



Bethany College KS
Traditional Report AY 2024-25
Kansas



REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Academic year](#)
- [IPEDS ID](#)

IPEDS ID

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

CITY

STATE

ZIP

SALUTATION

FIRST NAME

LAST NAME

English

PHONE

(785) 227-3380 x8297

EMAIL

Englishae@bethanylb.edu

List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Postgraduate level (PG), or both. ([§205\(a\)\(C\)](#))

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Teacher Preparation Program](#)

THIS PAGE INCLUDES:

>> [List of Programs](#)

List of Programs

Note: This section is preloaded with the list of programs reported in the prior year's IPRC.

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1202	Elementary Education	UG	
13.1302	Teacher Education - Art	UG	
13.1322	Teacher Education - Biology	UG	
13.14	Teacher Education - English as a Second Language	UG	
13.1305	Teacher Education - English/Language Arts	UG	
13.1307	Teacher Education - Health	UG	
13.1311	Teacher Education - Mathematics	UG	
13.1312	Teacher Education - Music	UG	
13.1314	Teacher Education - Physical Education and Coaching	UG	
13.1317	Teacher Education - Social Sciences	UG	

Total number of teacher preparation programs:

11

Program Requirements

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. [\(\\$205\(a\)\(1\)\(C\)\(i\)\)](#)

THIS PAGE INCLUDES:

- >> [Undergraduate Requirements](#)
- >> [Postgraduate Requirements](#)
- >> [Supervised Clinical Experience](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Full-time equivalent faculty supervising clinical experience](#)
- [Adjunct faculty supervising clinical experience](#)
- [Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience](#)
- [Supervised clinical experience](#)

Undergraduate Requirements

Note: This section is preloaded from the prior year's IPRC.

1. Are there initial teacher certification programs at the undergraduate level?

- Yes
 No

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. If no, leave the table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Admission	Completion
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

Element	Admission	Completion
Essay or personal statement	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Other Specify: <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.75

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.75

4. Please provide any additional information about the information provided above:

In 2024-25, the minimum cumulative GPA of 2.75 was required for admission into teacher education. In 2024-2025 the mean GPA for candidates who were admitted was 3.61, and the mean GPA for candidates completing the program was 3.71. Interview prior Clinical Practice: Bethany's education program does not have an interview required prior initial admission to the program; however, there is a formal interview conducted with the candidate and two professors for admission to clinical practice.

Postgraduate Requirements

Note: This section is preloaded from the prior year's IPRC.

1. Are there initial teacher certification programs at the postgraduate level?

- Yes
 No

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. If no, leave the table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Admission	Completion
Transcript	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Background check	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

Element	Admission	Completion
Minimum basic skills test score	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Essay or personal statement	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Interview	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Other Specify: <input type="text"/>	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

4. Please provide any additional information about the information provided above:

Supervised Clinical Experience

Note: The clinical experience requirements in this section are preloaded from the prior year's IPRC. Teacher preparation providers will enter the number of participants each year.

Provide the following information about supervised clinical experience in 2024-25. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models?

- Yes
 No

If yes, provide the next two responses. If no, leave them blank.

Programs with student teaching models (most traditional programs)

Number of clock hours of supervised clinical experience required prior to student teaching

Number of clock hours required for student teaching

Are there programs in which candidates are the teacher of record?

- Yes
 No

If yes, provide the next two responses. If no, leave them blank.

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)

Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom

Years required of teaching as the teacher of record in a classroom

All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)

[Optional tool](#) for automatically calculating full-time equivalent faculty in the system

Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)

Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year

Number of students in supervised clinical experience during this academic year

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

The Title II report's definition of clinical experience also includes classroom field experiences. All candidates are required to complete a minimum of 70 field experience hours incorporated into selected methods courses and education classes for elementary and secondary education majors, and PreK-12 Music, Art, and Health/PE preservice teachers. Field experience hours include observations and active participation in classrooms and/or experiences that involve teaching, learning, mentoring, or interacting with students. During the 2024-2025 school year, there were 16 student teachers who completed a minimum of 14 weeks of clinical practice (student teaching) or 70 days or 560 hours total. Additional supervisors for clinical practice or student teaching included 5 full-time IHE faculty (college and content supervisors), plus 25 cooperating teachers (PreK12 staff) as some student teachers had multiple cooperating teachers for elementary, middle, or secondary level clinical practice placements. In 2024-20205, ED200 Introduction to Teaching Classroom Experience provided 40 hours of field experience for all candidates prior to their admission to the teaching program and was mentored by 23 cooperating teachers. The number of cooperating teachers is correlated to the enrollment in ED200. In 2024-2025, there were 23 students enrolled in ED200. Several courses require a 10-hour field experience practicum, and all education students participate in field experience hours, which correlates with the total numbers enrolled in this year, which was 53 students.

Enrollment and Program Completers

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year.

(§205(a)(1)(C)(ii))

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Enrolled Student](#)
- [Program Completer](#)

Enrollment and Program Completers

2024-25 Total	
Total Number of Individuals Enrolled	53
Subset of Program Completers	16

Gender	Total Enrolled	Subset of Program Completers
Male	16	3
Female	37	13
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Hispanic/Latino of any race	3	1
Native Hawaiian or Other Pacific Islander	0	0
White	50	15
Two or more races	0	0

Race/Ethnicity

Total Enrolled

Subset of Program Completers

No Race/Ethnicity Reported

0

0

Teachers Prepared

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Academic Major](#)

THIS PAGE INCLUDES:

- >> [Teachers Prepared by Subject Area](#)
- >> [Teachers Prepared by Academic Major](#)

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2024-25.

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\(b\)\(1\)\(H\)](#))

What are CIP Codes?

No teachers prepared in academic year 2024-25

If your program has no teachers prepared, check the box above and leave the table below blank (or [clear responses already entered](#)).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (<https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>).

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	<input type="text"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="5"/>

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text"/>
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	2 <input type="text"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	1 <input type="text"/>
13.1306	Teacher Education - Foreign Language	<input type="text"/>
13.1307	Teacher Education - Health	5 <input type="text"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	<input type="text"/>
13.1312	Teacher Education - Music	2 <input type="text"/>
13.1314	Teacher Education - Physical Education and Coaching	5 <input type="text"/>
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - Science Teacher Education/General Science	<input type="text"/>
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	<input type="text"/>
13.1320	Teacher Education - Trade and Industrial	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	1 <input type="text"/>
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1328	Teacher Education - History	<input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2024-25. 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\(b\)\(1\)\(H\)](#))

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

[What are CIP Codes?](#)

Does this teacher preparation provider grant degrees upon completion of its programs?

- Yes
 No

No teachers prepared in academic year 2024-25

If this provider does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or [clear responses already entered](#)).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	<input type="text"/>
13.1202	Teacher Education - Elementary Education	5
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text"/>
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	2
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	1
13.1306	Teacher Education - Foreign Language	<input type="text"/>
13.1307	Teacher Education - Health	5

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	<input type="text"/>
13.1312	Teacher Education - Music	2
13.1314	Teacher Education - Physical Education and Coaching	5
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - General Science	<input type="text"/>
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	<input type="text"/>
13.1320	Teacher Education - Trade and Industrial	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	1
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1328	Teacher Education - History	<input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>
01	Agriculture	<input type="text"/>
03	Natural Resources and Conservation	<input type="text"/>
05	Area, Ethnic, Cultural, and Gender Studies	<input type="text"/>
09	Communication or Journalism	<input type="text"/>

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	<input type="text"/>
12	Personal and Culinary Services	<input type="text"/>
14	Engineering	<input type="text"/>
16	Foreign Languages, Literatures, and Linguistics	<input type="text"/>
19	Family and Consumer Sciences/Human Sciences	<input type="text"/>
21	Technology Education/Industrial Arts	<input type="text"/>
22	Legal Professions and Studies	<input type="text"/>
23	English Language/Literature	<input type="text"/>
24	Liberal Arts/Humanities	<input type="text"/>
25	Library Science	<input type="text"/>
26	Biological and Biomedical Sciences	<input type="text"/>
27	Mathematics and Statistics	<input type="text"/>
30	Multi/Interdisciplinary Studies	<input type="text"/>
38	Philosophy and Religious Studies	<input type="text"/>
40	Physical Sciences	<input type="text"/>
41	Science Technologies/Technicians	<input type="text"/>
42	Psychology	<input type="text"/>
44	Public Administration and Social Service Professions	<input type="text"/>
45	Social Sciences	<input type="text"/>
46	Construction	<input type="text"/>
47	Mechanic and Repair Technologies	<input type="text"/>
50	Visual and Performing Arts	<input type="text"/>
51	Health Professions and Related Clinical Sciences	<input type="text"/>
52	Business/Management/Marketing	<input type="text"/>
54	History	<input type="text"/>

CIP Code	Academic Major	Number Prepared
99	Other Specify: <input data-bbox="289 121 1263 163" type="text"/>	<input data-bbox="1295 90 1572 132" type="text"/>

Program Assurances

THIS PAGE INCLUDES:

>> [Program Assurances](#)

Respond to the following assurances. Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. ([§205\(a\)\(1\)\(A\)\(iii\)](#); [§206\(b\)](#))

Program Assurances

Note: This section is preloaded from the prior year's IPRC.

1. Program 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
 No

2. Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

- Yes
 No

3. Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

- Yes
 No
 Program does not prepare special education teachers

4. Prospective general education teachers are prepared to provide instruction to students with disabilities.

- Yes
 No

5. Prospective general education teachers are prepared to provide instruction to limited English proficient students.

- Yes
 No

6. Prospective general education teachers are prepared to provide instruction to students from low-income families.

- Yes
 No

7. Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

- Yes
 No

8. Describe your institution's most successful strategies in meeting the assurances listed above:

1) "Preparation responds to the identified needs... where program completers are likely to teach, based on past hiring and recruitment trends." Bethany College works closely with partnering schools for its field experiences and clinical practice experiences. Several of these districts have a great need for special education and elementary education candidates. Bethany is able to place students in areas of need and have continuous conversations with administrators and professional organizations regarding employment opportunities and teaching vacancies. Our candidates participate in district-wide interview days, and specific school districts provide opportunities for 'mock' or real interviews with our student teachers during clinical practice. There are over 600 Bethany Education graduates teaching in Kansas, and a high percentage of these have been hired in the same districts in which they have had clinical practice experiences. Finally, our Bethany College Education Advisory Council provides feedback on local employment needs in our bi-

annual meetings. 2) "Preparation is closely linked with the needs of schools, and the instructional decisions new teachers face in classrooms." This is partially addressed in the response to number 1, above. In addition, students are prepared by significant experiential opportunities and required hours of classroom observation to better prepare them for what they will face in today's classrooms. In addition, there are student teacher panels, and experienced classroom teacher panels, guest speakers, and professional development opportunities, as an essential part of the preservice education experiences. Essential classes linked to preparation of candidates are: ED100 Introduction to Teacher Education and Teaching Profession (1 credit hour) This course is designed to help direct those students who are considering a career in pedagogy—the science of teaching. The seminar is an exploration of the teaching profession for students as potential teachers. Throughout this course, students will become familiar with the Bethany College Exceptional Teacher Model. They will examine how the model relates to a career in teaching, as well as the various content areas, grade levels, and endorsements available to Bethany's teaching candidates. Students will have the opportunity to engage in class discussion, hands-on activities, and meaningful reflection, including student teacher/ teacher panels. ED200 Introduction to Teaching: Classroom Experience (3 credit hours) This course is an exploratory field experience class in which students considering a career in education work full-time with a cooperating teacher (40 hours of classroom experience). Students will gain insight into the career of teaching through observing, reflecting and presenting a lesson in this hands-on experience. Prerequisites: ED100 or consent of the instructor or education department chair. Professional Education courses required of all candidates are: ED100 Introduction to Teacher Education and the Teaching Profession, ED200 Introduction to Teaching Classroom Experience, ED240 Diversity and Pluralism in Education, ED250 Classroom Management, ED251 Instructional Technology for Teachers, ED358 Foundations of Education, ED355 Educational Psychology, a 300-level Content-Integrated Literacy course, SE210 Introduction to Infants, Children, and Youth with Special Needs, ED395 Clinical Practice Seminar, PY101 Developmental Psychology, and ED3xx Clinical Practice (14 weeks of student teaching.) 3) "Preparing Special Education Teachers in core academic subjects..." and 4) "...prepared to provide instruction to students with disabilities" Bethany College provides candidates opportunities for an added endorsement in special education through the Kansas Independent Colleges Association (KICA) of which Bethany College is a member. "KICA is a consortium of 21 independent, private, non-profit, and accredited colleges and universities in Kansas. KICA offers government advocacy, professional development, collaborative contracting, and collective academic programs." While Bethany College teaching program requires that all elementary education majors take a Foundational Special Education course (SE210) on campus, that is taught by a qualified and experienced Special Education instructor, the majority of Special Education instruction in core content/academic subjects is delivered through the KICA Special Education program. KICA's High Incidence Special Education Programs at the K-6, 6-12, and PreK-12 levels are accredited by the Kansas State Department of Education. KICA directs their own Special Education field experiences, student teacher placements, clinical practice observations, capstone projects, and assessments. The assessment system includes content-based assessment (Praxis II), assessment of clinical practice experience, candidate's ability to plan instruction, candidate's effect on student learning, philosophical/historical/legal foundations assessments, and managing behavior/problem-solving/social skills. The program maintains that "A teacher for all students is prepared for the diverse needs of students in general and special education. It is more effective because of additional preparation in teaching students with special needs." KICA prepares special education teachers to participate as a member of individualized education program (IEP) teams. Coursework assignments include observation of an 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 clinical experience (student teaching). KICA prepares special education teachers to work effectively with diversity, including interviews, diversity issues in assessment, reference materials, lectures, and an oral exam with diversity questions. 5) "...prepared to provide instruction to limited English proficient students." All methods courses require that strategies for teaching diverse learners are integrated into the curriculum. Several methods courses require 10-hour practicums or various field educational experiences and classroom observations in diverse settings. Bethany provides opportunities for candidates to choose endorsements in K-6 English Language Learner (ELL) with the Elementary Education program, or a 6-12 ELL endorsement with the Secondary English Education 6-12 program. The ELL Endorsement for K-6 is 11 credit hours, which includes a 6-week clinical practice in an ELL setting. When added to the K-6 Elementary Education teaching program coursework, there is a total of 104 to 110 hours. The ELL 6-12 Endorsement is also 11 credit hours and includes a 6-week clinical practice in an ELL setting at the secondary level, or in a middle or high school Language Arts classroom under the guidance of a certified ELL/ESL teacher. The ELL 6-12 endorsement is a teaching endorsement that is added to the English Secondary 6-12 Teaching major for a total of 102-107 credit hours in the program. The ELL endorsement with these majors is structured for the 124 credit hours needed to graduate. Two major courses for the ELL endorsement are: ED325: Methods of Teaching and Assessing English Learners, K-6, 6-12 (3 credit hours) This course is designed to provide elementary and secondary level teaching candidates with the necessary skills to address the needs of English Language Learners (ELL). This course emphasizes best practices for ELL instruction including methods and specific strategies for First and Second Language Acquisition. Pre-service teachers will gain knowledge of key theories and terminology, explore assessments, and recognize the importance of culturally responsive teaching. This course is one of the classes required for Bethany teaching candidates who wish to gain an ELL endorsement and prepare for ESOL licensure. A 10-hour practicum is required to observe experienced teachers in an ESL classroom or setting. EN310* The English Language: It's History and Conventions (3 credit hours) This is the second required course for the ELL endorsement for education majors. This course serves as a linguistic/philological introduction to the English language. The development of the language will be traced from its Germanic origins in Old English through to the Modern Englishes that are in use today. Special attention will be paid to the innerworkings (grammar, mechanics, syntax, etc.) of the language. No prior linguistic/philological knowledge required. 6) "...prepared to provide instruction to students from low-income families." All methods courses require that strategies for teaching diverse learners are integrated into the curriculum. Several methods courses require 10-hour practicums or various field educational experiences and classroom observations in diverse settings. ED240 Diversity and Pluralism in Education (3 credit hours) This course is designed to study the relationships among diverse groups within our society, emphasizing historical perspective, various social and cultural systems which demonstrate social differences, class distinction, and social mobility, as well as the impact of second language acquisition on today's classrooms. The course provides opportunities for a variety of guest speakers and other experiences with a variety of cultures and backgrounds, which helps preservice teachers reflect on others' experiences, cultural values, beliefs, and behaviors. This course will include an early field experience in a culturally diverse classroom or educational or community setting. Student Learning: Candidates demonstrate knowledge of the cultural dynamics of themselves, individual learners, school, and community and their influence on classroom practice and learning. Key Activities, Projects and Assessments: Journal (10 entries) summary of experiences including classroom observations and field experiences in lower socio-economic settings. ED240 course objectives. Students will: • Utilize a broad definition of diversity including race, ethnicity, age, gender, ability, intelligence, sexual orientation, social-emotional supports, learning styles, income, religion, geographic location, and a wide variety of other factors. • Explore the impact of diversity in the classroom and best practices while teaching in a diverse classroom. • Understand the historical context of diversity in the classroom • Gain experience in diverse settings through field experience • Gain opportunities to develop a more mature perspective toward diversity through classroom observation, volunteer experiences, class discussion, peer interview, guest speakers, and

reflective writing through the culmination of a final Journal with 10 entries. 7.) "Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable." The Bethany College Education Department is dedicated in helping candidates acquire the knowledge, skills, attitudes and values necessary for becoming responsible, reflective, ethical professionals. The liberal arts program at Bethany is integrated with the professional studies, academic coursework, and clinical field experiences to help teaching candidates build a deep understanding of the subject matter and pedagogical knowledge, interact with diverse learners, schools and communities, and to develop critical competencies in reaching a level of excellence and success in the profession. Bethany's Teacher Education Program seeks to prepare qualified candidates to teach effectively and

- Provide opportunities through which candidates can develop the qualities identified in the Bethany College Exceptional Teacher Model and those of a liberally educated person.
- Provide early experiences in elementary, middle level, and secondary classrooms.
- Provide effective guidance services related to candidates' academic goals and social concerns.
- Recommend for licensure those candidates who have completed the approved program and meet all requirements for licensure.

Field Experiences: Bethany's teaching majors accumulate a minimum of 70 hours of field experiences throughout selected methods and education courses for elementary, secondary, PreK-12 Music, Art, and Health/PE majors. These experiences include interactive observations in various, diverse, educational settings, both urban and rural, participation in relevant community events or school projects, and opportunities to mentor or work with students. All teaching candidates complete 560 hours, or 14 weeks of student teaching. The grand total of anticipated field experiences, including clinical practice, is 630 hours. Students may do their clinical practice in area districts, or request an out-of-district placement, which includes the partnership with Chicago Center for Urban Life and Culture. The Student Learning Outcomes (SLOs) emphasized in Preservice Education are:

1. Knowledge of Learner: Student recognizes developmental characteristics, learner exceptionalities, and cultural, ethnic, and linguistic diversities.
2. Knowledge of Learning: Student demonstrates knowledge of content, educational foundations, theories, philosophies and learning differences.
3. Instruction and Assessment: Student applies instructional objectives, cognitive levels, performance skills, critical thinking, and relevant strategies in lesson and assessment design.
4. Instruction and Classroom Management: Student analyzes classroom management and motivational strategies to promote a conducive learning environment.
5. Professionalism: Student demonstrates understanding of current educational responsibilities, ethical behaviors, and reflective practices.
6. Communication: Student demonstrates effective communication skills in writing, research, presentations, and technology.

Additional Professional Education courses, 200 and 300 levels, required of all teaching majors include:

- ED355 Educational Psychology (3 credit hours) A course designed to help pre-service teachers apply psychology and theories to teaching, learning, and knowledge of learners. This course provides the candidate with as many options as possible for addressing classroom concerns and responding to the developmental needs of diverse learners at all levels of teaching.
- ED250 Classroom Management (2 credit hours) This course examines the classroom conditions and student behaviors necessary for a healthy learning environment. Pre-service teachers completing this course will have considered the factors necessary for good classroom management. These include planning and implementation of procedures that are designed to maximize the learning opportunities for diverse learners. Preservice teachers will be introduced to Bloom's Taxonomy and Maslow's Hierarchy of Human Needs. Prerequisite: ED200 or consent of the instructor.
- ED251 Instructional Technology for Teachers (2 credit hours) A methods course designed to give education majors a practical, working knowledge of various instructional technologies as they apply to the teaching/learning process.
- ED358 Foundations of Education (3 credit hours) This course focuses upon the history of American education, the educational philosophies which have contributed to American Education, and the role of education in American society today. Emphasis will be placed on the continuing development of individual student's educational philosophy, the understanding of contemporary educational issues and learning in modern society. In each of these areas the student will build upon previous work in earlier courses.

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 teacher preparation 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\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2024-25\)](#)
- >> [Review Current Year's Goal \(2025-26\)](#)
- >> [Set Next Year's Goal \(2026-27\)](#)

Report Progress on Last Year's Goal (2024-25)

1. Did your program prepare teachers in mathematics in 2024-25?

If no, leave remaining questions for 2024-25 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

We will have at least one math education major enrolled every year.

3. Did your program meet the goal?

- Yes
 No

4. Description of strategies used to achieve goal, if applicable:

At recruiting presentations, the EPP provides up-to-date information on KSDE vacancy data by subject area. High need areas (including math) are emphasized, and youth considering a career in education but yet undecided on a content area are encouraged to consider these high need areas.

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

While no clear lesson has been learned in our efforts to recruit math education majors, we will continue to seek out ways to improve as an institution.

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2025-26)

7. Is your program preparing teachers in mathematics in 2025-26? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

We will have at least one math education major enrolled every year.

Set Next Year's Goal (2026-27)

9. Will your program prepare teachers in mathematics in 2026-27? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

We will have at least one math education major enrolled every year.

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 teacher preparation 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\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2024-25\)](#)
- >> [Review Current Year's Goal \(2025-26\)](#)
- >> [Set Next Year's Goal \(2026-27\)](#)

Report Progress on Last Year's Goal (2024-25)

1. Did your program prepare teachers in science in 2024-25?

If no, leave remaining questions for 2024-25 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

Have at least one biology teaching major enrolled every year.

3. Did your program meet the goal?

- Yes
 No

4. Description of strategies used to achieve goal, if applicable:

At recruiting presentations, the EPP provides up-to-date information on KSDE vacancy data by subject area. High need areas (including science) are emphasized, and youth considering a career in education but yet undecided on a content area are encouraged to consider these high need areas.

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

While no clear lesson was learned in our efforts to recruit science education majors, we will continue to work to improve as an institution.

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2025-26)

7. Is your program preparing teachers in science in 2025-26? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Have at least one biology teaching major enrolled every year.

Set Next Year's Goal (2026-27)

9. Will your program prepare teachers in science in 2026-27? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

Have at least one biology teaching major enrolled every year.

Annual Goals: Special Education

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2024-25\)](#)
- >> [Review Current Year's Goal \(2025-26\)](#)
- >> [Set Next Year's Goal \(2026-27\)](#)

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 teacher preparation 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\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

Report Progress on Last Year's Goal (2024-25)

1. Did your program prepare teachers in special education in 2024-25?

If no, leave remaining questions for 2024-25 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

Have at least two special education students enrolled every year.

3. Did your program meet the goal?

- Yes
 No

4. Description of strategies used to achieve goal, if applicable:

At recruiting presentations, the EPP provides up-to-date information on KSDE vacancy data by subject area. High need areas (including special education) are emphasized, and youth considering a career in education but yet undecided on a content area are encouraged to consider these high need areas.

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

While no clear lesson was learned, the EPP will continue working to improve as an institution in encouraging students into high-need areas including special education.

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2025-26)

7. Is your program preparing teachers in special education in 2025-26? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Have at least two special education students enrolled every year.

Set Next Year's Goal (2026-27)

9. Will your program prepare teachers in special education in 2026-27? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

Have at least two special education majors each year.

Annual Goals: Instruction of Limited English Proficient Students

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2024-25\)](#)
- >> [Review Current Year's Goal \(2025-26\)](#)
- >> [Set Next Year's Goal \(2026-27\)](#)

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 teacher preparation 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\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

Report Progress on Last Year's Goal (2024-25)

1. Did your program prepare teachers in instruction of limited English proficient students in 2024-25?

If no, leave remaining questions for 2024-25 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

Have at least two enrolled students pursuing an ELL endorsement.

3. Did your program meet the goal?

- Yes
 No

4. Description of strategies used to achieve goal, if applicable:

At recruiting presentations, the EPP provides up-to-date information on KSDE vacancy data by subject area. High need areas (including English Language Learning endorsements) are emphasized, and youth considering a career in education but yet undecided on a content area are encouraged to consider these high need areas.

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

While no clear lesson was learned, the EPP will continue to work to improve in encouraging students into high-need majors and endorsements.

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2025-26)

7. Is your program preparing teachers in instruction of limited English proficient students in 2025-26? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Have at least two enrolled students pursuing an ELL endorsement.

Set Next Year's Goal (2026-27)

9. Will your program prepare teachers in instruction of limited English proficient students in 2026-27? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

Have at least two enrolled students pursuing an ELL endorsement.

Assessment Pass Rates

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. [\(§205\(a\)\(1\)\(B\)\)](#)

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact RTI's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

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, 2024-25	2			
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2023-24	1			
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS7813 -ELEM ED CKT: MATHEMATICS Educational Testing Service (ETS) All program completers, 2024-25	2			
ETS7813 -ELEM ED CKT: MATHEMATICS Educational Testing Service (ETS) All program completers, 2023-24	3			
ETS7813 -ELEM ED CKT: MATHEMATICS Educational Testing Service (ETS) All program completers, 2022-23	6			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS7812 -ELEM ED CKT: READING LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2024-25	2			
ETS7812 -ELEM ED CKT: READING LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2023-24	3			
ETS7812 -ELEM ED CKT: READING LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2022-23	6			
ETS7814 -ELEM ED CKT: SCIENCE Educational Testing Service (ETS) All program completers, 2024-25	2			
ETS7814 -ELEM ED CKT: SCIENCE Educational Testing Service (ETS) All program completers, 2023-24	3			
ETS7814 -ELEM ED CKT: SCIENCE Educational Testing Service (ETS) All program completers, 2022-23	6			
ETS7815 -ELEM ED CKT: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2024-25	2			
ETS7815 -ELEM ED CKT: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2023-24	3			
ETS7815 -ELEM ED CKT: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2022-23	6			
ETS7003 -ELEM ED: MATHEMATICS Educational Testing Service (ETS) All program completers, 2024-25	3			
ETS7005 -ELEM ED: SCIENCE Educational Testing Service (ETS) All program completers, 2024-25	3			
ETS7004 -ELEM ED: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2024-25	3			
ETS7002 -ELEM ED: TEACHING READING Educational Testing Service (ETS) All program completers, 2024-25	3			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2024-25	1			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2022-23	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5165 -MATHEMATICS Educational Testing Service (ETS) All program completers, 2022-23	2			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2024-25	2			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2024-25	5			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2023-24	2			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2022-23	7			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2022-23	8			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	3			
ETS5355 -SPECIAL EDUCATION: FOUNDATIONAL KNOWLEDGE Educational Testing Service (ETS) All program completers, 2024-25	1			

Summary Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. [\(§205\(a\)\(1\)\(B\)\)](#)

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact RTI's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2024-25	15	13	87
All program completers, 2023-24	6		
All program completers, 2022-23	16	13	81

Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

Provide the following information about the approval or accreditation of your teacher preparation program. ([§205\(a\)\(1\)\(D\)](#), [§205\(a\)\(1\)\(E\)](#))

Note: This section is preloaded from the prior year's IPRC.

Low-Performing

1. Is your teacher preparation program currently approved or accredited?

- Yes
- No

If yes, please specify the organization(s) that approved or accredited your program:

- State
- CAEP
- AAQEP
- Other specify:

Fully accredited by the state, Kansas State Board of Education 3-11-2021, and met all CAEP standards

2. Is your teacher preparation program currently under a designation as "low-performing" by the state?

- Yes
- No

Use of Technology

On this page, review the questions regarding your program's use of technology, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

THIS PAGE INCLUDES:

>> [Use of Technology](#)

Use of Technology

1. 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. ([§205\(a\)\(1\)\(F\)](#))

Does your program prepare teachers to:

- a. integrate technology effectively into curricula and instruction

Yes

No

- b. use technology effectively to collect data to improve teaching and learning

Yes

No

- c. use technology effectively to manage data to improve teaching and learning

Yes

No

- d. use technology effectively to analyze data to improve teaching and learning

Yes

No

2. 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.

Technology is an essential part of learning and teaching. By practicing and applying technology, candidates are more prepared to transfer their technological skills in future classroom instruction where laptops and online resources and texts are common. Candidates have integrated and applied technology in class presentations, research, and mock and authentic lessons; they have utilized the Aver Interactive Board installed in education classrooms and incorporated Kahoot, collaborative Google Docs, Google Classroom, and interactive online discussion platforms. All education candidates at Bethany are expected to develop skills in integrating and implementing technology, effectively. While these skills are integrated into a variety of methods courses, they are taught most explicitly in one of two courses. Elementary, ELA, biology, math, social studies, art, and PE majors are required to take ED251 Instructional Technology for Teachers. This methods course is designed to give education majors a practical, working knowledge of various instructional technologies as they apply to the teaching/learning process. This course emphasizes ISTE standards, and application of Digital Citizenship for both educators and students, which supports KSDE Professional Education Standard 3: Learning Environment: The teacher works with others to create learning environments that support individual and collaborative learning, includes teacher and student use of technology, and encourages positive social interactions, active engagement in learning, and self-motivation. Music education majors take MU361 Music History II: Classical, Romantic, and World Music, in which students gain a working knowledge of various instructional technologies as they apply to the teaching/learning process in a music classroom. Evidence of technology is demonstrated in the Bethany Teacher Work Sample in the candidates' development of an extensive instructional unit. Activities and assessments are designed to embed technology within content and guide students' application of technological skills as appropriate to the subject area and level. Teaching candidates use the SIOP (Sheltered Instruction Observation

Protocol) model, which is an evidence-based lesson model that supports differentiated instruction. It includes essential elements of universal design for learning including lessons based on relevant objectives and standards, integration of content and literacy/language objectives, a variety of strategies and specific resources and technology. The candidates use the SIOP model to describe plans for learner accommodations, target higher level thinking, make connections to students' background knowledge and prior learning experiences, and describe and implement relevant assessments (both informal and formal). With this interactive lesson template, candidates select technology that is relevant to the content, and that increases academic achievement and skills, critical thinking, and student understanding. All teaching candidates have access to the electronic platform called Canvas, which holds the majority of the Education program assessment data. Teaching candidates electronically submit key assessments or coursework 'artifacts', Teacher Work Samples, field experience records, as well as completing self-assessments, and exit surveys. Candidates can view their personal progress on their educational program evaluations (disposition evaluations, pre-student teaching interview scores, field experiences, TWS tasks, and clinical practice evaluations) and receive timely feedback from scorers and supervisors. The electronic Canvas assessment system enables departments to compile data and present annual reports of outcomes that measure candidate achievement.

Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

Note: This section is preloaded from the prior year's IPRC.

Teacher Training

1. Provide a description of the activities that prepare general education teachers to:

a. Teach students with disabilities effectively

Bethany Teacher Education Program prepares general education teachers to teach students with disabilities by requiring a foundational introduction to Special Education course for all teaching majors: - SE210 Introduction to Infants, Children and Youth with Special Needs (2 credit hours) which is offered both semesters. This class is a survey of federal and state mandates for special education, including an overview of categorical exceptionalities delineated in the laws; service delivery systems; advocacy groups; the concept of least restrictive alternatives; and the purpose and function of the IEP and IFSP. The course is designed to introduce all pre-service teachers to mild and moderate handicapping conditions of children enrolled in regular education. Students have opportunities to observe a Special Education classroom. NOTE: Bethany College provides candidates opportunities for an ADDED ENDORSEMENT in special education through the KICA coursework and Special Education program under the direction of the Kansas Independent Colleges Association (KICA), of which Bethany College is a member. "KICA is a consortium of 21 independent, private, non-profit, and accredited colleges and universities in Kansas. KICA offers government advocacy, professional development, collaborative contracting, and collective academic programs." It is through this program that students fully receive instruction in Special Education to acquire the endorsement.

b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

The SE210 introductory course has been taught by an adjunct, who is also a qualified and experienced special education teacher, and has provided relevant instruction in knowledge of special education policies, IEP development, and classroom experiences. Evidence can be shown through course assignments requiring student participation and reflection in a mock IEP and IEP meeting, under the guidance of the instructor. Another course objective is "Through independent reflection, students will explore how to instruct and form specially designed instruction for those students with learning differences in the classroom, how to develop an Individualized Education Plan (IEP) and demonstrate an understanding of the professional and ethical responsibilities of teaching." Evidence could be represented through passing course grades.

c. Effectively teach students who are limited English proficient.

Bethany prepares general education students to effectively teach students who have limited English proficiency through these classes, which are available to all students: ED355 Educational Psychology (3 credit hours) - This course provides the candidate with as many options as possible for addressing classroom concerns and responding to the developmental needs of diverse learners at all levels of teaching. A relevant course objective is "The Educational Psychology student will demonstrate an understanding of knowledge of theories, development, and instructional strategies that benefit diverse and ELL learners." In the Educational Psychology course, students have opportunities for field experiences in middle level classrooms to interact with students and reflect on diverse learner characteristics and development. Another course that is required for all teaching majors is ED240 Diversity and Pluralism in Education (3 credit hours) - This course is designed to study the relationships among diverse groups within our society, emphasizing historical perspective, various social and cultural systems which demonstrate social differences, class distinction, and social mobility, as well as the impact of second language acquisition on today's classrooms. The course provides opportunities for a variety of guest speakers, which helps preservice teachers reflect on others' experiences, cultural values, beliefs, and behaviors. This course includes an early field experience in a culturally diverse classroom or educational or community setting. Evidence can be demonstrated from key course artifacts with data specific to Student Learning Outcome #1, which measures diversity: #1. Knowledge of Learner: "Student recognizes developmental characteristics, learner exceptionalities, and cultural, ethnic, and linguistic diversities. Assessment Method and Criteria: The assessment methods for SLO#1 focus on knowledge of the learners' exceptionalities, linguistic diversities, and different cultural backgrounds (ED240 artifact) in a research paper and presentation. The development and presentation of several content-reading integrated lessons/unit are the methods used for determining learner-

Contextual Information

THIS PAGE INCLUDES:

>> [Contextual Information](#)

On this page, review the contextual information about your program, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

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 (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

BETHANY COLLEGE EDUCATION MISSION STATEMENT The Bethany College Education Department strives to instill in candidates the knowledge base, teaching skills, as well as professional attitudes and values necessary to become exceptional, reflective teachers in a diverse culture. **PROGRAM VISION** We believe teacher education is a cooperative venture in building relationships and empowering candidates to be knowledgeable, skillful, and inspiring professionals who focus on the interests, welfare, and success of learners. **BETHANY COLLEGE TEACHER EDUCATION** consists of 12 programs leading to undergraduate degrees: Art PreK-12, Elementary Education K-6, ELL K-6 & 6-12 (add-on endorsement), Biology 6-12, Math 6-12, Instrumental & Vocal Music Pre-K-12, English 6-12, Social Science 6-12, and Physical Education & Health PreK-12. Physical Education and Health are combined as one program. ELL is viewed by Bethany as an initial program with an add-on endorsement. Special Education is another add-on endorsement offered through the KICA. ELL and Special Education endorsements have been steady in completer numbers. Bethany College prepares teachers at the initial (Bachelor's Degree) level with no advanced programs. Bethany College's Teacher Education Program was officially accredited by the Kansas State Board of Education (KSDE – state only) on March 11, 2021. The Accreditation report noted no Areas for Improvement. Bethany is fully accredited by Kansas State Department of Education until December 31, 2027, when the next review takes place. **THE BETHANY COLLEGE TEACHER EDUCATION HANDBOOK AND ASSESSMENT MANUAL** is updated each year and can be accessed on the college website. The manual has been designed for candidates to understand the teacher education process and policies. In addition, this information is provided to the clinical practice partners, specifically administrators, cooperating teachers, and college supervisors who closely monitor and supervise the progress of candidates. Included in the manual are the transition points and criteria for admissions through clinical practice, and specific assessments for successful completion of the teaching program, as well as preparation for licensure. **BETHANY COLLEGE'S EXCEPTIONAL TEACHER MODEL**, or conceptual framework reflects the education department's expectations for beginning teachers and establishes a shared vision for preparing candidates to teach effectively in Pre-K-12 schools. A three-dimensional pyramid is used to illustrate the three significant stages, which facilitate the development of the exceptional teacher: 1. The base is the Foundation of Individuality, which focuses on the prior knowledge and skills, interpersonal and cultural experiences, and attitudes and values that students bring to the program. 2. The center layer represents Preservice Education as shown by the three faces of the pyramid: Knowledge Base, Teaching Strategies and Applications, and Professional Attitudes and Values. Candidates acquire these core competencies during coursework, and related field and clinical experiences. 3. The pinnacle depicts candidates' Professional Growth and Development, and mastery of skills in making knowledge meaningful, creating a climate conducive to learning, and motivating students to learn. **THREE ESSENTIAL STUDENT LEARNING OUTCOMES** align with InTASC and KSDE Professional Education Standards, and are at the core of Bethany's teaching model: • **KNOWLEDGE BASE (KB):** The teaching candidate will demonstrate a strong content knowledge base of learners and learning, and the ability to make knowledge meaningful, to respond to diverse learners' needs, and increase motivation for learning. • **TEACHING STRATEGIES AND APPLICATIONS (TSA):** The teaching candidate will demonstrate the ability to use effective teaching strategies and methods, and design lessons and assessments to promote a meaningful and conducive learning environment that motivates learners. • **PROFESSIONAL ATTITUDES AND VALUES (PAV):** The teaching candidate will demonstrate professional qualities and behaviors to fulfill teaching responsibilities, and to utilize reflective and interpersonal communication skills. **PROGRAM TRANSITION POINTS** The teacher education program consists of progressive expectations as candidates prepare for, enter, and complete each of four Transition Points or benchmark/stages outlined on the Transition Points and Assessment Matrix that is attached. **TRANSITION POINT 1:** Requirements for Admission to Teacher Education • Submission of Teacher Education Application • Submission of Background Self-Disclosure Form • Sophomore standing (31-61.99 credit hours) • Have a cumulative GPA of 2.75 or higher (including transfer hours) • Pass ED100, Introduction to Teacher Education and the Teaching Profession with a grade of C or higher or equitable transfer course approved by the Education Chair. • Pass ED200, Introduction to Teaching: Classroom Experience with a grade of C or higher, or equitable transfer course approved by the Education Chair • Include evidence of 40 hours of field experience • Have a minimum Teaching Candidate Disposition score of 14 (out of 20) • Pass a math course (MA104 College Algebra, MA124 Mathematics for the People, or equivalent course) with a grade of C or higher. • Pass one ID20X writing, research, or religion, or EN101 Thinking and Writing or equivalent course with a grade of C or higher to demonstrate reading, writing and literacy skills. *Until students have been accepted into the Teacher Education Program, they are not eligible to take 300 level education courses without prior permission from the Education Department Chair. Transferring students will receive a one semester exemption from this policy. The Licensure Officer will inform students of progress. **TRANSITION POINT 2: ADMISSION TO CLINICAL PRACTICE** Teaching candidates who are at a junior status (62 hours or more) will be contacted to complete the Admission to Clinical Practice Application from the Licensure Officer and Placement Coordinator. It is the students' responsibility to verify they have met all requirements on the list below. The candidate's Application for Admission to Clinical Practice will be reviewed by the Education Department Team and by the Teacher Education Coordinators committee for approval. Qualifying candidates will be contacted about pre-student teaching

interviews and attending a required student teacher meeting in mid-April (for upcoming fall student teachers), or mid-November (for the following Spring student teachers) to review information, requirements, and documents needed to student teach. Requirements for Admission to Clinical Practice: • Have been admitted to the Teacher Education Program. • Submit the formal application to Clinical Practice a year prior student teaching *Fall student teachers' CP applications are due the first Friday in November. *Spring student teachers' CP applications are due the first Friday in April. • Submit the Graduation Application (form on eSwede) to the Registrar a year prior to student teaching to ensure the completion of sufficient hours/requirements to graduate. • Have a grade of "C" or higher in all required courses. • Have a cumulative GPA of 2.75 or higher (including transfer hours). • Have a Teaching Candidate Disposition score of 14 (out of 20 points) • Provide evidence of a minimum of 70 field experience hours before entering student teaching • Submitted education course artifacts to Foliotek for required classes already taken

TRANSITION POINT 3: COMPLETION OF THE TEACHING PROGRAM Criteria for successfully completing the teaching program include passing clinical practice with a grade of C or higher, scored 50 or higher on the final Student Teaching Evaluation; passed all required courses of the teaching program including seminar with a C or higher; maintained a cumulative GPA of 2.75 in the major or higher; completed and passed the Teacher Work Sample with a score of 110 or higher; and submitted the Exit Survey; completed an Exit Interview; and is recommended for licensure.

TRANSITION POINT 4: FOLLOWING PROGRAM COMPLETION AND LICENSURE Criteria for the last transition point include a conferral between the candidate and Licensure Officer regarding licensure processes, applications, registering and taking PRAXIS II content tests, preparing to graduate, and attaining an undergraduate degree or becoming a Program Completer according to Bethany College's policies.

GOVERNANCE: The three-member Education Department Team (EDT) meets weekly, to review unit operations, data, and to monitor candidates' progress. EDT works closely with the Teacher Education Coordinators (TEC) faculty who represent each teaching program. Once a month, EDT and TEC collaborate to analyze assessment data, and evaluate candidates' qualifications for admission to the program and clinical practice. Some TEC members serve as content supervisors, who observe and evaluate student teachers in their 14 weeks of clinical practice in addition to the EDT professors. TEC provides input on program quality, makes data-informed proposals, and considers the feedback from Bethany's Education Advisory Council. Essential education program changes are presented to the Curriculum Committee for approval. The Bethany College Education Department also receives input from local public schools and community stakeholders, including the Bethany Teacher Education Advisory Council, which meets twice a year. Some decisions fall within the governance of Faculty Senate. The Assessment Committee, Curriculum Committee, and the Faculty Senate (decision making bodies for the campus) have representation from EDT/TEC within their membership, as a matter of campus policy.

ASSESSMENT is central to the process of measuring specific, cumulative skills leading to the successful mission of the teacher education program, and Bethany College's mission: "to educate, develop, and challenge individuals as they reach for truth and excellence." An Academic Artifact collection or portfolio is required, college-wide, for each program/major. There are five required academic artifacts for the Education program that are selected from core professional education courses, and align with the Student Learning Outcomes (SLOs). At the end of the year, each department prepares an annual assessment report that documents an analysis of their program data, and provides evidence of continuous program improvement. This includes academic and performance-based criteria, and other teacher education program assessment results. Each annual report summarizes the year's goals and sets new goals for the next year.

BETHANY'S STUDENT TEACHING EVALUATION FORM is the culminating assessment of Transition Point 3 that is used to measure skills, and ultimately, the success of the candidate. It is also used as a formative assessment with a Mid-Term Evaluation scored by cooperating teacher, supervisor, and the candidate does a self-assessment. This evaluation is aligned with InTASC/ KSDE Professional Education Standards, and CAEP and based on three domains of • Knowledge Base (KB) • Teaching Strategies and Applications (TSA) • Professional Attitudes and Values (PAV). These correlate well with CAEP Standard 1.1 four components of Learner and Learning, Content, Instructional Practice, and Professional Responsibility, including connections to Diversity and Technology.

BETHANY'S TEACHER WORK SAMPLE (TWS) is a performance assessment that provides constructive feedback to student teachers, and a summative tool at its completion in clinical practice in Transition Point 3. The TWS aligns with the Student Teacher Evaluation outcomes and is built on InTASC/KSDE Professional Education Standards and CAEP standards. The TWS was piloted in Spring of 2018, replacing the KPTP, and has been revised based on feedback and data to be better aligned with CAEP standards and Bethany's program assessments. Throughout Bethany's program, multiple internal and external assessments measure the content and pedagogical knowledge: candidates' GPA scores, course grades and academic artifacts recorded in Canvas and analyzed in the annual assessment reports, and PRAXIS test scores. Field Experience evaluations, Teaching Candidate Disposition Evaluations, and Pre-Student Teaching Interviews measure both academic and non-academic skills. Bethany's TWS and the Student Teacher Evaluation and Exit Surveys also provide essential data and evidence of the Bethany's Teacher Education Program efforts "to instill in candidates the knowledge base, teaching skills, as well as professional attitudes and values necessary to become exceptional, reflective teachers in a diverse culture." In 2020-2021, new surveys were developed through Lawshe's method for candidates to evaluate cooperating teachers and college supervisors. Lastly, the annual survey for Alumni and Administrators is included on the education website as well as Title II reports and CAEP annual measures. See the Bethany College Education website - <https://www.bethanylb.edu/education>

Supporting Files

No files have been provided.

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

Report Card Certification

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

Certification of submission

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual.*

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Alan English

TITLE:

Education Department Chair

Certification of review of submission

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual.*

NAME OF REVIEWER:

Katie Pearson

TITLE:

Licensure Officer/Placement Coordinator