Title II
Higher Education Act

Fort Hays State University
Traditional Program
2008-09

Print Report Card

Program Information

Name of Institution: Fort Hays State University
Institution/Program Type: Traditional
Academic Year: 2008-09
State: Kansas

Address: College of Education and Technology
600 Park Street
Hays, KS, 67601

Contact Name: Mrs. Kerry Schuckman
Phone: 785-628-4542
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Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant: No

TQE partnership name or grant number, if applicable: 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/credites/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
Minimum Miller Analogies test score	No	NA
Recommendation(s)	Yes	NA
Essay or personal statement	Yes	NA
Interview	No	NA
Resume	No	NA
Bechelor's degree or higher	No	NA
Job offer from school/district	No	NA
Personality test (e.g.,Myers-Briggs Assessment)	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 2008-09:	151
Unduplicated number of males enrolled in 2008-09:	68
Unduplicated number of females enrolled in 2008-09:	83

2008-09	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	6
Race	
American Indian or Alaska Native:	2
Asian:	2
Black or African American:	1
Native Hawaiian or Other Pacific Islander:	0
White:	139
Two or more races:	0

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2008-09.

Average number of clock hours required prior to student teaching	110
Average number of clock hours required for student teaching	560
Number of full-time equivalent faculty in supervised clinical experience during this academic year	18
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	198
Number of students in supervised clinical experience during this academic year	419

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

Field and clinical experiences are critical learning components of our teacher preparation programs. Strong school partners work collaboratively with the education unit to ensure strong mentorship, alignment to our conceptual framework, and quality learning experiences in the field.

Section I.d Certified Licensed

Provide the number of students who have been certified or licensed as teachers, by subject and area of certification or licensure.

Teaching subject/area	Number certified/	Number certified/	Number certified/

	licensed 2008-09	licensed 2007-08	licensed 2006-07
TOTAL (all areas/subjects)	77	111	120
Art	1	3	7
Biology	1	4	1
Business	8	3	2
Earth and Space Science	1	1	0
Elementary Education	37	64	71
English	3	3	4
History and Government	2	12	7
Math	4	7	2
Music	5	0	3
Physical Education	13	10	14
Spanish	1	1	1
Technology Education	2	3	8

Section I.e Program Completers

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

2008-09: 98

2007-08: 124

2006-07: 120

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	**Academic year:** 2010-11 **Goal:** 5 **Goal met?** No

	Description of strategies used to achieve goal: No goals were set for the 2008-09 school year. However, a goal of 5 has been established for the 2010-11 school year. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** 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.
Science	**Academic year:** 2010-11 **Goal:** 7 **Goal met?** No **Description of strategies used to achieve goal:** No goals were set for the 2008-09 school year. However, a goal of 7 has been established for the 2010-11 school year. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** 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.
Special education	**Academic year:** 2010-11 **Goal:** **Goal met?** No **Description of strategies used to achieve goal:** In Kansas, special education is not an initial program area. However, we do offer an added endorsement in adaptive special education at the undergraduate and a graduate level and graduate level gifted program. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** Steps include increasing promotion of minor through encouraging advisors to discuss program with advisees and through in-class discussion of program in early undergraduate courses and increasing available sections of required courses offered for graduate students.
Instruction of limited English proficient students	**Academic year:** 2010-11 **Goal:** **Goal met?** No

	Description of strategies used to achieve goal: In Kansas, ESOL is not an initial program area. However, we do offer an added endorsement in ESOL at the graduate level. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** 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.
Other (Foreign Language)	**Academic year:** 2010-11 **Goal:** 5 **Goal met?** No **Description of strategies used to achieve goal:** No goals were set for the 2008-09 school year. However, a goal of 5 has been established for the 2010-11 school year. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** 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.

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.

Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking test	Avg. scaled score	Number passing test	Pass rate (%)	State Average pass rate (%)	State Average scaled score
133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1					
133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	3					
133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	6					
235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1					
235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	3					
235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	1					
100 -BUSINESS EDUCATION Educational Testing Service (ETS)	8					

All program completers, 2008-09						
100 -BUSINESS EDUCATION Educational Testing Service (ETS) All program completers, 2007-08	3					
100 -BUSINESS EDUCATION Educational Testing Service (ETS) All program completers, 2006-07	2					
571 -EARTH SCIENCE CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1					
571 -EARTH SCIENCE CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	1					
011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2008-09	37		33	89		
011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2007-08	61		57	93		
011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2006-07	61		59	97		
041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	3					
041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	3					
041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	3					
061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	4					
061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS)	7					

All program completers, 2007-08						
061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	1					
113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	5					
113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	3					
091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	13		13	100		
091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	9					
091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	11		11	100		
523 -PRINCIPLES LEARNING & TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2006-07	1					
524 -PRINCIPLES LEARNING & TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2008-09	39		36	92		
524 -PRINCIPLES LEARNING & TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2007-08	45		43	96		
524 -PRINCIPLES LEARNING & TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2006-07	41		40	98		
521 -PRINCIPLES LEARNING & TEACHING ERLY CHLD Educational Testing Service (ETS) All program completers, 2008-09	1					
522 -PRINCIPLES LEARNING & TEACHING K-6 Educational Testing Service (ETS)	41		40	98		

All program completers, 2008-09						
522 -PRINCIPLES LEARNING & TEACHING K-6 Educational Testing Service (ETS) All program completers, 2007-08	64		62	97		
522 -PRINCIPLES LEARNING & TEACHING K-6 Educational Testing Service (ETS) All program completers, 2006-07	62		61	98		
081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	2					
081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	11		11	100		
081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	6					
191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1					
191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	2					
191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	1					
050 -TECHNOLOGY EDUCATION Educational Testing Service (ETS) All program completers, 2008-09	2					
050 -TECHNOLOGY EDUCATION Educational Testing Service (ETS) All program completers, 2007-08	3					
050 -TECHNOLOGY EDUCATION Educational Testing Service (ETS) All program completers, 2006-07	8					

Section III. Summary Rates

	Number			

Academic Year	taking one or more required tests	Number passing all tests taken	Pass Rate (%)	Statewide average pass rate (%)
All program completers, 2008-09	81	72	89	
All program completers, 2007-08	109	97	89	
All program completers, 2006-07	104	101	97	

Section IV. Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?
Yes

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

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 educations 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.

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

BOE Report

Institutional Report

Fort Hays State University
Traditional Program
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