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Wichita State University
Traditional Program

2016 | Title II
Reports

Complete Report Card

AY 2014-15

Institution Information

Name of Institution: Wichita State University
Institution/Program Type: Traditional
Academic Year: 2014-15
State: Kansas

Address: 1845 Fairmount St

Wichita, KS, 67260

Contact Name: Ms. Stacie Ogborn
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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>)

Yes

If yes, provide the following:

Award year: 2009

Grantee name: Wichita State University

Project name: Teacher Quality Partnership

Grant number: Award # U336S090086

List partner districts/LEAs:

Wichita Public Schools (USD 259)

List other partners:

Sedwick County Head Start

The Opportunity Project (TOP)

Rainbows United

Project Type: Pre-baccalaureate

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 Education	No
Early Childhood Residency	Yes
Early Childhood Unified Education	Yes
Elementary Education K-6	Yes
Foreign Language French	No
Foreign Language Spanish	No
Middle English Language Arts	Yes
Middle Level History Comprehensive	Yes
Middle Level Mathematics	Yes
Middle Level Science	Yes
Middle/Secondary Residency Program	No
Music Education	No
Physical Education	No
Secondary Biology	Yes
Secondary Chemistry	Yes
Secondary Earth & Space Science	Yes

Secondary English Language Arts	Yes
Secondary History/Government	Yes
Secondary Mathematics	Yes
Secondary Physics	Yes
Total number of teacher preparation programs: 20	

Section I.b Admissions

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

Other Sophomore & Postgrad

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:

<http://webs.wichita.edu/?u=coedhome&p=/programs>

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

Students must pass a Standardized Test requirement to be admitted into the undergraduate teacher education program. For all majors, Math, Reading, and Writing/English must be passed. Students can fulfill these three areas with optional testing from ACT, CAAP, PPST, or CBASE. For candidates in Elementary and Early Childhood Unified, they are additionally required to take the CBASE of Science and Social Studies. Students can be admitted conditionally into Teacher Education if there is a special circumstance where only one of the requirements has not been met and they have petitioned for College Exceptions Committee's Approval. Most "conditional" admits must have all T.E. admission requirements met by the end of the following semester.

For admissions into the Early Childhood Residency and Middle/Secondary Residency programs (Masters of Arts in Teaching) students must:

- 1) Complete at least a BA/BS degree from an accredited higher education institution prior to entry into the program
- 2) For ECU Residency: A student must have a degree in a field related to early childhood such as psychology, speech pathology, social work or Department Approved.
- 3) For Middle/Secondary Residency: A student must have completed the content area requirements and passed Praxis II Content Test.
- 4) Have a GPA of 3.0 in the last sixty hours of graded coursework (or 2.75 combined with either GRE test scores of 917 or a Miller Analogies score of at least 40).

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	Yes	Yes
Fingerprint check	No	No
Background check	No	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	No	Yes
Minimum GPA in professional education coursework	No	Yes
Minimum ACT score	Yes	Yes
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)	No	No
Essay or personal statement	No	No
Interview	No	No
Other	No	No

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

2.5

What was the median GPA of individuals accepted into the program in academic year 2014-15

3.28

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 2014-15

3.41

Please provide any additional comments about the information provided above:

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?

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 Postgraduate level.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	No	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	No	Yes
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	Yes	Yes
Recommendation(s)	Yes	Yes
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?

2.75

What was the median GPA of individuals accepted into the program in academic year 2014-15

3.53

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 2014-15

3.91

Please provide any additional comments about the information provided above:

The median GPA for those accepted into the program for Postgraduate is using their last 60 hours of undergraduate coursework.

The median GPA of completers for Postgraduate is the Graduate School GPA.

For admissions into the Early Childhood Residency and Middle/Secondary Residency programs (Masters of Arts in Teaching) students must:

- 1) Complete at least a BA/BS degree from an accredited higher education institution prior to entry into the program
- 2) For ECU Residency: A student must have a degree in a field related to early childhood such as psychology, speech pathology, social work or Department Approved.
- 3) For Middle/Secondary Residency: A student must have completed the content area requirements and passed Praxis II Content Test.
- 4) Have a GPA of 3.0 in the last sixty hours of graded coursework (or 2.75 combined with either GRE test scores of 917 or a Miller Analogies score of at least 40).

The Background check and fingerprint are not required for entrance but are required by the employer(s).

The Early Childhood Unified Residency does not have a required GPA in the content area for entrance. Neither do they require subject area/academic content test or other subject matter verification.

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 2014-15:	375
Unduplicated number of males enrolled in 2014-15:	109
Unduplicated number of females enrolled in 2014-15:	266

2014-15	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	32
<i>Race</i>	
American Indian or Alaska Native:	4

Asian:	6
Black or African American:	10
Native Hawaiian or Other Pacific Islander:	0
White:	315
Two or more races:	8

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2014-15.

Average number of clock hours of supervised clinical experience required prior to student teaching	135
Average number of clock hours required for student teaching	600
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	24
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	536
Number of students in supervised clinical experience during this academic year	510

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

Number of adjunct faculty includes cooperating teachers.

For Early Childhood Residency, the core curriculum consists of 21 hours of child development and pedagogy, 11 hours of research and reflection and four hours of internship with university supervisors provided. After completing the employment process with partners, candidates begin teaching in the classroom as the assistant or paraprofessional. Each candidate is given a mentor from the school district and university supervisor. Each semester candidates complete an internship .

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2014-15. 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	22
Teacher Education - Early Childhood Education	22
Teacher Education - Elementary Education	85
Teacher Education - Junior High/Intermediate/Middle School Education	22

Teacher Education - Secondary Education	31
Teacher Education - Multiple Levels	33
Teacher Education - Agriculture	
Teacher Education - Art	5
Teacher Education - Business	
Teacher Education - English/Language Arts	13
Teacher Education - Foreign Language	2
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	20
Teacher Education - Music	14
Teacher Education - Physical Education and Coaching	12
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	4
Teacher Education - Social Science	
Teacher Education - Social Studies	12
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	1
Teacher Education - Chemistry	4
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
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.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2014-15. 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	85
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	5
Teacher Education - Business	
Teacher Education - English/Language Arts	13
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	14
Teacher Education - Music	14
Teacher Education - Physical Education and Coaching	12
Teacher Education - Reading	
Teacher Education - Science	4

Teacher Education - Social Science	
Teacher Education - Social Studies	12
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	1
Teacher Education - Chemistry	4
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
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 - 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.f Program Completers

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

2014-15: 193

2013-14: 221

2012-13: 191

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. (**S205(a)(1)(A)(ii), S206(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 2014-15

Did your program prepare teachers in mathematics in 2014-15?

Yes

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

18

Did your program meet the goal for prospective teachers set in mathematics in 2014-15?

Yes

Description of strategies used to achieve goal, if applicable:

The College of Education has been working on a strategic Recruitment and Retention Plan to address many issues, including high needs STEM content areas. We will be targeting high school groups such as Educators Rising, AVID, and Student Success Coaches in the local school district. In addition, we continue to work with Admissions and the Foundation to increase scholarships in critical STEM areas.

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

Students are encouraged to apply for several math and science scholarships, including the Klose, Boeing, and Chandler B. Hatfield scholarship/fellowship. Advisors and faculty are identifying potential math and science majors and encouraging them to apply. Scholarship distributions increased by 18% in 2014-15 from the previous academic year.

Provide any additional comments, exceptions and explanations below:

20 Math Ed. students were admitted to Teacher Ed. in 2014-15.

Academic year 2015-16

Is your program preparing teachers in mathematics in 2015-16?

Yes

How many prospective teachers did your program plan to add in mathematics in 2015-16?

18

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Will your program prepare teachers in mathematics in 2016-17?

Yes

How many prospective teachers does your program plan to add in mathematics in 2016-17?

20

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 2014-15**Did your program prepare teachers in science in 2014-15?**

Yes

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

15

Did your program meet the goal for prospective teachers set in science in 2014-15?

No

Description of strategies used to achieve goal, if applicable:

The College of Education has been working on a strategic Recruitment and Retention Plan to address many issues, including high needs STEM content areas. We will be targeting high school groups such as Educators Rising, AVID, and Student Success Coaches in the local school district. In addition, we continue to work with Admissions and the Foundation to increase scholarships in critical STEM areas.

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

Students are encouraged to apply for several math and science scholarships, including the Klose, Boeing, and Chandler B. Hatfield scholarship/fellowship. Advisors and faculty are identifying potential math and science majors and encouraging them to apply. Scholarship distributions increased by 18% in 2014-15 from the

previous academic year.

Provide any additional comments, exceptions and explanations below:

12 Science majors were admitted to Teacher Ed. for 2014-15. There were no physics majors admitted.

Academic year 2015-16

Is your program preparing teachers in science in 2015-16?

Yes

How many prospective teachers did your program plan to add in science in 2015-16?

13

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Will your program prepare teachers in science in 2016-17?

Yes

How many prospective teachers does your program plan to add in science in 2016-17?

12

Provide any additional comments, exceptions and explanations below:

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 2014-15

Did your program prepare teachers in special education in 2014-15?

Yes

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

20

Did your program meet the goal for prospective teachers set in special education in 2014-15?

Yes

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:

10 students were admitted into Cohort 4 of the ECU Residency program beginning Fall 2014. 20 students were admitted into the undergraduate ECU program.

Academic year 2015-16

Is your program preparing teachers in special education in 2015-16?

Yes

How many prospective teachers did your program plan to add in special education in 2015-16?

20

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Will your program prepare teachers in special education in 2016-17?

Yes

How many prospective teachers does your program plan to add in special education in 2016-17?

20

Provide any additional comments, exceptions and explanations below:

Planning for a new direct entry Special Ed program for Undergraduates is underway and is expected to be available in 2017.

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/poU/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 2014-15

Did your program prepare teachers in instruction of limited English proficient students in 2014-15?

Yes

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

0

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2014-15?

Yes

Description of strategies used to achieve goal, if applicable:

Elementary Education faculty encourage majors to add the TESOL endorsement to their Initial teaching license, due to the high need in the local community. This is on a voluntary basis.

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:

Academic year 2015-16

Is your program preparing teachers in instruction of limited English proficient students in 2015-16?

Yes

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

0

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Will your program prepare teachers in instruction of limited English proficient students in 2016-17?

Yes

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2016-17?

0

Provide any additional comments, exceptions and explanations below:

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.

Yes

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:

WSU has worked closely with the Wichita Public Schools to create professional development schools that assure that students receive quality training to be successful with urban PreK-12 students of poverty, diverse populations, and students who have limited English proficiencies. Instruction in Core classes at the University tie directly to observations and school experiences through and including student teaching. The teacher preparation program prepares diverse, highly qualified teachers for urban school settings via a team-based professional development model.

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, 2014-15	5			
ETS5134-ART CONTENT KNOWLEDGE	4			

Educational Testing Service (ETS) All program completers, 2013-14				
ETS5134-ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	4			
ETS0235-BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3			
ETS0235-BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS0235-BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	5			
ETS0235-BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0245-CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0245-CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	4			
ETS0245-CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	4			
ETS5571-EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5571-EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS5024-EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2014-15	11	167	9	82
ETS5024-EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2013-14	1			

ETS5021-EDUCATION OF YOUNG CHILDREN (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	8			
ETS5021-EDUCATION OF YOUNG CHILDREN (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	27	187	27	100
ETS5017-ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) Other enrolled students	24	168	22	92
ETS5017-ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2014-15	56	173	55	98
ETS5017-ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2013-14	4			
ETS0011-ELEM ED CURR INSTRUC ASSESSMENT (DISC) Educational Testing Service (ETS) Other enrolled students	1			
ETS0011-ELEM ED CURR INSTRUC ASSESSMENT (DISC) Educational Testing Service (ETS) All program completers, 2014-15	21	179	21	100
ETS0011-ELEM ED CURR INSTRUC ASSESSMENT (DISC) Educational Testing Service (ETS) All program completers, 2013-14	82	179	79	96
ETS0041-ENG LANG LIT COMP CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2013-14	3			
ETS0041-ENG LANG LIT COMP CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2012-13	11	178	11	100
ETS5038-ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) Other enrolled students	2			
ETS5038-ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2014-15	12	175	11	92
ETS5038-ENGLISH LANGUAGE ARTS: CK	17	178	17	100

Educational Testing Service (ETS) All program completers, 2013-14				
ETS5038-ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS5161-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	3			
ETS5161-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	10	161	10	100
ETS0061-MATHEMATICS CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2013-14	4			
ETS0061-MATHEMATICS CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2012-13	6			
ETS5047-MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5049-MIDDLE SCHOOL ENG LANG ARTS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS5169-MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) Other enrolled students	4			
ETS5169-MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2014-15	16	179	16	100
ETS5169-MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2013-14	10	169	8	80
ETS0069-MIDDLE SCHOOL MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS0069-MIDDLE SCHOOL MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	3			

ETS0069-MIDDLE SCHOOL MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	9			
ETS5440-MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2014-15	6			
ETS0439-MIDDLE SCHOOL SCIENCE (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	3			
ETS0439-MIDDLE SCHOOL SCIENCE (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	3			
ETS5089-MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5089-MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0113-MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3			
ETS0113-MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	13	175	13	100
ETS0113-MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	7			
ETS0113-MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	15	164	15	100
ETS5091-PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5091-PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	10	158	9	90
ETS5091-PHYSICAL ED CONTENT KNOWLEDGE	8			

Educational Testing Service (ETS) All program completers, 2013-14				
ETS5091-PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	17	157	17	100
ETS5265-PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	2			
ETS5265-PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	3			
ETS5623-PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2014-15	27	178	27	100
ETS5623-PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2013-14	20	173	18	90
ETS5623-PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2012-13	19	174	19	100
ETS0523-PRINC LEARNING AND TEACHING 5-9 (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS5624-PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	11	173	9	82
ETS5624-PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2014-15	38	173	35	92
ETS5624-PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2013-14	69	176	69	100
ETS5624-PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2012-13	46	175	46	100
ETS5621-PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2014-15	16	168	14	88

ETS5621-PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2013-14	21	172	21	100
ETS5621-PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2012-13	2			
ETS5622-PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	26	179	25	96
ETS5622-PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2014-15	104	177	100	96
ETS5622-PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2013-14	100	176	100	100
ETS5622-PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2012-13	116	175	112	97
ETS0081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3			
ETS0081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	10	170	10	100
ETS0081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	16	166	14	88
ETS0081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	14	173	14	100
ETS5195-SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2014-15	2			
ETS5195-SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2013-14	2			
ETS5195-SPANISH WORLD LANGUAGE	2			

Educational Testing Service (ETS)				
All program completers, 2012-13				

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2014-15	186	173	93
All program completers, 2013-14	213	205	96
All program completers, 2012-13	184	180	98

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.

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. Examples include the faculty use of Blackboard and other online tools for teaching content, web-enhanced learning, instructional media such as video and SMART Boards, social networking, interactive distance learning such as closed circuit electronic transmission, learning in virtual environments, Wiki-mediated mentoring and learning communities, coaching and collaborative feedback via interactive video conferencing, and, in some cases, use of assistive technologies to support learning of diverse student needs.

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**
No
- **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 WSU Professional Education programs provide that candidates systematically reflect upon and engage in professional practice with diverse students/clients (e.g., ethnicity, race, social-economic status, gender, exceptionalities, language, religion, and sexual orientation) and in a variety of settings (e.g., urban/rural, Supplemental Educational Services [SES], grade levels, and/or the context in which the candidate is employed) as relevant to the specific areas of professional expertise." Consistent with the unit's policy, initial candidates in Introduction to Diversity courses are placed in a highly diverse school and a special day school serving students with exceptionalities. Various assignments across the curriculum focus on integrating and assessing experiences working with other diverse candidates and with P-12 students.

Does your program prepare special education teachers to:

- **teach students with disabilities effectively**
Yes
- **participate as a member of individualized education program teams**
No

- **teach students who are limited English proficient effectively**

Yes

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.

The Early Childhood Unified Program (Bachelors level) and the Early Childhood Residency Program (Post Graduate) are the initial licensure programs with the special education component.

The Early Childhood Unified Residency program prepares special education teachers to teach students with disabilities effectively through it's 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 law, policies/procedures through CI 603- Foundation of Early Childhood Unified and CI 701 - Foundations of Education.; (b) legal, procedural and best practice procedures for developing, using and revising the Individualized Education Program (IEP) and through Assessment and Methods courses (e.g., CI 614, CI 617, CI 721, and CI 733; (c) skills of collaboration and teaming are embedded within the methods courses where they team with parents and other teachers to write IEPs, conduct assessments, etc. (d) assessing and teaching children with varying learning challenges including English Language Learners --found within the methods courses and through CI 711 - Multicultural Education and CESP 701 Introduction to Education Research. Field-based experience courses are required for students to demonstrate they have mastered these skills in practice (e.g., CI 743, CI 744, CI 748, CI 749). Professional research is embedded in the program with CESP 701, CI 849, CI 860, CI 862, and CI 863).

The ESOL program is not an initial licensure program. The goals are to increase the number of candidates that obtain ESOL endorsements and to increase the content knowledge, skills and pedagogical content knowledge of the ESOL candidates. Eighteen students were endorsed in ESOL 2013-2014. Elementary, middle and secondary curriculum programs incorporate specific components of the Sheltered Instruction Observation Protocol (SIOP) model into the course work and field experiences. In addition, a linguistics class is required to meet the needs of English Language Learners.

As a part of Core I, students take CI 320: "Introduction to Diversity: Exceptionalities." Writing an IEP for each student in special education services is one of the principles of IDEA. These principles are stressed in all aspects of CI 320. In the course, students begin writing measurable goals for the IEP and participate in an IEP scavenger hunt as an in-class activity near the end of the semester. This allows the students to practice writing goals again, and to gain a deeper understanding of the regular education teacher's role in an IEP meeting.

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.

At least once a year, each program faculty uses a set of Core Review Questions to review the data to determine the program's overall effectiveness in meeting program standards, unit conceptual framework guiding principles, and NCATE knowledge. Data is also examined for possible improvements to the program, assessments, or unit operations. Each program also establishes a Program Advisory Council, which is made up of various program constituents, but predominately relevant practitioners, who are responsible for providing advice, input, and assistance to the Program Committee. Once the review is completed, a final report is then submitted to the Unit Assessment Committee at the end of spring semester each year.

Supporting Files

Complete Report Card

AY 2014-15

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