AppendixC

Annual Institutional Questionnaire on Teacher Preparation: Academic Year: 2006-2007

Institution name:	FORT HAYS STATE UNIVERSITY
Address:	600 Park Street
City:	HAYS
State:	KS
Zip code:	67601
Respondent name and Title:	Kerry Schuckman, Licensure Officer
Respondent phone number:	785-628-4542
Fax:	785-628-4447
Electronic mail address:	kschuckm@fhsu.edu
Name of President/Chief Executive (or designee)	Dr. Edward Hammond

Section II. Program information.

(A)Number of students in the regular teacher preparation program at your institution:

Please specify the number of students in your regular teacher preparation program during academic year 2006-2007, including all areas of specialization.

232	Total number of students enrolled during 2006-2007.
120	Total number of program completers 2006-2007.

Number of students in the alternate teacher preparation program at your institution:

Please specify the number of students in your alternate route teacher preparation program during academic year 2006-2007, including all areas of specialization. Do not include Transition to Teaching students who receive a stipend from the state grant.

56	Total number of students enrolled during 2006-2007.
10	Total number of program completers 2006-2007.

(B) Information about supervised student teaching

198	How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 2006-2007?

Please provide the numbers of supervising faculty who were:

7.00	1. Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.
9.00	2. Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.
70.00	3. Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

86.00	Total number of supervising faculty for the teacher preparation program during (add: B1, B2, & B3).

2.30	The student/faculty ratio (divide the total # students by total supervising faculty).

35.00	The average number of hours per week required of student participation in supervised student teaching:
15.00	The total number of weeks of required supervised student teaching:
490.00	The total number of supervised student teaching hours required

Information about state approval or accreditation of teacher preparation programs:

n	Is your teacher preparation program currently approved or accredited by the state?
n	Is your teacher preparation program currently accredited by the National Council for the Accreditation of Teacher Education (NCATE)?
n	Is your institution currently accredited by the North Central Association of Colleges and Schools?
	Please list any additional accrediting sources:
	AACTE

An institution is designated as low-performing if the institution was “accredited with probation” between July 1, 2003 and July 1, 2006 by the Kansas State Board of Education

OR

An institution is designated as low-performing if the institution was “denied accreditation” after July 1, 2006 by the Kansas State Board of Education

o	Is your teacher preparation program currently under designation as “low-performing” by the state (as per section 208 (a) of the HEA of 1998)?

Section III. Contextual information.

Web link to Institution:	www.fhsu.edu

2006-2007 Undergraduate Enrollment	Institution	Education Program
full-time students	3895	170
part-time students	2362	55

2006-2007 Graduate Enrollment	Institution	Education Program
full-time students	304	31
part-time students	1018	194

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2006-2007 Admission Requirements.

admission to teacher education:

1. Candidates who do not hold a bachelor's degree must have achieved a cumulative 2.75 GPA including a minimum of 36 hours of General Education credit.
2. Candidates who hold a bachelor's degree from a regionally accredited college or university must have achieved a 2.75 GPA on the last 60 hours of college credit.
3. Candidates who do not hold a bachelor's degree must have PPST scores of Math 172, Writing 172, and Reading 173 OR have ACT scores of 22 in Math-Total Score, English-Total Score, and Reading-Total Score. If a candidate does not achieve a score of 22 in one of those areas of the ACT, the candidate may meet the requirement in that area by achieving a passing score on the PPST in the corresponding area.
4. Candidates must have completed the following courses with a grade of "C" or higher: English Composition I, English Composition II, Fundamentals of Oral Communication, College Algebra or higher, and Elements of Statistics.
5. Candidates must have completed the following pre-professional education courses with a grade of "C" or higher: Foundations of Education, Human Growth and Development, Early Field Experience (secondary), and Children's Literature (elementary) and Professional Practice and Observation (elementary).
6. Complete the Application for Admission to Teacher Education.
7. Approval for admission to teacher education by the Council on Preparation of Teacher's and School Personnel

admission to student teaching:

1. Admission to teacher education.
2. Completed application to be admitted to student teaching.
3. Attainment of a cumulative grade point average of 2.75.
4. Attainment of a grade point average of 2.75 in coursework completed in content field(s) or meet departmental grade point average requirements.
5. No grade lower than "C" in professional education courses.
6. Approval for directed teaching by the department in the student's area(s) of teaching.
7. Completion of all content and professional education courses prior to directed teaching.
8. Submission of completed credential file
9. Approval for admission to directed teaching by the Council on Preparation of Teachers and School Personnel.

2006-2007 Program Completion Requirements.

1. Completion of an approved teacher education program including general education program for teacher education and professional education requirements.
2. Completion of a baccalaureate degree program.
3. Approval from the department chair of designee in the area of teaching.
4. Minimum overall GPA of 2.75 and a 2.75 GPA in the teaching field.
5. Meet cutoff score of 161 on the PLT test.
6. Complete subject area assessment for each endorsement area desired.
7. KBI/FBI fingerprint check for criminal history records.
8. Completion of KSDE Form 1.

During 2006-2007 was passing the state certification test required?	**PLT**	**CONTENT**
before student teaching	NO	NO
program completion	NO	NO
degree requirement	NO	NO
certification/licensure only	YES	YES

3.46	Average GPA of 2006-2007 cohorts.
21.00	Average ACT score of 2006-2007 cohorts.

106	Number of completers hired in their fields during their first year of eligibility.

0	Number of completers participating in the Kansas Performance Assessment?
0	Number of completers passing the KPA?

Demographic Characteristics of Completer 2006-2007	Number
Male	33
Female	87
African American	0
American Indian	1
Asian	0
Hispanic	5
White	106
Other	8
Early ChildHood*	0
Elementary*	70
JR. High-Middle School*	0
Secondary*	24
PreK-12 Programs*	26
Special Education*	32
Total *total number may be greater than total number of completers because of “multiple level” options	152

2007-2008 Undergraduate Enrollment	Institution	Education Program
full-time students	3806	169
part-time students	2683	47

2007-2008 Graduate Enrollment	Institution	Education Program
full-time students	324	32
part-time students	1198	193

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2007-2008 Admission Requirements.

admission to teacher education:

1. Candidates who do not hold a bachelor's degree must have achieved a cumulative 2.75 GPA including a minimum of 36 hours of General Education credit.
2. Candidates who hold a bachelor's degree from a regionally accredited college or university must have achieved a 2.75 GPA on the last 60 hours of college credit.
3. Candidates who do not hold a bachelor's degree must have PPST scores of Math 172, Writing 172, and Reading 173 OR have ACT scores of 22 in Math-Total Score, English-Total Score, and Reading-Total Score. If a candidate does not achieve a score of 22 in one of those areas of the ACT, the candidate may meet the requirement in that area by achieving a passing score on the PPST in the corresponding area.
4. Candidates must have completed the following courses with a grade of "C" or higher: English Composition I, English Composition II, Fundamentals of Oral Communication, College Algebra or higher, and Elements of Statistics.
5. Candidates must have completed the following pre-professional education courses with a grade of "C" or higher: Foundations of Education, Human Growth and Development, Early Field Experience (secondary), and Children's Literature (elementary) and Professional Practice and Observation (elementary).
6. Complete the Application for Admission to Teacher Education.
7. Approval for admission to teacher education by the Council on Preparation of Teacher's and School Personnel

admission to student teaching:

1. Admission to teacher education.
2. Completed application to be admitted to student teaching.
3. Attainment of a cumulative grade point average of 2.75.
4. Attainment of a grade point average of 2.75 in coursework completed in content field(s) or meet departmental grade point average requirements.
5. No grade lower than "C" in professional education courses.
6. Approval for student teaching by the department in the student's area(s) of teaching.
7. Completion of all content and professional education courses prior to student teaching.
8. Submission of credential file to be completed in Educational Psychology.
9. Approval for admission to student teaching by the Council on Preparation of Teachers and School Personnel.

2007-2008 Program Completion Requirements.

1. Completion of an approved teacher education program including general education program for teacher education and professional education requirements.
2. Completion of a baccalaureate degree program.
3. Approval from the department chair of designee in the area of teaching.
4. Minimum overall GPA of 2.75 and a 2.75 GPA in the teaching field.
5. Meet cutoff score of 161 on the PLT test.
6. Complete subject area assessment for each endorsement area desired.
7. KBI/FBI fingerprint check for criminal history records.
8. Completion of KSDE Form 1.

Will your institution require the state assessments for 2007-2008?	**PLT**	**CONTENT**
before student teaching	NO	NO
program completion	NO	NO
degree requirement	NO	NO
certification/licensure only	YES	YES

Demographic Characteristics Teacher Education Enrollment 2007-2008	Number Initial Program	Number Added Endorsement	Number Advanced Program
Male	61	23	92
Female	171	52	239
African American	1		3
American Indian			1
Asian			4
Hispanic	5	1	6
White	215	71	387
Other	11	3	30
Early ChildHood			
Early ChildHood Unified			
Elementary	143		
JR. High-Middle School			
English/Language Arts			
History comprehensive			
Math			
Science			
Secondary			
English/Language Arts	6	2	
Journalism			
Speech/Theatre			
History and Government	12		
Psychology			
Math	14		
Biology	4		
Chemistry	1		
Physics	1		
Earth Space Science	1	1	
Business	11		
Family and Consumer Science			

Demographic Characteristics Teacher Education Enrollment 2007-2008	Number Initial Program	Number Added Endorsement	Number Advanced Program
Agiculture			
Technology Education		7	
Communication Technology		7	
Power,Energy, Transportation Tech			
Production Technology	7		
K-12 Programs			
Art	6	1	
Foreign Language - French			
Foreign Language - German			
Foreign Language - Spanish	4	1	
Foreign Language - Other			
Music	2		
Vocal Music			
Instrumental Music			
Health		11	
Physical Education	20		
Special Education			
Adaptive		44	92
Functional			
Gifted			2
Deaf or Hard of Hearing			
Visually Imparied			
Reading Specialist			26
ESOL			45
Library Media Specialist			26
School Counselor			18
School Psychologist			14
Leadership			
Program			
Building			71
District			37

NO	Do you have Professional Development School partnerships that help design, implement, and evaluate clinical experiences?
NO	Does your partnership agreement require teacher ed. faculty to work directly in the schools?

Distance education refers to courses delivered to off-campus locations via live or prerecorded video, or computer technologies. Distance education excludes courses conducted exclusively on campus, courses conducted by written correspondence, courses for which the instructor travels to an off-campus site to deliver instruction in person.

	Initial Program	Added Endorsement	Advanced Program	Other does not lead to licensure
Number of distance Learning courses offered	163	0	79	4
Total Enrollments in distance learning courses	767	0	1150	70
List Names of distance learning programs	Elementary Education; Technology Education	information not available	Building Leadership; District Leadership; School Counseling; Adaptive Special Ed; Gifted; ESOL; Reading Specialist;	Technology Leadership; MS-Instructional Technology

Section IV. Response to Areas for Improvement

Date of Last Accreditation Visit:

2/5/2005 12:00:00 AM

Areas for Improvement for Accreditation:

Two areas for improvement were cited under Standard 4: Diversity. There are inconsistent opportunities for interactions with faculty and candidates from diverse ethnic backgrounds. The unit has taken the following steps:
1. The unit mapped diversity elements identified in the conceptual framework throughout both initial and advanced programs to determine gaps and redundancies in the curriculum.
2. The unit conducted trainings on a nationally accepted diversity framework for developing and implementing an effective diversity curriculum.
3. The unit explored the concept of implementing a diversity passport for greater exposure of candidates and faculty to have consistent opportunities for interactions with faculty and candidates from diverse backgrounds.
4. The Foundations in Education course has established a partnership with an ethnicly diverse high school to provide candidates opportunities for interactions with faculty and students from diverse backgrounds.

Areas for Improvement for Programs:

1. Since the last report, Early childhood unified and agriculture have been approved by KSDE.

Changes to Programs (content and/or pedagogy curriculum) based on continuous improvement:

1. Programs at both the initial and advanced programs have online options to better serve candidates and provide added convenience for candidates seeking degrees.

Section V. Optional Information

Please use this space to provide additional information:

Mission

1. The mission of the College continues to be preparing professionals for schools, business, and industry in a global society. To better fulfill the mission of the College, the College has reorganized its departments to include Undergraduate Teacher Education, Technology Studies, and Advanced Education Programs. The reorganization better focuses each department on the clients they serve.

Teacher Education Vision

1. Pre-service teachers at Fort Hays State University have a well-balanced curriculum highlighting content knowledge and pedagogical foundations. Faculty are conducting program audits and mapping courses to align the curriculum and assessments with the conceptual framework. Focus groups have been conducted with stakeholders to identify program needs for today's classrooms.

Notable Features and Accomplishments

1. Like other states, Kansas has a teacher shortage. The Transition to Teaching (T2T) is now facilitated from the College of Education & Technology and provides a growing number of non-traditional students a conduit for receiving a teaching degree while on the job.