

Newman University  
Traditional Program

2014 | Title II  
Reports

Complete Report Card

AY 2012-13

## Institution Information

**Name of Institution:** Newman University  
**Institution/Program Type:** Traditional  
**Academic Year:** 2012-13  
**State:** Kansas

**Address:** 3100 McCormick Avenue  
  
Wichita, KS, 67213

**Contact Name:** Dr. Steven Dunn  
**Phone:** 316.942.4291  
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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>)

No

If yes, provide the following:

**Award year:**

**Grantee name:**

**Project name:**

**Grant number:**

**List partner districts/LEAs:**

**List other partners:**

**Project Type:**

## 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?
Biology (6-12)	No
Chemistry (6-12)	No
Early Childhood Unified	No
Elementary Education	No
English Language Arts (5-8)	No
English Language Arts (6-12)	No
History, Government, and Social Studies (6-12)	No
Mathematics (6-12)	No
<b>Total number of teacher preparation programs: 8</b>	

## Section I.b Admissions

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

Junior year

**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://www.newmanu.edu/studynu/undergraduate/education>

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

Students are conditionally admitted to the Teacher Education Program if their application packet is incomplete or if certain PPST cut scores, GPA, or other requirements are below our standards. SAT scores can be used in place of ACT scores and CBT scores can be used in place of PPST scores. Also, if students are lacking any of the five required courses requiring a C or better, they may be admitted conditionally until the courses are completed and/or grades are achieved.

## 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	No
Fingerprint check	No	Yes
Background check	No	Yes
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	Yes	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	No	No
Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	Yes
Interview	Yes	Yes
Other	Data not reported	Data not reported

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 2012-13

3.17

What is the minimum GPA required for completing the program?

2.7

What was the median GPA of individuals completing the program in academic year 2012-13

3.5

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	No
Fingerprint check	No	Yes
Background check	No	Yes
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	Yes	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	No	No
Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	Yes
Interview	Yes	Yes
Other	Data not reported	Data not reported

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 2012-13

3.17

What is the minimum GPA required for completing the program?

2.7

What was the median GPA of individuals completing the program in academic year 2012-13

3.5

Please provide any additional comments about the information provided above:

## 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 2012-13:	81
Unduplicated number of males enrolled in 2012-13:	15
Unduplicated number of females enrolled in 2012-13:	66

2012-13	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	9
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	2
Black or African American:	2
Native Hawaiian or Other Pacific Islander:	0
White:	65
Two or more races:	1

## Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2012-13.

Average number of clock hours of supervised clinical experience required prior to student teaching	72
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Average number of clock hours required for student teaching	560
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	6
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	26
Number of students in supervised clinical experience during this academic year	114

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

Courses at Newman University that require clinical experiences include: Exceptional Child (4 hours), Field I (24 hours), Field II (24 hours), Primary Methods (10 hours), Reading Methods (10 hours), Secondary Practicum (24 hours), and Student Internship (560 hours). The Newman University School of Education organized the Elementary Teacher Education courses into four semester blocks and the Secondary Education program into three semester blocks. Elementary and Secondary programs include student teaching in their final block. In each semester students take courses that require clinical experiences. Block A for both programs require Field I and Exceptional Child for a total of 28 clinical hours. In Block B both programs require Elementary Field II or Secondary Practicum for a total of 24 clinical hours in each course. Block C Elementary requires Reading and Primary Methods for a total of 20 clinical hours. Block C Secondary Education and Block D Elementary Education is the student internship semester and both require 560 clinical hours. For students majoring in Early Childhood Unified, they take two additional courses that require supervised clinical experiences. The two ECU courses are EDUC3412 Field Experience Infant/Toddler with 24 hours of clinical experience and EDUC 3442 Field Experience Preschool with 24 hours field experience for a total of 48 clinical hours during the ECU semester block. Each semester of clinical experiences before student teaching provides students with invaluable opportunities to become familiar with school practice and procedures as they prepare for their student internship experience. Newman University School of Education uses the expert services of faculty and adjunct faculty at all three preparation sites including: NU main campus in Wichita, Kansas; Western Kansas Center in Dodge City; and Southeast Kansas Center in Independence, Kansas.

Six full-time and one half-time faculty engage in supervising clinical experiences at all three sites. 26 adjunct faculty are paid to teach courses that have clinical experiences or to supervise student interns for a semester.

## Section I.e Teachers Prepared by Subject Area

**Please provide the number of teachers prepared by subject area for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))**

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	7
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	

Teacher Education - Business	
Teacher Education - English/Language Arts	3
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	4
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education- History	
Teacher Education - Physics	
Teacher Education - Spanish	
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 2012-13. 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	6
Teacher Education - Elementary Education	38
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	3
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	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	1
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	



Teacher Education - German	
Teacher Education - History	1
Teacher Education - Physics	
Teacher Education - Spanish	
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:

2012-13: 49

2011-12: 42

2010-11: 66

## 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. (**§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 mathematics in each of three academic years.

**Academic year 2012-13**

**Did your program prepare teachers in mathematics in 2012-13?**

Yes

**How many prospective teachers did your program plan to add in mathematics in 2012-13?**

4

**Did your program meet the goal for prospective teachers set in mathematics in 2012-13?**

Yes

**Description of strategies used to achieve goal, if applicable:**

We encouraged our elementary education majors to include a middle level endorsement to their major. If students take 15 hours of content we allow them to student teach at the elementary level for one half semester and at the middle level in their content area for the other half semester of student teaching. We encourage students to take their content area courses in high need areas. The combination of elementary and middle level is a positive one.

**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:**

We will continue to use all the strategies we currently use and involve our advisory councils to provide us with additional recruiting ideas.

**Academic year 2013-14**

**Is your program preparing teachers in mathematics in 2013-14?**

Yes

**How many prospective teachers did your program plan to add in mathematics in 2013-14?**

4

**Provide any additional comments, exceptions and explanations below:**

**Academic year 2014-15**

**Will your program prepare teachers in mathematics in 2014-15?**

Yes

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

4

**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 2012-13**

**Did your program prepare teachers in science in 2012-13?**

Yes

**How many prospective teachers did your program plan to add in science in 2012-13?**

4

**Did your program meet the goal for prospective teachers set in science in 2012-13?**

No

**Description of strategies used to achieve goal, if applicable:**

We only had one student complete a biology major for this year. We continue to work with our science faculty to recruit students to our program. We also use the strategy described for mathematics. We encouraged our elementary education majors to include a middle level endorsement to their major. If students take 15 hours of content we allow them to student teach at the elementary level for one half semester and at the middle level in their content area for the other half semester of student teaching. We encourage students to take their content area courses in high need areas. The combination of elementary and middle level is a positive one.

**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:**

We are still striving to add science majors. Our recruiting efforts continue to be to work with science faculty. We continue to struggle with our recruitment efforts.

### **Academic year 2013-14**

**Is your program preparing teachers in science in 2013-14?**

Yes

**How many prospective teachers did your program plan to add in science in 2013-14?**

2

**Provide any additional comments, exceptions and explanations below:**

We will continue to work with the science faculty to help us recruit majors.

### **Academic year 2014-15**

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

Yes

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

2

**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 2012-13

Did your program prepare teachers in special education in 2012-13?

No

How many prospective teachers did your program plan to add in special education in 2012-13?

Did your program meet the goal for prospective teachers set in special education in 2012-13?

Data not reported

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:

### Academic year 2013-14

Is your program preparing teachers in special education in 2013-14?

No

How many prospective teachers did your program plan to add in special education in 2013-14?

Provide any additional comments, exceptions and explanations below:

### Academic year 2014-15

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

No

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

Provide any additional comments, exceptions and explanations below:

## 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/pol/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 2012-13

Did your program prepare teachers in instruction of limited English proficient students in 2012-13?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2012-13?

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2012-13?

Data not reported

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:

### Academic year 2013-14

Is your program preparing teachers in instruction of limited English proficient students in 2013-14?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2013-14?

Provide any additional comments, exceptions and explanations below:

### Academic year 2014-15

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

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

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.**

NA

**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:**

1. In two courses, Methods of Instructional Media and Differentiation and Multiculturalism, students learn teaching strategies and adaptations to meet the needs of a differentiated student body. Students learn how to incorporate multiple intelligence's in designing appropriate learning experiences; how to include various learning modalities and learning styles in each lesson plan; steps to identify exceptionalities (both gifted and special needs) and ways to modify lesson plans to accommodate those exceptionalities; strategies to assist English language learners (ELL); and ways to differentiate instruction based on varying levels of experience, knowledge, and competencies.

2. Students are given field experiences in the following courses, Field 1 (24 hours), Field 2 (24 hours), Secondary Practicum (24 hours), Reading Strategies (10 hours), Primary Methods (10 hours), Exceptional Child (4 hours), and Student Internship. In each of these courses, students have the opportunity to do some or all of the following: visit, observe, assist, and teach. In Field 1, students visit three different school levels, elementary (both primary and intermediate), middle school, and high school with the goal of observing the profession and teacher responsibilities to decide if education is a realistic goal and to decide what grade level is most appealing to them. At the main campus in Wichita, students in these courses have a chance to see urban, rural, racially diverse, inclusive, and both Title 1 and non-Title 1 schools. In the course, Exceptional Child, students are required to do 4 hours of observation in an inclusion setting at any grade level and any setting. In the courses, Field 2 and Secondary Practicum, students are required to perform 24 hours of teacher assistance in a school of their choice but are strongly advised to select schools that are Title 1 or that have a diverse setting. For their student teaching sites, students are advised to select diverse settings in order to gain additional experience.

An Early Childhood Unified (ECU) program was approved by KSDE and we began offering the ECU degree option for students. Because the ECU was unified with the elementary program, some significant modifications were added to the program to meet the special education requirements of the ECU program. More emphasis is given to the special needs of early childhood and birth through third grade children. Candidates in both elementary and ECU program take the same elementary preparation courses and are given more instruction in the needs of primary age children. In addition, those candidates who choose ECU are required to take six additional courses with special education integrated throughout the six courses.

## Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) Other enrolled students	3			
ETS0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2011-12	4			
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) Other enrolled students	6			
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2012-13	33	174	30	91
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2011-12	34	179	32	94
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2010-11	46	176	46	100
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE	2			



Educational Testing Service (ETS) All program completers, 2010-11				
ETS0089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0524 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2010-11	2			
ETS0624 -PRINC LEARNING AND TEACHING 7-12 II Educational Testing Service (ETS) Other enrolled students	4			
ETS0624 -PRINC LEARNING AND TEACHING 7-12 II Educational Testing Service (ETS) All program completers, 2012-13	2			
ETS0624 -PRINC LEARNING AND TEACHING 7-12 II Educational Testing Service (ETS) All program completers, 2011-12	4			
ETS0621 -PRINC LEARNING AND TEACHING EARLY CHILD II Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0522 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2011-12	24	176	24	100
ETS0522 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2010-11	46	175	45	98
ETS0622 -PRINC LEARNING AND TEACHING K-6 II Educational Testing Service (ETS) Other enrolled students	8			
ETS0622 -PRINC LEARNING AND TEACHING K-6 II Educational Testing Service (ETS) All program completers, 2012-13	38	172	33	87
ETS0622 -PRINC LEARNING AND TEACHING K-6 II Educational Testing Service (ETS) All program completers, 2011-12	9			
ETS0622 -PRINC LEARNING AND TEACHING K-6 II Educational Testing Service (ETS) All program completers, 2010-11	2			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE	1			

Educational Testing Service (ETS) Other enrolled students				
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	3			

### Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2012-13	40	33	83
All program completers, 2011-12	41	39	95
All program completers, 2010-11	50	49	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  
No
- 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.**

In the course, Technology in the Classroom, students learn to use excel as a spread sheet to collect data, how to sort, format, graph, analyze, and report data. Students first learn how to gather data (like temperature readings over month) and then how to use that data to sort, format, graph, analyze and report. After learning these data management skills, students are then required to use education data and they must demonstrate their knowledge of ways to manage names, quiz and test scores, homework assignments and rubric scores, etc. They apply the same skills of managing data, sorting, formatting, graphing, analyzing, and reporting the data they have gathered. They are also asked to make decisions based on their analysis of the data gathered.

During their internship experiences, students apply the skills learned in the Technology class in their real-life setting. They must manage data the same way and demonstrate how they can use the data to assist their students in test preparation.

In the course, Methods of Instructional Media, students are required to design assessments as part of learning how to design appropriate lesson plans. Students must demonstrate how to use their assessment tools to assess student learning. They also have to show how they will respond when student learning goals are not met, by redesigning their lesson plan to show how they can adjust their instructional strategies in order to meet the student learning goals of their lesson.

In the course, Methods of Differentiation and Multicultural Education, teachers are provided skills to address the concept that all students can learn and that they learn differently and need different strategies to support their learning. This class supports the concepts introduced in the course, Exceptional Child, where teachers explore the theories and practice supported by special education. In addition, students in the course, Educational Psychology, learn how to apply learning theories to inform their practice of designing lessons to meet the learning needs of all students.

## 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**

Yes

- **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.**

In the Exceptional Child course, students are assigned to read information and text about IEP's and to view videos of real-life IEP experiences. During class, students are assigned to small groups in order to role play an IEP. The students are given a case study of different exceptionalities and are required to determine appropriate outcomes for the students. During the in-class IEP role-play, each student is assigned to perform all three major roles - teacher, administrator, and parent during the IEP case-study course activity. The students and teacher then evaluate the decisions and the outcomes of the role-play.

Student teaching is another time when some students may have an opportunity to participate in an IEP. Some building leaders where Newman University students are assigned to student teach invite the student interns to participate in real IEP's as observers. Unfortunately, other building leaders don't allow the student interns to participate in IEP's citing confidentiality concern. As a result, not all Newman student interns are able to participate in actual IEP's in a school setting.

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**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 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.**

NA

## 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 School of Education at Newman University has three sites: Southeastern Kansas, Wichita main campus, and Western Kansas. All three sites are coordinated to offer exactly the same program. Faculty meet yearly and communicate often with adjuncts who teach the same courses to ensure fidelity and to improve course delivery and requirements. The main campus is able to offer all courses both evening and day to meet the needs of all students. Courses are small and students are closely mentored by faculty. Course assessments inform the decisions made by faculty and administration to improve the quality of student learning. We are currently preparing for our next accreditation visit from NCATE and KSDE beginning in February 2013 for our external review and October 2013 for our on-site review. We have also submitted our program reports to KSDE for review and are currently addressing the AFI's in the state feedback report.

Supporting Files

Complete Report Card

AY 2012-13



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