AppendixC

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

Institution name:	BETHANY COLLEGE
Address:	421 N. First Street
City:	LINDSBORG
State:	KS
Zip code:	67456
Respondent name and Title:	Dr. Eric Hyler, Chair, Education Department
Respondent phone number:	785-227-3311
Fax:	785-227-2860
Electronic mail address:	hylere@bethanylb.edu
Name of President/Chief Executive (or designee)	Dr. Edward Leonard III

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.

46	Total number of students enrolled during 2006-2007.
24	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

24	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:

3.00	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.
7.00	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.
1.00	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.

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

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

35.00	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:
560.00	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?
n	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:
	National Association of Schools of Music (NASM) Council on Social Work (CSWE)

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

n	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.bethanylb.edu

2006-2007 Undergraduate Enrollment	Institution	Education Program
full-time students	509	45
part-time students	45	1

2006-2007 Graduate Enrollment	Institution	Education Program
full-time students	0	0
part-time students	0	0

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2006-2007 Admission Requirements.

admission to teacher education:

1. Sophomore standing;
2. Minimum overall cumulative GPA of 2.5;
3. Minimum faculty reference score of 2.5 on a 4.0 scale and a positive reference from the Dean for Student Life;
4. Pass ED100, Introduction to Teacher Education and the Teaching Profession and ED200, Introduction to Teaching: Classroom Experience.

admission to student teaching:

1. Admitted to the Teacher Education Program;
2. Minimum overall GPA of 2.5, both in the major and cumulatively;
3. Minimum faculty reference score of 2.5 on a 4.0 scale and a positive reference from the Dean for Student Life;
4. Grade of “C” or higher in: 1) a course that has been approved by the college for General Education: Critical Thinking: Quantitative; 2) CM101, Human Communications or CM110, Speaking and Listening; 3) EN101, Thinking and Writing; 4) ED355, Educational Psychology; 5) all methods courses appropriate to the major; and 6) all departmental courses appropriate to the major that are completed prior to student teaching;
5. Completed approved coursework with two different instructors at Bethany;
6. Completed sufficient semester hours to make graduation possible within the interterm and spring term following student teaching (spring student teachers must be eligible at the completion of student teaching);
7. Be certified in infant, child and adult CPR throughout student teaching;
8. Have current proof of the absence of tuberculosis;
9. Hold $1,000,000 professional liability insurance throughout student teaching.

2006-2007 Program Completion Requirements.

1. Have earned a baccalaureate degree;
2. Have completed all program requirements for licensure sought;
3. Have a minimum GPA of 2.5, both in the major and cumulatively;
4. Have a grade of “C” or higher in all courses within each program, including departmental, supporting and professional education courses, and the required courses in Writing, Math, and Communications.

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	YES	YES

3.39	Average GPA of 2006-2007 cohorts.
22.85	Average ACT score of 2006-2007 cohorts.

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

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

Demographic Characteristics of Completer 2006-2007	Number
Male	7
Female	17
African American	0
American Indian	0
Asian	0
Hispanic	1
White	23
Other	0
Early ChildHood*	0
Elementary*	12
JR. High-Middle School*	4
Secondary*	6
PreK-12 Programs*	6
Special Education*	3
Total	31

*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	512	53
part-time students	25	0

2007-2008 Graduate Enrollment	Institution	Education Program
full-time students	0	0
part-time students	0	0

Error: Subreport could not be shown.

2007-2008 Admission Requirements.

admission to teacher education:

1. Sophomore standing;
2. Minimum overall cumulative GPA of 2.5;
3. Minimum faculty reference score of 2.5 on a 4.0 scale and a positive reference from the Dean for Student Life;
4. Pass ED100, Introduction to Teacher Education and the Teaching Profession and ED200, Introduction to Teaching: Classroom Experience.

admission to student teaching:

1. Admitted to the Teacher Education Program;
2. Minimum overall GPA of 2.5, both in the major and cumulatively;
3. Minimum faculty reference score of 2.5 on a 4.0 scale and a positive reference from the Dean for Student Life;
4. Grade of “C” or higher in: A)a course that has been approved by the college for General Education: Critical Thinking: Quantitative; B) CM101, Human Communications or CM110, Speaking and Listening; C) EN101, Thinking and Writing; D) ED355, Educational Psychology; E) all methods courses appropriate to the major; and F)all departmental courses appropriate to the major that are completed prior to student teaching;
5. Completed approved coursework with two different instructors at Bethany;
6. Completed sufficient semester hours to make graduation possible within the interterm and spring term following student teaching (spring student teachers must be eligible at the completion of student teaching);
7. Be certified in infant, child and adult CPR throughout student teaching;
8. Have current proof of the absence of tuberculosis;
9. Hold $1,000,000 professional liability insurance throughout student teaching.

2007-2008 Program Completion Requirements.

1. Have earned a baccalaureate degree;
2. Have completed all program requirements for licensure sought;
3. Have a minimum GPA of 2.5, both in the major and cumulatively;
4. Have a grade of “C” or better in all courses within each program, including departmental, supporting and professional education courses, and the required courses in Writing, Math, and Communications.

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	YES	YES

Demographic Characteristics Teacher Education Enrollment 2007-2008	Number Initial Program	Number Added Endorsement	Number Advanced Program
Male	12	5	
Female	41	17	
African American			
American Indian			
Asian			
Hispanic			
White	52	22	
Other	1		
Early ChildHood			
Early ChildHood Unified			
Elementary	29		
JR. High-Middle School		6	
English/Language Arts		2	
History comprehensive		1	
Math		3	
Science			
Secondary	9		
English/Language Arts	4		
Journalism			
Speech/Theatre			
History and Government	2		
Psychology			
Math	3		
Biology			
Chemistry			
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	16	4	
Art	4		
Foreign Language - French			
Foreign Language - German			
Foreign Language - Spanish			
Foreign Language - Other			
Music			
Vocal Music	6		
Instrumental Music	2		
Health		4	
Physical Education	4		
Special Education		16	
Adaptive		16	
Functional			
Gifted			
Deaf or Hard of Hearing			
Visually Imparied			
Reading Specialist			
ESOL			
Library Media Specialist			
School Counselor			
School Psychologist			
Leadership			
Program			
Building			
District			

NO	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	0	0	0	0
Total Enrollments in distance learning courses	0	0	0	0
List Names of distance learning programs	n/a	n/a	n/a	n/a

Section IV. Response to Areas for Improvement

Date of Last Accreditation Visit:

9/22/2007 12:00:00 AM

Areas for Improvement for Accreditation:

No Report-Fall 2007 Acreditation Visit.

Areas for Improvement for Programs:

ART PreK-12 (Initial):

Areas of Improvement: None

Changes: No changes in the Art Teaching Major have been implemented since the last report.

BIOLOGY 6-12 (Initial):

Areas of Improvement:

1. Based on the criteria listed it is unclear what constitutes minimal acceptable performance. (Standards 1-13, and 15-18).

Responded in April 2006

Changes: No changes in the Biology Teaching Major have been implemented since the last report.

BUSINESS 6-12 (Initial):

Areas of Improvement: None.

Changes: There are currently no students in the Business program and no changes implemented since our last report.

CHEMISTRY 6-12 (Initial):

Areas of Improvement: None

Changes: There are currently no students in the Chemistry program and no changes implemented since our last report.

ELEMENTARY K-6 (Initial):

Area of Improvement:

1. Program only provides information for plans to collect data for the arts. (Standard 5)

Responded in Spring 2006.

Changes: There have been no changes to the Elementary Education program since our last report.

ENGLISH LANGUAGE ARTS 6-12 (Initial):

Areas of Improvement: None

Changes: There have been no changes in the English Language Arts 6-12 program since our last report.

ENGLISH LANGUAGE ARTS 5-8 (Initial):

Areas of Improvement: None

Changes: There have been no changes in the English Language Arts 5-8 program since our last report.

HEALTH PreK-12 (Initial):

Areas of Improvement:

1. There is a lack of concrete data that can be used to evaluate the progress of the program and assess the quality of the experience (Standard 1).

Responded in Spring 2006

2. The rubric samples and scoring systems need to define a minimum level of performance for ALL candidates to determine mastery of all standards. (Standard 1)

Responded in Spring 2006

Changes: There have been no changes in the Health PreK-12 program since our last report.

HISTORY AND GOVERNMENT 6-12 (Initial):

Areas of Improvement: None

Changes: There have been no changes in the Social Science Teaching major since our last report. The progress report for this new program was submitted in October 2007.

HISTORY AND GOVERNMENT 5-8 (Initial):

Areas of Improvement: None

Changes: There have been no changes in the History and Government 5-8 program since our last report. The progress report for this new program was submitted in October 2007.

INSTRUMENTAL MUSIC PreK-12 (Initial):

Areas of Improvement:

1. Many of the assessment instruments cited are activities because the assessment process lacks the evaluation criteria. Assessments are primarily instructor based with heavy reliance on written evaluation techniques. The student teacher evaluation in Appendix D lacks clarity regarding evaluation procedures and desired outcomes. In Appendix D, there is insufficient evidence of evaluation procedures regarding lesson plan development. (Standard 8)

Responded in April 2006

Changes: There have been no changes in the Instrumental Music PreK-12 program since our last report.

MATHEMATICS 6-12 (Initial):

Areas of Improvement: None

Changes: There have been no changes in the Math Teaching 6-12 program since our last report.

MATHEMATICS 5-8 (Initial):

Areas of Improvement:

1. The current class providing the majority of the knowledge and performance indicators is an interterm class. The institution in reviewing the data collected from this class in 2003 is recognizing that some change needs to be made. The program for meeting standard 4 needs to provide adequate time for the teacher candidates to digest the mathematics in

order to be successful on the knowledge and performance assessments (Standard 4).

Responded in April 2006

Changes: There have been no changes in the Mathematics 5-8 program since our last report.

PHYSICAL EDUCATION PreK-12 (Initial):

Areas of Improvement:

1. There is a lack of concrete data that can be used to evaluate the progress of the program and assess the quality of the experience (Standards 1 and 6).

Responded in April 2006.

2. The rubric samples and scoring systems need to define a minimum level of performance for ALL candidates to determine mastery of all standards. (Standards 1 and 6)

Responded in April 2006.

Changes: There have been no changes in the Physical Education PreK-12 program since our last report.

PHYSICS 6-12 (Initial):

Areas of Improvement:
1. Bethany indicates that specific criteria will be developed for Standards 1-7 when there are candidates enrolled in this endorsement. They have had no individuals in this endorsement for the last five years and so have had no assessments to evaluate and no data to collect. (Standards 1-7)

2. Bethany explained how the assessments they have in place clearly go beyond "paper and pencil." As they have students in this endorsement, and process the data collected, this can better be evaluated. (Standards 1-12)

Changes: There have been no changes in the Physics 6-12 program since our last report.

PSYCHOLOGY 6-12 (Initial):

Areas of Improvement:

1. There is inadequate evidence of multiple types of assessments. (Standard 1)

2. The psychology course assessments are not supported with rubrics or grading criteria.

Changes: There have been no changes implemented in the Psychology 6-12 program since our last report.

SCIENCE 5-8 (Initial)

Areas of Improvement:

1. A significant portion of knowledge components (Standard 13) and performance components (Standard 9) are not covered by required courses.

2. Standards list examinations as assessments but list no criteria for evaluations.

Changes: There have been no changes in the Science 5-8 program since our last report.

SPEECH/THEATRE 6-12 (Initial):

Areas of Improvement: None

Changes: There are no changes implemented since our last report. The progress report for this new program was submitted in February 2008.

VOCAL MUSIC PreK-12 (Initial):

Areas of Improvement:

1. Many of the assessment instruments cited are activities because the assessment process lacks the evaluation criteria. Assessments are primarily instructor based with heavy reliance on written evaluation techniques. The student teacher evaluation in Appendix D lacks clarity regarding evaluation procedures and desired outcomes. In Appendix D, there is insufficient evidence of evaluation procedures regarding lesson plan development. (Standard 8)

Responded in April 2006

Changes: There have been no changes in the Vocal Music PreK-12 program since our last report.

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

ART PreK-12 (Initial):

Areas of Improvement: None

Changes: No changes in the Art Teaching Major have been implemented since the last report.

BIOLOGY 6-12 (Initial):

Areas of Improvement:

1. Based on the criteria listed it is unclear what constitutes minimal acceptable performance. (Standards 1-13, and 15-18).

Responded in April 2006

Changes: No changes in the Biology Teaching Major have been implemented since the last report.

BUSINESS 6-12 (Initial):

Areas of Improvement: None.

Changes: There are currently no students in the Business program and no changes implemented since our last report.

CHEMISTRY 6-12 (Initial):

Areas of Improvement: None

Changes: There are currently no students in the Chemistry program and no changes implemented since our last report.

ELEMENTARY K-6 (Initial):

Area of Improvement:

1. Program only provides information for plans to collect data for the arts. (Standard 5)

Responded in Spring 2006.

Changes: There have been no changes to the Elementary Education program since our last report.

ENGLISH LANGUAGE ARTS 6-12 (Initial):

Areas of Improvement: None

Changes: There have been no changes in the English Language Arts 6-12 program since our last report.

ENGLISH LANGUAGE ARTS 5-8 (Initial):

Areas of Improvement: None

Changes: There have been no changes in the English Language Arts 5-8 program since our last report.

HEALTH PreK-12 (Initial):

Areas of Improvement:

1. There is a lack of concrete data that can be used to evaluate the progress of the program and assess the quality of the experience (Standard 1).

Responded in Spring 2006

2. The rubric samples and scoring systems need to define a minimum level of performance for ALL candidates to determine mastery of all standards. (Standard 1)

Responded in Spring 2006

Changes: There have been no changes in the Health PreK-12 program since our last report.

HISTORY AND GOVERNMENT 6-12 (Initial):

Areas of Improvement: None

Changes: There have been no changes in the Social Science Teaching major since our last report. The progress report for this new program was submitted in October 2007.

HISTORY AND GOVERNMENT 5-8 (Initial):

Areas of Improvement: None

Changes: There have been no changes in the History and Government 5-8 program since our last report. The progress report for this new program was submitted in October 2007.

INSTRUMENTAL MUSIC PreK-12 (Initial):

Areas of Improvement:

1. Many of the assessment instruments cited are activities because the assessment process lacks the evaluation criteria. Assessments are primarily instructor based with heavy reliance on written evaluation techniques. The student teacher evaluation in Appendix D lacks clarity regarding evaluation procedures and desired outcomes. In Appendix D, there is insufficient evidence of evaluation procedures regarding lesson plan development. (Standard 8)

Responded in April 2006

Changes: There have been no changes in the Instrumental Music PreK-12 program since our last report.

MATHEMATICS 6-12 (Initial):

Areas of Improvement: None

Changes: There have been no changes in the Math Teaching 6-12 program since our last report.

MATHEMATICS 5-8 (Initial):

Areas of Improvement:

1. The current class providing the majority of the knowledge and performance indicators is an interterm class. The institution in reviewing the data collected from this class in 2003 is recognizing that some change needs to be made. The program for meeting standard 4 needs to provide adequate time for the teacher candidates to digest the mathematics in order to be successful on the knowledge and performance assessments (Standard 4).

Responded in April 2006

Changes: There have been no changes in the Mathematics 5-8 program since our last report.

PHYSICAL EDUCATION PreK-12 (Initial):

Areas of Improvement:

1. There is a lack of concrete data that can be used to evaluate the progress of the program and assess the quality of the experience (Standards 1 and 6).

Responded in April 2006.

2. The rubric samples and scoring systems need to define a minimum level of performance for ALL candidates to determine mastery of all standards. (Standards 1 and 6)

Responded in April 2006.

Changes: There have been no changes in the Physical Education PreK-12 program since our last report.

PHYSICS 6-12 (Initial):

Areas of Improvement:

1. Bethany indicates that specific criteria will be developed for Standards 1-7 when there are candidates enrolled in this endorsement. They have had no individuals in this endorsement for the last five years and so have had no assessments to evaluate and no data to collect. (Standards 1-7)

2. Bethany explained how the assessments they have in place clearly go beyond "paper and pencil." As they have students in this endorsement, and process the data collected, this can better be evaluated. (Standards 1-12)

Changes: There have been no changes in the Physics 6-12 program since our last report.

PSYCHOLOGY 6-12 (Initial):

Areas of Improvement:

1. There is inadequate evidence of multiple types of assessments. (Standard 1)

2. The psychology course assessments are not supported with rubrics or grading criteria.

Changes: There have been no changes implemented in the Psychology 6-12 program since our last report.

SCIENCE 5-8 (Initial)

Areas of Improvement:

1. A significant portion of knowledge components (Standard 13) and performance components (Standard 9) are not covered by required courses.

2. Standards list examinations as assessments but list no criteria for evaluations.

Changes: There have been no changes in the Science 5-8 program since our last report.

SPEECH/THEATRE 6-12 (Initial):

Areas of Improvement: None

Changes: There are no changes implemented since our last report. The progress report for this new program was submitted in February 2008.

VOCAL MUSIC PreK-12 (Initial):

Areas of Improvement:

1. Many of the assessment instruments cited are activities because the assessment process lacks the evaluation criteria. Assessments are primarily instructor based with heavy reliance on written evaluation techniques. The student teacher evaluation in Appendix D lacks clarity regarding evaluation procedures and desired outcomes. In Appendix D, there is insufficient evidence of evaluation procedures regarding lesson plan development. (Standard 8)

Responded in April 2006

Changes: There have been no changes in the Vocal Music PreK-12 program since our last report.

Section V. Optional Information

Please use this space to provide additional information:

Mission

Bethany College prepares individuals to develop their potential within a community of faith and creative learning.

The Bethany College Education Department strives to instill in students the knowledge base, teaching skills, attitudes and values necessary to become exceptional, reflective teachers.

Teacher Education Vision

The Teacher Education Department has chosen a three-dimensional pyramid as the model to illustrate its philosophy. The interior space of the model comprises three levels: Mastery through Professional Growth and Development comprises the pinnacle, Pre-service Education at Bethany College comprises the middle, and The Foundation of Individuality comprises the base of the model. In all levels, the interior of the model--the open space within—contains no barriers but instead allows the elements to mix.

In the Exceptional Teacher Model, the broad base is composed of all that the student brings to the program: inherited potential, cultural and interpersonal experiences, preferences, skills and talents. To exclude from our model that which sets individuals apart is to deny its value. At Bethany, we cultivate such fundamental strengths and work to help students take advantage of them as teachers.

The Pre-Service Education section constitutes the primary responsibility of the Teacher Education program at Bethany College. Here, we build upon the foundation that each student brings. With the goal of perfecting the student's knowledge of his or her subject, the Teacher Education program places equal value on developing a repertoire of teaching skills and on developing professional attitudes as a future educator. When added to the foundation of individuality, the work of the Teacher Education Program provides the groundwork necessary to begin a successful career.

The pinnacle of the model, Mastery in Teaching, illustrates that with time, the beginning teacher trained at Bethany College could grow to be a master teacher. It is at this pinnacle that all of his or her skills and experiences come together. It is the goal of the Teacher Education Department at Bethany College to increase the proportion of teachers at this vital level of excellence. Indeed, the placement of the Master Teacher at the apex of the pyramid, where internal space is limited, indicates that the most effective teachers have achieved a tightly woven web of knowledge, skills, attitudes and values which they use to create an effective and efficient teaching-learning climate.

Notable Features and Accomplishments

Bethany College places students in nearby public school districts for practica, methods courses, and student teaching. There are constant interactions in all of the schools in the Smoky Valley school district as well as other area districts. Some of the elementary methods courses are taught in the local elementary school, providing for constant collaboration with K-4 students and teachers.

Bethany provides students an excellent opportunity for practical, classroom experience early in their college career by offering all freshman students the opportunity to complete ED200, Introduction to Teaching: Classroom Experience, a required 126-hour practicum in which students are placed in an assigned classroom during our January Interterm. This all-day, 3 ½ week experience allows students to see first-hand what teaching is like and helps them decide, early in their college career rather than later, whether teaching is for them. The subsequent methods courses students are required to take build upon their initial experience in the classroom, culminating in a semester-long (16 week) student teaching placement.