The ESS advising staff visited with 99 student advisees during the month of October and 292 during the month of November.

ESS Licensure Officer Joann Loquist has completed 80 transcript analyses this semester.

The following student teacher placements were made for the Spring 2004 semester:

- 101 Elementary Education placements
- 15 Secondary placements (English, Spanish, Math, & Social Studies)
- 21 K-12 placements (Art, PE, & Music)
- 6 Communicative Disorders & Sciences placements

TB Tests

All students participating in the CI 271/272 course, the block program, and the core program must have proof of a negative TB test before entering the schools. These tests are good for one year and it is the student’s responsibility to be tested annually.

**Representatives from the Student Health Center will offer TB testing at Corbin from 12:30-1:30 on the following dates:**

- January 26, 2004: TB test administered
- January 28, 2004: TB test administered or read
- January 30, 2004: TB test read

The testing site will be the 2nd floor student lounge and the cost is only $7.50. You may also go to the Student Health Center at any time during the semester to have this test administered.

ESS Mission Statement

The primary mission of Education Support Services is to assist prospective and current WSU College of Education students attain their educational goals. This mission is accomplished by providing appropriate information and services to students, faculty, staff, and administrative personnel.
Alternative certification programs are most likely to be located within Institutions of Higher Education and specifically Colleges of Education (estimate 86%). Twenty-five percent of the teacher preparation programs offered by colleges and universities meet the characteristics of alternative route programs. Twenty-five percent of the students enrolled in collegiate preparation programs meet the definition of alternative route candidates.

According to 2000-2001 statistics, U.S. universities/colleges were expected to graduate a total of 141,348 students eligible for teacher certification in 2003. Of this number 105,566 will receive a Bachelor’s degree, 129,000 a Master’s degree, and 6,719 a Doctor’s degree. *

Community colleges are significant contributors to the preparation of teachers. As a result of articulation agreements, many universities/colleges report that nearly 50% of their teacher education candidates transfer credits from community colleges.

Teacher preparation has become a collaborative effort among Colleges, Schools, and Departments of Education, Arts, and Sciences, Social Sciences, and Humanities within most Institutions of Higher Education.

For secondary schools in 31 states, teacher education candidates are required to have an academic major in a subject content area (e.g., Mathematics, English) with a minor in education. *

College graduates eligible for teacher certification in high demand content areas (e.g., science, special education, bilingual education, math, foreign languages) are very likely to be employed in their content area within 3 months of graduation. Highly ranked colleges of education report 90% or greater employment in school related jobs for 2002 graduates who elected to teach.

Many university faculty positions in various disciplines (i.e., special education, bilingual education and school administration) are vacant due to the diminishing supply of doctoral level graduates willing to accept faculty positions. These vacancies will exacerbate shortages in high need areas.

Similar to other professions, such as Accounting, Architecture, Social Work and Law, all states require licensing based on attainment of a degree from an approved Institution of Higher Education and passage of state exams.

Teacher preparation programs require multiple assessments of candidates as they progress through courses and clinical experiences, including passage of admission and exit exams, content area exams, demonstration of classroom teaching skills, and rigorous review of content suitability for teaching.

Many Institutions of Higher Education support programs that provide for the mentoring experience. These programs are offered in collaboration with school districts and state or regional offices. Many universities are also offering a warranty or guarantee of their teacher graduates during the initial years of teaching.

Source:
Outstanding WSU Data Points of Interest:  
College of Education

WSU’s COE programs for preparing professionals have been accredited for over 49 years and have specialty accreditation for the American Speech-Language-Hearing Association and the National Association of School Psychologists.

According to US News and World Report, the COE’s speech-language pathology program is ranked 41st out of 119 programs ranked in the report and approximately 250 programs nationally.

In 2002 COE faculty members shared their work and expertise through the publication of 15 books (or book chapters), 28 articles in professional journals, and a wide array of conference proceedings, abstracts/reviews and other written documents. They also made presentations at 78 national/international, 19 regional and 71 state/local conferences, and received 30 funded grant projects worth over $1.3 million.

Last year about 200 COE majors collectively earned over $470,000 participating in WSU’s “earn-while-you-learn” Cooperative Education program.

The Wichita area offers the largest school district in the state and last year, the COE placed more than 1,500 students in educational field experiences in Wichita and surrounding areas.

The North American Society of Sport Administration and the National Association of Sport and Physical Education have certified WSU as an approved program. WSU is one of only 25 sports administration programs of approximately 250 in North America that have this honor.

The graduation rate for students admitted to COE programs is typically 90% or greater.

Approximately 75% of graduates from COE professional career programs are currently employed in their field with another 5% pursuing further study as graduate students.

Spotlight on COE Student Ambassador: Amy Dick

Amy will graduate in May 2004 with a degree in Secondary Education/Spanish. She believes the best features of the Teacher Education program at WSU include the observation of classrooms during a student’s first semester of the program and the Cooperative Education experience. Amy is fortunate to work in a high school Spanish department where she receives monetary compensation as well as earning WSU credit. In addition to classroom experience, Amy had the opportunity to study in Puebla, Mexico. Undeniably, she feels that her time spent abroad was her “most memorable experience.”

Thank you for all your help Amy.
We wish you the very best!