Title II
Higher Education Act

SUBMIT REPORTS

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Newman University
Traditional Program
2008-09

Print Report Card

Program Information

Name of Institution: Newman University
Institution/Program Type: Traditional
Academic Year: 2008-09
State: Kansas

Address: 3100 McCormick Avenue

Wichita, KS, 67213

Contact Name: Dr. Steven Dunn
Phone: 316.942.4291
Email: dunns@newmanu.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	Yes	NA
Fingerprint check	No	NA
Background check	No	NA
Experience in a classroom or working with children	No	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	No	NA
Minimum ACT score	Yes	NA
Minimum SAT score	Yes	NA
Minimum GRE score	No	NA
Minimum basic skills test score	Yes	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	Yes	NA
Interview	Yes	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: Personal essay related to School of Education conceptual framework)	Yes	NA

Provide a link to your website where additional information about admissions requirements can be found:
http://www.newmanu.edu/Academics/ProfessionalStudies/Education/ElementaryEducation/tabid/141/Default

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

Does your initial teacher certification program conditionally admit students? Yes

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

Students are conditionally admitted to the Teacher Education Program if their application packet is incomplete or if certain cut scores, GPA, or other requirements are below standards. SAT scores can be used in place of ACT scores and CBT scores can be used in place of PPST scores.

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:	146
Unduplicated number of males enrolled in 2008-09:	34
Unduplicated number of females enrolled in 2008-09:	112

2008-09	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	15
Race	
American Indian or Alaska Native:	3
Asian:	0
Black or African American:	3
Native Hawaiian or Other Pacific Islander:	0
White:	125
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	72
Average number of clock hours required for student teaching	560
Number of full-time equivalent faculty in supervised clinical experience during this academic year	7
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	19
Number of students in supervised clinical experience during this academic year	200

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

Courses at Newman University that require clinical experiences include: Exceptional Child (4 hours), Field 1 (24 hours), Field 2 (24 hours), Primary Methods (10 hours), Reading Methods (10 hours), Secondary Practicum (24 hours), and Student Internship. The Newman University School of Education has organized all elementary teacher education courses into four semester blocks and the secondary program is three semester blocks including student teaching. In each block, are courses requiring clinical experiences in order to prepare students for the student teaching experience. The number of faculty and adjunct faculty include the three outreach centers and the main Newman University campus.

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)	50	53	66
Elementary	45	50	55
Secondary English	2	1	1
Secondary History	2	1	7
Secondary Math	1	1	3

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: 54

2007-08: 61

2006-07: 73

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:** 2008-09 **Goal:** 3 **Goal met?** No **Description of strategies used to achieve goal:** 1. Math faculty at Newman University encourage students taking their math courses to consider math education as a profession. 2. Math faculty who hold summer math camps for young women to encourage them to consider math as a major and particularly math

	education as an important career. 3. University recruiters identify math education to prospective students as an attractive career because of the high need. 4. Education faculty encourage education majors to consider pursuing a math certification because it is a critical need area. 5. Elementary majors are encouraged to consider a middle level math endorsement in concert with their elementary major. 6. Students are informed about additional financial grants and aids that are available for those who major in math and other high need majors. 6. School of Education faculty are involved in selecting scholarship winners in partnership with the local school district, USD 259. The winners are selected from two programs, AVID (Achievement by Individual Determination) and GYOT (Grow Your Own Teacher). Both programs target students who are interested in math (and science). **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** 1. The School of Education faculty will continue to use the same strategies identified above. 2. The School of Education has partnered with one local high school to create a teacher academy. This program recruits students considering education as a career path, enrolls them in an advanced standing field experience course, brings them to campus to take classes from education faculty and subject experts faculty to introduce them to college academic life, and assigns them to an elementary school to function as a teacher's aide. The program was successful this year and we are currently expanding the partnerships with other local high schools. The students are told about the high need teaching areas and encouraged to consider math (including science and special education) as a major. 3. The School of Education faculty communicate regularly with the university math faculty to identify potential math education majors.
Science	**Academic year:** 2008-09 **Goal:** 0 **Goal met?** Yes **Description of strategies used to achieve goal:** The Newman University School of Education submitted two proposals to the Kansas State Department of Education in March 2009 for secondary science majors in biology and chemistry. The proposals were approved by the State Board of Education in February, 2010. The School of Education can now begin to advertise and offer biology and chemistry as secondary education majors as well as middle level endorsements. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** We will follow similar approaches as described in the Mathematics section above to recruit students to a major in either biology or chemistry.
Special education	**Academic year:** **Goal:** NA **Goal met?** **Description of strategies used to achieve goal:**

	NA **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** NA
Instruction of limited English proficient students	**Academic year:** **Goal:** NA **Goal met?** **Description of strategies used to achieve goal:** The School of Education does not offer an undergraduate degree in ELL (we only have graduate courses that lead to ELL endorsement). However, the undergraduate faculty do include ELL instruction in a course called, Exceptional Child. In this course students are required to chart the adaptations for ELL at varying levels of language proficiency and also identifying ways to accommodate ELL learners in the classroom. 2. These strategies are also addressed in a course called Differentiation and Multiculturalism. Students learn more in-depth ELL strategies. 3. Newman University has approved a dual offering all ELL graduate courses for both graduate and undergraduate credit. Some of our undergraduate students are choosing to take ELL courses to improve their skills and make themselves for employable. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:**
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:

1. In two courses, Methods of Instructional Media and Differentiation and Multiculturalism, students learn teaching strategies and adaptations to meet the needs of a differentiated student body. Students learn how to incorporate multiple intelligences in designing appropriate learning experiences; how to include various learning modalities and learning styles in each lesson plan; steps to identify exceptionalities (both gifted and special needs) and ways to modify lesson plans to accommodate those exceptionalities; strategies to assist English language learners (ELL); and ways to differentiate instruction based on varying levels of experience, knowledge, and competencies.

2. Students are given field experiences in the following courses, Field 1 (24 hours), Field 2 (24 hours), Secondary Practicum (24 hours), Reading Strategies (10 hours), Primary Methods (10 hours), Exceptional Child (4 hours), and Student Internship. In each of these courses, students have the opportunity to do some or all of the following: visit, observe, assist, and teach. In Field 1, students visit three different school levels, elementary (both primary and intermediate), middle school, and high school with the goal of observing the profession and teacher responsibilities to decide if education is a realistic goal and to decide what grade level is most appealing to them. At the main campus in Wichita, students in these courses have a chance to see urban, rural, racially diverse, inclusive, and both Title 1 and non-Title 1 schools. In the course, Exceptional Child, students are required to do 4 hours of observation in an inclusion setting at any grade level and any setting. In the courses, Field 2 and Secondary Practicum, students are required to perform 24 hours of teacher assistance in a school of their choice but are strongly advised to select schools that are Title 1 or that have a diverse setting. For their student teaching sites, students are advised to select diverse settings in order to gain additional experience.

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
011 -ELEM ED CURR INSTRUC ASSESSMENT	42		40	95		

Educational Testing Service (ETS) All program completers, 2008-09						
011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2007-08	49		43	88		
011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2006-07	58		58	100		
041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	2					
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	2					
061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1					
061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	1					
061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	3					
089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2007-08	1					
089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2006-07	2					
523 -PRINCIPLES LEARNING & TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2008-09	1					

523 -PRINCIPLES LEARNING & TEACHING 5-9 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	6					
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	13		12	92		
522 -PRINCIPLES LEARNING & TEACHING K-6 Educational Testing Service (ETS) All program completers, 2008-09	44		42	95		
522 -PRINCIPLES LEARNING & TEACHING K-6 Educational Testing Service (ETS) All program completers, 2007-08	49		49	100		
522 -PRINCIPLES LEARNING & TEACHING K-6 Educational Testing Service (ETS) All program completers, 2006-07	58		58	100		
081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	3					
081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	8					

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	52	46	88	

All program completers, 2007-08	53	46	87	
All program completers, 2006-07	73	71	97	

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**
  No
- **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.

In the course, Technology in the Classroom, students learn to use excel as spread sheet to collect data, how to sort, format, graph, analyze, and report data. Students first learn how to gather data (like temperature readings over month) and then how to use that data to sort, format, graph, analyze and report. After learning these data management skills, students are then required to use education data and they must demonstrate their knowledge of ways to manage names, quiz and test scores, homework assignments and rubric scores, etc. They apply the same skills of managing data, sorting, formatting, graphing, analyzing, and reporting the data they have gathered. They are also asked to make decisions based on their analysis of the data gathered.

During their internship experiences, students apply the skills learned in the Technology class in their real-life setting. They must manage data the same way and demonstrate how they can use the data to assist their students in test preparation.

In the course, Methods of Instructional Media, students are required to design assessments as part of learning how to design appropriate lesson plans. Students must demonstrate how to use their assessment tools to assess student learning. They also have to show how they will respond when student learning goals are not met, by redesigning their lesson plan to show how they can adjust their instructional strategies in order to meet the student learning goals of their lesson.

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.

In the Exceptional Child course, students are assigned to read information and text about IEP's and to view videos of real-life IEP experiences. During class, students are assigned to small groups in order to role play an IEP. The students are given a case study of different exceptionalities and are required to determine appropriate outcomes for the students. During the in-class IEP role-play, each student is assigned to perform all three major roles - teacher, administrator, and parent during the IEP case-study course activity. The students and teacher then evaluate the decisions and the outcomes of the role-play.

Student teaching is another time when some students may have an opportunity to participate in an IEP. Some building leaders where Newman University students are assigned to student teach invite the student interns to participate in real IEP's as observers. Unfortunately, other building leaders don't allow the student interns to participate in IEP's citing confidentiality concern. As a result, not all Newman student interns are able to participate in actual IEP's in a school setting.

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.**

NA

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.

The School of Education at Newman University has three sites: Southeastern Kansas, Wichita main campus, and Western Kansas. All three sites are coordinated to offer exactly the same program. Faculty meet yearly and communicate often with adjuncts who teach the same courses to ensure fidelity and to improve course delivery and requirements. The main campus is able to offer all courses both evening and day to meet the needs of all students. Courses are small and students are closely mentored by faculty. Course assessments inform the decisions made by faculty and administration to improve the quality of student learning.

Supporting Files

Newman University
Traditional Program
2008-09

Title II, Higher Education Act
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