

Title II Higher Education Act

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Fort Hays State University
Traditional Program
2010-11

Print Report Card

Program Information

Name of Institution: Fort Hays State University

Institution/Program Type: Traditional

Academic Year: 2010-11

State: Kansas

Address: College of Education and Technology

600 Park Street

Hays, KS, 67601

Contact Name: Mrs. Kerry Schuckman

Phone: 785-628-4542

Email: kschuckm@fhsu.edu

Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant: No

TQE partnership name or grant number, if applicable: NA

Section I.a Program Admission

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

Element	Undergraduate	Postgraduate
Application	Yes	NA
Fee/Payment	No	NA

Transcript	No	NA
Fingerprint check	No	NA
Background check	Yes	NA
Experience in a classroom or working with children	No	NA
Minimum number of courses/credits/semester hours completed	Yes	NA
Minimum high school GPA	No	NA
Minimum undergraduate GPA	Yes	NA
Minimum GPA in content area coursework	No	NA
Minimum GPA in professional education coursework	No	NA
Minimum ACT score	Yes	NA
Minimum SAT score	No	NA
Minimum GRE score	No	NA
Minimum basic skills test score	Yes	NA
Subject area/academic content test or other subject matter verification	No	NA
Recommendation(s)	Yes	NA
Essay or personal statement	Yes	NA
Interview	No	NA
Resume	No	NA
Bachelor's degree or higher	No	NA
Job offer from school/district	No	NA
Personality test	No	NA
Other (specify:)	No	NA

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

<http://www.fhsu.edu/cert/admission-to-teacher-education/>

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

Junior year

Does your initial teacher certification program conditionally admit students? No

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

A candidate can apply for a one semester waiver of selected admission criteria to be allowed to take restricted classes while requirements are being fulfilled.

Section I.b Program Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of

the members of each racial category may not necessarily add up to the total number of students enrolled.

Total number of students enrolled in 2010-11:	454
Unduplicated number of males enrolled in 2010-11:	90
Unduplicated number of females enrolled in 2010-11:	364

2010-11	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	12
<i>Race</i>	
American Indian or Alaska Native:	2
Asian:	1
Black or African American:	11
Native Hawaiian or Other Pacific Islander:	0
White:	431
Two or more races:	5

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2010-11.

Average number of clock hours required prior to student teaching	110
Average number of clock hours required for student teaching	640
Number of full-time equivalent faculty in supervised clinical experience during this academic year	10
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	378
Number of students in supervised clinical experience during this academic year	438

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

Section I.d Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2010-11. 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	24
Teacher Education - Early Childhood Education	12

Teacher Education - Elementary Education	92
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	66
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	5
Teacher Education - Art	8
Teacher Education - Business	8
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	2
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	5
Teacher Education - Mathematics	4
Teacher Education - Music	2
Teacher Education - Physical Education and Coaching	12
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	3
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education- History	5
Teacher Education - Physics	
Teacher Education - Spanish	1
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	1
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	

Education - Other Specify:	
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Section I.d Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2010-11. 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	12
Teacher Education - Elementary Education	92
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	66
Teacher Education - Agriculture	
Teacher Education - Art	5
Teacher Education - Business	8
Teacher Education - English/Language Arts	8
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	5
Teacher Education - Mathematics	4
Teacher Education - Music	2
Teacher Education - Physical Education and Coaching	12
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	3
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	

Teacher Education - German	
Teacher Education - History	5
Teacher Education - Physics	
Teacher Education - Spanish	1
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	1
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.e Program Completers

Provide the total number of initial teacher certification preparation program completers in each of the following academic years:

2010-11: 158

2009-10: 147

2008-09: 98

Section II. Annual Goals

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the area(s) in which the IHE does not have that program.

Teacher shortage area	Goal for increasing prospective teachers trained
Mathematics	<p>Academic year: 2011-12</p> <p>Goal: 5</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p> <p>A goal of 5 has been continued for the 2012-13 school year.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Employment opportunities are enhanced through the Science and Mathematics Education Institute, recruitment at regional science and engineering fair, annual robotics competition and a new scholarship for math and science teachers.</p>
Science	<p>Academic year: 2011-12</p>

	<p>Goal: 7</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p> <p>A goal of 7 has been continued for the 2012-13 school year.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Steps include starting a National Science Teacher's Association program, employment opportunities through the Science and Mathematics Education Institute, recruitment at regional science and engineering fair, annual robotics competition and a new scholarship for math and science teachers.</p>
<p>Special education</p>	<p>Academic year: 2011-12</p> <p>Goal: 0</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p> <p>In Kansas, special education is not an initial program area. However, we do offer an added endorsement in adaptive special education at the undergraduate level for both elementary and secondary. We also offer a graduate level adaptive special education and gifted program.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Steps include offering the minor at the secondary level in addition to elementary level; increasing promotion of minor through encouraging advisors to discuss program with advisees; in-class discussion of program in early undergraduate courses; increasing available sections of required courses offered for graduate students.</p>
<p>Instruction of limited English proficient students</p>	<p>Academic year: 2011-12</p> <p>Goal: 0</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p> <p>In Kansas, ESOL is not an initial program area.</p> <p>However, we do offer an added endorsement in ESOL at the graduate level and will offer a minor beginning Fall 2012.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Specific strategies include increasing available sections of required courses offered for graduate students. Advertise at FHSU Graduate Fair and on the Advanced Education Programs web site, and at conferences for TESOL on a state level. Approval was given by KSDE for an added endorsement in ESOL at the undergraduate level.</p>

Foreign Language	<p>Academic year: 2011-12</p> <p>Goal: 5</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p> <p>A goal of 5 has been continued for the 2012-13 school year.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Specific marketing strategies include online information sessions, web site development, career fairs as well as a program review for the KSDE are strategies to increase the number of candidates as well as program quality.</p>
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Provide any additional comments, exceptions and explanations below:

KSDE does not recognize special education or English as a Second Language or Other Language as an initial program.

Section II. Assurances

Please indicate whether your institution is in compliance with the following assurances.

Training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institution's graduates are likely to teach, based on past hiring and recruitment trends.

Yes

Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.

Yes

General education teachers receive training in providing instruction to children with disabilities.

Yes

General education teachers receive training in providing instruction to limited English proficient students.

Yes

General education teachers receive training in providing instruction to children from low-income families.

Yes

Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.

Yes

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

Systematic Program Approval Process COET teacher education programs are reviewed and approved (October, 2009) by the Kansas State Department of Education (KSDE), and include assessments, scoring guides, and at least three years of assessment data. Initial teacher candidate scores on the state licensure test demonstrate a 95% pass rate. Programs are annually reviewed.

Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate (%)	State Average scaled score
ETS0700 - AGRICULTURE Educational Testing Service (ETS) Other enrolled students	1					
ETS0700 - AGRICULTURE Educational Testing Service (ETS) All program completers, 2009-10	1				100	604
ETS0133 - ART CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1					
ETS0133 - ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	4				100	173
ETS0133 - ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	3				95	170
ETS0133 - ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1				100	174
ETS0235 - BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	2				97	170
ETS0235 - BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	2				100	168
ETS0235 - BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1				100	165
ETS0100 - BUSINESS EDUCATION Educational Testing Service (ETS) Other enrolled students	1					

ETS0100 -BUSINESS EDUCATION Educational Testing Service (ETS) All program completers, 2009-10	5				100	643
ETS0100 -BUSINESS EDUCATION Educational Testing Service (ETS) All program completers, 2008-09	8				100	659
ETS0101 -BUSINESS EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	6				100	172
ETS0571 -EARTH AND SPACE SCIENCES - CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1					
ETS0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) Other enrolled students	4					
ETS0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2010-11	9				93	186
ETS0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2009-10	9				98	186
ETS0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2008-09	1				97	186
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) Other enrolled students	20	174	16	80	76	173
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2010-11	84	177	73	87	94	178
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2009-10	73	177	69	95	97	178
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2008-09	40	176	39	98	97	178

ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3				85	176
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	7				93	181
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	3				97	181
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	4				94	179
ETS5183 -GERMAN: WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2010-11	1					
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2				87	155
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	3				97	158
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	2				96	155
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	4				97	155
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1				99	169
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1				98	171
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	7				97	169
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE	2				80	153

Educational Testing Service (ETS) Other enrolled students						
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	11	157	11	100	96	156
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	10	157	10	100	98	157
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	14	158	14	100	97	157
ETS0523 -PRINCIPLES LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2009-10	1				98	172
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	13	166	11	85	92	174
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2010-11	45	173	42	93	97	175
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2009-10	35	172	33	94	98	175
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2008-09	43	171	42	98	99	175
ETS0521 -PRINCIPLES LEARNING AND TEACHING EARLY CHILDHOOD Educational Testing Service (ETS) Other enrolled students	4					
ETS0521 -PRINCIPLES LEARNING AND TEACHING EARLY CHILDHOOD Educational Testing Service (ETS) All program completers, 2010-11	8				100	185
ETS0521 -PRINCIPLES LEARNING AND TEACHING EARLY CHILDHOOD Educational Testing Service (ETS) All program completers, 2009-10	9				98	183

ETS0521 -PRINCIPLES LEARNING AND TEACHING EARLY CHILDHOOD Educational Testing Service (ETS) All program completers, 2008-09	1				97	184
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	26	175	23	88	91	175
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2010-11	84	176	83	99	97	177
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2009-10	76	177	76	100	98	177
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2008-09	44	175	43	98	99	177
ETS0390 -PSYCHOLOGY Educational Testing Service (ETS) All program completers, 2009-10	1					
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2				67	165
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	4				95	170
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	4				95	171
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	2				94	170
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1				83	176
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS)	1				95	177

All program completers, 2008-09						
ETS0221 -SPEECH COMMUNICATIONS Educational Testing Service (ETS) All program completers, 2009-10	1					
ETS0050 -TECHNOLOGY EDUCATION Educational Testing Service (ETS) Other enrolled students	1					
ETS0050 -TECHNOLOGY EDUCATION Educational Testing Service (ETS) All program completers, 2010-11	2					
ETS0050 -TECHNOLOGY EDUCATION Educational Testing Service (ETS) All program completers, 2009-10	3				100	648
ETS0050 -TECHNOLOGY EDUCATION Educational Testing Service (ETS) All program completers, 2008-09	2					

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2010-11	143	124	87	93
All program completers, 2009-10	122	115	94	95
All program completers, 2008-09	88	84	95	96

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

Other (specify: NCA)

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

No

Section V. Technology

Does your program prepare teachers to:

- **integrate technology effectively into curricula and instruction**

Yes

- **use technology effectively to collect data to improve teaching and learning**

Yes

- **use technology effectively to manage data to improve teaching and learning**

Yes

- **use technology effectively to analyze data to improve teaching and learning**

Yes

Provide a description of how your program prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of how your program prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

The COET conceptual framework (Goal V) articulates the unit's technology expectations for candidates: The Professional Educator integrates appropriate technology into the education process. Candidates demonstrate a sound knowledge of education technology in planning, designing, delivering, and evaluating effective learning experiences for all students.

The unit has established Technology Proficiencies that are aligned with the conceptual framework and national technology standards (NETS*T 3d). Technology Proficiencies are addressed in coursework and clinical practices, and assessed using the unit's Fort Hays State University Quality Assurance System (FQAS). Technology Proficiencies are also integrated into each teacher education methods course, and integrated into the Fort Hays State University Performance Assessment (FPA) at the end of program. Candidate performance relating to Technology Proficiencies is systematically documented at each unit transition point using the unit's Key Assessments.

All initial candidates are also required to take TECS 290: Introduction to Instructional Technology. This course teaches candidates how to model and apply the various instructional technologies to enhance instruction. Candidates are required to successfully complete this course prior to student teaching.

Teacher preparation programs engage candidates through a progression of field and clinical experiences that include the integration, assessment, and use of technology.

Technology needs and integration within programs are reviewed annually.

Section VI. Teacher Training

Does your program prepare general education teachers to:

- **teach students with disabilities effectively**

Yes

- **participate as a member of individualized education program teams**

Yes

- **teach students who are limited English proficient effectively**

Yes

Provide a description of how your program prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member

of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

Systematic Performance Assessment System - The COET goals for developing professional educators are clearly articulated in the unit's conceptual framework. Key assessments are identified that measure each professional educator goal. Key Assessment data indicates candidates in initial and advanced teacher preparation programs demonstrate the professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards to facilitate learning. In addition, surveyed employers and mentors describe 75% of all unit graduates as "Above Average" or "Far Above Average."

Does your program prepare special education teachers to:

- **teach students with disabilities effectively**

Yes

- **participate as a member of individualized education program teams**

Yes

- **teach students who are limited English proficient effectively**

Yes

Provide a description of how your program prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

Clearly Articulated Diversity Proficiencies - The COET diversity proficiencies address differences among groups of people and individuals based on culture, ethnicity, race, socioeconomic status, gender, exceptionalities, language, migrant status, religion, sexual orientation, and geographical area. Key assessment data indicate teacher candidates demonstrate the ability to help all students learn by providing a supportive environment for diverse learners and by demonstrating knowledge and use of multiple assessments and diagnostic techniques. Special education is not an initial licensure area in Kansas.

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 programs are reviewed by the KSDE. They were fully approved, with no areas for concern, in 2009. The programs were part of the onsite review by KSDE and NCATE in 2010. The unit is fully accredited. Data is regularly analyzed for program improvement purposes.

Supporting Files

Title II, Higher Education Act

OMB Control No.: 1840-0744 (exp. 9/30/2012)
