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Technical Assistance

Benedictine College
Traditional Program

2016 | Title II Reports

Complete Report Card

AY 2014-15

Institution Information

Name of Institution: Benedictine College

Institution/Program Type: Traditional

Academic Year: 2014-15

State: Kansas

Address: 1020 N. 2nd

Atchison, KS, 66002

Contact Name: Dr. Matthew Ramsey

Phone: 9133607387

Email: mramsey@benedictine.edu

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 traditional 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>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Art, PK-12	No
Biology, 6-12	No
Chemistry, 6-12	No
Elementary Education, K-6	No
English, 6-12	No
Foreign French, PK-12	No
Foreign Spanish, PK-12	No
Health, PK-12	No
History, Government, and Social Studies, 6-12	No
Mathematics, 6-12	No
Music, General, PK-12	No
Physical Education, PK-12	No
Physics, 6-12	No
Total number of teacher preparation programs: 13	

Section I.b Admissions

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

Sophomore year

Does your initial teacher certification program conditionally admit students?

Yes

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

<http://www.benedictine.edu/education>

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

85-90% of students are admitted during their sophomore year, however, some students are accepted during the second semester of their freshman year due to the number of credit hours they enter college with, or the first semester of their junior year if they declare their major later.

Students can be conditionally admitted to the Teacher Education Program if they meet all requirements except for having passed the Core Academic Skills for Educators Test, which they are required to pass if they did not have a minimum composite ACT score of 23. They must provide proof of registration to take the test at a future date and will be formally admitted after they pass the test with minimum scores as follows: 156 in reading, 150 in mathematics, 162 in writing.

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?

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 Undergraduate 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	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	No	Yes
Minimum GPA in professional education coursework	No	No
Minimum ACT score	Yes	Yes
Minimum SAT score	No	No
Minimum basic skills test score	No	No
Subject area/academic content test or other subject matter verification	No	No
Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	Yes
Interview	Yes	No

OtherMajor Declaration Document	Yes	Yes
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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 2014-15

3.506

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 2014-15

3.561

Please provide any additional comments about the information provided above:

A minimum basic skills test score is only required if the minimum ACT score of 23 is not met. Without the minimum ACT score, students are required to pass the Core Academic Skills for Educators with minimum scores as follows: 156 in reading, 150 in mathematics, 162 in writing.

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?

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 Postgraduate level.

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

Minimum SAT score	No	No
Minimum basic skills test score	No	No
Subject area/academic content test or other subject matter verification	No	No
Recommendation(s)	No	No
Essay or personal statement	No	No
Interview	No	No
Other	No	No

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 2014-15

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2014-15

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 2014-15:	100
Unduplicated number of males enrolled in 2014-15:	18
Unduplicated number of females enrolled in 2014-15:	82

2014-15	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	3
<i>Race</i>	
American Indian or Alaska Native:	0

Asian:	1
Black or African American:	1
Native Hawaiian or Other Pacific Islander:	0
White:	87
Two or more races:	2

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2014-15.

Average number of clock hours of supervised clinical experience required prior to student teaching	152
Average number of clock hours required for student teaching	496
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	13
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	224
Number of students in supervised clinical experience during this academic year	155

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

ELEMENTARY EDUCATION MAJORS (clinical experience prior to student teaching)

Ed 201 - Introduction to Education Field Experience (12 hrs); Ed 214 - Integrated Art & Music Methods (10 hrs); Ed 307 - Building Community through Integrated Social Studies and Science (30 hrs); Ed 313 - School as Community Diversity Field Experiences (50 hrs); Ed 314 - Math Methods and Assessment (20 hrs); Ed 317 - Integrated Language Arts Practicum (30 hrs)

SECONDARY EDUCATION MAJORS (clinical experience prior to student teaching)

Ed 201 - Introduction to Education Field Experience (12 hrs); Ed 358 - Secondary Education Practicum (50 hrs); Ed 313 - School as Community Diversity Field Experiences (50 hrs); Ed 332 - Teaching Reading in the Content Area (20 hrs); ___ 457 Methods of Teaching in Content Area (20 hrs)

The number of adjunct faculty supervising clinical experience includes IHE adjunct faculty who supervise clinical experiences, as well as PreK-12 clinical faculty and cooperating teachers who work closely with teacher candidates in clinical experiences prior to and during student teaching.

The number of students in supervised clinical experience includes all students who have been admitted to the Teacher Education Program (enrollees and completers) who participated in one or more clinical field experiences during the 2013-14 academic year.

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2014-15. 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	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	37
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	12
Teacher Education - Multiple Levels	6
Teacher Education - Agriculture	
Teacher Education - Art	2
Teacher Education - Business	
Teacher Education - English/Language Arts	3
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	5
Teacher Education - Music	2
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	2
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	2
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	1

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

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2014-15. 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	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	37
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	18
Teacher Education - Agriculture	
Teacher Education - Art	2
Teacher Education - Business	
Teacher Education - English/Language Arts	3
Teacher Education - Foreign Language	
Teacher Education - Health	

Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	5
Teacher Education - Music	2
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	2
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	2
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	1
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	1
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	

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

Section I.f Program Completers

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

2014-15: 55

2013-14: 57

2012-13: 71

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. (**S205(a)(1)(A)(ii), S206(a)**)

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/po/ta.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 2014-15

Did your program prepare teachers in mathematics in 2014-15?

Yes

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

1

Did your program meet the goal for prospective teachers set in mathematics in 2014-15?

Yes

Description of strategies used to achieve goal, if applicable:

We significantly exceeded this goal for academic year 2014-15 with five math education program candidates. This goal was met by the Education Department continuing to work closely with the Math Department and speaking to their student, encouraging them to major in Math Education. Also, faculty members in the Education Department continued to visit with prospective students about teacher shortages in the area of mathematics and encourage them to pursue a teaching career in this field.

Since the Kansas Department of Education offers any person holding a valid teaching license the opportunity to add a secondary level math endorsement by passing the math content exam, department faculty members encouraged program candidates to consider taking this exam to earn this additional endorsement.

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:

We are on track to meet our goal in the number of mathematics education teachers being prepared during the 2014-15 academic year by adding two new math education candidates to the Teacher Education Program this year. Unfortunately, one of the math education candidates who was accepted to the program during the

2012-13 academic year decided not to continue as an education major.

Three elementary education program completers from previous academic years passed the middle school mathematics content exam and have added that endorsement to their license. One elementary education program completer from the Fall of 2014 added the middle school math endorsement to her license and one candidate, who will graduate in the Spring of 2015, has passed the exam so that she can add that endorsement to her license.

Education Department faculty members are continuing to work closely with the Mathematics Department during the 2014-15 academic year and speak to their students about the need for mathematics teachers. Education faculty advisors are also advising prospective students to the college of the shortage of teachers in the field of mathematics. Program candidates are also informed of the ability to add a secondary math endorsement to their initial license by passing the Praxis II content exam.

Academic year 2015-16

Is your program preparing teachers in mathematics in 2015-16?

Yes

How many prospective teachers did your program plan to add in mathematics in 2015-16?

1

Provide any additional comments, exceptions and explanations below:

The strategies currently in place to increase the number of math education candidates seems to be successful, so the department will continue to implement these strategies.

Academic year 2016-17

Will your program prepare teachers in mathematics in 2016-17?

Yes

How many prospective teachers does your program plan to add in mathematics in 2016-17?

1

Provide any additional comments, exceptions and explanations below:

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

Yes

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

1

Did your program meet the goal for prospective teachers set in science in 2014-15?

Yes

Description of strategies used to achieve goal, if applicable:

We exceeded this goal for academic year 2014-15 with 2 math education program candidates. This goal was met by the Education Department continuing to work closely with the Biology, Chemistry, and Physics Department and speaking to their student about the need for science teachers. Also, faculty members in the Education Department continued to visit with prospective students to the college of the need for teachers in the field of science and encouraged them to pursue a teaching career in this field.

Since the Kansas Department of Education offers any person holding a valid teaching license the opportunity to add a secondary level science endorsement by passing the science content exam, department faculty members encouraged program candidates to consider taking this exam to earn this additional endorsement.

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:**

We are on track to meet our goal in the number of science education candidates being prepared during the 2014-15 academic year by adding one Chemistry Education candidate and one Physics Education candidate.

Education faculty advisors are continuing to work closely with the Biology, Chemistry, and Physics Departments during the 2014-15 academic year and speak to their students about the need for science teachers. Education faculty advisors are also advising prospective students to the college of the shortage of teachers in the field of science. Program candidates are also informed of the ability to add a secondary level science endorsement by passing a science content exam (Praxis II).

Academic year 2015-16**Is your program preparing teachers in science in 2015-16?**

Yes

How many prospective teachers did your program plan to add in science in 2015-16?

1

Provide any additional comments, exceptions and explanations below:

The strategies currently in place to increase the number of science education candidates seems to be successful, so the department will continue to implement these

strategies.

Academic year 2016-17

Will your program prepare teachers in science in 2016-17?

Yes

How many prospective teachers does your program plan to add in science in 2016-17?

1

Provide any additional comments, exceptions and explanations below:

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. (**S205(a)(1)(A)(ii), S206(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 2014-15

Did your program prepare teachers in special education in 2014-15?

No

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

Did your program meet the goal for prospective teachers set in special education in 2014-15?

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:

Kansas does not offer an initial license in Special Education

Academic year 2015-16

Is your program preparing teachers in special education in 2015-16?

No

How many prospective teachers did your program plan to add in special education in 2015-16?

Provide any additional comments, exceptions and explanations below:

Kansas does not currently offer an initial license in Special Education

Academic year 2016-17

Will your program prepare teachers in special education in 2016-17?

No

How many prospective teachers does your program plan to add in special education in 2016-17?

Provide any additional comments, exceptions and explanations below:

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. (**S205(a)(1)(A)(ii), S206(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 2014-15

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

No

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

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2014-15?

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:

Kansas does not offer an initial license in Limited English Proficiency.

Academic year 2015-16

Is your program preparing teachers in instruction of limited English proficient students in 2015-16?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2015-16?

Provide any additional comments, exceptions and explanations below:

Kansas does not offer an initial license in Limited English Proficiency.

Academic year 2016-17

Will your program prepare teachers in instruction of limited English proficient students in 2016-17?

No

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2016-17?

Provide any additional comments, exceptions and explanations below:

Kansas does not offer an initial license in Limited English Proficiency.

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.

Yes

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:

Our most successful strategies in meeting these assurances rest within the relationships that we have established and continue to maintain with our graduates and Partnership Schools. Numerous Benedictine graduates are currently in schools with significant numbers of special needs students, students in an Alternative School, and students with limited English proficiency. We routinely place Teacher Education Program (TEP) candidates in field experiences with graduates who serve in schools with greater diversity, including ELL students. Graduates of our Teacher Education Program serve as outstanding sources of expertise and guidance in working with students with special needs, students in an Alternative School, and limited English Proficiency.

In addition, we have developed and articulated Partnership School Agreements with numerous school districts. A number of these have agreed to provide critical placements that expose our candidates to working with special needs and ELL students.

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5134-ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS0235-BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	2			
ETS0245-CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS0245-CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS5017-ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) Other enrolled students	9			
ETS5017-ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2014-15	27	171	26	96

ETS0011-ELEM ED CURR INSTRUC ASSESSMENT (DISC) Educational Testing Service (ETS) All program completers, 2014-15	5			
ETS0011-ELEM ED CURR INSTRUC ASSESSMENT (DISC) Educational Testing Service (ETS) All program completers, 2013-14	35	178	35	100
ETS0041-ENG LANG LIT COMP CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2012-13	4			
ETS5038-ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) Other enrolled students	1			
ETS5038-ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2014-15	3			
ETS5038-ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2013-14	4			
ETS5551-HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2013-14	2			
ETS5161-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5161-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	4			
ETS5161-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	2			
ETS0061-MATHEMATICS CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2012-13	7			
ETS0113-MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	2			
ETS0113-MUSIC CONTENT KNOWLEDGE	1			

Educational Testing Service (ETS) All program completers, 2013-14				
ETS0113-MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	4			
ETS5091-PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	2			
ETS5624-PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	3			
ETS5624-PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2014-15	14	181	14	100
ETS5624-PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2013-14	16	174	15	94
ETS5624-PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2012-13	26	177	26	100
ETS5621-PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5622-PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	10	177	10	100
ETS5622-PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2014-15	34	178	34	100
ETS5622-PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2013-14	34	177	34	100
ETS5622-PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2012-13	43	177	43	100
ETS0081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS)	1			

Other enrolled students				
ETS0081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	2			
ETS0081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	3			
ETS0081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	8			
ETS5195-SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5195-SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2013-14	2			
ETS5195-SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2012-13	2			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2014-15	49	48	98
All program completers, 2013-14	51	49	96
All program completers, 2012-13	69	68	99

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

CAEP

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.

In ED 200, Introduction to Education, PowerPoint lectures over content and over APA style are used to review information and stimulate discussion. Students are required to include use of the Internet as a research tool in finding journal articles based on a topic of interest, integrate technology in their group projects through PowerPoint presentations, and use the Internet for videos/scenarios that apply to their topics. These projects are then shared with the class and for evaluation. Various websites are listed on Blackboard to assist students with writing in APA style and research. In addition, students use Blackboard to view grades, assignments, and course information. Graded assignments are returned to students in the same medium.

In ED 201, Introduction to Education Field Experience, students are required to use Blackboard to download the Field Experience Handbook to use as a guide for their observation hours. They also contact and correspond with principals and cooperating teachers via e-mail to schedule days of observation. Students use Microsoft Word to complete the handbook for grading purposes.

In ED 220, Psychoeducational Development, a required component is attendance at a two-hour training workshop sponsored by the film-making class at Atchison High School. Student groups are then required to create a cooperative group movie which must include a plot, sound track, and dialogue related to a subject which has been covered in the course.

In ED 222, Psychology of Individuals with Exceptionalities, students utilize Blackboard to access course material, upload reflection journals and monitor course progress.

In ED 301, Social Studies Methods and Media, pre-service teachers are required to demonstrate the ability to use technology in instruction. Students must construct a WebQuest for elementary students to use in independent learning. The WebQuest must be age and content appropriate and use a minimum of five Internet sites.

WebQuests are published on-line. The WebQuests have an assessment instrument and data collection built in. Additionally, the students are taught and demonstrate the use of video and other multimedia tools as instructional strategies, as well as, smart board technology (Promethean, eBeam, Mobi, etc.).

In ED 303, Science & Health Methods and Media, students learn to integrate technology as part of the 6E model of teaching science through inquiry. Each student develops a unit that includes lessons using various modes of teaching. Examples include: Promethean flip charts, PowerPoints, video, WebQuests and stand-alone software. Additionally, students design and construct a science center activity which may include technology and present a Professional Development lesson on a science-related website or app.

In ED 307, Building Community through Integrated Social Studies and Science, the pre-service teachers are completing and teaching a unit in Atchison Elementary School. This school has Promethean boards in all the classrooms as well as access to numerous other technologies. Candidates are required to use 1-4 technologies in their instruction. Additionally, candidates are writing the portions of the teacher work sample (BPA) that requires collection of data on student learning, calculation of learning gains, analysis and reflection.

In ED 314, Math Methods & Assessment, students explore using different forms of technology to engage students in learning mathematics. They are expected to use different forms of technology to enhance lessons along with including specific iPad apps for student learning. In addition, students complete a technology project that explores stand-alone software, applets, and calculator use in the classroom.

In Ed 320, Curriculum for Students with Exceptionalities, students use the internet to research various types of curriculum, learn to use the Promethean Board, and research educational apps by using the iPad. Students also use an internet-based IEP program, WebKIDSS, to create IEP's for students with exceptionalities. This class is only taken by Elementary Education candidates who are double-majoring in Special Education or have a concentration in Special Education.

In Ed 324, Methods and Materials for Students with Exceptionalities, students create task analysis videos and post them on Youtube as part of a class presentation. They are required to create a multimedia presentation about themselves and their future classroom. This course is only taken by Elementary Education candidates who are double majoring in Special Education.

In ED 357, General Secondary Methods and Media, instruction with technology is modeled in the class with the instructor using PowerPoints, educational apps, Internet videos and the Promethean smart board. Students learn various ways to integrate technology and instruction for individuals and small groups.

Students are required to download the Promethean/ActivInspire software to their personal computers to create lessons. For most, this is a new experience in using technology. Cooperative learning is used while students learn how to use the Promethean board and ActivSlate and demonstrate the use in class for others. Students are required to create a multimedia presentation within a lesson plan using the Promethean board. Lessons are presented to the class for practice and evaluation. They are directed to explore the Promethean website and download Flipcharts for their own use in their curriculum. Multimedia must also be used as part of their required five lesson plans during their field experience placement in a secondary setting.

Students research, write about, and present educational apps by using iPads in the classroom.

Students are instructed in how to create an original rubric using Microsoft Word table formatting; they also view rubrics on many different websites on the Internet to assist in formulating their own unique rubric for a specific disciplinary topic.

ED 357 students are required to create an interdisciplinary unit within a small, diverse group in class. A requirement of this curriculum unit is to have their students incorporate technology into students' end product, which would be presented to the class as part of the summative evaluation.

In ED 357, students become experienced in using the state education and common core websites to find information pertinent to their subject area and future teaching sites. These include finding, downloading, and printing the standards for their discipline and using state education websites.

In addition, students use Blackboard to view grades, assignments, and course information. Many assignments are submitted via email and graded assignments are

returned to students via email.

In ED 358, General Secondary Methods Practicum, students are required to use Blackboard to download the Field Experience Handbook to use as a guide for their observation hours. They also contact and correspond with principals and cooperating teachers via e-mail or text messaging to schedule hours of observation. Students use Microsoft Word to complete the handbook as well as the Benedictine Performance Assessment.

As part of this field experience, students are required to incorporate multimedia in one of their five lessons at their partnership school. This can involve the use of PowerPoint, the Promethean board and ActivInspire, the document camera, online videos, etc.

Ed 358 students are required to record themselves teaching and show it in class in order to critique their teaching. Students have the option of using an iPad or camcorder for this project.

Ed 36, Effective Instructional Technology, this course is designed to assist candied with the use of current educational technology and wed-based technology to instruct, manage, communicate, interact, and collaborate with students, colleagues, parents, and other education stakeholders. Emphasis is placed on effective use of technology in the classroom by bother teacher and students.

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.

The Teacher Education Program at Benedictine College prepares candidates to teach students with disabilities by mastering concepts and skills throughout multiple courses and field experiences. The foundational course in special education, Ed 222 Psychology of Individuals with Exceptionalities, begins to establish the knowledge base about various disabilities. All education majors must take Ed 455 Differentiated Instruction as a block course during their student teaching semester. This course is a survey of instructional strategies used to differentiate instruction for all learners. In addition to these courses, Elementary Education candidates further develop their understanding of special needs students and how to make the necessary accommodations required for them to learn. Ed 301 Social Studies Methods and Media, Ed 303 Science and Health Methods and Media, Ed 314 Mathematics Methods and Media, and Ed 319 Integrated Language Arts Methods all include teaching and learning concepts in support of students with special needs, including ELL needs. Ed 303 incorporates an on-site visit with ESOL students from a partnership school which provides candidates with personal interaction with ESOL students and enhances their personal understanding of the special needs for learning they possess. Associated field experience courses develop actual teaching skills as lessons are developed and ultimately taught within our Partnership Schools. Ed 307 Building Community through Integrated Social Studies and Science and Ed 317 Integrated Language Arts Practicum require candidates to apply their

knowledge and understanding of major concepts, procedures, and accommodations required for instruction in diverse classroom settings to insure that the needs of all students are met, including those with limited English proficiency. Within these courses and field experiences, candidates also learn how teachers participate as a member of individualized education program teams. Candidates actually role-play several scenarios related to IEP team meetings.

Secondary Education candidates learn these same concepts in Ed 357 General Secondary Methods and Media and skills are practiced in the associated field experience, Ed 358 General Secondary Methods Field Experience. Again, candidates develop lesson plans and accommodations that are required for various types of students' special needs, including ELL. Candidates may also engage in role-playing activities related to IEP team meeting or 504 meeting scenarios.

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 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.

Special Education is not an initial licensure program in Kansas.

The Special Education Teacher Preparation Program at Benedictine College requires that candidates double major in Elementary Education and Special Education. All of what has already been reported (above) regarding Elementary Education candidates also applies to Special Education candidates.

Special education teaching candidates engage in a series of courses designed to develop the skills towards the effective instruction of individuals with exceptionalities. In ED 222, Psychology of Individuals with Exceptionalities, students are exposed to the grounding philosophies of inclusion and the policies and practices outlined in IDEA. They are then exposed to each of the disability categories and time is spent beginning to understand basic characteristics and teaching techniques. This is further explored in ED 226, Characteristics of Individuals with Exceptionalities, and ED 320, Curriculum for Individuals with Exceptionalities, which focus on the characteristics and curriculum implemented for exceptional learners. In each course these topics are covered in greater detail and candidates are required to engage in a series of projects with the goal of demonstrating mastery in these subject areas. They are also required to engage with families and practitioners so that course lessons may be applied in authentic settings. Students then engage in ED 326, Assessment of Individuals with Exceptionalities, a course designed to teach candidates about assessment protocols used in special education. Candidates are required to give a number of assessments to children and develop skills in interpreting and apply test findings to curriculum planning. Then students take a pair of courses, ED 322, Building School, Family and Community Partnerships and ED 324, Methods and Materials for Individuals with Exceptionalities, which further apply previous learning. ED 322 provides an opportunity for students to come to understand how students with exceptionalities function in the greater community. Counseling techniques and transition services are highlighted. In ED 324, students complete an extensive field experience at the secondary level and explore curriculum for functional students. Finally, students participate in a semester-long student teaching experience where they are paired with a cooperating teacher. During this semester they act as a professional educator delivering all aspects of the curriculum under the guidance of a licensed teacher.

In addition, SPED candidates engage in a comprehensive curriculum geared towards involvement in a localized problem solving IEP team. In ED 226, candidates

engage in a semester-long project with the goal of becoming familiar with the needs of parents/families with exceptional students. This project requires that each candidate conduct a series of at least four interviews with families of exceptional children in order to develop skills in collaborating with parents, using an interview to identify their needs, and develop an understanding of how parents can most effectively engage in their role on an IEP team. In the next course in our sequence, ED 320, candidates are exposed to the development of an IEP document and the IEP process and are required to write multiple 'mock' IEPs. Curriculum and curriculum strategies are studied, as well as the co-teaching arrangement. In addition, students complete a field experience in classrooms for exceptional students. Next in ED 326, a course on the assessment of individuals with disabilities, candidates are required to learn about and give a number of standardized achievement tests. They then learn how to analyze the data from the test and incorporate this information into the development of an IEP and curriculum planning for individuals with exceptionalities. In ED 322, candidates are again required to engage with parents, practicing teachers and students as they develop an understanding of how teachers engage in the counseling process with families. Finally during their student teaching experience candidates complete two case studies based on the IEP process for students in their classes. They document the complete IEP planning, development and implementation process in these case studies.

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 1.b. Undergraduate Requirements, Minimum GPA in Content Area Coursework: In the English program, students must maintain at least a 2.5 GPA in English courses. In other content area coursework, a minimum GPA is not required, but a grade of C- or better must be earned in each content area course to count toward completion of the degree. Section 1.b. Undergraduate Requirements, Minimum SAT Score: A minimum SAT score is not required for entry to or exit from the program, however, if the student took the SAT test rather than the ACT test, which is required, the ACT-SAT Concordance is used to determine a comparable ACT score. Section 1.b. Undergraduate Requirements, Minimum Basic Skills Test Score: A minimum basic skills test (Core Academic Skills for Educators) is required only if a student does not have a minimum composite ACT score of 23. The number of applicants to our Teacher Education Program continues to remain steady each year and the quality of our graduates has never been stronger. We have had to add additional sections of many of our courses over the past few years. In addition we have initiated a new two year program for elementary teachers to add a SPED endorsement to their license. The required courses are delivered in the evening, during summers, and on-line. We have developed outstanding relationships with a wide group of school districts and continue to articulate, revise, and deepen these relationships via our Partnership School Agreements with them. We are currently accrediting a program for ELL as an added endorsement, but have not submitted it to KSDE yet.

Supporting Files

Complete Report Card

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