AppendixC

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

Institution name:	ASSOCIATED COLLEGES OF CENTRAL KS
Address:	
City:	ACCK
State:	KS
Zip code:	
Respondent name and Title:	Dr. Beverly Schottler, Chair, Dpt of Special Education
Respondent phone number:	620-241-5150
Fax:	620-241-5153
Electronic mail address:	bev@acck.edu
Name of President/Chief Executive (or designee)	Melanie Strodtman, Exec Direct

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.

86	Total number of students enrolled during 2007-2008.
28	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.
0	Total number of program completers 2007-2008.

(B) Information about supervised student teaching

28	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:

2.00	1. Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.
0.00	2. Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.
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.

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

14.00	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:
7.00	The total number of weeks of required supervised student teaching:
280.00	The total number of supervised student teaching hours required

Information about state approval or accreditation of teacher preparation programs:

n	Is your teacher preparation program currently approved or accredited by the state?
o	Is your teacher preparation program currently accredited by the National Council for the Accreditation of Teacher Education (NCATE)?
o	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:	http://www.acck.edu

2007-2008 Undergraduate Enrollment	Institution	Education Program
full-time students	68	68
part-time students	18	18

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

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

Initial	Advanced	Added Endorsement	Subject Number	Subject Name
o	o	n	71989	ADAPTIVE SPECIAL EDUCATION

2007-2008 Admission Requirements.

admission to teacher education:

Admission to teacher education occurs on the home campuses of Bethany College, Bethel College, Kansas Wesleyan University, McPherson College, Sterling College, and Tabor College.

ACCK students must be admitted to the ACCK Adaptive Special Education Program by 1) being admitted into their home college teacher education program 2) earning a GPA of 2.5 or above, as determined by the home college and 3) demonstrating satisfactory progress in the special education program as indicated by ACCK special education student evaluation and field-based evaluation forms.

admission to student teaching:

Admission to the ACCK Adaptive Special Education Program is also admission to student teaching.

2007-2008 Program Completion Requirements.

1. Completion of initial degree and program requirements
2. Completion of adaptive special education endorsement program requirements with no grade lower than a "C".

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	NO	NO

0.00	Average GPA of 2007-2008 cohorts.
0.00	Average ACT score of 2007-2008 cohorts.

27	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	4
Female	24
African American	0
American Indian	0
Asian	0
Hispanic	0
White	28
Other	0
Early ChildHood*	0
Elementary*	0
JR. High-Middle School*	0
Secondary*	0
PreK-12 Programs*	0
Special Education*	28
Total	28

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

2008-2009 Undergraduate Enrollment	Institution	Education Program
full-time students	77	77
part-time students	16	16

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

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

Initial	Advanced	Added Endorsement	Subject Number	Subject Name
o	o	n	71989	ADAPTIVE SPECIAL EDUCATION

2008-2009 Admission Requirements.

admission to teacher education:

Admission to teacher education occurs on the home campuses of Bethany College, Bethel College, Kansas Wesleyan University, McPherson College, Sterling College, and Tabor College.

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admission to student teaching:

Admission to the ACCK Adaptive Special Education Program is also admission to student teaching.

2008-2009 Program Completion Requirements.

1. Completion of initial degree and program requirements
2. Completion of adaptive special education endorsement program requirements with no grade lower than a "C".

Will your institution require the state assessments for 2008-2009?	**PLT**	**CONTENT**
before student teaching	NO	NO
program completion	NO	YES
degree requirement	NO	NO
certification/licensure only	NO	NO

Demographic Characteristics Teacher Education Enrollment 2008-2009	Number Initial Program	Number Added Endorsement	Number Advanced Program
Male		21	
Female		72	
African American		1	
American Indian			
Asian			
Hispanic		4	
White		88	
Other			
Early ChildHood			
Early ChildHood Unified			
Elementary			
JR. High-Middle School			
English/Language Arts			
History comprehensive			
Math			
Science			
Secondary			
English/Language Arts			
Journalism			
Speech/Theatre			
History and Government			
Psychology			
Math			
Biology			
Chemistry			
Physics			
Earth Space Science			
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			
Art			
Foreign Language - French			
Foreign Language - German			
Foreign Language - Spanish			
Foreign Language - Other			
Music			
Vocal Music			
Instrumental Music			
Health			
Physical Education			
Special Education		93	
Adaptive		93	
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:

3/28/2006 12:00:00 AM

Areas for Improvement for Accreditation:

n/a

Areas for Improvement for Programs:

Standard 4
Implementing effective instruction based on the knowledge of the community is not specifically included.

Rationale: Skills in working effectively with parents and collaborating with staff are addressed; however, interacting with the larger community is not specifically identified in the assessment guidelines and the rubrics.

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

1. The evaluation rubric for the Student Portfolio for Clinical and Internship courses (student teaching) and syllabi reflect implementing effective instruction based on the knowledge of the community.
2. An ACCK policy change was made to allow post-baccalaureate students to complete an internship (student teaching) in their own classroom.

Section V. Optional Information

Please use this space to provide additional information:

Mission

Teacher Education Vision

Notable Features and Accomplishments