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Bethany College  
Traditional Program

2015 | Title II  
Reports

## Complete Report Card

AY 2013-14

## Institution Information

**Name of Institution:** Bethany College  
**Institution/Program Type:** Traditional  
**Academic Year:** 2013-14  
**State:** Kansas

**Address:** 335 E. Swensson Ave.

Lindsborg, KS, 67456

**Contact Name:** Mr. Gail Konzem  
**Phone:** 785-227-3380 8200  
**Email:** konzemg@bethanylb.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 Teaching	No
Biology Teaching	No
Business Teaching	No
Chemistry Teaching	No
Elementary Education	No
English Teaching	No
Health-Physical Education (combined)	No
History, Government, and Social Studies Teaching	No
Mathematics Teaching	No
Music Teaching - Instrumental	No
Music Teaching - Vocal	No
<b>Total number of teacher preparation programs: 11</b>	

## 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:**

<https://www.bethanylb.edu>

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

Bethany College now offers a General Studies in Elementary Education major for motivated candidates who want to work with students in a non-teaching position. The mission statement: "The Bethany College Education Department strives to instill in candidates the knowledge base, assistive skills, as well as professional attitudes and values necessary to become exceptional, effective non-teaching school personnel in a diverse culture."

## 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	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
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	No
Essay or personal statement	Yes	No
Interview	Yes	Yes
Other	Data not reported	Data not reported

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

2.5

**What was the median GPA of individuals accepted into the program in academic year 2013-14**

3.25

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

2.75

**What was the median GPA of individuals completing the program in academic year 2013-14**

3.19

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

The median major GPA of all candidates in the teacher education program 2013-14 was 3.51. The median major GPA of our program completers in 2013-14 was 3.64.

## 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	Data not reported	Data not reported
Fingerprint check	Data not reported	Data not reported
Background check	Data not reported	Data not reported
Minimum number of courses/credits/semester hours completed	Data not reported	Data not reported
Minimum GPA	Data not reported	Data not reported
Minimum GPA in content area coursework	Data not reported	Data not reported
Minimum GPA in professional education coursework	Data not reported	Data not reported
Minimum ACT score	Data not reported	Data not reported
Minimum SAT score	Data not reported	Data not reported
Minimum basic skills test score	Data not reported	Data not reported
Subject area/academic content test or other subject matter verification	Data not reported	Data not reported
Recommendation(s)	Data not reported	Data not reported
Essay or personal statement	Data not reported	Data not reported

Category of personal statement	Data not reported	Data not reported
Interview	Data not reported	Data not reported
Other	Data not reported	Data not reported

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

What was the median GPA of individuals accepted into the program in academic year 2013-14

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2013-14

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 2013-14:	56
Unduplicated number of males enrolled in 2013-14:	27
Unduplicated number of females enrolled in 2013-14:	55

2013-14	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	4
<i>Race</i>	
American Indian or Alaska Native:	1
Asian:	1
Black or African American:	2
Native Hawaiian or Other Pacific Islander:	0
White:	50
Two or more races:	1

## Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2013-14.

Average number of clock hours of supervised clinical experience required prior to student teaching	145
Average number of clock hours required for student teaching	560
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	3
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	46
Number of students in supervised clinical experience during this academic year	26

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

Because Inter-Term was shortened to less than 3 weeks, ED200 Intro to Teaching Classroom Experience taught during Inter-term has been cut from 126 hours to 91 clinical experience hours. Integrated Field Experience is required for ED240 Social, Cultural and Language Diversity in Today's Classrooms, ED304 Methods of Elementary Reading and Language Arts, Grades K-3, ED315 Elementary Integrated Field Experience, Grades 4-6, ED321 Music Methods for Elementary Teachers, ED322 Music Education Methods PreK and Elementary, ED325 Methods of Teaching and Assessing English Language Learners, ED326 Teaching of Social Studies in the Elementary School, ED327 Teaching Mathematics in the Elementary, ED328 Teaching Science/Health in the Elementary School, ED341 Music Education Methods, Secondary and ED343 Elementary PE Methods for H-PE Teachers.

## Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2013-14. 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	11
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	7
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	1

Teacher Education - Business	
Teacher Education - English/Language Arts	1
Teacher Education - Foreign Language	
Teacher Education - Health	4
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	3
Teacher Education - Music	3
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	3
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
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:	
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## Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2013-14. 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	11
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	4
Teacher Education - Agriculture	
Teacher Education - Art	1
Teacher Education - Business	
Teacher Education - English/Language Arts	1
Teacher Education - Foreign Language	
Teacher Education - Health	4
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	3
Teacher Education - Music	3
Teacher Education - Physical Education and Coaching	4
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	3
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	



Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
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:

2013-14: 26

2012-13: 31

2011-12: 30

## Section II Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (**§205(a)(1)(A)(ii), §206(a)**)

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

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

**Academic year 2013-14**

**Did your program prepare teachers in mathematics in 2013-14?**

Yes

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

3

**Did your program meet the goal for prospective teachers set in mathematics in 2013-14?**

Yes

**Description of strategies used to achieve goal, if applicable:****Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:****Provide any additional comments, exceptions and explanations below:**

The chair of our Mathematics Department serves on the Teacher Education Coordinators (TEC) committee and has worked to recruit talented candidates into the Mathematics Teaching profession. Four candidates were admitted to the Teacher Education program this (2013)Spring joining the student teacher for Fall 2013 and two student teachers Spring 2014. The new candidates are expected to complete their programs in Spring 2015 or Fall 2016.

**Academic year 2014-15****Is your program preparing teachers in mathematics in 2014-15?**

Yes

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

4

**Provide any additional comments, exceptions and explanations below:****Academic year 2015-16****Will your program prepare teachers in mathematics in 2015-16?**

Yes

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

2

**Provide any additional comments, exceptions and explanations below:****Section II Annual Goals - Science**

**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/po/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 2013-14**

Did your program prepare teachers in science in 2013-14?

No

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

Did your program meet the goal for prospective teachers set in science in 2013-14?

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:

**Academic year 2014-15**

Is your program preparing teachers in science in 2014-15?

No

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

Provide any additional comments, exceptions and explanations below:

**Academic year 2015-16**

Will your program prepare teachers in science in 2015-16?

Yes

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

2

Provide any additional comments, exceptions and explanations below:

Two young women began the program but they dropped Education to attend as Biology majors then to Pharmacy school.

## Section II Annual Goals - Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (**§205(a)(1)(A)(ii), §206(a)**)

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

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

### Academic year 2013-14

Did your program prepare teachers in special education in 2013-14?

No

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

Did your program meet the goal for prospective teachers set in special education in 2013-14?

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:

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.

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

**Is your program preparing teachers in special education in 2014-15?**

No

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

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

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.

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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.

### **Academic year 2015-16**

**Will your program prepare teachers in special education in 2015-16?**

No

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

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

See comments above.

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

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (**§205(a)(1)(A)(ii), §206(a)**)

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

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

**Academic year 2013-14**

**Did your program prepare teachers in instruction of limited English proficient students in 2013-14?**

Yes

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

6

**Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2013-14?**

No

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

Two candidates completed their ELL endorsements in 2013-2014.

**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:**

Six of our Education Candidates are preparing for ESOL clinical practice in 2013-2014. ELL - English Language Learners Endorsements K-6 and 6-12 are now available for Bethany Education majors as well as area teachers to meet the needs of area schools. NOTE: ELL is offered as an ENDORSEMENT to Elementary Education and Secondary Content Education majors.

**Academic year 2014-15**

**Is your program preparing teachers in instruction of limited English proficient students in 2014-15?**

Yes

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

1

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

**Academic year 2015-16**

**Will your program prepare teachers in instruction of limited English proficient students in 2015-16?**

Yes

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

5

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

Candidates are very interested in English Language Learners endorsement, however, the realities of their college education, sports, work and additional commitments make it difficult to complete their ELL endorsement requirements at this time in their careers.

## 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:**

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 for 126 hours, during the January Inter-term. Prerequisite: ED100 and sophomore status, or consent of the instructor.

ED240 Social, Cultural and Language Diversity in Today's Classrooms 3 hours This course is designed to study the relationships among diverse groups within our society, emphasizing historical perspective, various social and cultural systems which demonstrate social differences, class distinction, and social mobility, as well as the impact of second language acquisition on today's classroom within all disciplines and at all grade levels. In order to become exceptional teachers, it is necessary to understand how students' cultural values are expressed in beliefs and behaviors. This understanding helps teachers to respond appropriately and promote congruity between teacher and student interaction. This course will include an early field experience in a culturally diverse classroom setting. (3 hours credit). Prerequisites: PY101, ED200 and declaration of elementary education major or consent of the instructor.

SE 210 Introduction to Infants, Children & Youth With Special Needs, 2 hours credit. 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.

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 Pass Rates

Assessment code - Assessment name	Number	Avg.	Number	Pass
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Test Company Group	taking tests	scaled score	passing tests	rate (%)
ETS5134-ART CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5134-ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5134-ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	2			
ETS5134-ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	3			
ETS0011-ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) Other enrolled students	1			
ETS0011-ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2013-14	7			
ETS0011-ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2012-13	10	171	9	90
ETS0011-ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2011-12	14	171	13	93
ETS0041-ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0041-ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	2			
ETS5038-ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5551-HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2012-13	1			

ETS5550-HEALTH EDUCATION (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS5550-HEALTH EDUCATION (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0061-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS5161-MATHEMATICS: CK Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5169-MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS0439-MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5089-MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0113-MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	2			
ETS0113-MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0113-MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	3			
ETS5091-PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	2			
ETS5091-PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	5			
ETS5091-PHYSICAL ED CONTENT KNOWLEDGE	4			

Educational Testing Service (ETS) All program completers, 2011-12				
ETS5624-PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	1			
ETS5624-PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2013-14	9			
ETS5624-PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2012-13	14	169	12	86
ETS5624-PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2011-12	11	170	10	91
ETS5622-PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2013-14	8			
ETS5622-PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2012-13	10	166	10	100
ETS5622-PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2011-12	14	169	14	100
ETS0081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS0081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	3			

### Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2013-14	18	12	67
All program completers, 2012-13	24	21	88
All program completers, 2011-12	26	22	85

All program completers, 2011-12	20	22	03
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## Section IV Low-Performing

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

Is your teacher preparation program currently approved or accredited?

Yes

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

State

NCATE

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

No

## Section V Use of Technology

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

Does your program prepare teachers to:

- integrate technology effectively into curricula and instruction  
Yes
- use technology effectively to collect data to improve teaching and learning  
Yes
- use technology effectively to manage data to improve teaching and learning  
Yes
- use technology effectively to analyze data to improve teaching and learning  
Yes

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

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 is introduced in the following courses and required of candidates in all professional education methods course presentations:

ED251 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: ED100, and ED200. Must apply to teacher education or consent of education department chair. ED251 partners

with Vision\_Tek, the community based technology center.

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. KPTP - each clinical practitioner collects data on their unit and manages, analyzes and reports it. KPTP is graded by Kansas State Dept. of Education trained graders.

## 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.**

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 candidates 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 2.75 or higher in their major and cumulatively based on total hours attempted at all colleges attended.

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**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 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

Complete Report Card

**ED.gov** This is a United States Department of Education computer system.

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