

# AppendixC

## Annual Institutional Questionnaire on Teacher Preparation: Academic Year: 2006-2007

Institution name:	BETHEL COLLEGE
Address:	300 E. 27th
City:	NORTH NEWTON
State:	KS
Zip code:	
Respondent name and Title:	Allen Jantz, Director of Teacher Education
Respondent phone number:	316-284-5255
Fax:	316-284-5260
Electronic mail address:	edudept@bethelks.edu
Name of President/Chief Executive ( or designee)	Barry C. Bartel, President

## Section II. Program information.

(A) Number of students in the regular teacher preparation program at your institution:

Please specify the number of students in your regular teacher preparation program during academic year 2006-2007, including all areas of specialization.

105	Total number of students enrolled during 2006-2007.
21	Total number of program completers 2006-2007.

Number of students in the alternate teacher preparation program at your institution:

Please specify the number of students in your alternate route teacher preparation program during academic year 2006-2007, including all areas of specialization. Do not include Transition to Teaching students who receive a stipend from the state grant.

0	Total number of students enrolled during 2006-2007.
0	Total number of program completers 2006-2007.

(B) Information about supervised student teaching

21	How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 2006-2007?
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Please provide the numbers of supervising faculty who were:

2.00	1. Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.
5.00	2. Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.
6.00	3. Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

13.00	Total number of supervising faculty for the teacher preparation program during (add: B1, B2, & B3).
1.62	The student/faculty ratio (divide the total # students by total supervising faculty).
37.50	The average number of hours per week required of student participation in supervised student teaching:
14.40	The total number of weeks of required supervised student teaching:
540.00	The total number of supervised student teaching hours required

Information about state approval or accreditation of teacher preparation programs:

n	Is your teacher preparation program currently approved or accredited by the state?
n	Is your teacher preparation program currently accredited by the National Council for the Accreditation of Teacher Education (NCATE)?
n	Is your institution currently accredited by the North Central Association of Colleges and Schools?
	Please list any additional accrediting sources: Nursing - Commission on Collegiate Nursing Education Social Work - Concil on Social Work Education Athletic Training - Accreditation of Allied Health Education Programs

An institution is designated as low-performing if the institution was “accredited with probation” between July 1, 2003 and July 1, 2006 by the Kansas State Board of Education

OR

An institution is designated as low-performing if the institution was “denied accreditation” after July 1, 2006 by the Kansas State Board of Education

<input type="radio"/>	Is your teacher preparation program currently under designation as “low-performing” by the state (as per section 208 (a) of the HEA of 1998)?
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## Section III. Contextual information.

Web link to Institution:	<a href="http://www.bethelks.edu">http://www.bethelks.edu</a>
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2006-2007 Undergraduate Enrollment	Institution	Education Program
full-time students	495	104
part-time students	44	1

2006-2007 Graduate Enrollment	Institution	Education Program
full-time students	0	0
part-time students	0	0

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2006-2007 Admission Requirements.

admission to teacher education:

<ol style="list-style-type: none"> <li>1. Demonstration of Competency (Teacher Education Program Goal I)             <ol style="list-style-type: none"> <li>a. 2.500 Grade Point Average (GPA)</li> <li>b. Successful Completion of PPST                 <ol style="list-style-type: none"> <li>i. Reading (173)</li> <li>ii. Writing (172)</li> <li>iii. Mathematics (172)</li> </ol> </li> </ol> </li> <li>2. Demonstration of Educator Characteristics and Dispositions (Teacher Education Program Goals I and III)             <ol style="list-style-type: none"> <li>a. Four Recommendations</li> </ol> </li> <li>3. Demonstration of Potential (Teacher Education Program Goal I, II, and III)             <ol style="list-style-type: none"> <li>a. Application</li> <li>b. Portfolio (25)</li> </ol> </li> </ol>
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admission to student teaching:

1. Demonstration of Competency (Teacher Education Program Goals I and II)
  - a. 2.500 GPA
  - b. Successful Completion of PPST
    - i. Reading (173)
    - ii. Writing (172)
    - iii. Mathematics (172)
  - c. Successful Completion of Competencies
    - i. Speech
    - ii. Writing
    - iii. Computer Literacy
  - d. Transcript Review (C or better in all Education coursework)
2. Demonstration of Educator Characteristics and Dispositions (Teacher Education Program Goal I and III)
  - a. Four Recommendations
3. Demonstration of Aptitude (Teacher Education Program Goals I, II, and III)
  - a. Application
  - b. Personal Sketch
  - c. Health Form
  - d. Portfolio (60)

2006-2007 Program Completion Requirements.

1. Demonstration of Ability (Teacher Education Program Goals I, II, and III)
  - a. Portfolio (90)
  - b. Exit Interview
  - c. Satisfactory Completion of Student Teaching (including all reflections and evaluations)
  - d. All previous Program Requirements
  - e. Successful completion of all required content and professional education coursework (checked prior to student teaching semester)

During 2006-2007 was passing the state certification test required?	<b>PLT</b>	<b>CONTENT</b>
before student teaching	NO	NO
program completion	NO	NO
degree requirement	NO	NO
certification/licensure only	YES	YES

3.38	Average GPA of 2006-2007 cohorts.
24.06	Average ACT score of 2006-2007 cohorts.

18	Number of completers hired in their fields during their first year of eligibility.
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0	Number of completers participating in the Kansas Performance Assessment?
0	Number of completers passing the KPA?

<b>Demographic Characteristics of Completer 2006-2007</b>	<b>Number</b>
Male	7
Female	14
African American	1
American Indian	0
Asian	0
Hispanic	0
White	20
Other	0
Early Childhood*	0
Elementary*	10
JR. High-Middle School*	0
Secondary*	6
PreK-12 Programs*	5
Special Education*	2
Total	23
*total number may be greater than total number of completers because of "multiple level" options	

2007-2008 Undergraduate Enrollment	Institution	Education Program
full-time students	512	114
part-time students	29	3

2007-2008 Graduate Enrollment	Institution	Education Program
full-time students	0	0
part-time students	0	0

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2007-2008 Admission Requirements.

admission to teacher education:

1. Demonstration of Competency (Teacher Education Program Goal I)
  - a. 2.500 Grade Point Average (GPA)
  - b. Successful Completion of PPST
    - i. Reading (173)
    - ii. Writing (172)
    - iii. Mathematics (172)
2. Demonstration of Educator Characteristics and Dispositions (Teacher Education Program Goals I and III)
  - a. Four Recommendations
3. Demonstration of Potential (Teacher Education Program Goal I, II, and III)
  - a. Application
  - b. Portfolio (25)

admission to student teaching:

1. Demonstration of Competency (Teacher Education Program Goals I and II)
  - a. 2.500 GPA
  - b. Successful Completion of PPST
    - i. Reading (173)
    - ii. Writing (172)
    - iii. Mathematics (172)
  - c. Successful Completion of Competencies
    - i. Speech
    - ii. Writing
    - iii. Computer Literacy
  - d. Transcript Review (C or better in all Education coursework)
2. Demonstration of Educator Characteristics and Dispositions (Teacher Education Program Goal I and III)
  - a. Four Recommendations
3. Demonstration of Aptitude (Teacher Education Program Goals I, II, and III)
  - a. Application
  - b. Personal Sketch
  - c. Health Form
  - d. Portfolio (60)

2007-2008 Program Completion Requirements.

1. Demonstration of Ability (Teacher Education Program Goals I, II, and III)
  - a. Portfolio (90)
  - b. Exit Interview
  - c. Satisfactory Completion of Student Teaching (including all reflections and evaluations)
  - d. All previous Program Requirements
  - e. Successful completion of all required content and professional education coursework (checked prior to student teaching semester)

Will your institution require the state assessments for 2007-2008?	<b>PLT</b>	<b>CONTENT</b>
before student teaching	NO	NO
program completion	NO	NO
degree requirement	NO	NO
certification/licensure only	YES	YES





<b>Demographic Characteristics Teacher Education Enrollment 2007-2008</b>	<b>Number Initial Program</b>	<b>Number Added Endorsement</b>	<b>Number Advanced Program</b>
Male	56		
Female	61		
African American	8		
American Indian			
Asian	3		
Hispanic	4		
White	101		
Other	1		
Early ChildHood			
Early ChildHood Unified			
Elementary	33		
JR. High-Middle School			
English/Language Arts			
History comprehensive			
Math			
Science			
Secondary	30		
English/Language Arts	9		
Journalism			
Speech/Theatre	2		
History and Government	8		
Psychology			
Math	5		
Biology	2		
Chemistry	3		
Physics	1		
Earth Space Science			
Business			
Family and Consumer Science			

<b>Demographic Characteristics Teacher Education Enrollment 2007-2008</b>	<b>Number Initial Program</b>	<b>Number Added Endorsement</b>	<b>Number Advanced Program</b>
Agiculture			
Technology Education			
Communication Technology			
Power,Energy, Transportation Tech			
Production Technology			
K-12 Programs	23		
Art	2		
Foreign Language - French			
Foreign Language - German	1		
Foreign Language - Spanish	2		
Foreign Language - Other			
Music	10		
Vocal Music			
Instrumental Music			
Health	3		
Physical Education	5		
Special Education			
Adaptive			
Functional			
Gifted			
Deaf or Hard of Hearing			
Visually Impaired			
Reading Specialist			
ESOL			
Library Media Specialist			
School Counselor			
School Psychologist			
Leadership			
Program			
Building			
District			

NO	Do you have Professional Development School partnerships that help design, implement, and evaluate clinical experiences?
NO	Does your partnership agreement require teacher ed. faculty to work directly in the schools?

Distance education refers to courses delivered to off-campus locations via live or prerecorded video, or computer technologies. Distance education excludes courses conducted exclusively on campus, courses conducted by written correspondence, courses for which the instructor travels to an off-campus site to deliver instruction in person.

	Initial Program	Added Endorsement	Advanced Program	Other does not lead to licensure
Number of distance Learning courses offered	0	0	0	0
Total Enrollments in distance learning courses	0	0	0	0
List Names of distance learning programs	None	None	None	None

# Section IV. Response to Areas for Improvement

Date of Last Accreditation Visit:

2/14/2005 12:00:00 AM

Areas for Improvement for Accreditation:

Addressed on prior reports.

Areas for Improvement for Programs:

Addressed on prior reports.

Changes to Programs (content and/or pedagogy curriculum) based on continuous improvement:

Assessment data indicate that candidates have sufficient content and pedagogical knowledge and thus no major changes to the program are anticipated at this time.

The institution continues to align curriculum and minor modifications to the program are being made continuously.

The institution will utilize KPA data, when it becomes available, to help in assessing program completer skills and will at that time determine whether changes in the program are necessary.

## Section V. Optional Information

Please use this space to provide additional information:

### **Mission**

The faculty in the department of teacher education at Bethel College is dedicated to preparing reflective teachers. The education program is designed to develop proficiencies in academic and professional knowledge bases and those dispositions that provide a grounding for reflective thinking, particularly those of caring and respect for diversity. The program is embedded with the belief that reflective thinking is congruent with effective practice.

### **Teacher Education Vision**

Our vision is to have a teacher education program embedded with reflection. Students reflect on their content knowledge to be better able to sequence learning, to understand underlying relationships, to prioritize and distill the essence of the content. Students reflect on pedagogical practice, observing, evaluating, comparing, examining results, looking for reasons and consequences. Our vision also includes students developing a better understanding of their own beliefs and philosophies and under the light of reflection becoming teachers who will be caring and respectful of diversity.

### **Notable Features and Accomplishments**

See the following website for a complete list of Bethel College notable features and accomplishments:

<http://www.bethelks.edu/bc/aboutbc/fastfacts.php?urlid=312>