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Kansas Wesleyan University

Traditional Program

2010-11

Print Report Card

Program Information

Name of Institution: Kansas Wesleyan University

Institution/Program Type: Traditional

Academic Year: 2010-11

State: Kansas

Address: 100 E, Claflin

Salina, KS, 67401

Contact Name: Dr. Kathleen Barrett-Jones

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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	No	NA
Experience in a classroom or working with children	Yes	NA
Minimum number of courses/credites/semester hours completed	Yes	NA
Minimum high school GPA	No	NA
Minimum undergraduate GPA	Yes	NA
Minimum GPA in content area coursework	No	NA
Minimum GPA in professional education coursework	No	NA
Minimum ACT score	Yes	NA
Minimum SAT score	Yes	NA
Minimum GRE score	No	NA
Minimum basic skills test score	Yes	NA
Subject area/academic content test or other subject matter verification	No	NA
Recommendation(s)	Yes	NA
Essay or personal statement	No	NA
Interview	Yes	NA
Resume	No	NA
Bachelor's degree or higher	No	NA
Job offer from school/district	No	NA
Personality test	No	NA
Other (specify: NONE)	No	NA

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

http://www.kwu.edu/enrollment/catalogs.html

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

Does your initial teacher certification program conditionally admit students? Yes

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

Students seeking admission into the program can meet our criteria of demonstrating basic skills in reading, writing and math in a variety of ways: ACT scores that meet the national average of subskills in reading, writing and math: SAT scores that meet the national average of subskills in similar areas; and PPST scores that meet the cut scores previously established by the Kansas State Department of Education. Students can use a combination of these three types of tests. An interview is also an important part of our admission process to our program. The Teacher Education Committee comprised of faculty from across campus, teacher education faculty, and two education students who have been admitted to the program interview students seeking admission into the program. Students must meet the interview cut score established by the Unit faculty as part of the criteria to be considered for admission.

Section I.b Program Enrollment

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

Total number of students enrolled in 2010-11:	53
Unduplicated number of males enrolled in 2010-11:	17
Unduplicated number of females enrolled in 2010-11:	36

2010-11	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	3
Race	
American Indian or Alaska Native:	0
Asian:	1
Black or African American:	2
Native Hawaiian or Other Pacific Islander:	0
White:	44
Two or more races:	3

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2010-11.

Average number of clock hours required prior to student teaching	140
Average number of clock hours required for student teaching	640
Number of full-time equivalent faculty in supervised clinical experience during this academic year	2
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	94
Number of students in supervised clinical experience during this academic year	126

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

For purposes of counting the full-time equivalent adjunct faculty, we have included the cooperating teachers who work with our candidates in clinical practice and early field experience. This number is 94 but the amount of time a cooperating teacher spends supervising a candidate varies. In clinical practice, cooperating teachers spend a minimum of 640 hours with candidates. This increases when before and after school preparation time is considered. In early field experience, cooperating teachers provide about 20 to 35 hours of supervision per semester for candidates.

Section I.d Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2010-11. 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	8
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	4
Teacher Education - Multiple Levels	9
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	3
Teacher Education - Music	3
Teacher Education - Physical Education and Coaching	6
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
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	1
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: SPED 2, Health 5	7

Section I.d Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2010-11. 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	8
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	3
Teacher Education - Music	3
Teacher Education - Physical Education and Coaching	6

Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
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	1
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.e Program Completers

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

2010-11: 21

2009-10: 39

2008-09: 25

Section II. Annual Goals

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

Teacher shortage area	Goal for increasing prospective teachers trained
Mathematics	**Academic year:** 2010-13 **Goal:** 6

Goal met? No

Description of strategies used to achieve goal:

The goal for 2010-13 is ongoing and therefore has not been met yet. We are on target for meeting this goal of 6 math prepared teachers between 2010-13. For 2010-11, 3 candidates were math prepared. The following strategies are used to meet the goal. Advisers both in the Math Department and the Teacher Education Department meet with prospective students and describe the academic program. The University uses a Matrix system to monitor the progress of a student's commitment to the University. In addition the Teacher Education Department sponsored a Teacher Academy Day for high school sophomores, juniors and seniors to explore the field of teaching and the need for math teachers was stressed.

Description of steps to improve performance in meeting goal or lessons learned in meeting goal:

We believe that the strategies indicated above are assisting us in being successful in meeting our goal of 6 math prepared teachers between 2010-13.

Science	
	Academic year: 2010-13
	Goal: 3
	Goal met? No
	Description of strategies used to achieve goal:
	The goal for 2010-13 is ongoing and therefore has not been met yet. The following strategies were used to meet the goal. Advisers meet with prospective students and describe the academic program. The University uses a Matrix system to monitor the progress of a student's commitment to the University. In addition the Teacher Education Department sponsored a Teacher Academy Day for high school sophomores, juniors and seniors to explore the field of teaching and the need for science teachers was stressed.
	Description of steps to improve performance in meeting goal or lessons learned in meeting goal:
	We believe that the strategies indicated above are assisting us in being successful in meeting our goal of 3 science prepared teachers between 2010-13.
Special education	
	Academic year: 2010-13
	Goal: 7
	Goal met? No
	Description of strategies used to achieve goal:
	The goal for 2010-13 is ongoing and therefore has not been met yet. We are on target for meeting this goal of 7 SPED prepared teachers between 2010-13. For 2010-11, 2 candidates were SPED prepared. It is important to note that in Kansas, SPED is an endorsement which means that an individual must hold a license in another area in order for SPED to be added. The SPED program was promoted with all students seeking a Kansas license. Instructors in the Teacher Education Department encouraged students to add the SPED endorsement.

Advisors emphasized that SPED coursework can be taken along with the undergraduate program without adding additional semesters. In addition, advisers met with prospective students and described the SPED academic program. The University uses a Matrix system to monitor the progress of a student's commitment to the University. In addition brochures have been developed that explain the SPED endorsement academic program. The brochures have been shared with SPED directors in the field and faculty in the SPED program have also addressed regional meetings of SPED directors to explain the program.

Description of steps to improve performance in meeting goal or lessons learned in meeting goal:

We believe that the strategies indicated above are assisting us in being successful in meeting our goal of 7 SPED prepared teachers between 2010-13.

Instruction of limited English proficient students	**Academic year:** 2010-11 **Goal:** NA **Goal met?** **Description of strategies used to achieve goal:** We do not have a program in limited English. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:**
NA	**Academic year:** 2010-11 **Goal:** NA **Goal met?** **Description of strategies used to achieve goal:** **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:**

Provide any additional comments, exceptions and explanations below:

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:

There are four successful strategies that our program incorporates that assist us in meeting the assurances listed above. First, the Teacher Education Advisory Council is an important group that provides the Teacher Education Department with information regarding specific needs of local schools and contributes to the success of our candidates. Second strategy, four years ago the Teacher Education Program allocated funds to bring in expert teachers to address specific topics that target understanding children's needs and provide instructional and behavioral strategies that address those needs. These educational programs are in addition to the instruction that strategies receive in candidates' psychology, SPED and methods classes. These programs have included: Ruby Payne's Understanding A Framework of Poverty, Carolyn Tomlinson's Differentiated Instruction, Kagan's Structures and Bullying and Character Education. A third successful strategy has been the evaluation of the assurances by cooperating teachers in early field experiences and clinical practice. The final strategy has been requiring candidates to specifically address Ell, SPED and other needs in their lesson plans. This has helped them to consciously plan instruction to meet the specific needs of those children.

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	2				95	170
ETS0133 - ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1				100	174
ETS0235 - BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1				100	168
ETS0235 - BIOLOGY CONTENT	1				100	165

KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09						
ETS0011 - ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) Other enrolled students	1				76	173
ETS0011 - ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2010-11	8				94	178
ETS0011 - ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2009-10	17	174	16	94	97	178
ETS0011 - ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2008-09	5				97	178
ETS0041 - ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	4				97	181
ETS0550 - HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2010-11	1				100	686
ETS0061 - MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	3				97	158
ETS0061 - MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1				96	155
ETS0061 - MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	3				97	155
ETS0069 - MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2010-11	1				100	182
ETS0113 - MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	3				99	169
ETS0113 - MUSIC CONTENT KNOWLEDGE	3				98	171

Educational Testing Service (ETS) All program completers, 2009-10						
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	4				97	169
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	3				96	156
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	3				98	157
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	3				97	157
ETS0265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2009-10	1				92	165
ETS0265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2008-09	1					
ETS0523 -PRINCIPLES LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2009-10	1				98	172
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2010-11	7				97	175
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2009-10	13	171	11	85	98	175
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2008-09	13	171	13	100	99	175
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2010-11	11	175	9	82	97	177
ETS0522 -PRINCIPLES LEARNING AND	20	177	20	100	98	177

TEACHING K-6 Educational Testing Service (ETS) All program completers, 2009-10						
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2008-09	8				99	177
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1				95	170
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	3				95	171
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1				94	170
ETS0220 -SPEECH COMMUNICATION Educational Testing Service (ETS) All program completers, 2008-09	3				100	690

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2010-11	18	14	78	93
All program completers, 2009-10	34	30	88	95
All program completers, 2008-09	21	19	90	96

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.

All preservice teachers must satisfactorily complete a course titled Instructional Technology. In this course they learn the various applications of technology to the classroom. Preservice teachers are then expected to apply these technologies in their development of units and lesson plans in their content areas. These technologies include: clickers, SMART boards, slates, and Auto Focus Vision Viewer . When in clinical practice, they are evaluated on their use of technology during their instruction. Candidates also use SKPE to connect to the seminar class during clinical practice.

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.

Preservice teachers must satisfactorily complete a course which addresses individuals with special needs including those who have disabilities, who are gifted and talented, and who are limited English proficient. The course addresses differentiated instruction and students develop instructional activities which address the various needs of the P-12 students. During this course, all preservice teachers must complete 20 hours of

early field experience (EFE). During their EFE, they specifically observe cooperating teachers accommodating the needs of students by differentiating their instruction. Then within their methods courses preservice teachers are required to develop lesson plans with differentiation for the P-12 students addressing disabilities, gifted and talented and limited English proficiency.

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.

While Kansas Wesleyan University (KWU) prepares special education teachers to teach students with disabilities effectively through the Associated Colleges of Central Kansas (ACCK), this is not an initial license area. In Kansas SPED is not an initial license area and must be added as an endorsement to an initial license area. 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. Preservice teachers at KWU pursue an endorsement in adaptive special education at the K-6 and/or the 6-12 levels by taking the coursework provided by ACCK. This coursework 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.

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).

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.

Kansas Wesleyan University (KWU) is located in Salina, a central Kansas community with a population of about 48,000. KWU is a small university, grounded in the liberal arts tradition. The University is accredited by the North Central Association of Colleges and Schools-Higher Learning Commission (NCA-HLC). In spring 2007, the University completed a very successful Higher Learning Commission regional accreditation visit, with recommendations for continued accreditation for a 10-year period with no required interim follow-up visits or reports. The Teacher Education Program is accredited by the Kansas Board of Education (since 1947) and the National Council for Accreditation of Teacher Education (since 2002). It is the philosophy of the Teacher Education Program that a liberal arts education coupled with an academic major and professional teacher training produces an effective P-12 teacher. The Conceptual Framework of the program states: "Kansas Wesleyan University prepares reflective teachers with the potential for professional leadership who demonstrate academic and professional excellence, have sound personal qualities, have a commitment to education and life-long learning, demonstrate world citizenship and are committed to faith." KWU offers 11 academic programs that lead to teacher licensure with additional endorsements available in SPED. Academic courses are recommended for candidates interested in adding a middle level endorsement through test only. The recommended academic courses are viewed as helping prepare the candidates for success in meeting the cut score on the PRAXIS test. Three important groups provide oversight for the Teacher Education Program. They are the Unit Faculty, Teacher Education Committee and the Teacher Education Advisory Council. Each group has different representation and provides a specific function in the Program. The Unit faculty is comprised of the 11 department chairs of the academic programs that lead to licensure. This group oversees curriculum, assessments, and procedures in teacher education. The Teacher Education Committee is comprised of faculty from the academic programs that lead to licensure plus two students who are fully accepted into the teacher education program. They make decisions regarding acceptance into the program and clinical practice. They also decide on probation within or dismissal from the program. They hear appeals made to the Teacher Education Program. The Teacher Education Advisory Council is comprised of teachers and administrators in the field, graduates of the program, faculty, community members and two students who are who are fully accepted into the teacher education program. This Council makes recommendations regarding program evaluations, follow-up surveys, early field experiences, and they provide an important link to the educational community in Salina and surrounding area. A testimony to the success of KWU's teacher education program are the number of teachers employed by USD 305, Salina. These graduates are contributing to the quality of the Salina schools and their success in meeting AYP.

Supporting Files

Kansas Wesleyan University
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Title II, Higher Education Act
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