

## Title II Higher Education Act

### SUBMIT REPORTS

[Contact Us](#) - [Glossary](#) - [Log out](#)

Wichita State University  
Alternative, IHE-based Program  
2009-10

[Print Report Card](#)

[Program Information](#)

**Name of Institution:** Wichita State University  
**Institution/Program Type:** Alternative, IHE-based  
**Academic Year:** 2009-10  
**State:** Kansas

**Address:** 1845 Fairmount St

Wichita, KS, 67260

**Contact Name:** Mrs. Sherena Langley  
**Phone:** (316) 978-3300  
**Email:** sherena.langley@wichita.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	NA	No
Fee/Payment	NA	No
Transcript	NA	Yes
Fingerprint check	NA	Yes

Background check	NA	Yes
Experience in a classroom or working with children	NA	No
Minimum number of courses/credits/semester hours completed	NA	Yes
Minimum high school GPA	NA	No
Minimum undergraduate GPA	NA	Yes
Minimum GPA in content area coursework	NA	Yes
Minimum GPA in professional education coursework	NA	No
Minimum ACT score	NA	No
Minimum SAT score	NA	No
Minimum GRE score	NA	Yes
Minimum basic skills test score	NA	Yes
Subject area/academic content test or other subject matter verification	NA	Yes
Minimum Miller Analogies test score	NA	Yes
Recommendation(s)	NA	No
Essay or personal statement	NA	Yes
Interview	NA	Yes
Resume	NA	Yes
Bechelor's degree or higher	NA	Yes
Job offer from school/district	NA	Yes
Personality test (e.g.,Myers-Briggs Assessment)	NA	No
Other (specify: none )	NA	No

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

<http://www.wichita.edu/education/altlic> Click on Programs

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

Postgraduate

**Does your initial teacher certification program conditionally admit students?** No

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

Completed at least a BA/BS degree from an accredited higher education institution two or more years prior to entry into the program.

Have a degree in the licensure content field or sufficient (approx. 30-40 hours) coursework in subject planning to teach.

Provided evidence of a minimum of two years of work experience in a field that corresponds with subject(s) planning to teach.

A GPA of 2.50 or higher both in the student's anticipated academic teaching field and overall, as well as a 3.0 in the last

sixty hours of coursework (or 2.75 combined with GRE test scores of 945).

There is no "Alternative Program" at the Undergraduate level.

### 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 2009-10:	60
Unduplicated number of males enrolled in 2009-10:	23
Unduplicated number of females enrolled in 2009-10:	37

2009-10	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	6
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	0
Black or African American:	1
Native Hawaiian or Other Pacific Islander:	0
White:	37
Two or more races:	16

### Section I.c Supervised Experience

**Provide the following information about supervised clinical experience in 2009-10.**

Average number of clock hours required prior to student teaching	0
Average number of clock hours required for student teaching	0
Number of full-time equivalent faculty in supervised clinical experience during this academic year	2
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	0
Number of students in supervised clinical experience during this academic year	60

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

All participants are restricted license holders and have full time jobs as the teacher of record. There is no requirement of clock hours prior to program entry. It is desired that each prospective candidate have at least two years of work experience

in their content field.

### Section I.d Teachers Prepared

**Provide the number of teachers prepared, by academic major and subject area prepared to teach in 2009-10. (§205(b)(1)(H))**

<b>Academic major</b>	<b>Number prepared</b>
Art (Prek-12)	1
Biology (6-12)	4
Chemistry (6-12)	1
English (5-8)	2
English (6-12)	10
French (Prek-12)	1
Journalism (6-12)	1
Math (5-8)	9
Math (6-12)	5
Music (Prek-12)	1
Physics	1
Science (5-8)	4
Spanish (PreK-12)	6
Speech & Theatre	1
<b>TOTAL</b>	<b>47</b>

<b>Subject area</b>	<b>Number prepared</b>
Art (Prek-12)	1
Biology (6-12)	4
Chemistry (6-12)	1
English (5-8)	2
English (6-12)	10
French (Prek-12)	1
Journalism (6-12)	1
Math (5-8)	9
Math (6-12)	5
Music (Prek-12)	1
Physics (6-12)	1
Science (5-8)	4
Spanish (PreK-12)	6

Speech/Theatre (6-12)	1
TOTAL	47

Section I.e Program Completers

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

2009-10: 47

2008-09: 21

2007-08: 27

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> 2009-10</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>Alternative program has used recruiting and quality instruction to help achieve the goal.</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>The alternative certification faculty have talked returning adults to recruit them into the program and made presentations to local engineering union members. The university scholarships and Teach Grants have helped to provide financial support to the returning adults.</p>
Science	<p><b>Academic year:</b> 2009-10</p> <p><b>Goal:</b> 8</p>

	<p><b>Goal met? Yes</b></p> <p><b>Description of strategies used to achieve goal:</b></p> <p>Recruiting, quality instruction and mentoring for candidates have helped to achieve the goal.</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>the alternative certification faculty have actively recruited and mentored candidates. University Scholarships and Teach Grants have helped to lift the financial burden.</p>
<p>Special education</p>	<p><b>Academic year:</b> 2009-10</p> <p><b>Goal:</b> NA</p> <p><b>Goal met? Yes</b></p> <p><b>Description of strategies used to achieve goal:</b></p> <p>Not an initial licensure area in the alternative program</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> 2009-10</p> <p><b>Goal:</b> NA</p> <p><b>Goal met? Yes</b></p> <p><b>Description of strategies used to achieve goal:</b></p> <p>Not an initial licensure area in the alternative program</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>NA</p>
<p>NA</p>	<p><b>Academic year:</b> 2009-10</p> <p><b>Goal:</b> NA</p> <p><b>Goal met? Yes</b></p> <p><b>Description of strategies used to achieve goal:</b></p> <p>NA</p>

	<b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b>
--	--

	NA
--	----

**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:**

The alternate program documents, assessments and rubrics, syllabi and assessment plan, focus on all six principles of the units Conceptual Framework which includes diversity and serving diverse populations. Candidates enter the program with an undergraduate or advanced degree in the licensure content field, or if they have a degree in an unrelated field they complete the comparable content coursework in that content field prior to entering the program. Within the professional education coursework and the field experiences, candidates address issues of professionalism and reflection, human development and diversity, connection of teaching experiences and assessment, technology, content, and collaboration.

Candidates' knowledge, skills, and dispositions are subject to continuous assessment and are periodically reviewed with the intent to revise the program as needed.

## Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate (%)	State Average scaled score
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1				100	175
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	4				97	168
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	3				100	169
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	5					
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2009-10	1				100	166
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2008-09	1					
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2007-08	4					
ETS0571 -EARTH AND SPACE SCIENCES - CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1					
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	10	188	10	100	93	182
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	5				100	187
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	4				100	186
ETS0173 -FRENCH CONTENT KNOWLEDGE	1					

Educational Testing Service (ETS) All program completers, 2009-10						
ETS0173 -FRENCH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	1					
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	5			100	150	
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	2			100	147	
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	3			100	155	
ETS0049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2009-10	2					
ETS0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2009-10	9			100	182	
ETS0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2008-09	1					
ETS0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2009-10	3					
ETS0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2008-09	1					
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1					
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1					
ETS0265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2009-10	1					
ETS0265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2008-09	1					
ETS0265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS)	2					

All program completers, 2007-08						
ETS0523 -PRINCIPLES LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2009-10	2					
ETS0523 -PRINCIPLES LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2008-09	2					
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2009-10	29	179	29	100	96	175
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2008-09	17	178	17	100	100	176
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2007-08	22	180	22	100	100	176
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	1					
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	6				88	177
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1					
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	6					
ETS0220 -SPEECH COMMUNICATION Educational Testing Service (ETS) All program completers, 2009-10	1					

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2009-10	47	46	98	95

All program completers, 2008-09	19	19	100	100
All program completers, 2007-08	22	22	100	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. 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.**

One of the unit's conceptual framework guiding principles is technology, and the college mission specifies an institutional culture that is technology rich. Faculty include use of technology within their syllabi. Faculty model the use of technology within their own teaching and require candidates to use technology as a teaching tool within their field-based experiences. In the full course of instruction Technology is required and observed in the classroom setting as candidates are monitored in field observations.

#### 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.**

Candidates systematically reflect upon and engage in professional practice with diverse students as relevant to the specific areas of professional expertise. In the units Conceptual Framework the area of Human Development and Diversity assures that candidates have basic theories of human development and learning and understands diversity (e.g., ethnic, racial, socio-economic status, gender, exceptionalities, language, religion, sexual orientation, and geographic area). Candidates apply this knowledge to learning, teaching, guiding, and clinical situations.

**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.**

In Kansas, Special Education is Adaptive, Functional and Gifted and is not an initial license. The special education program prepares special education teachers to teach students with disabilities effectively through its links to Kansas teacher licensure standards, as well as to the research-based knowledge within the field of special education. Specifically, students take courses that provide (a) foundational information, such as laws, policies/procedures through course - CI 719 Foundations of Special Education; (b) legal, procedural and best practice procedures for developing, using and revising the Individualized Education Program (IEP) through courses - CI 724, CI 737, and CI 742 Assessments and Methods (Adaptive, Gifted, Functional respectively); (c) skills of collaboration and teaming through course CI 811 Family-Professional Collaboration; (d) assessing and teaching children with varying learning challenges, including English Language Learners through courses – CI 822 Evaluation/Diagnostics, CI 814, CI 815, and CI 820 Advanced Methods

(Gifted, Adaptive and Functional respectively). Field-based experience courses are required for students to demonstrate they have mastered these skills in practice (e.g., CI 749A, CI 749G, CI 749F, CI 814A, CI 815A, and CI 820A). Program assessments are embedded in courses to verify the skills have been mastered within the special education program.

## 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.**

Mission Statement: The WSU Transition to Teaching's purpose is to recruit, prepare and support content specialists as they transition to the teaching profession. Alternative licensure candidates have either worked in industry or are recent graduates who would like to teach, but elected to earn a degree in a non-teaching field. Candidates complete 34 course hours in two to three years while teaching in their subject area. The program starts with 9 hours of intensive course work in classroom pedagogy before working with students. Candidates are hired as the teacher of record. Candidates are assigned a mentor to assist them throughout the program. This model provides high -quality support and on-site instructional assistance to alternative teachers as they transition into the teaching profession.

### Supporting Files

Wichita State University  
Alternative, IHE-based Program  
2009-10

[Contact Us](#) - [Glossary](#) - [Log out](#)

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