AppendixC

Annual Institutional Questionnaire on Teacher Preparation: Academic Year: 2007-2008

Institution name:	UNIVERSITY OF KANSAS
Address:	JR Pearson Hall, 1122 W. Campus Rd
City:	LAWRENCE
State:	KS
Zip code:	66045
Respondent name and Title:	Dr. Rick Ginsberg, Dean
Respondent phone number:	785-864-4297
Fax:	785-864-7030
Electronic mail address:	ginsberg@ku.edu
Name of President/Chief Executive (or designee)	Dr. Robert Hemenway

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 2007-2008, including all areas of specialization.

747	Total number of students enrolled during 2007-2008.
151	Total number of program completers 2007-2008.

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 2007-2008, 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 2007-2008.
3	Total number of program completers 2007-2008.

(B) Information about supervised student teaching

160	How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 2007-2008?

Please provide the numbers of supervising faculty who were:

31.00	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.
0.00	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.

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

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

40.00	The average number of hours per week required of student participation in supervised student teaching:
19.00	The total number of weeks of required supervised student teaching:
760.00	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:

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.soe.ku.edu

2007-2008 Undergraduate Enrollment	Institution	Education Program
full-time students	18321	692
part-time students	1977	55

2007-2008 Graduate Enrollment	Institution	Education Program
full-time students	2698	585
part-time students	2621	729

Teacher Preparation Programs – List approved programs for 2007-2008.

Initial	Advanced	Added Endorsement	Subject Number	Subject Name
o	n	n	71989	ADAPTIVE SPECIAL EDUCATION
n	o	o	70201	ART
n	o	o	71311	BIOLOGY
o	n	o	73010	BUILDING LEADERSHIP
n	o	o	71321	CHEMISTRY
n	o	o	70671	CHINESE
o	n	n	71911	DEAF OR HARD OF HEARING
o	n	o	73006	DISTRICT LEADERSHIP
n	o	o	76089	EARLY CHILDHOOD UNIFIED
n	o	o	71381	EARTH AND SPACE SCIENCE
o	n	n	70591	ENGLISH FOR SPEAKERS OF OTHER LANGUAGES
n	o	o	70501	ENGLISH LANGUAGE ARTS
n	o	o	70601	FRENCH
o	n	n	71990	FUNCTIONAL SPECIAL EDUCATION
n	o	o	70611	GERMAN
o	n	n	71912	GIFTED
n	o	o	70802	HEALTH
n	o	o	71599	HISTORY AND GOVERNMENT
n	o	o	70661	JAPANESE
n	o	o	70621	LATIN
n	o	o	71121	MATHEMATICS
n	o	o	71287	MUSIC
n	o	o	70801	PHYSICAL EDUCATION
o	n	o	70541	READING SPECIALIST
n	o	o	70631	RUSSIAN
o	n	o	71901	SCHOOL PSYCHOLOGIST
n	o	o	71341	SCIENCE
n	o	o	70641	SPANISH
n	o	o	70551	SPEECH/THEATRE

2007-2008 Admission Requirements.

admission to teacher education:

Candidates in the traditional five-year programs must successfully complete the B.S.E. degree with an approved program of at least 124 hours and then be accepted into the Graduate School before beginning the field experience. The probationary admission is 2.75. Additionally, candidates must apply, be accepted, and successfully complete a student teaching assignment. Admission to student teaching requires a minimum cumulative grade point average of 2.5 in the teaching field, a minimum overall grade-point average of 2.75, no grade lower than a C in any course in professional education, and completion of appropriate methods courses in the teaching field. Students must complete student teaching with a grade of C or higher to continue with their internship.

admission to student teaching:

Candidates in the traditional five-year programs must successfully complete the B.S.E. degree with an approved program of at least 124 hours and then be accepted into the Graduate School before beginning the field experience. The minimum grade point average for regular admission is 3.0. The minimum for probationary admission is 2.75.
Admission to student teaching requires a minimum cumulative grade point average of 2.5 in the teaching field, a minimum overall grade-point average of 2.75, no grade lower than a C in any course in professional education, and completion of appropriate methods courses in the teaching field. Students must complete student teaching with a grade of C or higher to continue with their internship.

2007-2008 Program Completion Requirements.

Completion of all courses and successful student teaching. Curriculum and Teaching students must successfully complete all required courses, as well as the “Professional Year” of 9 credit hours (19 weeks) of student teaching and 15 hours of graduate courses. Students in the Graduate Licensure Program must have a previous bachelor’s degree, complete all education courses and 6 credits (13 weeks) of student teaching. Students pursuing Unified Early Childhood certification must also complete all required courses, a “Professional Year” of 9 credit hours (22 weeks) of student teaching and 13 hours of graduate courses. Health and Physical Education students complete required coursework, 14 credit hours (16 weeks) of student teaching and a two-hour seminar class during their student teaching semester.

During 2007-2008 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

3.56	Average GPA of 2007-2008 cohorts.
24.30	Average ACT score of 2007-2008 cohorts.

130	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 2007-2008	**Number**
Male	37
Female	117
African American	4
American Indian	1
Asian	3
Hispanic	6
White	138
Other	2
Early ChildHood*	9
Elementary*	49
JR. High-Middle School*	7
Secondary*	45
PreK-12 Programs*	61
Special Education*	0
Total *total number may be greater than total number of completers because of “multiple level” options	171

2008-2009 Undergraduate Enrollment	Institution	Education Program
full-time students	18823	642
part-time students	1988	0

2008-2009 Graduate Enrollment	Institution	Education Program
full-time students	2812	293
part-time students	2651	0

Teacher Preparation Programs – List approved programs for 2008-2009.

Initial	Advanced	Added Endorsement	Subject Number	Subject Name
n	n	n	71989	ADAPTIVE SPECIAL EDUCATION
n	o	o	70201	ART
o	n	o	73010	BUILDING LEADERSHIP
n	o	o	71321	CHEMISTRY
n	o	o	70671	CHINESE
o	n	n	71911	DEAF OR HARD OF HEARING
o	n	o	73006	DISTRICT LEADERSHIP
n	o	o	76089	EARLY CHILDHOOD UNIFIED
n	o	o	71381	EARTH AND SPACE SCIENCE
o	n	n	70591	ENGLISH FOR SPEAKERS OF OTHER LANGUAGES
n	o	o	70501	ENGLISH LANGUAGE ARTS
n	o	o	70601	FRENCH
o	n	n	71990	FUNCTIONAL SPECIAL EDUCATION
n	o	o	70611	GERMAN
o	n	n	71912	GIFTED
n	o	o	70802	HEALTH
n	o	o	71599	HISTORY AND GOVERNMENT
n	o	o	70661	JAPANESE
n	o	o	70621	LATIN
n	o	o	71121	MATHEMATICS
n	o	o	71287	MUSIC
n	o	o	70801	PHYSICAL EDUCATION
n	o	o	71331	PHYSICS
o	n	o	70541	READING SPECIALIST
n	o	o	70631	RUSSIAN
o	n	o	71901	SCHOOL PSYCHOLOGIST
n	o	o	71341	SCIENCE
n	o	o	70641	SPANISH
n	o	o	70551	SPEECH/THEATRE

2008-2009 Admission Requirements.

admission to teacher education:

Teacher education candidates are admitted once a year for the following academic year. An applicant must have completed at least 45 hours at the time of application. Students are judged for admission based on four criteria—overall GPA with a 2.75 minimum, GPA in a core group of general education classes with a 2.75 minimum, responses to four essay questions that are scored by two separate readers, and a minimum of three letters of recommendation. No grade lower than a C is acceptable in English, communication studies, or mathematics. An applicant must also have passed all three sections of the Pre-Professional Skills Test (PPST). Passing scores are 173 in Reading, 172 in Mathematics, and 172 in Writing. Admission to some of the program areas have a maximum number of allowed admissions, thus meeting all of the requirements does not guarantee admission into the teacher preparation program. Except in the program areas of music, health/physical education, and math or sciences through the UKanTeach program, candidates complete a Bachelor of Science in Education (BSE) degree and apply to the graduate school to enter the professional year that will ultimately result in an initial teaching license. The Music, UKanTeach, and Health/PE programs are all 4-year and students complete the Bachelor of Science degree and all requirements for licensure during that time frame.

admission to student teaching:

Candidates in the traditional 5-year programs must successfully complete the bachelor's degree with an approved program of at least 124 hours and then be accepted into the graduate school before beginning the field experience. Admission to student teaching (in both the 4- and 5- year programs) requires a minimum cumulative GPA of 2.75, no grade lower than a C in any professional education course, and completion of all of the designated methods courses. Students in the 5-year programs must earn a C or better in the 8-week student teaching to move on to the 12-week internship in the Spring semester of the professional year. Candidates in the 4-year programs and in the Graduate Licensure program (Math, Science, Foreign Language) complete a 15-week student teaching experience in their final semester. The same requirements of GPA, etc. (see above) are applicable to these programs as well.

2008-2009 Program Completion Requirements.

Completion of all courses and successful student teaching. Curriculum and Teaching students must successfully complete all required courses, as well as the "Professional Year" of 9 credit hours (19 weeks) of student teaching and 15 hours of graduate courses. Students in the Graduate Licensure Program must have a previous bachelor's degree, complete all education courses and 6 credits (13 weeks) of student teaching. Students pursuing Unified Early Childhood certification must also complete all required courses, a "Professional Year" of 9 credit hours (22 weeks) of student teaching and 13 hours of graduate courses. Health and Physical Education students complete required coursework, 14 credit hours (16 weeks) of student teaching and a two-hour seminar class during their student teaching semester.

Will your institution require the state assessments for 2008-2009?	**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 2008-2009	Number Initial Program	Number Added Endorsement	Number Advanced Program
Male	156		78
Female	486		215
African American	13		3
American Indian	2		3
Asian	13		3
Hispanic	14		9
White	545		236
Other	55		39
Early ChildHood	26		
Early ChildHood Unified	26		
Elementary	153		
JR. High-Middle School	31		
English/Language Arts	3		
History comprehensive	1		
Math	17		
Science	10		
Secondary	194		
English/Language Arts	62		
Journalism			
Speech/Theatre			
History and Government	60		
Psychology			
Math	37		
Biology	17		
Chemistry	9		
Physics	5		
Earth Space Science	4		
Business			
Family and Consumer Science			

Demographic Characteristics Teacher Education Enrollment 2008-2009	Number Initial Program	Number Added Endorsement	Number Advanced Program
Agiculture			
Technology Education			
Communication Technology			
Power,Energy, Transportation Tech			
Production Technology			
K-12 Programs	123		
Art	13		
Foreign Language - French	7		
Foreign Language - German	1		
Foreign Language - Spanish	29		
Foreign Language - Other	3		
Music	38		
Vocal Music			
Instrumental Music			
Health			
Physical Education	32		
Special Education	14		181
Adaptive			163
Functional			15
Gifted	14		
Deaf or Hard of Hearing			3
Visually Imparied			
Reading Specialist	34		
ESOL	74		
Library Media Specialist			
School Counselor			
School Psychologist			26
Leadership			86
Program			
Building			18
District			68

YES	Do you have Professional Development School partnerships that help design, implement, and evaluate clinical experiences?
YES	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	3
Total Enrollments in distance learning courses	0	0	40	40
List Names of distance learning programs	N/A	N/A	Transitional Education Services from Childhood to Adulthood.	Vocational Training Employment, Assessment for Transition Planning, Interagency Services for Transition to Adulthood.

Section IV. Response to Areas for Improvement

Date of Last Accreditation Visit:

4/2/2007 12:00:00 AM

Areas for Improvement for Accreditation:

The University of Kansas School of Education received continuing NCATE accreditation October 2007 following our site visit of April 2007. The following Area for Improvement was identified:
Standard 2. Assessment System and Unit Evaluation—Although programs are involved in the collection of data, the unit does not systematically evaluate those data for unit improvements.
Response: In October 2006, an assessment coordinator was hired. A comprehensive assessment system was developed for the collection of program and unit data across both initial and advanced programs. Each program is now on an annual scheduled examination of data. The assessment coordinator, the associate dean for teacher education, the associate dean for graduate programs, and the NCATE coordinator oversee the data review, which is then presented to the Teacher Education Committee. Programs have used this information to make changes when necessary. The aggregated unit data are also reviewed annually by the Administrative Council, which includes the Dean, Associate and Assistant Deans, and department chairs. An Assessment Committee was established this year to identify and develop a variety of forms of assessment including student self-assessment, employer feedback, faculty evaluations, personnel data, and resource evaluations. These data sources supplement the data from the program assessments and have provided a composite view of the unit. Finally, the unit made a decision to discontinue the commercial data system it had purchased to keep the data and provide reports. The sophistication of our assessment system and University support had gone beyond the level provided by the commercial program.

Areas for Improvement for Programs:

The Evaluation Review Committee (ERC) of the Kansas Teaching and School Administration Professional Standards Advisory Board proved final recommendation for individual program approval in January, 2007. The following programs were approved with Areas for Improvement: Adaptive Special Education, Deaf/Hard of Hearing, English Language Arts, Foreign Language, and School Psychology. Each of the program's AFIs has been addressed with either changes in their respected assessments in response to the lacking evidence. The Elementary, Middle and Secondary Mathematics, and Building and District Leadership programs were approved with stipulation. The response to the AFIs have included the following measures:
1. Developed new assessments that reflect the AFIs.
2. Developed new rubrics that would reflect student knowledge.
3. Limited the number of assessments in each program to 8.
4. Incorporated all assessments into the overall unit assessment system.

Stipulation reports for each of these programs were submitted and reviewed in October 2008 and final action taken at the March 11, 2009 meeting of the Kansas State Board of Education recommended full program approval with no stipulations or Areas for Improvement for all of the programs.

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

In addition to the changes to the assessment system and individual program assessments, coordinators for each program have met monthly to discuss their programs and student feedback. As a result, several courses have been revised; some have been eliminated and replaced by new ones that reflect better the necessary content. Additionally, the comprehensive exams for the Building and District Leadership programs have been revised and systemized to provide appropriate data. Finally, as a part of a national Carnegie initiative, the Ed.D. is being examined with the goal of the development of a practitioner's doctorate.

Section V. Optional Information

Please use this space to provide additional information:

Mission

The mission of the University of Kansas School of Education educator preparation programs is to prepare educators as leaders. The components of our conceptual framework for both the initial and advanced programs include interlocking themes of research and best practice, content and pedagogical knowledge, and professionalism. The unit and all of its programs provide our candidates with a strong arts and sciences background and training in research based instructional strategies (pedagogy). This basis for knowledge and performance occurs in classrooms, labs, studios, schools, and the community.

Teacher Education Vision

The University and the School of Education are committed to serving Kansas, the nation, and the world by preparing individuals to be leaders in their chosen area. This includes contributing to the expansion and deepening of knowledge and helping society respond to the responsibilities, changes, and challenges in the field of education and related services. To accomplish this, the School of Education offers an extensive curriculum leading to academic degrees and professional licenses, requires faculty to engage in scholarship and research, and provides a range of services to schools, other institutions, the state, and the nation.

Notable Features and Accomplishments

Our national reputation is based on excellent teaching, research, and service by our award-winning faculty and administrators. The most recent U.S. News and World Report ranks our School of Education graduate program as 12th in the nation (public and private Colleges and Universities) and our Special Education program was ranked number one. The average grade point average of students admitted to the School of Education teacher education program is 3.4. During the academic year, 2007-08, we secured nearly 24 million dollars in external funding to enhance our research and support students; 400 students received $774,000 in scholarships. We have several internationally Centers housed in the School of Education that provide both research findings and service to the state, the nation, and the world.