Title II
Higher Education Act

SUBMIT REPORTS

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Central Christian College
Traditional Program
2008-09

Print Report Card

Program Information

Name of Institution: Central Christian College
Institution/Program Type: Traditional
Academic Year: 2008-09
State: Kansas

Address: 1200 South Main

McPherson, KS, 67460

Contact Name: Dr. Ron Allen
Phone: 6202410723 ext.351
Email: ron.allen@centralchristian.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	No
Fee/Payment	No	No

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

Provide a link to your website where additional information about admissions requirements can be found:
http://www.centralchristian.edu/edreq.html

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

Does your initial teacher certification program conditionally admit students? Yes

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

In the event that a student does not reach our cut scores on the PPST, we may take their cumulative gpa of their first 45 hours of college work as an indication of their abilities in math, English and writing. The student must have a cumulative gpa of 2.5 or higher and course grades of C or better in our two English grammar and math courses. The teacher education committee may make the decision to waive a low score or require the student to retake the failed portion of the PPST.

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:	10
Unduplicated number of males enrolled in 2008-09:	4
Unduplicated number of females enrolled in 2008-09:	6

2008-09	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	0
Race	
American Indian or Alaska Native:	0
Asian:	0
Black or African American:	0
Native Hawaiian or Other Pacific Islander:	0
White:	10
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	236
Average number of clock hours required for student teaching	560
Number of full-time equivalent faculty in supervised clinical experience during this academic year	2
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	0

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

We are a beginning program, with the 2008-2009 school year being the first year we were approved to offer all of our classes. Therefore, the number of clock hours required prior to student teaching is an estimation. The student teaching hours are based on a minimum of 14 weeks of school.

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)			
Elementary Education	0	0	0
Secondary History and Government	0	0	0
PK-12 Physical Education	0	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: 0

2007-08: 0

2006-07: 0

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:** NA **Goal met?** **Description of strategies used to achieve goal:** **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:**
Science	**Academic year:** 2008-09 **Goal:** NA **Goal met?** **Description of strategies used to achieve goal:**

	Description of steps to improve performance in meeting goal or lessons learned in meeting goal:
Special education	**Academic year:** 2008-09 **Goal:** NA **Goal met?** **Description of strategies used to achieve goal:** **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:**
Instruction of limited English proficient students	**Academic year:** 2008-09 **Goal:** NA **Goal met?** **Description of strategies used to achieve goal:** **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:

We are a beginning program and do not at this time have approval to offer the above mentioned programs. A math program has been submitted for approval.

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:

Section II Assurances

Sensitivity to Local Needs

Central Christian College (CCC) has the privilege of being located in a community that has a progressive school district. It is known throughout our state as one of excellence. The community has high expectations of its school personnel, facilities, policies and their ability to create a learning environment that leads to good citizenship, academic preparation and career orientation.

Our institution and its personnel, past and present, have been an integral part of the local educational community. Presently, several members of our Education Advisory Committee (EAC) come from the educational and professional community. Surrounding districts are as aggressive in their quest to provide a viable education in the twenty-first century. They too have representatives on the EAC. It is from these districts and the schools they represent, that CCC's education department obtains guest presenters for our classes and seminars. Additionally, these schools host our teacher candidates in their field experiences which take place in the following classes and settings: Introduction to Education, Methods of Instruction classes, Junior Practicum and Student Teaching.

During the field experiences, our students and faculty are in constant contact with local trends, strategies, needs and community values that impact the learning environment. The CCC Teacher Education Program is in the process of formalizing an agreement with the local district to integrate our students into their schools for our field experiences, thus solidifying our understanding of the local needs and their understanding and input into our program.

Further evidence of our understanding of local needs is borne out by the first completer of our program, who graduated in December 2009, was offered a position beginning in January by the local district. In a recent conversation with district personnel, we were told they hired our graduate because they had been following her through her field experiences in their school. They also indicated they were anxious to hire some of our students doing pre-student teaching field experiences in their buildings.

Disability Training

All of our teacher candidates must complete a course in "exceptionalities in the classroom." The course includes introduction to cognitive, emotional, behavioral, social, economic and physical disabilities. They observe students in the learning environment to supplement their instruction and assignments in the classroom. Guest presenters, who are practitioners in surrounding districts, are brought in to strengthen

their studies with real life incidents they will face in the classroom. The students are familiarized with IEPs and the role of the classroom instructor in that process.

Through our methods classes the candidates are presented with various teaching strategies to address a variety of learners. These are unique challenges to those who are disabled and those who are not. Candidates become familiar with learning and teaching styles and personality/temperament types. Strategies such as Quantum Learning, MTSS and Kagan Structures on cooperative learning and others are practiced and implemented into their practicum and student teaching. The goal is to facilitate all learners through a diversified approach of instruction.

Low Income, Rural and Urban Schools

Our program addresses the needs of the low income students in the following manner. The candidate is first introduced to the needs of those of lower income through the Introduction to Education class. Incorporated in the class is a presentation of Ruby Payne's work on poverty. The students participate in discussion, readings and reflection on information about poverty as it occurs in rural and urban areas. Using Dr. Payne works, the student is able to identify the characteristics of low, middle and upper income values, expectations, experience s and make some application to their educational implications. Because of our students' diverse backgrounds, we typically have students who will share their personal experiences with their classmates. During the Introduction to Education class, we place the students in a school that has a high percentage of free and reduced lunch population. As our students shadow a teacher for a week, they see first-hand the challenges the school personnel have in meeting the students' needs. The host school aids in our students' understanding by providing the candidates opportunity to work one-to-one with the young student.

During the course on Philosophy of Education, candidates are introduced to a wide variety of historical and present day scenarios on the application of educational philosophy to cultural context. Urban and rural education issues are included. Topics on economics, physical isolation, population density, school and class size, teacher recruitment and retention are examined in the context of urban and rural settings.

All of our candidates are trained in multiple instructional strategies to meet the needs of all students including those in poverty, rural and urban schools. These include but are not limited to MTSS, Kagan structures, differential instruction, learning and teaching styles and other strategies.

Presently, some of the students are placed in rural areas for early field experience, junior practicum and clinical field experience. Our institution is in a rural setting and we do not have reasonable access to urban areas. In the future, we hope to be able to place some students in an urban experience through distance placement.

Section III. Assessment Rates

Section III. Summary Rates

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.

Section V-Use of Technology

Each of our candidates takes a course on Instructional Technology. The course includes uses of the computer in data collection, communication, web issues, software programs and applications and instructional strategies that interface with the computer such as smart boards and projectors. The purpose of the class is to provide opportunity to learn how the various technologies work. The methods classes that follow will assist the candidate in the implementation of the technology into classroom activity and management.

In the course of completing our training program, all students take a course in Educational Assessment and Measurement. Candidates are introduced to school wide software programs that include recording of grades and assessments that accessible to students and parents. The programs allow teachers to manage data from a variety of assessments to make changes in the instructional strategy to meet school, district and state standards. Emphasis is placed on how to monitor progress throughout the course of the semester and communicate that progress to the parents and administration using technology.

Each methods class addresses the topic of how to improve instruction utilizing data. The value of analysis of pre and post assessments to guide and direct instruction is covered. The students are introduced to formal programs such as AIMS-WEB in their methods classes and see the program implemented in their clinical experience in area schools.

At the close of each candidate's program to fulfill the state department of education's requirement, each student must complete the Kansas Professional Teachers' Portfolio as a component of his/her student teaching experience. The project requires the students to use technology in a variety of ways, all of which is to assist the student in adjusting their teaching to better meet the students' needs.

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.

Section IV-Teacher Training

Due to our teacher education program being only two years old, we do not have post graduation data to assess the effectiveness of our graduates in teaching students with disabilities. At this writing, we only have one graduate who is in her first semester of teaching. Our program does offer instruction and field experience with those students who are facing limited English proficiency, IEPs and a variety of disabilities.

Candidates are first introduced to students with disabilities in their sixty plus hours of field experience associated with the Introduction to Education Course in their freshman or sophomore year. During these "hands-on" experiences, they work with students who have IEPs and English language deficiencies. Later in their program, during their methods classes, they again have classroom observation and projects in lesson planning which include accommodations to students with special needs. During this time, they are able to work on a limited basis with those on the instructional team who specialize in areas such as autism, speech, hearing, learning disabled and numerous other disabilities.

Each future teacher is required to take a course in "exceptionalities", which acquaints him/her with the attributes to the spectrum of disabilities that are present in most school systems. Part of the course requirements call for "in-class" observation and interaction with staff and disabled students. The focus of the "exceptionalities" class is to communicate the need and challenge of reaching all learners.

During the month-long Junior Practicum and the semester-long Student Teaching modules, candidates are able to participate in IEP meetings pending approval of the host school's IEP committee. In most cases, the candidate assists the cooperating teacher with the implementation of the IEP.

Presently, our teacher education unit does not have an approved special education, ELL or ESL programs.

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.

We do not offer a program in Special Education.

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.

Our teacher education unit was first granted approval to offer classes in the Fall of 2008. We are in our second year of offering classes. Presently, as mentioned previously, we have had only one completer, December of 2009. We will have two more completers in the Spring of 2010. The result is we do not have a pass rate, assessment rate or summary rate to report in the 2008-2009 school year.

Supporting Files

Central Christian College
Traditional Program
2008-09

Title II, Higher Education Act
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