with all licensure candidates about the option to earn an added endorsement through content testing only upon receiving Initial Teaching License. 2. Actively engage in the recruiting process to identify students with an interest in science. 3. Promote the need for science teachers through recruiting trips to school districts. 4. Specific marketing strategies through newsletters, on-line information sessions,

	evening information sessions, website development and career fairs are used to increase the enrollment in our Restricted Licensure science program. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** 1. Identify those candidates who have several science (Biology, Chemistry, or Physics) courses on their transcript and contact them regarding the added endorsement option near their completion of the RL program. 2. Meet with those candidates to advise a plan of study to achieve goal. 3. E-mails sent twice a year to those identified RL completers informing them of the opportunity to add additional areas by test only.
Special education	**Academic year:** 2010-11 **Goal:** N/A **Goal met?** **Description of strategies used to achieve goal:** N/A **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** N/A
Instruction of limited English proficient students	**Academic year:** 2010-11 **Goal:** N/A **Goal met?** **Description of strategies used to achieve goal:** N/A **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** N/A
Other	**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:

Assurance # 1

Course: Introduction to Teaching

Objective: Candidates find the multitude of policies and procedures for teachers and students as well as resources available in their school and district in order to describe the context in which they are teaching.

KSDE Professional Education Standard: Standard # 7 The educator plans effective instruction based upon the knowledge of all students, community, subject matter, curriculum outcomes, and current methods of teaching reading.

Course: Understanding the Foundations of Education

Objective: Candidates will understand how the community and various agencies interrelate and interact with public schools. Objective: Be able to articulate a teacher's legal duty in areas which include, but not limited to supervision, liability, freedom of expression, creating a safe and orderly confidential environment, copyright and plagiarism. Comment: This course covers professional skills and responsibilities. Included is history of education and current trends.

Assurance # 2

Course: Planning and Instruction

Objective: Candidates will demonstrate their design for a supportive learning environment and articulate its affect on learning.

KSDE Professional Education Standard: Standard #5 The educator uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Course: Understanding the Learner

Objective: Candidates demonstrate understanding of the influences on the learning process including motivation/attribution theory. Candidates will demonstrate understanding of the influences on the learning process including basic needs of learners, and social and moral influences.

Assurance # 3

N/A

Assurance # 4 and # 5

Course: Working with Diverse and Exceptional Learners

Objective: Candidates will know the KSDE standards required for the content area and the effective practices, trends, and values/beliefs associated with the area of working with students with diverse learning needs. Candidates will understand the legal foundations for special education, developmental disability services and linguistic diversity.

Course Understanding the Learner

Objective: Candidates will demonstrate an understanding of strategies for differentiating instruction for learners with special needs. Comment: Students will learn to adapt, modify and enhance curriculum including assistive technology.

Assurance # 6

Course: Understanding the Learner

Working with Diverse and Exceptional Learners

Objective: Candidates will understand ecological theory and its use for identifying how family, community, and society at large impact individual student learning and the delivery of special education services and services for students who have limited English skills. Candidates will demonstrate an understanding of diverse learning styles, multiple intelligences, and strategies for differentiating instruction for learners with special needs. KSDE Professional Education Standard: Standard # 3 The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and that are adapted to diverse learners, including those with exceptionalities.

Assurance # 7

Course: Becoming a Reflective Teacher

Objective: Candidates will understand how the community and various agencies interrelate and interact with the public schools. Candidate will demonstrate an understanding of diverse learning styles and multiple intelligences. Candidates will demonstrate an understanding of adolescent social and emotional development that affect attitude.

Summary comment:

The reason that Baker University is so successful in meeting the assurances is the design of the classes! The

courses have a spiral design. Topics are introduced in one class, explored in a second and then applied in another. The repeating of the important objectives insures that Baker University students not only understand the concepts taught, but have studied them and are required to use them.

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
235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	2					
100 -BUSINESS EDUCATION Educational Testing Service (ETS) All program completers, 2008-09	2					
100 -BUSINESS EDUCATION Educational Testing Service (ETS) All program completers, 2006-07	3					
041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	3					
061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1					
091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	1					
524 -PRINCIPLES LEARNING & TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2008-09	10		10	100		
524 -PRINCIPLES LEARNING & TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2006-07	4					
220 -SPEECH COMMUNICATION Educational Testing Service (ETS) All program completers, 2008-09	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	10	10	100	
All program completers, 2006-07	4			

Section IV. Low-Performing

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

Is your teacher preparation program currently approved or accredited?
Yes

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

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

Section V. 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.

COURSE: Planning for Instruction

Objective: Candidates will demonstrate understanding of effective technology integration in the classroom.
Comment: Students have assignments that require them to do a technology rich lesson plan.

Course: Introduction to Teaching

Objective: Candidates are required to do a podcast, use the internet to find lesson plans for a topic of choice

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.

COURSE: Working With Diverse and Exceptional Learners

Objective: Candidates will learn how to adapt/modify curriculum and instruction, including the use of assistance technology, in order to meet the unique needs of students with diverse learning needs. Comments: Students are required to observe a resource room and discuss strategies that can be used in their classes. Candidates will be able to assess student's work for progress reports and updating individualized Education Programs. Candidates will understand characteristics of students with diverse learning needs. Candidates will understand the process of finding students in need of special education, evaluating for eligibility and assessing for program planning to meet the needs of students with diverse learning needs. Comment: Students will need to manage data and make suggestions for an IEP. Candidates will understand how linguistic diversity affects learning. Comment: Requires students to plan instruction and create learning opportunities that make content meaningful.

Does your program prepare special education teachers to:

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

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.

Kansas does not provide initial licensure for Special Education teachers.

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

On-Line Survey

Baker University

Alternative, IHE-based Program

2008-09

Contact Us - Glossary - Log out

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