

Baker University  
Alternative, IHE-based Program

2014 | Title II  
Reports

Complete Report Card

AY 2012-13

## Institution Information

**Name of Institution:** Baker University  
**Institution/Program Type:** Alternative, IHE-based  
**Academic Year:** 2012-13  
**State:** Kansas

**Address:** 8001 College Boulevard  
Suite 100  
Overland Park, KS, 66210

**Contact Name:** Mrs. Bethany Teppe  
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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?  
(<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>)

No

If yes, provide the following:

**Award year:**

**Grantee name:**

**Project name:**

**Grant number:**

**List partner districts/LEAs:**

**List other partners:**

**Project Type:**

## Section I.a Program Information

List each teacher preparation program included in your alternative, ihe-based route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <http://www2.ed.gov/about/offices/list/oii/tqp/index.html>.

<b>Teacher Preparation Programs</b>	<b>Teacher Quality Partnership Grant Member?</b>
Art Education	No
Biology	No
Business	No
Chemistry	No
Elementary Education	No
English	No
Foreign Languages - French	No
Foreign Languages - German	No
Foreign Languages - Spanish	No
Health	No
History and Government	No
Journalism	No
Mathematics	No
Middle Level English	No
Middle Level Mathematics	No
Middle Level Science	No
Music Education - General	No
Music Education - Instrumental	No
Music Education - Vocal	No
Physical Education	No
Physics	No

Speech and Theatre	No
<b>Total number of teacher preparation programs: 22</b>	

## Section I.b Admissions

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

Postgraduate

**Does your initial teacher certification program conditionally admit students?**

No

**Provide a link to your website where additional information about admissions requirements can be found:**

[www.bakeru.edu/soe-prospective-students/restricted-licensure](http://www.bakeru.edu/soe-prospective-students/restricted-licensure)

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

Candidates are accepted into the Restricted Licensure Program after verification that they have met all program admittance requirements and successfully completed the Restricted Licensure interview. At this point, applicants receive an acceptance letter into the program. They are admitted upon enrolling in the first Restricted Licensure course.

The basic skills test is waived if the cumulative college GPA is a 3.0 or higher on a 4.0 scale. The resumes must include the contact information for three references, which are different than the letters of recommendation.

## Section I.b Undergraduate Requirements

**Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))**

**Are there initial teacher certification programs at the undergraduate level?**

No

**If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate level.**

Element	Required for Entry	Required for Exit
Transcript	Data not reported	Data not reported
Fingerprint check	Data not reported	Data not reported
Background check	Data not reported	Data not reported
Minimum number of courses/credits/semester hours completed	Data not reported	Data not reported
Minimum GPA	Data not reported	Data not reported
Minimum GPA in content area coursework	Data not reported	Data not reported
Minimum GPA in professional education coursework	Data not reported	Data not reported
Minimum ACT score	Data not reported	Data not reported

Minimum SAT score	Data not reported	Data not reported
Minimum basic skills test score	Data not reported	Data not reported
Subject area/academic content test or other subject matter verification	Data not reported	Data not reported
Recommendation(s)	Data not reported	Data not reported
Essay or personal statement	Data not reported	Data not reported
Interview	Data not reported	Data not reported
Other	Data not reported	Data not reported

**What is the minimum GPA required for admission into the program?**

**What was the median GPA of individuals accepted into the program in academic year 2012-13**

**What is the minimum GPA required for completing the program?**

**What was the median GPA of individuals completing the program in academic year 2012-13**

**Please provide any additional comments about the information provided above:**

## Section I.b Postgraduate Requirements

**Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))**

**Are there initial teacher certification programs at the postgraduate level?**

Yes

**If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Postgraduate level.**

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	No	No
Minimum number of courses/credits/semester hours completed	No	No
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	No	No
Minimum GPA in professional education coursework	No	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	Yes

Subject area/academic content test or other subject matter verification	Yes	Yes
Recommendation(s)	Yes	Yes
Essay or personal statement	No	No
Interview	Yes	Yes
Other Written Disposition Assessment	Yes	Yes

**What is the minimum GPA required for admission into the program?**

2.75

**What was the median GPA of individuals accepted into the program in academic year 2012-13**

3.25

**What is the minimum GPA required for completing the program?**

2.75

**What was the median GPA of individuals completing the program in academic year 2012-13**

3.88

**Please provide any additional comments about the information provided above:**

## Section I.c 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.

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

[Additional guidance on reporting race and ethnicity data.](#)

Total number of students enrolled in 2012-13:	10
Unduplicated number of males enrolled in 2012-13:	6
Unduplicated number of females enrolled in 2012-13:	4

2012-13	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	1

Race	
American Indian or Alaska Native:	0
Asian:	0
Black or African American:	1
Native Hawaiian or Other Pacific Islander:	0
White:	8
Two or more races:	0

## Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2012-13.

Average number of clock hours of supervised clinical experience required prior to student teaching	0
Average number of clock hours required for student teaching	0
Average number of clock hours required for mentoring/induction support	18
Number of full-time equivalent faculty supervising clinical experience during this academic year	2
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	2
Number of students in supervised clinical experience during this academic year	10

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

Baker University's Restricted Licensure Program allows candidates immediate access to the classroom as a teacher-of-record. Candidates arrive at Baker already possessing a bachelor's degree in a content area; consequently, Baker does not provide the subject area the candidate seeks licensure in nor does Baker provide the candidate's academic major. Baker's Restricted Licensure Program provides pedagogy-related courses to prepare the candidate for initial licensure.

The Restricted Licensure program is a three-year program during which time the candidate is enrolled in a Supervised Practicum each semester. Baker University provides a University Supervisor who conducts a minimum of two supervision visits per semester. During these visits, the University Supervisor visits with the building-level mentor teacher and/or the building administrator to discuss the candidate's progress, observe the candidate during an instructional setting, visit with the candidate, and complete the Restricted Licensure Candidate Evaluation form with the candidate. Both the candidate and the Supervisor receive a copy of the form. Baker also keeps a copy in the candidate's permanent file. This form also is used by the candidate's building-level mentor teacher and administrator, whom the University Supervisor also stays in close contact with throughout the school year.

For a two-year period, because of the economy, students were allowed to enter the Restricted Licensure program without a teaching position. Effective September 2010, the program was amended to state that no one could enter the program without a teaching contract. We have a few students who entered the program in 09-10 without a contract, and as agreed at the time they entered the program, must return to a student teaching block through Baker University in order to complete the state requirements for University initial license.

## Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in

more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

Subject Area	Number Prepared
Education - General	0
Teacher Education - Special Education	0
Teacher Education - Early Childhood Education	0
Teacher Education - Elementary Education	0
Teacher Education - Junior High/Intermediate/Middle School Education	0
Teacher Education - Secondary Education	0
Teacher Education - Multiple Levels	0
Teacher Education - Agriculture	0
Teacher Education - Art	0
Teacher Education - Business	2
Teacher Education - English/Language Arts	0
Teacher Education - Foreign Language	0
Teacher Education - Health	0
Teacher Education - Family and Consumer Sciences/Home Economics	0
Teacher Education - Technology Teacher Education/Industrial Arts	0
Teacher Education - Mathematics	0
Teacher Education - Music	0
Teacher Education - Physical Education and Coaching	1
Teacher Education - Reading	0
Teacher Education - Science Teacher Education/General Science	0
Teacher Education - Social Science	0
Teacher Education - Social Studies	0
Teacher Education - Technical Education	0
Teacher Education - Computer Science	0
Teacher Education - Biology	0
Teacher Education - Chemistry	1
Teacher Education - Drama and Dance	0
Teacher Education - French	0
Teacher Education - German	0
Teacher Education- History	0

Teacher Education - Physics	1
Teacher Education - Spanish	1
Teacher Education - Speech	0
Teacher Education - Geography	0
Teacher Education - Latin	0
Teacher Education - Psychology	0
Teacher Education - Earth Science	0
Teacher Education - English as a Second Language	0
Teacher Education - Bilingual, Multilingual, and Multicultural Education	0
Education - Other Specify:	0

### Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Academic Major	Number Prepared
Education - General	0
Teacher Education - Special Education	0
Teacher Education - Early Childhood Education	0
Teacher Education - Elementary Education	0
Teacher Education - Junior High/Intermediate/Middle School Education	0
Teacher Education - Secondary Education	0
Teacher Education - Agriculture	0
Teacher Education - Art	0
Teacher Education - Business	0
Teacher Education - English/Language Arts	0
Teacher Education - Foreign Language	0
Teacher Education - Health	0
Teacher Education - Family and Consumer Sciences/Home Economics	0
Teacher Education - Technology Teacher Education/Industrial Arts	0
Teacher Education - Mathematics	0



Teacher Education - Music	0
Teacher Education - Physical Education and Coaching	1
Teacher Education - Reading	0
Teacher Education - Science	0
Teacher Education - Social Science	0
Teacher Education - Social Studies	0
Teacher Education - Technical Education	0
Teacher Education - Computer Science	0
Teacher Education - Biology	0
Teacher Education - Chemistry	0
Teacher Education - Drama and Dance	0
Teacher Education - French	0
Teacher Education - German	0
Teacher Education - History	0
Teacher Education - Physics	0
Teacher Education - Spanish	0
Teacher Education - Speech	0
Teacher Education - Geography	0
Teacher Education - Latin	0
Teacher Education - Psychology	0
Teacher Education - Earth Science	0
Teacher Education - English as a Second Language	0
Teacher Education - Bilingual, Multilingual, and Multicultural Education	0
Education - Curriculum and Instruction	0
Education - Social and Philosophical Foundations of Education	0
Liberal Arts/Humanities	0
Psychology	0
Social Sciences	0
Anthropology	0
Economics	0
Geography and Cartography	0
Political Science and Government	0

Sociology	0
Visual and Performing Arts	0
History	0
Foreign Languages	1
Family and Consumer Sciences/Human Sciences	0
English Language/Literature	0
Philosophy and Religious Studies	0
Agriculture	0
Communication or Journalism	0
Engineering	1
Biology	0
Mathematics and Statistics	0
Physical Sciences	0
Astronomy and Astrophysics	0
Atmospheric Sciences and Meteorology	0
Chemistry	1
Geological and Earth Sciences/Geosciences	0
Physics	0
Business/Business Administration/Accounting	2
Computer and Information Sciences	0
Other Specify:	0

## Section I.f Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years:

2012-13: 6

2011-12: 15

2010-11: 22

## Section II Annual Goals - Mathematics

**Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential 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. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

**Academic year 2012-13**

**Did your program prepare teachers in mathematics in 2012-13?**

Yes

**How many prospective teachers did your program plan to add in mathematics in 2012-13?**

1

**Did your program meet the goal for prospective teachers set in mathematics in 2012-13?**

Yes

**Description of strategies used to achieve goal, if applicable:**

**Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:**

**Provide any additional comments, exceptions and explanations below:**

**Academic year 2013-14**

**Is your program preparing teachers in mathematics in 2013-14?**

Yes

**How many prospective teachers did your program plan to add in mathematics in 2013-14?**

1

**Provide any additional comments, exceptions and explanations below:**

At present, Baker has one student who will be in the second year of the program in 2013-2014. It is possible Baker University will have additional prospective teachers in mathematics begin the Restricted Licensure Program in 2013-2014.

**Academic year 2014-15**

**Will your program prepare teachers in mathematics in 2014-15?**

Yes

**How many prospective teachers does your program plan to add in mathematics in 2014-15?**

1

**Provide any additional comments, exceptions and explanations below:**

It is possible Baker will have teachers in mathematics in the 2014-2015 academic year; however, the next group of potential students has yet to be finalized.

## Section II Annual Goals - Science

**Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential 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. (§205(a)(1)(A)(ii), §206(a))**

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

**Academic year 2012-13**

**Did your program prepare teachers in science in 2012-13?**

Yes

**How many prospective teachers did your program plan to add in science in 2012-13?**

4

**Did your program meet the goal for prospective teachers set in science in 2012-13?**

Yes

**Description of strategies used to achieve goal, if applicable:**

**Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:**

**Provide any additional comments, exceptions and explanations below:**

**Academic year 2013-14**

**Is your program preparing teachers in science in 2013-14?**

Yes

**How many prospective teachers did your program plan to add in science in 2013-14?**

2

**Provide any additional comments, exceptions and explanations below:**

In 2013-2014, two of Baker University's prospective science teachers will be in the second year of the Restricted Licensure Program. In 2012-2013, two of Baker's

prospective science teachers will complete the Restricted Licensure Program. It is possible Baker University will have addition prospective teachers in science begin the Restricted Licensure Program in 2013-2014.

#### **Academic year 2014-15**

**Will your program prepare teachers in science in 2014-15?**

Yes

**How many prospective teachers does your program plan to add in science in 2014-15?**

1

**Provide any additional comments, exceptions and explanations below:**

It is possible that baker will have science teachers in the 2014-2015 academic year; however, we have yet to finalize the next group of potential students.

## **Section II Annual Goals - Special Education**

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential 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. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

#### **Academic year 2012-13**

**Did your program prepare teachers in special education in 2012-13?**

No

**How many prospective teachers did your program plan to add in special education in 2012-13?**

**Did your program meet the goal for prospective teachers set in special education in 2012-13?**

Data not reported

**Description of strategies used to achieve goal, if applicable:**

**Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:**

**Provide any additional comments, exceptions and explanations below:**

The Kansas State Department of Education does not recognize special education as an initial licensure program.

#### **Academic year 2013-14**

**Is your program preparing teachers in special education in 2013-14?**

No

**How many prospective teachers did your program plan to add in special education in 2013-14?**

**Provide any additional comments, exceptions and explanations below:**

The Kansas State Department of Education does not recognize special education as an initial licensure program.

**Academic year 2014-15**

**Will your program prepare teachers in special education in 2014-15?**

No

**How many prospective teachers does your program plan to add in special education in 2014-15?**

**Provide any additional comments, exceptions and explanations below:**

The Kansas State Department of Education does not recognize Special Education as an initial licensure program.

## Section II Annual Goals - Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential 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. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

**Academic year 2012-13**

**Did your program prepare teachers in instruction of limited English proficient students in 2012-13?**

No

**How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2012-13?**

**Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2012-13?**

Data not reported

**Description of strategies used to achieve goal, if applicable:**

**Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:**

**Provide any additional comments, exceptions and explanations below:**

The Kansas State Department of Education does not recognize ELL as an initial licensure program.

**Academic year 2013-14**

**Is your program preparing teachers in instruction of limited English proficient students in 2013-14?**

No

**How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2013-14?**

**Provide any additional comments, exceptions and explanations below:**

The Kansas State Department of Education does not recognize ELL as an initial licensure program.

**Academic year 2014-15**

**Will your program prepare teachers in instruction of limited English proficient students in 2014-15?**

No

**How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2014-15?**

**Provide any additional comments, exceptions and explanations below:**

The Kansas State Department of Education does not recognize ELL as an initial licensure program.

## Section II Assurances

**Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.**

**Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.**

Yes

**Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.**

Yes

**Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.**

NA

**Prospective general education teachers are prepared to provide instruction to students with disabilities.**

Yes

**Prospective general education teachers are prepared to provide instruction to limited English proficient students.**

No

**Prospective general education teachers are prepared to provide instruction to students from low-income families.**

Yes

**Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.**

Yes

**Describe your institution's most successful strategies in meeting the assurances listed above:**

Assurance # 1

Course: Introduction to Teaching

Objective: Candidates will understand how the community and various agencies interrelate and interact with public schools. Objective: Be able to articulate a teacher's legal duty in area which include, but are not limited to supervision, liability, freedom of expression, creating a safe and orderly confidential environment, copyright, and plagiarism. Comment: this course covers professional skills and responsibilities. Included is history of education and current trends.

Course: Understanding the Foundations of Education

Objective: Candidates will understand how the community and various agencies interrelate and interact with public schools. Objective: Be able to articulate a teacher's legal duty in areas which include, but not limited to supervision, liability, freedom of expression, creating a safe and orderly confidential environment, copyright and plagiarism. Comment: This course covers professional skills and responsibilities. Included is history of education and current trends.

Assurance # 2

Course: Planning for Instruction

Objective: Candidates will demonstrate their design for a supportive learning environment and articulate its affect on learning.

KSDE Professional Education Standard: Standard #5 The educator uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Course: Understanding the Learner

Objective: Candidates demonstrate understanding of the influences on the learning process including motivation/attribution theory. Candidates will demonstrate understanding of the influences on the learning process including basic needs of learners, and social and moral influences.

Assurance # 3

The Kansas State Department of Education does not recognize Special Education as an initial licensure program.

Assurance # 4

Course: Working with Diverse and Exceptional Learners

Objective: Candidates will know the KSDE standards required for the content area and the effective practices, trends, and values/beliefs associated with the area of working with students with diverse learning needs. Candidates will understand the legal foundations for special education, developmental disability services and linguistic diversity.

Course Understanding the Learner

Objective: Candidates will demonstrate an understanding of strategies for differentiating instruction for learners with special needs. Comment: Students will learn to adapt, modify and enhance curriculum including assistive technology.



#### Assurance # 5

The Kansas State Department of Education does not recognize ELL as an initial licensure program.

#### Assurance # 6

Courses: Understanding the Learner; Working with Diverse and Exceptional Learners

Objective: Candidates will understand ecological theory and its use for identifying how family, community, and society at large impact individual student learning and the delivery of special education services and services for students who have limited English skills. Candidates will demonstrate an understanding of diverse learning styles, multiple intelligences, and strategies for differentiating instruction for learners with special needs. KSDE Professional Education Standard: Standard # 3 The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and that are adapted to diverse learners, including those with exceptionalities.

#### Assurance # 7

Course: Becoming a Reflective Teacher

Objective: Candidates will understand how the community and various agencies interrelate and interact with the public schools. Candidate will demonstrate an understanding of diverse learning styles and multiple intelligences. Candidates will demonstrate an understanding of adolescent social and emotional development that affect attitude.

Summary comment:

The reason that Baker University is so successful in meeting the assurances is the design of the classes! The courses have a spiral design. Topics are introduced in one class, explored in a second and then applied in another. The repeating of the important objectives insures that Baker University students not only understand the concepts taught, but have studied them and are required to use them.

### Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	2			
ETS0134 -ART CONTENT KNOWLEDGE II Educational Testing Service (ETS) Other enrolled students	2			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			

ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	3			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	2			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	2			
ETS0100 -BUSINESS ED Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0100 -BUSINESS ED Educational Testing Service (ETS) All program completers, 2010-11	3			
ETS0101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	3			
ETS0101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	2			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2011-12	2			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3			
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			

ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0173 -FRENCH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0181 -GERMAN CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) Other enrolled students	1			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	3			
ETS0091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0523 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0524 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2011-12	2			

ETS0524 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2010-11	14	176	14	100
ETS0624 -PRINC LEARNING AND TEACHING 7-12 II Educational Testing Service (ETS) Other enrolled students	1			
ETS0624 -PRINC LEARNING AND TEACHING 7-12 II Educational Testing Service (ETS) All program completers, 2012-13	11	176	11	100
ETS0624 -PRINC LEARNING AND TEACHING 7-12 II Educational Testing Service (ETS) All program completers, 2011-12	10	176	10	100
ETS0624 -PRINC LEARNING AND TEACHING 7-12 II Educational Testing Service (ETS) All program completers, 2010-11	2			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	2			
ETS5195 -SPANISH WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0220 -SPEECH COMMUNICATION Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0221 -SPEECH COMMUNICATIONS Educational Testing Service (ETS) All program completers, 2011-12	1			

### Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2012-13	12	12	100
All program completers, 2011-12	13	12	92
All program completers, 2010-11	17	17	100

## 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 Use of Technology

Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

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 the evidence that your program uses to show that it 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 the evidence your program uses to show that it 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.

COURSE: Planning for Instruction

Objective: Candidates will demonstrate understanding of effective technology integration in the classroom. Comment: Students have assignments that require them to do a technology rich lesson plan.

Course: Introduction to Teaching

Objective: Candidates are required to do a podcast, use the internet to find lesson plans for a topic of choice

## Section VI Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation

program would be able to provide evidence upon request.

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 the evidence your program uses to show that it 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.**

COURSE: Working With Diverse and Exceptional Learners

Objective: Candidates will learn how to adapt/modify curriculum and instruction, including the use of assistance technology, in order to meet the unique needs of students with diverse learning needs. Comments: Students are required to observe a resource room and discuss strategies that can be used in their classes. Candidates will be able to assess student's work for progress reports and updating individualized Education Programs. Candidates will understand characteristics of students with diverse learning needs. Candidates will understand the process of finding students in need of special education, evaluating for eligibility and assessing for program planning to meet the needs of students with diverse learning needs. Comment: Students will need to manage data and make suggestions for an IEP. Candidates will understand how linguistic diversity affects learning. Comment: Requires students to plan instruction and create learning opportunities that make content meaningful.

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Does your program prepare special education teachers to:

- **teach students with disabilities effectively**  
No
- **participate as a member of individualized education program teams**  
No
- **teach students who are limited English proficient effectively**  
No

**Provide a description of the evidence your program uses to show that it 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.**

Kansas Department of Education does not recognize special education as an initial licensure program.

## 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.**

Section I.b. The Kansas State Department of Education requires a minimum 2.75 GPA in the final 60 hours of coursework. Baker University requires a minimum cumulative GPA of 3.0 on a 4.0 scale.

Supporting Files

## Complete Report Card

AY 2012-13



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