

# Title II Higher Education Act

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Newman University  
Traditional Program  
2010-11

### Print Report Card

### Program Information

**Name of Institution:** Newman University  
**Institution/Program Type:** Traditional  
**Academic Year:** 2010-11  
**State:** Kansas

**Address:** 3100 McCormick Avenue

Wichita, KS, 67213

**Contact Name:** Dr. Steven Dunn

**Phone:** 316.942.4291

**Email:** dunns@newmanu.edu

**Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant: No**  
**TQE partnership name or grant number, if applicable:**

### Section I.a Program Admission

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

Element	Undergraduate	Postgraduate
Application	Yes	NA
Fee/Payment	No	NA

Transcript	Yes	NA
Fingerprint check	No	NA
Background check	No	NA
Experience in a classroom or working with children	No	NA
Minimum number of courses/credits/semester hours completed	Yes	NA
Minimum high school GPA	No	NA
Minimum undergraduate GPA	Yes	NA
Minimum GPA in content area coursework	Yes	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	Yes	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: Personal essay related to School of Education conceptual framework )	Yes	NA

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

<http://www.newmanu.edu/Academics/ProfessionalStudies/Education/ElementaryEducation/tabid/141/Default>

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

Junior 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 are conditionally admitted to the Teacher Education Program if their application packet is incomplete or if certain cut scores, GPA, or other requirements are below standards. SAT scores can be used in place of ACT scores and CBT scores can be used in place of PPST scores. Also, if students are lacking any of the five required courses requiring a C or better, they may be admitted conditionally until the courses are completed and/or grades are achieved.

### 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:	134
Unduplicated number of males enrolled in 2010-11:	18
Unduplicated number of females enrolled in 2010-11:	116

2010-11	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	17
<i>Race</i>	
American Indian or Alaska Native:	4
Asian:	1
Black or African American:	2
Native Hawaiian or Other Pacific Islander:	0
White:	108
Two or more races:	2

### 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	72
Average number of clock hours required for student teaching	560
Number of full-time equivalent faculty in supervised clinical experience during this academic year	4.5
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	11
Number of students in supervised clinical experience during this academic year	138

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

Courses at Newman University that require clinical experiences include: Exceptional Child (4 hours), Field I (24 hours), Field II (24 hours), Primary Methods (10 hours), Reading Methods (10 hours), Secondary Practicum (24 hours), and Student Internship (560 hours). The Newman University School of Education organized the Elementary Teacher Education courses into four semester blocks and the Secondary Education program into three semester blocks. Elementary and Secondary programs include student teaching in their final block. In each semester students take courses that require clinical experiences. Block A for both programs require Field I and Exceptional Child for a total of 28 clinical hours. In Block B both programs require Elementary Field II or Secondary Practicum for a total of 24 clinical hours in each course. Block C Elementary requires Reading and Primary Methods for a total of 20 clinical hours. Block C Secondary

Education and Block D Elementary Education is the student internship semester and both require 560 clinical hours. Each semester of clinical experiences before student teaching provides students with invaluable opportunities to become familiar with school practice and procedures as they prepare for their student internship experience. Newman University School of Education uses the expert services of faculty and adjunct faculty at all three preparation sites including: NU main campus in Wichita, Kansas; Western Kansas Center in Dodge City; and Southeast Kansas Center in Independence, Kansas.

Three full-time and three half-time faculty engage in supervising clinical experiences at all three sites (for a total of 4.5 FTE's). 22 adjunct faculty are paid to teach courses that have clinical experiences or to supervise student interns for a semester (for a total of 11 FTE's).

### 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	54
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	11
Teacher Education - Secondary Education	12
Teacher Education - Multiple Levels	11
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	7
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	6
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	3

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	7
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:	

### 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	54
Teacher Education - Junior High/Intermediate/Middle School Education	11
Teacher Education - Secondary Education	12
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	7

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	6
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	3
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	7
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: 66

2009-10: 54

2008-09: 56

### 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.**

<b>Teacher shortage area</b>	<b>Goal for increasing prospective teachers trained</b>
Mathematics	<p><b>Academic year:</b> 2010-11</p> <p><b>Goal:</b> 3</p> <p><b>Goal met?</b> Yes</p> <p><b>Description of strategies used to achieve goal:</b></p> <p>1. Math faculty at Newman University encourage students taking their math courses to consider math education as a profession. 2. Math faculty who hold summer math camps for young women to encourage them to consider math as a major and particularly math education as an important career. 3. University recruiters identify math education to prospective students as an attractive career because of the high need. 4. Education faculty encourage education majors to consider pursuing a math certification because it is a critical need area. 5. Elementary majors are encouraged to consider a middle level math endorsement in concert with their elementary major. 6. Students are informed about additional financial grants and aids that are available for those who major in math and other high need majors. 6. School of Education faculty are involved in selecting scholarship winners in partnership with the local school district, USD 259. The winners are selected from two programs, AVID (Achievement by Individual Determination) and GYOT (Grow Your Own Teacher). Both programs target students who are interested in math (and science).</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>1. The School of Education faculty will continue to use the same strategies identified above. 2. The School of Education has partnered with one local high school to create a teacher academy. This program recruits students considering education as a career path, enrolls them in an advanced standing field experience course, brings them to campus to take classes from education faculty and subject experts faculty to introduce them to college academic life, and assigns them to an elementary school to function as a teacher's aide. The program was successful this year and we are currently expanding the partnerships with other local high schools. The students are told about the high need teaching areas and encouraged to consider math (including science and special education) as a major. 3. The School of Education faculty communicate regularly with the university math faculty to identify potential math education majors. Another approach we use is to encourage our elementary education majors to consider adding a middle level endorsement in mathematics, science, or another area of interest to them. We have been successful in getting a few of our elementary majors to qualify for a middle level endorsement in math.</p>
Science	<p><b>Academic year:</b> 2010-11</p> <p><b>Goal:</b> 2</p> <p><b>Goal met?</b> No</p>



	<p><b>Description of strategies used to achieve goal:</b></p> <p>The Newman University School of Education submitted two proposals to the Kansas State Department of Education in March 2009 for secondary science majors in biology and chemistry. The proposals were approved by the State Board of Education in February, 2010. The School of Education can now begin to advertise and offer biology and chemistry as secondary education majors as well as middle level endorsements. We have had a few students indicate they wanted to get a chemistry or biology degree but they did not continue with the program. Currently we have just one biology major who is continuing with the program.</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>We will follow similar approaches as described in the Mathematics section above to recruit students to a major in either biology or chemistry. We are working with the faculty advisors in biology and chemistry and have encouraged them to promote education as an alternative career.</p>
<p>Special education</p>	<p><b>Academic year:</b> 2010-11</p> <p><b>Goal:</b> NA</p> <p><b>Goal met?</b></p> <p><b>Description of strategies used to achieve goal:</b></p> <p>Special education concepts and skills are embedded in several of our teacher preparation courses leading to licensure. But we do not have a major or minor in special education.</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>NA</p>
<p>Instruction of limited English proficient students</p>	<p><b>Academic year:</b> 2010-11</p> <p><b>Goal:</b> NA</p> <p><b>Goal met?</b></p> <p><b>Description of strategies used to achieve goal:</b></p> <p>The School of Education does not offer an undergraduate degree in ELL (we only have graduate courses that lead to ESOL endorsement). However, the undergraduate faculty do include ELL instruction in a course called, Exceptional Child. In this course students are required to chart the adaptations for ELL at varying levels of language proficiency and also identifying ways to accommodate ELL learners in the classroom. 2. These strategies are also addressed in a course called Differentiation and Multiculturalism. Students learn more in-depth ELL strategies. 3. Newman University has approved a dual offering all ELL graduate courses for both graduate and undergraduate credit. Some of our undergraduate students are choosing to take ESOL courses to improve their skills and make themselves for employable.</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned</b></p>

	<b>in meeting goal:</b>
Outreach student enrollment	<p><b>Academic year:</b> 2010-11</p> <p><b>Goal:</b> 8</p> <p><b>Goal met?</b> Yes</p> <p><b>Description of strategies used to achieve goal:</b></p> <p>Our 1/2 time faculty member coordinates our efforts in southeast Kansas. She works directly with the community colleges to promote the elementary education degree program and to identify qualified adjuncts to teach students face-to-face and using flexible delivery of our program. She has been successful in expanding the elementary program at Independence Community College and has started the elementary program at Labette Community College. The number of students entering the program has increased significantly, from just 2 to over 6 at both sites. We are able to meet our commitment to provide face-to-face classes that incorporate flexible delivery.</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <ol style="list-style-type: none"> <li>1. Coordinator travels to Independence Community College and Labette Community College in Southeast Kansas bi-weekly to meet with students, community college Education faculty, and adjuncts</li> <li>2. Our coordinator works as advisor to all students inquiring about and entering into the program. Her personal connection with each student and education faculty has had a positive impact on growth of the program.</li> <li>3. In addition, we are able to offer our 4-semester program in 16 months by including a summer semester. This timing has been very attractive to the students who are more willing to begin the program because of the accelerated offerings.</li> <li>4. In addition, Newman University has established articulation agreements with the community colleges that allow easy transfer of credit to our university. There is also a scholarship plan in place with students who commit to education as a major and Newman as the university where they will get their degree.</li> </ol>

**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.**

NA

**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:**

1. In two courses, Methods of Instructional Media and Differentiation and Multiculturalism, students learn teaching strategies and adaptations to meet the needs of a differentiated student body. Students learn how to incorporate multiple intelligence's in designing appropriate learning experiences; how to include various learning modalities and learning styles in each lesson plan; steps to identify exceptionalities (both gifted and special needs) and ways to modify lesson plans to accommodate those exceptionalities; strategies to assist English language learners (ELL); and ways to differentiate instruction based on varying levels of experience, knowledge, and competencies.

2. Students are given field experiences in the following courses, Field 1 (24 hours), Field 2 (24 hours), Secondary Practicum (24 hours), Reading Strategies (10 hours), Primary Methods (10 hours), Exceptional Child (4 hours), and Student Internship. In each of these courses, students have the opportunity to do some or all of the following: visit, observe, assist, and teach. In Field 1, students visit three different school levels, elementary (both primary and intermediate), middle school, and high school with the goal of observing the profession and teacher responsibilities to decide if education is a realistic goal and to decide what grade level is most appealing to them. At the main campus in Wichita, students in these courses have a chance to see urban, rural, racially diverse, inclusive, and both Title 1 and non-Title 1 schools. In the course, Exceptional Child, students are required to do 4 hours of observation in an inclusion setting at any grade level and any setting. In the courses, Field 2 and Secondary Practicum, students are required to perform 24 hours of teacher assistance in a school of their choice but are strongly advised to select schools that are Title 1 or that have a diverse setting. For their student teaching sites, students are advised to select diverse settings in order to gain additional experience.

### 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
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS)	12	177	10	83	76	173

Other enrolled students						
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2010-11	46	174	42	91	94	178
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2009-10	49	174	47	96	97	178
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2008-09	48	173	45	94	97	178
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1				97	181
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	3				94	179
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	2				97	158
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1				97	155
ETS0523 -PRINCIPLES LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2008-09	1				88	170
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	1				92	174
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2010-11	2				97	175
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2009-10	5				98	175
ETS0524 -PRINCIPLES LEARNING AND	6				99	175

TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2008-09						
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	30	172	26	87	91	175
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2010-11	48	174	45	94	97	177
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2009-10	49	174	48	98	98	177
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2008-09	48	174	48	100	99	177
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	4				95	171
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	4				94	170

### Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2010-11	50	44	88	93
All program completers, 2009-10	54	49	91	95
All program completers, 2008-09	56	51	91	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**

No

- **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.**

In the course, Technology in the Classroom, students learn to use excel as a spread sheet to collect data, how to sort, format, graph, analyze, and report data. Students first learn how to gather data (like temperature readings over month) and then how to use that data to sort, format, graph, analyze and report. After learning these data management skills, students are then required to use education data and they must demonstrate their knowledge of ways to manage names, quiz and test scores, homework assignments and rubric scores, etc. They apply the same skills of managing data, sorting, formatting, graphing, analyzing, and reporting the data they have gathered. They are also asked to make decisions based on their analysis of the data gathered.

During their internship experiences, students apply the skills learned in the Technology class in their real-life setting. They must manage data the same way and demonstrate how they can use the data to assist their students in test preparation.

In the course, Methods of Instructional Media, students are required to design assessments as part of learning how to design appropriate lesson plans. Students must demonstrate how to use their assessment tools to assess student learning. They also have to show how they will respond when student learning goals are not met, by redesigning their lesson plan to show how they can adjust their instructional strategies in order to meet the student learning goals of their lesson.

In the course, Methods of Differentiation and Multicultural Education, teachers are provided skills to address the concept that all students can learn and that they learn differently and need different strategies to support their learning. This class supports the concepts introduced in the course, Exceptional Child, where teachers explore the theories and practice supported by special education. In addition, students in the course, Educational Psychology, learn how to apply learning theories to inform their practice of designing lessons to meet the learning needs of all students.

## 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.**

In the Exceptional Child course, students are assigned to read information and text about IEP's and to view videos of real-life IEP experiences. During class, students are assigned to small groups in order to role play an IEP. The students are given a case study of different exceptionalities and are required to determine appropriate outcomes for the students. During the in-class IEP role-play, each student is assigned to perform all three major roles - teacher, administrator, and parent during the IEP case-study course activity. The students and teacher then evaluate the decisions and the outcomes of the role-play.

Student teaching is another time when some students may have an opportunity to participate in an IEP. Some building leaders where Newman University students are assigned to student teach invite the student interns to participate in real IEP's as observers. Unfortunately, other building leaders don't allow the student interns to participate in IEP's citing confidentiality concern. As a result, not all Newman student interns are able to participate in actual IEP's in a school setting.

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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 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.**

NA

## 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.**

The School of Education at Newman University has three sites: Southeastern Kansas, Wichita main campus, and Western Kansas. All three sites are coordinated to offer exactly the same program. Faculty meet yearly and communicate often with adjuncts who teach the same courses to ensure fidelity and to improve course delivery and requirements. The main campus is able to offer all courses both evening and day to meet the needs of all students. Courses are small and students are closely mentored by faculty. Course assessments inform the decisions made by faculty and administration to improve the quality of student learning. We are currently preparing for our next accreditation visit from NCATE and KSDE beginning in February 2013 for our external review and October 2013 for our on-site review. We have also submitted our program reports to KSDE for review and are currently addressing the AFI's in the state feedback report.

### Supporting Files

Newman University  
Traditional Program  
2010-11

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Title II, Higher Education Act  
OMB Control No.: 1840-0744 (exp. 9/30/2012)