

# Title II Higher Education Act

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Washburn University  
Traditional Program  
2010-11

### Print Report Card

### Program Information

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

**Address:** 1700 SW College Ave  
  
Topeka, KS, 66621

**Contact Name:** Dr. Judy McConnell-Farmer

**Phone:** 785-670-1472

**Email:** judy.mcconnell-farmer@washburn.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	Yes
Fee/Payment	No	No

Transcript	Yes	Yes
Fingerprint check	No	No
Background check	Yes	Yes
Experience in a classroom or working with children	Yes	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum high school GPA	No	No
Minimum undergraduate GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum GRE 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	Yes
Essay or personal statement	Yes	Yes
Interview	No	No
Resume	No	No
Bachelor's degree or higher	No	Yes
Job offer from school/district	No	No
Personality test	No	No
Other (specify: Professional Conduct Disposition Form )	Yes	Yes

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

<http://www.washburn.edu/cas/education/>

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

Other See below

**Does your initial teacher certification program conditionally admit students? Yes**

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

Undergraduate candidates are admitted following the completion of 24 hours of university approved general education, and both undergraduate and postgraduate candidates must complete 4 hours of professional coursework prior to admission. In addition, admission requires a minimum GPA as well as the specified requirements indicated above.

The conditional admission process requires a petition. This petition should be completed by candidates seeking admission into the professional teacher education program, even though they have not achieved required minimum basic skills test score (Pre-Professional Skills Test or PPST). Candidates are allowed only one petition throughout their matriculation in a teacher education program, regardless of whether the

petition is approved or denied by the faculty of the Department of Education. The petition requirements are as follows: 1)Successfully completed 2 of the 3 required PPST areas (i.e., math, writing, and reading), 2)No more than 2 (two) points away from the required PPST score on the exam not passed, 3)Hold a 2.75 cumulative grade point average, 4)Hold a grade of B or better in the subject matter area of the exam not passed (For PPST Math- MA 116, PPST Writing – EN 101, and PPST Reading – Average of B in History courses completed), 5)Taken the exam 3 times, with documented interventions between exams (attach a one page typed narrative and supporting documentation that addresses the following: a)the number of times you have attempted the exam you have not passed; b)interventions you have undertaken between each attempt at the exam (e.g., use of tutors, Learning Plus, faculty consultation and advice) for the purpose of improving your score. Attach any documentation that supports your statements (e.g., letters from faculty or tutors; proof of time with Learning Plus); c)awards received related to teacher education and/or your work with children and youth; d)descriptions and supporting documentation of meritorious performance in classroom situation; e)additional evidence that supports your potential as a teacher (e.g., letters of recommendation). The petition is then examined by the Education Department Admissions Committee, and a letter of approval/denial is sent to the candidate.

### 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:	439
Unduplicated number of males enrolled in 2010-11:	135
Unduplicated number of females enrolled in 2010-11:	304

2010-11	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	22
<i>Race</i>	
American Indian or Alaska Native:	1
Asian:	2
Black or African American:	17
Native Hawaiian or Other Pacific Islander:	0
White:	325
Two or more races:	0

### 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	228
Average number of clock hours required for student teaching	480

Number of full-time equivalent faculty in supervised clinical experience during this academic year	14
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	880
Number of students in supervised clinical experience during this academic year	483

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

Students in our programs have multiple clinical experiences. They have 2 experiences early in their program, called EPIC and Becoming an Educational Professional, followed by an exceptionalities course, a struggling learners course, methods course (multiple methods courses for Elementary majors), and concluding with Student Teaching. The average clinical hours prior to student teaching listed above best represent our Elementary license only requirements. Our Elementary with Middle School licensure programs require an additional 20 clock hours, and our Elementary with Early Childhood Unified (Birth-Grade 3) requires an additional 132 clock hours. Our Secondary and Preschool-Grade 12 programs require 80 clock hours, prior to student teaching, in pedagogy, and an additional 12-20 clock hours of methods work in content area.

The number of full time equivalent adjunct faculty in supervised clinical experience includes cooperating teachers from many field experiences including student teaching, student teaching supervisors/observers, called University Supervisors, and additional adjunct faculty who supervise clinical experiences.

### 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	22
Teacher Education - Elementary Education	50
Teacher Education - Junior High/Intermediate/Middle School Education	14
Teacher Education - Secondary Education	25
Teacher Education - Multiple Levels	16
Teacher Education - Agriculture	
Teacher Education - Art	2
Teacher Education - Business	
Teacher Education - English/Language Arts	20
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	5
Teacher Education - Music	5
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	1
Teacher Education - German	
Teacher Education- History	14
Teacher Education - Physics	
Teacher Education - Spanish	2
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	22

Teacher Education - Elementary Education	50
Teacher Education - Junior High/Intermediate/Middle School Education	14
Teacher Education - Secondary Education	25
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	4
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	1
Teacher Education - Music	
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	1
Teacher Education - German	
Teacher Education - History	6
Teacher Education - Physics	
Teacher Education - Spanish	1
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	7
History	5
Foreign Languages	1
Family and Consumer Sciences/Human Sciences	
English Language/Literature	8
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	1
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: 91

2009-10: 66

2008-09: 96

## Section II. Annual Goals

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

Teacher shortage area	Goal for increasing prospective teachers trained
Mathematics	<p><b>Academic year:</b> 2010-11</p> <p><b>Goal:</b> Increase Math Candidates</p> <p><b>Goal met?</b></p> <p><b>Description of strategies used to achieve goal:</b></p> <p>Work with Financial Aid, the Admissions Office, and the Math Department to encourage recruitment and participation in the teacher education program. Publicize Teach Grant availability for students pursuing this high need field.</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p>
Science	<p><b>Academic year:</b> 2010-11</p> <p><b>Goal:</b> Increase Candidate number</p> <p><b>Goal met?</b></p> <p><b>Description of strategies used to achieve goal:</b></p> <p>Work with Financial Aid, the Admissions Office, and the Science Departments to encourage recruitment and participation in the teacher education program. Publicize Teach Grant availability for students pursuing this high need field.</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p>
Special education	<p><b>Academic year:</b> 2010-11</p> <p><b>Goal:</b> Increase Candidate number</p> <p><b>Goal met?</b></p> <p><b>Description of strategies used to achieve goal:</b></p>



	<p>Kansas does not offer an initial teaching license in special education. We have encouraged more students into special education by permitting students to begin their special education coursework at the undergraduate level as an option. We have been doing this for over 7 years and have seen an increase in the number of students trained in special education methodologies though not all of these students earn a special education license. We work with Financial Aid and the Admissions Office to encourage recruitment and participation in the teacher education program. Publicize Teach Grant availability for students pursuing this high need field. We have also established a good professional working relationship with the directors of Special Services from the local school districts. We will continue to work with them to determine their needs, and to have them help us with recruitment.</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p>
<p>Instruction of limited English proficient students</p>	<p><b>Academic year:</b> 2010-11</p> <p><b>Goal:</b> Develop new program</p> <p><b>Goal met?</b> No</p> <p><b>Description of strategies used to achieve goal:</b></p> <p>Kansas does not offer an initial teaching license in ESOL. After students earn their initial license they can add ESOL as an endorsement. We have developed a total of 5 courses (3 new courses) that have been approved by the department, college, and are making their way through the university approval system. Several other existing courses include information on teaching students with limited English.</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p>
<p>NA</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>NA</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>NA</p>

**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:**

Multiple courses are identified which provide candidates with information about students with disabilities, students struggling in their learning and students from low income homes. We are in the process of developing an ESOL program for licensure at the undergraduate and graduate levels.

### 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) Other enrolled students	1					
ETS0133 - ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1				100	173
ETS0133 - ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	3				95	170
ETS0133 - ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1				100	174
ETS0235 - BIOLOGY CONTENT	1				100	168

KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10						
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2008-09	1				100	160
ETS0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) Other enrolled students	2					
ETS0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2010-11	20	186	20	100	93	186
ETS0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2009-10	9				98	186
ETS0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2008-09	1				97	186
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) Other enrolled students	8				76	173
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2010-11	49	181	48	98	94	178
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2009-10	35	181	34	97	97	178
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2008-09	55	180	55	100	97	178
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1				85	176
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS)	12	182	12	100	93	181

All program completers, 2010-11						
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	9				97	181
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	11	185	11	100	94	179
ETS0173 -FRENCH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1					
ETS0181 -GERMAN CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1					
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, 2009-10	1				96	155
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	3				97	155
ETS0049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2010-11	8				100	176
ETS0049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2009-10	4					
ETS0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2010-11	3				100	182
ETS0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2009-10	6				95	180
ETS0089 -MIDDLE SCHOOL SOCIAL	1					

STUDIES Educational Testing Service (ETS) Other enrolled students						
ETS0089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2010-11	3					
ETS0089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2009-10	4				90	175
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1				91	169
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	2				99	169
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	6				98	171
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	6				97	169
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1				80	153
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	2				98	157
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	9				97	157
ETS0523 -PRINCIPLES LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2009-10	5				98	172
ETS0523 -PRINCIPLES LEARNING AND TEACHING 5-9 Educational Testing Service (ETS)	1				88	170

All program completers, 2008-09						
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	8				92	174
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2010-11	29	176	26	90	97	175
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2009-10	21	176	21	100	98	175
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2008-09	33	174	33	100	99	175
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	7				91	175
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2010-11	54	176	51	94	97	177
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2009-10	38	176	37	97	98	177
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2008-09	60	177	59	98	99	177
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3				67	165
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	9				95	170
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	7				95	171
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE	8				94	170

KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09						
ETS0191 - SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1					
ETS5195 - SPANISH: WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2010-11	1				81	168

### Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2010-11	83	74	89	93
All program completers, 2009-10	65	62	95	95
All program completers, 2008-09	94	92	98	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.**

Candidates complete an Educational Technology course which helps prepare them to learn how to effectively integrate technology into their curriculum. Many of the pedagogical courses require candidates to incorporate technology into their teaching. Candidates, during their student teaching semester, complete a performance assessment which requires them to collect data, use data and analyze data to make instructional decisions. Candidates are taught about universal design in several of their courses including educational psychology, introduction to special education, and methods courses.

## 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.**

We require two courses that address students with disabilities called Introduction to Special Education and Working with Struggling Learners. Those two courses, along with the methods courses, provide candidates an opportunity to learn about children/adolescents/young adults with disabilities, develop interventions/adaptations/strategies, and implement those strategies with students who are struggling in their learning. We also provide opportunities for pre-service teachers to see, understand the make-up of, critique, and discuss the responsibilities and membership of an IEP team. Candidates also view current IEPs and discuss them. We currently address LEP in our courses, and we are in the process of implementing a new ESOL program at the undergraduate and graduate levels. All candidates must also take a course in reading which address LEP and making appropriate modifications for all children.

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**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.**

Though our special education coursework is predominately at the graduate level, candidates seeking an endorsement in special education can take a methods, practicum, and an educational planning course at the initial (undergraduate) level. Candidates are given projects/assignments to understand how to teach children with disabilities, develop and implement an IEP, and make appropriate adaptations/modifications for all children/adolescents/young adults with disabilities and/or limited English language proficiency. All candidates must also take a course in reading which addresses LEP and making appropriate modifications for all children.

### 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.**

Improvements in our internal data collection system have resulted in considerably higher enrollment numbers (Section I.b) that better reflect the true size of our program. Some of our Elementary Education candidates also take coursework toward a provisional endorsement in Special Education at the undergraduate level. Since this endorsement is not available at the initial level in our state (Kansas), it cannot be indicated in Section I.d.

### Supporting Files

Washburn University  
Traditional Program  
2010-11

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