

[VIEW TITLE II REPORTS](#)[SUBMIT REPORTS](#)[About Title II](#) | [Contacts](#)[Login](#)[Technical Assistance](#)

McPherson College
Traditional Program

2015 | Title II
Reports

Complete Report Card

AY 2013-14

Institution Information

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

Address: Box 1402
1600 E. Euclid
McPherson, KS, 67460

Contact Name: Dr. Shane Kirchner
Phone: 6202420544
Email: kirchnes@mcpherson.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	No
Biology	No
Chemistry	No
Elementary	No
English Language Arts	No
Foreign Language Spanish	No
Health	No
History, Government, and Social Studies	No
Mathematics	No
Music, general	No
Music, insturmental	No
Music, vocal	No
Physical Education	No
Psychology	No
Speech/Theatre	No
Total number of teacher preparation programs: 15	

Section I.b Admissions

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

Sophomore year At time of Transfer.

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:

www.mcpherson.edu

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

Students can apply for admission at different intervals of their college or post college career. Admission applications are completed in the spring and fall semesters.

Application materials include application form, questionnaire, self-assessment of dispositions aligned to conceptual framework, recommendation from content professor, character reference, two letters of recommendation from professors, and scores of 235 on all four (English, math, science, and social studies) sections of the College-Basic Academic Skills Exam (C-BASE).

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	No	No
Fingerprint check	No	No
Background check	No	No
Minimum number of courses/credits/semester hours completed	No	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	No	No
Minimum GPA in professional education coursework	No	No
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	No
Recommendation(s)	Yes	No
Essay or personal statement	Yes	No

Interview	Yes	No
Other	Data not reported	Data not reported

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

2.3

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

3.11

What is the minimum GPA required for completing the program?

2.5

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

3.75

Please provide any additional comments about the information provided above:

The mean GPA of candidates accepted into the program in AY 2013-2014 was 3.19.

The mean GPA of completers in AY 2013-2014 was 3.58.

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
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:	39
Unduplicated number of males enrolled in 2013-14:	11
Unduplicated number of females enrolled in 2013-14:	28

2013-14	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	5
<i>Race</i>	

American Indian or Alaska Native:	0
Asian:	0
Black or African American:	3
Native Hawaiian or Other Pacific Islander:	0
White:	31
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	80
Average number of clock hours required for student teaching	525
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)	24
Number of students in supervised clinical experience during this academic year	52

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

Prior to student teaching all students must complete two field experiences. The first is a minimum of 30 hours of observation and limited interaction under the guidance of a classroom teacher who serves as a mentor. The second experience, usually completed the junior year, requires a minimum of 50 contact hours and teaching at least four formal lessons. These lessons are evaluated by the cooperating teacher. Journals and lesson evaluations are reviewed by a college supervisor and, when necessary, additional support is given.

Student teaching (supervised clinical experience) takes place over a minimum of 14 weeks. For students seeking licensure in two content areas or at multiple grade levels, the experience is split between two placements. For example, a candidate seeking elementary and special education endorsements will spend seven weeks in a regular education classroom then transfer to a special education classroom of the remaining seven weeks of the semester. NOTE: In the state of Kansas, SPED and ESOL are not considered initial licensure area endorsements but can be earned simultaneously with the initial license in another content area.

Since special education and ESOL are considered additional endorsement areas in the state of Kansas, candidates completing these programs must complete practica and student teaching experiences. The hours spent in SPED and ESOL practica and student teaching are included in this report. Candidates not completing these added endorsements complete the same number of field experience hours as those completing the hours.

Stipends are paid to cooperating teacher for student teaching only, not the other practicum experiences. Therefore, there are many more students identified as having completed clinical experiences than adjunct supervisors. Only cooperating teachers receiving a stipend are counted here.

Each student teacher who had a split placement had two cooperating teachers. Although there were only 14 student teachers in 2013-2014, there were 23 coops who received a stipend. Seven student teachers had multiple cooperating teachers.

Of the 24 adjuncts identified, one serves as a college supervisor, the other 23 are k-12 staff.

The 52 candidate identified in supervised clinical experiences include the total enrolled in each of the courses. It is possible that a candidate could be enrolled in multiple courses during the course of the year and may be counted twice. For example, a candidate may be enrolled in junior practicum in the fall and then student teach in the spring. This candidate would be counted twice.

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	7
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	1
Teacher Education - Foreign Language	
Teacher Education - Health	1
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	1
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	1
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	1
Teacher Education - Chemistry	1
Teacher Education - Drama and Dance	1
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	2
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 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	7
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	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
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	
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	1
History	1
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	1
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	1
Mathematics and Statistics	1
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	1
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	

Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify: Physical Education	2

Section I.f Program Completers

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

2013-14: 14

2012-13: 16

2011-12: 14

Section II Annual Goals - Mathematics

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

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

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

Academic year 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?

2

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

No

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:

We continue to work closely with the admissions and math departments to promote teacher education for math majors. The math department added a math competition for area high schools students and that seems to have helped raise interest in the program, although it has not increased numbers dramatically.

Provide any additional comments, exceptions and explanations below:

Each year our goal is to add two new candidates to the math education program.

A new math faculty member has been hired and there is a renewed energy in the department. As this new person (a one person department) gains footing, we hope this will have a positive impact on math teacher ed.

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?

2

Provide any additional comments, exceptions and explanations below:

Our annual goal is two candidates. We predict one completer in AY 2014-2015 with at least one in the pipeline.

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

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

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

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

Academic year 2013-14**Did your program prepare teachers in science in 2013-14?**

Yes

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

2

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

Yes

Description of strategies used to achieve goal, if applicable:

We work closely with the science department and the admissions department. The newest hire in the science department sits on the teacher education undergraduate council and does a nice job of promoting teaching as a career option for the science majors.

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:

Our goal remains two candidates. We had two majors in 2013-14.

Academic year 2014-15

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

Yes

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

2

Provide any additional comments, exceptions and explanations below:

Our goal remains two candidates. Our anticipated completer in 2014-15 opted to not finish due to life circumstances. We hope the candidate will soon return to finish up.

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:

We continue to work with admissions and the science department to recruit science teachers. However, the sometimes challenging work environment makes it a

challenge, not to mention that careers in the science industry can be much more lucrative than that of teaching.

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:

In Kansas, Special Education is not considered an initial licensure area. Therefore, according to this report we did not prepared any candidates for SPED.

We do however offer SPED licensure as an added endorsement at the same time as the initial licensure. The content area (elementary education, biology, etc.) is considered the initial licensure area. Approximately one-third of all candidates seek the SPED added endorsement.

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:

In Kansas, Special Education is not considered an initial licensure area. Therefore, according to this report we did not prepared any candidates for SPED.

We do however offer SPED licensure as an added endorsement at the same time as the initial licensure. The content area (elementary education, biology, etc.) is considered the initial licensure area. Approximately one-third of all candidates seek the SPED added endorsement.

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:

In Kansas, Special Education is not considered an initial licensure area. Therefore, according to this report we did not prepared any candidates for SPED.

We do however offer SPED licensure as an added endorsement at the same time as the initial licensure. The content area (elementary education, biology, etc.) is considered the initial licensure area. Approximately one-third of all candidates seek the SPED added endorsement.

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?

No

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

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students 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:

In Kansas, ESOL is not considered an initial licensure area. Therefore, according to this report, we did not prepare any candidates for ESOL.

We do however offer ESOL licensure as an added endorsement at the same time as the initial licensure. The content area (elementary education, biology, etc.) is considered the initial licensure area. Approximately ten percent of all candidates seek the ESOL added endorsement.

Academic year 2014-15

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

No

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

Provide any additional comments, exceptions and explanations below:

In Kansas, ESOL is not considered an initial licensure area. Therefore, according to this report, we did not prepare any candidates for ESOL.

We do however offer ESOL licensure as an added endorsement at the same time as the initial licensure. The content area (elementary education, biology, etc.) is considered the initial licensure area. Approximately ten percent of all candidates seek the ESOL added endorsement.

Academic year 2015-16

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

No

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

Provide any additional comments, exceptions and explanations below:

In Kansas, ESOL is not considered an initial licensure area. Therefore, according to this report, we did not prepare any candidates for ESOL.

We do however offer ESOL licensure as an added endorsement at the same time as the initial licensure. The content area (elementary education, biology, etc.) is considered the initial licensure area. Approximately ten percent of all candidates seek the ESOL added endorsement.

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:

All methods courses have dedicated portions of the courses that address the assurances listed above.

All students are required to complete practica or student teaching in an urban school. Furthermore, our college is located in a rural setting. Consequently, candidates are exposed to rural environments as well.

Special Education is NOT an initial licensure area in Kansas. However, we do prepare candidates to become SPED teachers simultaneously with their content area. Therefore, we do indeed ensure that SPED candidates are prepared in the core academic areas they will be teaching.

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5134-ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0235-BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS0235-BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0011-ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) Other enrolled students	3			

ETS0011-ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2013-14	6		
ETS0011-ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2012-13	8		
ETS0011-ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2011-12	8		
ETS0041-ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1		
ETS0041-ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	2		
ETS0041-ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	1		
ETS0061-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	2		
ETS5161-MATHEMATICS: CK Educational Testing Service (ETS) All program completers, 2013-14	2		
ETS5091-PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1		
ETS5091-PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	2		
ETS5624-PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2013-14	7		
ETS5624-PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2012-13	8		
ETS5624-PRINC LEARNING AND TEACHING 7-12	1		

Educational Testing Service (ETS) All program completers, 2011-12				
ETS0524-PRINC LEARNING AND TEACHING 7-12 (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2011-12	2			
ETS5622-PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	3			
ETS5622-PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2013-14	6			
ETS5622-PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2012-13	8			
ETS5622-PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2011-12	4			
ETS0522-PRINC LEARNING AND TEACHING K-6 (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2011-12	5			
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	1			
ETS0081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	1			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2013-14	13	10	77
All program completers, 2012-13	16	16	100

All program completers, 2011-12	12	12	100
---------------------------------	----	----	-----

Section IV Low-Performing

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

Is your teacher preparation program currently approved or accredited?

Yes

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

State

NCATE

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

No

Section V Use of Technology

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

Does your program prepare teachers to:

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

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

In all professional education courses technology is integrated and practiced by professors and students. The department has SmartBoard Technology, iPads, and a student response system.

All students must take the Educational Technology course, which provides students with the opportunity to practice and to gain the knowledge base of use and integration of technology in the classroom.

Student teachers are required to submit the Kansas Performance Teaching Portfolio, which includes all elements described above.

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.

All candidates are required to complete SE210--Introduction to Students with Special Needs. This course provides an overview of various exceptionalities found in classrooms. Candidates are also given strategies for working with these students including creating IEPs and working on teams.

All professional education courses, specifically methods courses, reinforce the concepts learned in SE210.

McPherson College does offer licensure in Adaptive Special Education and ESOL; however, these are not stand-alone endorsements. They must be completed in conjunction with other licensure areas.

The lesson plan template that all students must use in their coursework and clinical experiences require students to identify strategies for teaching students with exceptionalities and/or limited English proficiency.

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.

In Kansas, SPED is not considered an initial licensure program. However, McPherson College does prepare special education teachers to teach students with disabilities effectively through the Associated Colleges of Central Kansas (ACCK). ACCK is a consortium of six area member colleges: 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 experiences 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. 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 learning, 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 teachers 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.

As mentioned throughout this report, in Kansas SPED and ESOL are not considered initial licensure programs. McPherson College, however, offers licensure in both areas simultaneously with the initial license in another content area such as elementary education, biology, or English. Students who complete the SPED and ESOL programs have been successful. In previous years SPED and ESOL candidates were reported in this report. Due to a training with Nancy Thornton of WESTAT, data have been modified in this report to reflect those changes and SPED and ESOL program completers are only counted according to their content area. Due to the small size of the program, Praxis test data appears to be mostly blank. In reality students have been generally successful. (Not all completers opted to take the exams.)

Supporting Files

Complete Report Card

AY 2013-14

