

Title II

Higher Education Act

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Bethel College
Traditional Program
2009-10

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Name of Institution: Bethel College
Institution/Program Type: Traditional
Academic Year: 2009-10
State: Kansas

Address: 300 E 27th Street

North Newton, KS, 67117

Contact Name: Dr. Allen Jantz
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Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant: No

TQE partnership name or grant number, if applicable:

Section I.a Program Admission

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

| Element | Undergraduate | Postgraduate |
|--|---------------|--------------|
| Application | Yes | NA |
| Fee/Payment | No | NA |
| Transcript | Yes | NA |
| Fingerprint check | No | NA |
| Background check | No | NA |
| Experience in a classroom or working with children | No | NA |

| | | |
|---|-----|----|
| Minimum number of courses/credits/semester hours completed | No | NA |
| Minimum high school GPA | No | NA |
| Minimum undergraduate GPA | Yes | NA |
| Minimum GPA in content area coursework | No | NA |
| Minimum GPA in professional education coursework | Yes | NA |
| Minimum ACT score | No | NA |
| Minimum SAT score | No | NA |
| Minimum GRE score | No | NA |
| Minimum basic skills test score | Yes | NA |
| Subject area/academic content test or other subject matter verification | No | NA |
| Minimum Miller Analogies test score | No | NA |
| Recommendation(s) | Yes | NA |
| Essay or personal statement | No | NA |
| Interview | No | NA |
| Resume | No | NA |
| Beachelor's degree or higher | No | NA |
| Job offer from school/district | No | NA |
| Personality test (e.g.,Myers-Briggs Assessment) | No | NA |
| Other (specify: Portfolio) | Yes | NA |

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

<http://www.bethelks.edu/currentstudents/registrar/catalog/catalog2010-11.pdf>

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

Other Following completion of requirements

Does your initial teacher certification program conditionally admit students? No

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

Candidates are required to be admitted into the Teacher Education Program prior to taking upper level education courses. Transfer students are given a one-semester grace period to complete the entrance requirements.

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: | 113 |
| Unduplicated number of males enrolled in 2009-10: | 57 |
| Unduplicated number of females enrolled in 2009-10: | 56 |

| 2009-10 | Number enrolled |
|--|------------------------|
| <i>Ethnicity</i> | |
| Hispanic/Latino of any race: | 9 |
| <i>Race</i> | |
| American Indian or Alaska Native: | 1 |
| Asian: | 1 |
| Black or African American: | 5 |
| Native Hawaiian or Other Pacific Islander: | 0 |
| White: | 95 |
| Two or more races: | 0 |

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 | 112 |
| Average number of clock hours required for student teaching | 540 |
| Number of full-time equivalent faculty in supervised clinical experience during this academic year | 8 |
| Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff) | 23 |
| Number of students in supervised clinical experience during this academic year | 15 |

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

Bethel College has not traditionally hired outside individuals to supervise clinical experiences except in the case where a student elects to student teach out of state. No students elected to student teach outside of Kansas during the 2009-10 school year. In all cases, these clinical experiences were supervised by the directors of the programs with load time given at a ratio of three students is equivalent to two hours of credit. A full-time load at Bethel is considered twelve hours a semester. In addition, each content department (PreK-12 and Secondary Education Candidates) provided additional support for candidates in the supervised clinical experience. For purposes of this report, 23 cooperating teachers (nine teacher candidates had dual student teaching placements) have also been included in the number of full-time equivalent adjunct faculty in supervised clinical experience based on the Title II Tips for Reporting Guide.

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))

| Academic major | Number prepared |
|-----------------------|------------------------|
| Chemistry | 1 |
| Elementary Education | 6 |
| Health Management | 4 |
| History | 3 |

| | |
|---------|----|
| Spanish | 2 |
| TOTAL | 16 |

| Subject area | Number prepared |
|----------------------------|-----------------|
| Chemistry | 1 |
| Elementary Education | 6 |
| Foreign Language - Spanish | 2 |
| Health Education | 4 |
| History and Government | 3 |
| Physical Education | 4 |
| TOTAL | 24 |

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: 15

2008-09: 17

2007-08: 19

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>Academic year: 2009-14</p> <p>Goal: Increase enrollment to 1</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <ol style="list-style-type: none"> 1. Creation of STEM Task Force (comprised of Teacher Education and Science/Math Faculty and public school faculty) with the expressed purpose of increasing enrollment in Science/Math Education programs and improving the quality of program related field experiences. 2. Teacher Education presentations in all entry level science/math/psychology courses. |

| | |
|--|---|
| | <p>3. Maintain communication with alumni who are teaching and solicit suggestions for increasing enrollment.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Continue each of the listed strategies.</p> |
| Science | <p>Academic year: 2009-14</p> <p>Goal: Increase enrollment to 2</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <ol style="list-style-type: none"> 1. Creation of STEM Task Force (comprised of Teacher Education and Science/Math Faculty and public school faculty) with the expressed purpose of increasing enrollment in Science/Math Education programs and improving the quality of program related field experiences. 2. Teacher Education presentations in all entry level science/math/psychology courses. 3. Maintain communication with alumni who are teaching and solicit suggestions for increasing enrollment. <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Continue each of the listed strategies.</p> |
| Special education | <p>Academic year: 2009-14</p> <p>Goal: Increase enrollment by 2</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <ol style="list-style-type: none"> 1. ACCK (Adaptive Special Education coursework provided through the consortium, Associated Colleges of Central Kansas) presentations to teacher preparation courses taught at Bethel College. 2. Bethel College advisors encourage Adaptive Special Education course work for those students interested. <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Continue to have ACCK present to sophomores interested in education.</p> |
| Instruction of limited English proficient students | <p>Academic year: 2010-11</p> <p>Goal: NA</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> |

| | |
|----|--|
| | Description of steps to improve performance in meeting goal or lessons learned in meeting goal: |
| NA | Academic year: 2010-11 Goal: NA Goal met? Description of strategies used to achieve goal: Description of steps to improve performance in meeting goal or lessons learned in meeting goal: |

Provide any additional comments, exceptions and explanations below:

Although there will be four program completers in mathematics in the 2010-11 school year, the goal in math is to increase enrollment to at least one candidate each year. Currently we have two sophomores (candidates identify themselves during their sophomore year) and anticipate at least one freshman. Numbers for the past four years: 2006-07, 1; 2007-08, 0; 2008-09, 2; 2009-10, 0; 2010-11, 4.

The goal for science is to increase enrollment to at least two candidates in the sciences (biology and chemistry) each year. Numbers for the past four years: 2006-07, 3; 2007-08, 0; 2008-09, 1; 2009-10, 1; 2010-11, 2.

Adaptive Special Education goal was actually met by increasing enrollment in the program by four students (the goal was to increase by two students).

Note: Special Education in Kansas is not an initial license, but rather an added endorsement to an existing license.

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:

Bethel College has created partnerships with local school districts as well as with schools in the Wichita School District (Wichita is the largest city in Kansas). Through these partnerships, Bethel candidates have the opportunity to work directly with students from diverse backgrounds (e.g., racial/ethnic, language, Socioeconomic Status, gender, rural/urban, and ability/special needs). Course work is directly tied to field experiences. Bethel has been most successful when incorporating field experiences in classes to support the course content.

Specifically, candidates in Adaptive Special Education must achieve an initial license in a core academic subject and Special Education is an added endorsement to the existing license.

General education teachers receive training in providing instruction to children with disabilities throughout the curriculum, but most significantly through the course, EDU 210 Introduction to Infants, Children and Youth with Special Needs. As part of course requirements, candidates are required to participate in field experiences in special needs classrooms and in regular education classrooms with special needs students included.

General education teachers receive training in providing instruction to limited English proficient students, in providing instruction to children from low-income families, and on how to effectively teach in urban and rural schools throughout general and content specific methods courses, as well as through the course, EDU 310 School and Community.

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, 2007-08 | 1 | | | | 100 | 175 |
| ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2009-10 | 1 | | | | 78 | 163 |
| ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2008-09 | 1 | | | | 100 | 160 |
| ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2009-10 | 6 | | | | 95 | 177 |
| ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2008-09 | 3 | | | | 97 | 178 |
| ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2007-08 | 8 | | | | 98 | 179 |
| ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09 | 3 | | | | 94 | 179 |

| | | | | | | |
|--|----|-----|----|-----|----|-----|
| ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08 | 5 | | | | 99 | 179 |
| ETS0181 -GERMAN CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09 | 1 | | | | | |
| ETS0550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2008-09 | 2 | | | | 94 | 682 |
| ETS0550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2007-08 | 1 | | | | 95 | 675 |
| ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09 | 1 | | | | 97 | 155 |
| ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08 | 3 | | | | 99 | 170 |
| ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10 | 4 | | | | 97 | 157 |
| ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09 | 1 | | | | 96 | 157 |
| ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08 | 1 | | | | 95 | 158 |
| ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2009-10 | 7 | | | | 96 | 175 |
| ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2008-09 | 10 | 174 | 10 | 100 | 98 | 175 |
| ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2007-08 | 9 | | | | 99 | 175 |
| ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2009-10 | 8 | | | | 98 | 177 |
| ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) | 4 | | | | 98 | 177 |

| | | | | | | |
|--|---|--|--|--|-----|-----|
| All program completers, 2008-09 | | | | | | |
| ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2007-08 | 9 | | | | 99 | 177 |
| ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10 | 3 | | | | 90 | 170 |
| ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09 | 4 | | | | 94 | 170 |
| ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10 | 1 | | | | 83 | 176 |
| ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08 | 1 | | | | 81 | 174 |
| ETS0220 -SPEECH COMMUNICATION Educational Testing Service (ETS) All program completers, 2008-09 | 1 | | | | 100 | 690 |

Section III. Summary Rates

| Group | Number taking tests | Number passing tests | Pass rate (%) | State Average pass rate (%) |
|---------------------------------|---------------------|----------------------|---------------|-----------------------------|
| All program completers, 2009-10 | 15 | 14 | 93 | 93 |
| All program completers, 2008-09 | 14 | 13 | 93 | 95 |
| All program completers, 2007-08 | 18 | 18 | 100 | 97 |

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 learn how to integrate technology into curricula and introduction through coursework and related activities. EDU 300 Media and Computer for Educators introduces teachers to a variety of technology tools and issues related to the integration of these tools. Content Methods courses further explain how to integrate technology into specific content areas. Candidates demonstrate their ability to effectively integrate technology in instruction during the student teaching experience. Candidates learn to use technology effectively to collect, manage, and analyze data to improve teaching and learning in EDU 325 Methods of Teaching and within content specific methods courses. The ability of candidates to use technology to effectively collect, manage, and analyze data to improve teaching and learning is assessed during their student teaching semester in the course EDU 640A/EDU 675A Practicum/Seminar in Student Teaching.

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.

Bethel College prepares all teachers to teach students with disabilities in inclusive classrooms. In EDU 210 Introduction to Infants, Children, and Adults with Special Needs, students learn about RTI (Response to Intervention) and the Kansas MTSS (Multi-tiered Support System) three-tiered framework set up to help all children learn prior to referral to special education. By understanding the process of MTSS Bethel's teacher candidates learn the importance of being able to differentiate instruction so all students can learn. If students are not learning after tier 3 of documented

differentiation and interventions, the student may be referred to a student assistance team and then evaluated as to if they qualify for special education.

Bethel's teacher candidates learn that general education teachers play a vital role in the IEP process by helping develop goals, monitoring, and assessing students with special needs and collecting data. Bethel College Teacher candidates understand they must give modifications and accommodations to students with disabilities as required by law.

General education teachers learn about models for teaching limited English proficient (LEP) students in EDU 310 School and Community and general methods courses. Specific strategies for assisting LEP students in general classrooms are also discussed and applied in lesson plan modifications. EDU 310 field placements in ELL classrooms (and in a dual language magnet K-8 school) allow general education teachers to observe firsthand how students acquire another language. Additional suggestions for effective teaching of LEP students are discussed in specific content methods courses.

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.

Note: The endorsement for Special Education in Kansas is not offered through an initial license, but rather is an added endorsement to an existing license.

Teach students with disabilities effectively:

Bethel College prepares special education teachers to teach students with disabilities effectively through the Associated Colleges of Central Kansas (ACCK). ACCK is a consortium of the six area member colleges of Bethany College at Lindsborg, Bethel College at North Newton, Kansas Wesleyan University at Salina, McPherson College at McPherson, Sterling College at Sterling, and Tabor College at Hillsboro. Undergraduate and post-baccalaureate students are enrolled in one of the member colleges to pursue endorsement in adaptive special education at the K-6 and/or the 6-12 levels, and ACCK provides the undergraduate endorsement coursework that includes field experience for three of the four courses. ACCK has developed an assessment system that is aligned with its conceptual framework, Kansas Adaptive Special Education Standards, and national standards for teacher accreditation. ACCK has a fully accredited program that has been approved through December of 2013. The assessment system includes content-based assessment (Praxis II), assessment of the candidate's ability to plan instruction, assessment of clinical experience, assessment of candidate's effect on student learn, philosophical/historical/legal foundations, assessment, and managing behavior/problem-solving/social skills. ACCK students consistently meet or exceed standards. Students unable to meet standards are not formally accepted into the ACCK Adaptive Special Education Program, which is required before clinical experience (student teaching). Cooperating teachers rank ACCK students as proficient or distinguished on final assessment conference reports.

Participate as a member of individualized education program teams:

ACCK prepares special education teachers to participate as a member of individualized education program (IEP)

teams. Coursework assignments include observation of an IEP and IEP team meeting, IEP videos/simulations, lecture captures on IEPs, planning of an IEP based on a case study, and preparation of an IEP during student teaching (clinical experience).

Teach students who are limited English proficient effectively:

ACCK prepares special education teacher to work effectively with diversity, including limited English proficiency. Coursework includes diversity interviews, diversity issues in assessment, diversity reference materials, lecture captures on diversity, reading programs for limited English proficient learners, and an oral exam with diversity questions.

Section VII. Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

The Teacher Education Programs at Bethel College are accredited by the Kansas State Department of Teacher Education (KSDE) and the National Council for Accreditation of Teacher Education (NCATE). The institution submitted programs for approval on March 1, 2010 and will host a joint KSDE/NCATE on-site visit in Spring 2011. Bethel College Mission: Bethel College seeks to be a diverse community of learners committed to searching for authentic faith and academic achievement, providing rigorous instruction in the liberal arts and selected professional areas, and inspiring intellectual, cultural, and spiritual leaders for church and society. Teacher Education 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: The vision of the faculty in the department of teacher education at Bethel College 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. See the following web sites for a complete of Bethel College notable features and accomplishments: <http://www.bethelks.edu/> <http://www.bethelks.edu/bc/aboutbc/fastfacts.php?urlid=331> http://www.bethelks.edu/bc/news_publications/context/index.php

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