

Title II Higher Education Act

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Bethany College
Traditional Program
2009-10

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Name of Institution: Bethany College
Institution/Program Type: Traditional
Academic Year: 2009-10
State: Kansas

Address: 335 E. Swensson Ave.

Lindsborg, KS, 67456

Contact Name: Mr. Gail Konzem
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Email: konzemg@bethanylb.edu

Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant: No

TQE partnership name or grant number, if applicable:

Section I.a Program Admission

For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.

| Element | Undergraduate | Postgraduate |
|-------------------|---------------|--------------|
| Application | Yes | NA |
| Fee/Payment | No | NA |
| Transcript | Yes | NA |
| Fingerprint check | No | NA |

| | | |
|---|-----|----|
| Background check | Yes | NA |
| Experience in a classroom or working with children | Yes | NA |
| Minimum number of courses/credits/semester hours completed | Yes | NA |
| Minimum high school GPA | Yes | NA |
| Minimum undergraduate GPA | Yes | NA |
| Minimum GPA in content area coursework | Yes | NA |
| Minimum GPA in professional education coursework | Yes | NA |
| Minimum ACT score | No | NA |
| Minimum SAT score | No | NA |
| Minimum GRE score | No | NA |
| Minimum basic skills test score | No | NA |
| Subject area/academic content test or other subject matter verification | No | NA |
| Minimum Miller Analogies test score | No | NA |
| Recommendation(s) | Yes | NA |
| Essay or personal statement | No | NA |
| Interview | No | NA |
| Resume | No | NA |
| Bechelor's degree or higher | No | NA |
| Job offer from school/district | No | NA |
| Personality test (e.g.,Myers-Briggs Assessment) | No | NA |
| Other (specify: None) | No | NA |

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

<https://www.bethanylb.edu>

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

Sophomore year

Does your initial teacher certification program conditionally admit students? No

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

Section I.b Program Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

| | | |
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| | |
|---|----|
| Total number of students enrolled in 2009-10: | 83 |
| Unduplicated number of males enrolled in 2009-10: | 27 |
| Unduplicated number of females enrolled in 2009-10: | 56 |

| 2009-10 | Number enrolled |
|--|-----------------|
| <i>Ethnicity</i> | |
| Hispanic/Latino of any race: | 5 |
| <i>Race</i> | |
| American Indian or Alaska Native: | 1 |
| Asian: | 0 |
| Black or African American: | 5 |
| Native Hawaiian or Other Pacific Islander: | 1 |
| White: | 69 |
| Two or more races: | 5 |

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2009-10.

| | |
|--|-----|
| Average number of clock hours required prior to student teaching | 165 |
| Average number of clock hours required for student teaching | 648 |
| Number of full-time equivalent faculty in supervised clinical experience during this academic year | 3 |
| Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff) | 94 |
| Number of students in supervised clinical experience during this academic year | 24 |

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

Bethany Teacher Education Program enjoys a very close working relationship with area schools which allows Bethany's students to observe, volunteer and learn in supervised clinical experience beginning with their first Education class, ED100 Introduction to Teacher Education and Teaching Profession 1 hour This course is designed to help direct those students who are considering a career in pedagogy—the science of teaching. The seminar combines an exploration of the teaching profession with an exploration of the student as a potential teacher. Students learn about the varying levels and subjects available for teachers and the professional potential for each. In addition, each student constructs an Individual Development Plan to examine not only his or her skills and interests, but also his or her strengths and weaknesses as a future teacher.

ED200 Introduction to Teaching: Classroom Experience 3 hours

An exploratory opportunity in which one who is considering becoming a teacher works with a classroom teacher, full-time, during the January Inter-term. Prerequisite: ED100 and sophomore status, or consent of the instructor.

ED250 Classroom Management 2 hours This course examines the classroom conditions and student behaviors necessary

for a healthy learning environment. Prospective teachers completing this course will have considered the factors necessary for good classroom management. These include, but are not limited to planning, implementation, and maintenance of structures designed to maximize the learning opportunities for all

students. Prerequisite: ED200 or consent of the instructor. In order to enroll in the following upper-level professional education courses, students must have applied for admission to the Teacher Education Program. Exceptions must be approved by the Chair of the Education Department.

ED304 Methods of Elementary Reading and Language Arts, Grades K-3 3 hours This course is designed to instruct pre-service teachers in the literacy development and integration of speaking, listening, reading, writing, viewing, and visually representing. Students will gain competence in the skills of designing and managing meaningful reading/language arts learning experiences and in the knowledge of content and methodology recommended to effectively teach and assess children from kindergarten through 3rd grade. Prerequisites: C or higher in EN101 and CM101 or CM110. Must be taken concurrently with ED305. Must apply to teacher education or consent of education department chair.

ED305 Elementary Integrated Field Experience, Grades K-3 1 hour This course is designed to give practical field experiences in teaching content area subject matter within a balanced literacy program in grades K-3 classrooms. Emphasis will be placed on monitoring student progress in reading skills, as well as gaining knowledge in content areas e.g., science, math, social studies, language development, the arts, and physical health. Prerequisites: ED200 and a C or higher in EN101 and CM101 or CM110.

ED314 Methods of Elementary Reading and Language Arts, Grades 4-6 3 hours This course is designed to instruct pre-service students in the literacy development and integration of speaking, listening, reading, writing, viewing, and visually representing. Students will gain competence in the skills of designing and managing meaningful reading/language arts learning experiences and in the knowledge of content and methodology recommended to effectively teach and assess children from 4th through 6th grade. Prerequisite: ED304. Must be taken concurrently with ED315. Must apply to teacher education or consent of education department chair.

ED315 Elementary Integrated Field Experience, Grades 4-6 1 hour

This course is designed to give practical field experiences in teaching content area subject matter within a balanced literacy program in grades 4-6 classrooms. Emphasis will be placed on monitoring progress in reading skills, as well as gaining knowledge in content areas e.g., science, math, social studies, language development, the arts and physical health. Prerequisites: ED200, and a C or higher in EN101 and CM101 or CM110.

ED320 PreK & Elementary School Art Methods 2 hours This course is a study of the approaches, activities, and materials of art education, which contribute to the creative and mental growth of the child in preK and elementary settings. Course work will include practical experiences with art media, lesson planning, and the collection and creation of visual aids. The emphasis of the course is on a discipline based art education curriculum which integrates the arts into the basic elementary education curriculum. Prerequisites are one of the following or consent of the instructor: AR100, AR105, AR130, or AR180 for Elementary Education and Art majors. Must apply to teacher education or consent of education department chair.

ED321 Music Methods for Elementary Teachers 2 hours

Introduction to materials and methods related to the inclusion of music in the elementary school curriculum, with emphasis on the relationships of music to elementary classroom routines and subjects. Acquisition of performance, skills, and knowledge sufficient to guide children in benefiting from the role played by music in their lives. Experience in directing classroom activities involving music. Must apply to teacher education or consent of education department chair.

ED322 Music Education Methods: PreK & Elementary 2 hours

Introduction to methods, including those of Orff, Kodaly, and Delcroze, materials, practices, and trends of vocal and instrumental music in preK and elementary settings. Introductory teaching experiences in group and individual teaching situations. Systematic observation and analysis of teaching as practiced by the students, other class members, and master teachers. Writing projects include short and long-term planning and analysis and evaluation of instructional practices. Prerequisite: MU151. Must apply to teacher education or consent of education department chair.

ED326 Teaching of Social Studies in the Elementary School 3 hours

A basic consideration of standards and objectives, content, methods, and materials used in teaching social studies in the elementary schools. Methods include the use of concrete experience, technology, group processes, questioning, problem-solving, leading, and techniques of assessment. Students will be required to construct and use teaching and resource units. Prerequisite: One U.S. History course and GO120 Human Geography. Must apply to teacher education or consent of education department chair.

ED327 Teaching Mathematics in the Elementary School 3 hours

A course for pre-service teachers designed to develop competencies in: 1) knowledge of developmentally appropriate standards based curricula, 2) pedagogy to empower all students and direct them toward mathematical understanding and 3) mathematical theory as it applies to current reform efforts. Prerequisite: MA102 and MA225. Must apply to teacher education or consent of education department chair.

ED328 Teaching Science/Health in the Elementary School 3 hours

This course integrates content and pedagogy to assist pre-service teachers in studying methods of teaching science and health. Topics include inquiry-based instruction, process skills, and real-life applications of life, physical, and health and space science. Teachers are asked to examine research findings regarding health issues frequently experienced in an elementary classroom. Prerequisite: Lab science course. Must apply to teacher education or consent of education department chair.

ED333 Physical Education Methods for Elementary Teachers 2 hours

A study of concepts and methods in teaching elementary school physical education. Analysis of student and teacher behavior and interaction will be covered with emphasis on the relationship between a student's health and physical education. The primary focus of the course will be on the overall concept of the elementary school physical education program including the development of a viable curriculum. Prerequisites: Sophomore standing or consent of instructor. Must apply to teacher education or consent of education department chair.

ED340 Secondary School Art Methods 2 hours

This course focuses on the art education secondary learner and the development of discipline-based curriculum materials, the role of the art educator as a professional, state and national standards for art education, methods of teaching, assessment processes, advocacy, history of art education, and the preparation of materials to take the student into their student teaching experience. An additional emphasis of this course for the Art Education major is to develop an in-depth understanding of scope and sequence for the preK-12 art learner. Prerequisite: ED320 and must be taken the year prior to student teaching. Must apply to teacher education or consent of education department chair.

ED341 Music Education Methods: Secondary 2 hours The student demonstrates or acquires competencies for specific instructional objectives in each of the following general areas: analysis and evaluation of instructional practices, analysis and evaluation of musical behavior, design of instructional strategies, practice of instructional skills, investigation of teaching-learning processes, preparation for a role in music education, and entry into the teaching profession. Prerequisite: MU151. Must apply to teacher education or consent of education department chair.

ED342 Secondary Teaching and Learning Strategies 3 hours

A course that is concerned with course objective, selection and organization of content, teaching materials, techniques of instruction, and assessment in the selected secondary teaching field. Opportunity is given to observe teaching methods employed by experienced teachers in the selected field. Prerequisite: ED200. Must apply to teacher education or consent of education department chair.

ED343 Elementary Physical Education Methods for Health/PE Teachers 2 hours A study of concepts and methods in teaching elementary school physical education. Analysis of student and teacher behavior and interaction will be covered with emphasis on the relationship between a student's health and physical education. The primary focus of the course will be on the overall concept of the elementary school physical education program including the development of a viable curriculum. Prerequisites: Junior status required for students majoring in health-physical education; sophomore status required for students majoring in elementary education; or consent of instructor. Must apply to teacher education or consent of education department chair. ED321 Music Methods for Elementary Teachers 2 hours Introduction to materials and methods related to the inclusion of music in the elementary school curriculum, with emphasis on the relationships of music to elementary classroom routines and subjects. Acquisition of performance, skills, and knowledge sufficient to guide children in benefiting from the role played by music in their lives. Experience in directing classroom activities involving music. Must apply to teacher education or consent of education department chair.

ED322 Music Education Methods: PreK & Elementary 2 hours

Introduction to methods, including those of Orff, Kodaly, and Delcroze, materials, practices, and trends of vocal and instrumental music in preK and elementary settings. Introductory teaching experiences in group and individual teaching situations. Systematic observation and analysis of teaching as practiced by the students, other class members, and master teachers. Writing projects include short and long-term planning and analysis and evaluation of instructional practices. Prerequisite: MU151. Must apply to teacher education or consent of education department chair.

ED326 Teaching of Social Studies in the Elementary School 3 hours A basic consideration of standards and objectives, content, methods, and materials used in teaching social studies in the elementary schools. Methods include the use of concrete experience, technology, group processes, questioning, problem-solving, leading, and techniques of assessment. Students will be required to construct and use teaching and resource units. Prerequisite: One U.S. History course and GO120 Human Geography. Must apply to teacher education or consent of education department chair.

ED327 Teaching Mathematics in the Elementary School 3 hours

A course for pre-service teachers designed to develop competencies in: 1) knowledge of developmentally appropriate standards based curricula, 2) pedagogy to empower all students and direct them toward mathematical understanding and 3) mathematical theory as it applies to current reform efforts. Prerequisite: MA102 and MA225. Must apply to teacher education or consent of education department chair.

ED328 Teaching Science/Health in the Elementary School 3 hours

This course integrates content and pedagogy to assist pre-service teachers in studying methods of teaching science and health. Topics include inquiry-based instruction, process skills, and real-life applications of life, physical, and health and space science. Teachers are asked to examine research findings regarding health issues frequently experienced in an elementary classroom. Prerequisite: Lab science course. Must apply to teacher education or consent of education department chair.

ED333 Physical Education Methods for Elementary Teachers 2 hours A study of concepts and methods in teaching elementary school physical education. Analysis of student and teacher behavior and interaction will be covered with emphasis on the relationship between a student's health and physical education. The primary focus of the course will be on

the overall concept of the elementary school physical education program including the development of a viable curriculum. Prerequisites: Sophomore standing or consent of instructor. Must apply to teacher education or consent of education department chair.

ED340 Secondary School Art Methods 2 hours This course focuses on the art education secondary learner and the development of discipline-based curriculum materials, the role of the art educator as a professional, state and national standards for art education, methods of teaching, assessment processes, advocacy, history of art education, and the preparation of materials to take the student into their student teaching experience. An additional emphasis of this course for the Art Education major is to develop an in-depth understanding of scope and sequence for the preK-12 art learner. Prerequisite: ED320 and must be taken the year prior to student teaching. Must apply to teacher education or consent of education department chair.

ED341 Music Education Methods: Secondary 2 hours

The student demonstrates or acquires competencies for specific instructional objectives in each of the following general areas: analysis and evaluation of instructional practices, analysis and evaluation of musical behavior, design of instructional strategies, practice of instructional skills, investigation of teaching-learning processes, preparation for a role in music education, and entry into the teaching profession. Prerequisite: MU151. Must apply to teacher education or consent of education department chair.

ED342 Secondary Teaching and Learning Strategies 3 hours

A course that is concerned with course objective, selection and organization of content, teaching materials, techniques of instruction, and assessment in the selected secondary teaching field. Opportunity is given to observe teaching methods employed by experienced teachers in the selected field. Prerequisite: ED200. Must apply to teacher education or consent of education department chair.

ED343 Elementary Physical Education Methods for Health/PE Teachers 2 hours A study of concepts and methods in teaching elementary school physical education. Analysis of student and teacher behavior and interaction will be covered with emphasis on the relationship between a student's health and physical education. The primary focus of the course will be on the overall concept of the elementary school physical education program including the development of a viable curriculum. Prerequisites: Junior status required for students majoring in health-physical education; sophomore status required for students majoring in elementary education; or consent of instructor. Must apply to teacher education or consent of education department chair.

Section I.d Teachers Prepared

Provide the number of teachers prepared, by academic major and subject area prepared to teach in 2009-10. (§205(b)(1)(H))

| Academic major | Number prepared |
|-----------------------|-----------------|
| Art | 1 |
| Elementary Education | 12 |
| English | 1 |
| Health - PE | 4 |
| History Comprehensive | 4 |
| Music - Vocal | 1 |
| | |

| | |
|----------------------|----|
| Music - Instrumental | 1 |
| TOTAL | 24 |

| Subject area | Number prepared |
|-----------------------|-----------------|
| Art | 1 |
| Elementary Education | 12 |
| English | 1 |
| Health-PE | 4 |
| History Comprehensive | 4 |
| Music - Instrumental | 1 |
| Music -Vocal | 1 |
| TOTAL | 24 |

Section I.e Program Completers

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

2009-10: 24

2008-09: 27

2007-08: 26

Section II. Annual Goals

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the area(s) in which the IHE does not have that program.

| Teacher shortage area | Goal for increasing prospective teachers trained |
|-----------------------|--|
| Mathematics | <p>Academic year: 2009-10</p> <p>Goal: 3 - 5</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> |

| | |
|--------------------------|---|
| | <p>Yes, there are 3 secondary math majors at Bethany. Intensive work with Enrollment Services and Recruitment with student visitors.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Personal contact and e mail follow up after campus visit.</p> |
| <p>Science</p> | <p>Academic year: 2009-10</p> <p>Goal: 1-3</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p> <p>Will work for better alignment/recruitment with the college's admissions department. Encouraging partnership with Science Department and area MS & HS "Chics in Science Club". Science Department presented fun science projects during Halloween weekly coffee break to show the fun side of science to undeclared students.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Most of our "science" area visitors or majors want to be admitted to a pharmacy or medical school. By showing the "fun side" of science we hope to make a middle level science endorsement more attractive to elementary education teacher education majors.</p> |
| <p>Special education</p> | <p>Academic year: 2009-10</p> <p>Goal: N/A</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Special Education is not an initial licensure content area in Kansas. ACCK provides Special Education to 6 area colleges. ACCK is a consortium of the six area member colleges of Bethany College at Lindsborg, Bethel College at North Newton, Kansas Wesleyan University at Salina, McPherson College at McPherson, Sterling College at Sterling, and Tabor College at Hillsboro. Undergraduate and post-baccalaureate students are enrolled in one of the member colleges to pursue endorsement in adaptive special education at the K-6 and/or the 6-12 levels, and ACCK provides the undergraduate endorsement coursework that includes field experience for three of the four courses.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>ACCK has developed an assessment system that is aligned with its conceptual framework, Kansas Adaptive Special Education Standards, and national standards for teacher accreditation. ACCK has a fully accredited program that has been approved through December of 2013. The assessment system includes content-based assessment (Praxis II), assessment of the candidate's ability to plan</p> |

| | |
|---|---|
| | <p>instruction, assessment of clinical experience, assessment of candidate's effect on student learn, philosophical/historical/legal foundations, assessment, and managing behavior/problem-solving/social skills. ACCK students consistently meet or exceed standards. Students unable to meet standards are not formally accepted into the ACCK Adaptive Special Education Program, which is required before clinical experience (student teaching). Cooperating teachers rank ACCK students as proficient or distinguished on final assessment conference reports.</p> |
| <p>Instruction of limited English proficient students</p> | <p>Academic year: 2009-10</p> <p>Goal: Research ESOL addition</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Elementary Coordinators are researching ESOL addition to the Bethany Teacher Education Program due to student and Adjunct professor requests to do so.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Research in progress.</p> |
| <p>Immediate plan to encourage ML endorsements for El Ed majors</p> | <p>Academic year: 2009-20</p> <p>Goal: Encourage ML Endorsements</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Advisers encourage students to obtain a middle level endorsement in Special Education, Math, Science, Social Studies and English. Students were reluctant to spend more money and time to obtain their education.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Survey questionnaire developed in 2009-10 to review Middle Level Endorsements with local core teachers to specifically encourage Elementary Education majors to obtain a Middle Level endorsement in Math, Science, Special Education, Social Studies or English. Data from the survey will be analyzed and used to realign our current course offerings to specifically meet KSDE Standards and licensure requirements; eliminate unnecessary courses from the Teacher Education Program and to offer the critically needed Middle Level endorsement to Elementary Education majors within their 4 year plan to make Bethany Teacher Education Graduates more marketable.</p> |

Provide any additional comments, exceptions and explanations below:

In 2011-12 Bethany will have 3 Special Education Student Teachers completing their clinical practice and graduating within their 4 year plan.

Section II. Assurances

Please indicate whether your institution is in compliance with the following assurances.

Training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institution's graduates are likely to teach, based on past hiring and recruitment trends.

Yes

Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.

Yes

General education teachers receive training in providing instruction to children with disabilities.

Yes

General education teachers receive training in providing instruction to limited English proficient students.

Yes

General education teachers receive training in providing instruction to children from low-income families.

Yes

Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.

Yes

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

The following required courses align with these assurances:

ED100 Introduction to Teacher Education and Teaching Profession 1 hour

This course is designed to help direct those students who are considering a career in pedagogy -- the science of teaching. The seminar combines an exploration of the teaching profession with an exploration of the student as a potential teacher. Students learn about the varying levels and subjects available for teachers and the professional potential for each. In addition, each student constructs an Individual Development Plan to examine not only his or her skills and interests, but also his or her strengths and weaknesses as a future teacher.

ED200 Introduction to Teaching: Classroom Experience 3 hours

An exploratory opportunity in which one who is considering becoming a teacher works with a classroom teacher, full-time, during the January Inter-term. Prerequisite: ED100 and Sophomore status, or consent of the instructor.

SE210 Introduction to Infants, Children, and Youth with Special Needs 3 hours

This class is a survey of federal and state mandates for special education, including an overview of categorical exceptionalities delineated in the laws; service delivery systems; advocacy groups; the concept of least restrictive alternatives; and the purpose and

function of the IEP and IFSP. The course is designed to introduce all pre-service teachers to mild and moderate handicapping conditions of children enrolled in regular education. The course also serves as a foundation for special education majors. Offered each semester at Bethany.

SW240 Social and Cultural Diversity 3 hours

Study of relations between dominant and minority groups within society with emphasis on the history and experience of the

traditionally oppressed minorities in the United States. Study of social stratification and the social and cultural systems which support social differentiation, social classes, and social mobility. Cultural and subculture differences will be considered. Cross-cultural comparisons and experiential activities will be included. Prerequisites: S0101, PY101, or consent of the instructor.

ED358 Foundations of Education 3 hours

This course focuses upon the history of American education, the educational philosophies which have contributed to American

Education, and the role of education in American society today. Emphasis will be placed on the continuing development of individual student'S educational philosophy, the understanding of contemporary educational issues and learning in modern society. In each of these areas the student will build upon previous work in earlier courses. Prerequisites: ED100, ED200, and Junior/Senior status. Must apply to teacher education or consent of education department chair.

Section III. Assessment Rates

| Assessment code - Assessment name Test Company Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) | State Average pass rate (%) | State Average scaled score |
|---|------------------------------------|----------------------------------|-------------------------------------|------------------------------|--|---|
| ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10 | 1 | | | | 98 | 171 |
| ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09 | 4 | | | | 100 | 174 |
| ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2007-08 | 1 | | | | | |
| ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) Other enrolled students | 2 | | | | 83 | 175 |
| ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT | 11 | 175 | 10 | 91 | 95 | 177 |

| | | | | | | |
|---|----|-----|----|----|----|-----|
| Educational Testing Service (ETS) All program completers, 2009-10 | | | | | | |
| ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2008-09 | 14 | 173 | 12 | 86 | 97 | 178 |
| ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2007-08 | 8 | | | | 98 | 179 |
| ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09 | 1 | | | | 94 | 179 |
| ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08 | 1 | | | | 99 | 179 |
| ETS0550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2009-10 | 1 | | | | 95 | 680 |
| ETS0550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2008-09 | 2 | | | | 94 | 682 |
| ETS0550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2007-08 | 1 | | | | 95 | 675 |
| ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08 | 2 | | | | 99 | 156 |
| ETS0049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) Other enrolled students | 1 | | | | | |
| ETS0049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2007-08 | 1 | | | | | |
| ETS0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2009-10 | 2 | | | | 95 | 180 |
| ETS0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2008-09 | 1 | | | | 94 | 177 |
| ETS0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2007-08 | 2 | | | | 96 | 174 |

| | | | | | | |
|--|----|-----|----|-----|-----|-----|
| ETS0089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2007-08 | 1 | | | | | |
| ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10 | 1 | | | | 96 | 171 |
| ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09 | 3 | | | | 97 | 169 |
| ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10 | 3 | | | | 97 | 157 |
| ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09 | 3 | | | | 96 | 157 |
| ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08 | 1 | | | | 95 | 158 |
| ETS0265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2007-08 | 2 | | | | | |
| ETS0523 -PRINCIPLES LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2007-08 | 1 | | | | 100 | 174 |
| ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2009-10 | 10 | 166 | 7 | 70 | 96 | 175 |
| ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2008-09 | 12 | 170 | 11 | 92 | 98 | 175 |
| ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2007-08 | 4 | | | | 99 | 175 |
| ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2009-10 | 12 | 178 | 12 | 100 | 98 | 177 |
| ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2008-09 | 14 | 173 | 13 | 93 | 98 | 177 |

| | | | | | | |
|---|---|--|--|--|----|-----|
| ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2007-08 | 8 | | | | 99 | 177 |
| ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10 | 4 | | | | 90 | 170 |
| ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09 | 1 | | | | 94 | 170 |
| ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08 | 2 | | | | 93 | 171 |

Section III. Summary Rates

| Group | Number taking tests | Number passing tests | Pass rate (%) | State Average pass rate (%) |
|---------------------------------|---------------------|----------------------|---------------|-----------------------------|
| All program completers, 2009-10 | 22 | 17 | 77 | 93 |
| All program completers, 2008-09 | 26 | 24 | 92 | 95 |
| All program completers, 2007-08 | 15 | 15 | 100 | 97 |

Section IV. Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?

Yes

If yes, please specify the organization(s) that approved or accredited your program:

State

NCATE

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

No

Section V. Technology

Does your program prepare teachers to:

- integrate technology effectively into curricula and instruction

Yes

- **use technology effectively to collect data to improve teaching and learning**

Yes

- **use technology effectively to manage data to improve teaching and learning**

Yes

- **use technology effectively to analyze data to improve teaching and learning**

Yes

Provide a description of how your program prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of how your program prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

Bethany has invested in "smart" classrooms; integrating technology into curricula and instruction. Students are required to use multiple kinds of technology for presentations in methods classes demonstrating for their peers technology in assessment for data collection, data management and data analysis.

Technology issues are addressed in the following professional education courses. Most of these are junior-senior level:

ED351 Instructional Technology For Teachers 2 hours

A methods course designed to give education majors a practical, working knowledge of various instructional technologies as they

apply to the teaching/learning process. Prerequisites: Junior standing, ED100, and ED200. Must apply to teacher education or consent of education department chair.

ED322,Elementary Music Methods and ED341, Secondary Music Methods provide cross-curriculum activity integrated thematic instructional units which connect music selections to historical events, cultural aspects and trends in arts and architecture.

Section VI. Teacher Training

Does your program prepare general education teachers to:

- **teach students with disabilities effectively**

Yes

- **participate as a member of individualized education program teams**

Yes

- **teach students who are limited English proficient effectively**

Yes

Provide a description of how your program prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized

education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

Bethany College prepares general education teachers to teach students with disabilities effectively through required course SE210 Introduction to Infants, Children and Youth with Special Needs. Each Methods course includes assessing and teaching strategies for diverse learners. Bethany students will demonstrate a depth of knowledge within their discipline in order to effectively deliver instruction. (Conceptual framework - Knowledge Base) Candidates will acquire and implement research-based strategies to successfully manage classroom responsibilities including goal-setting, lesson design, assessment, and response to diverse student needs. (Conceptual framework - Teaching Strategies and Application) Candidates will demonstrate the understanding of professional behaviors based upon community culture and expectation, integrity, within relationships and commitment to on-going academic growth for self and their students. (Conceptual framework - Professional Attitudes and Values) The candidate will develop and demonstrate highly competent communication skills in which appropriate integrated learning experiences, including technology application are delivered in a classroom setting. (Conceptual framework - Making Knowledge Meaningful) Candidates will create a well-managed, inclusive, learning environment which demonstrates their understanding of the impact of positive teacher behavior and attitude within the educational setting. (Conceptual framework - Crating a Climate Conducive to Learning) Candidates will cultivate student motivation by demonstrating creativity, enthusiasm, empathy and genuine encouragement within a stimulating and inclusive environment. (Conceptual framework - Motivating Students to Learn)

Program completers must have earned a baccalaureate degree completing all program requirements with a grade of "C" or higher; including departmental, professional courses, supporting courses and the required courses for writing, communications and mathematics. Have a minimum GPA of 2.5 or higher in their major and cumulatively based on total hours attempted at all colleges attended.

Does your program prepare special education teachers to:

- **teach students with disabilities effectively**
Yes
- **participate as a member of individualized education program teams**
Yes
- **teach students who are limited English proficient effectively**
Yes

Provide a description of how your program prepares 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 licensing content area in Kansas. Bethany College prepares special education teachers to teach students with disabilities effectively through the Associated Colleges of Central Kansas (ACCK). ACCK is a consortium of the six area member colleges of Bethany College at Lindsborg, Bethel College at North Newton, Kansas Wesleyan University at Salina, McPherson College at McPherson, Sterling College at Sterling, and Tabor College at Hillsboro. Undergraduate and post-baccalaureate students are enrolled in one of the member colleges to pursue endorsement in adaptive special education at the K-6 and/or the 6-12 levels, and ACCK provides the undergraduate endorsement coursework that includes field experience for three of the four courses. ACCK has developed an assessment

system that is aligned with its conceptual framework, Kansas Adaptive Special Education Standards, and national standards for teacher accreditation. ACCK has a fully accredited program that has been approved through December of 2013. The assessment system includes content-based assessment (Praxis II), assessment of the candidate's ability to plan instruction, assessment of clinical experience, assessment of candidate's effect on student learn, philosophical/historical/legal foundations, assessment, and managing behavior/problem-solving/social skills. ACCK students consistently meet or exceed standards. Students unable to meet standards are not formally accepted into the ACCK Adaptive Special Education Program, which is required before clinical experience (student teaching). Cooperating teachers rank ACCK students as proficient or distinguished on final assessment conference reports.

Participate as a member of individualized education program teams

ACCK prepares special education teachers to participate as a member of individualized education program (IEP) teams. Coursework assignments include observation of an IEP and IEP team meeting, IEP videos/simulations, lecture captures on IEPs, planning of an IEP based on a case study, and preparation of an IEP during student teaching (clinical experience).

Teach students who are limited English proficient effectively

ACCK prepares special education teacher to work effectively with diversity, including limited English proficiency. Coursework includes diversity interviews, diversity issues in assessment, diversity reference materials, lecture captures on diversity, reading programs for limited English proficient learners, and an oral exam with diversity questions.

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.

Supporting Files

Bethany College
Traditional Program
2009-10

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