Title II
Higher Education Act

Fort Hays State University
Alternative, IHE-based Program
2008-09

Print Report Card

Program Information

Name of Institution: Fort Hays State University
Institution/Program Type: Alternative, IHE-based
Academic Year: 2008-09
State: Kansas

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

Contact Name: Mrs. Kerry Schuckman
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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	NA	Yes
Fee/Payment	NA	No

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

Provide a link to your website where additional information about admissions requirements can be found:
http://www.fhsu.edu/cert/t2t/

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

Does your initial teacher certification program conditionally admit students? No

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

None

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	0
Average number of clock hours required for student teaching	0
Number of full-time equivalent faculty in supervised clinical experience during this academic year	8
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	262
Number of students in supervised clinical experience during this academic year	158

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

The alternative program does not provide for student teaching. Instead, practicums are required throughout the program. Restricted license candidates have immediate access to practice as the teacher of record. Established by regulation, restricted license candidates must be hired by a Kansas school district as the classroom teacher. The university provides a supervisor who observes and provides feedback. Additionally, the district provides a mentor.

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.

	Number	Number	Number

Teaching subject/area	certified/ licensed 2008-09	certified/ licensed 2007-08	certified/ licensed 2006-07
TOTAL (all areas/subjects)	44	14	13
Agriculture	2	1	0
Art	3	2	1
Biology	6	1	4
Business	8	5	2
English	6	2	1
Family and Consumer Science	1	0	0
History - middle level	1	0	0
History and Government	2	0	0
Journalism	1	0	1
Math	3	0	0
Music	1	0	1
Physical Education	4	1	1
Physics	1	0	0
Spanish	1	2	1
Speech and Theatre	1	0	0
Technology Education	4	0	1

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: 45

2007-08: 14

2006-07: 13

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:** 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. Also a new scholarship for math and science teachers can provide incentive.
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:** Specific marketing strategies include online information sessions, website 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. Also a new scholarship for math and science teachers can provide incentive.
Special education	**Academic year:** 2010-11 **Goal:** 0 **Goal met?** No **Description of strategies used to achieve goal:** In Kansas, special education is not an initial program area. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:**
Instruction of limited English	**Academic year:** 2010-11 **Goal:** 0

proficient students	**Goal met?** No **Description of strategies used to achieve goal:** In Kansas, ESOL is not an initial program area. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:**
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.
NA

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:

The alternative program includes a specific course that addresses the unit's definition of diversity. This definition includes students with disabilities, those learning English, socio-economic status, geographical location, among others. The program adheres to the diversity proficiencies established by the unit. Further, lesson plans include modifications for the above groups.

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, 2006-07	1					
235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	2					
100 -BUSINESS EDUCATION Educational Testing Service (ETS) All program completers, 2006-07	1					
041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	1					
113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	1					
091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	1					
524 -PRINCIPLES LEARNING & TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2006-07	10		10	100		
191 -SPANISH CONTENT						

KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	1					
050 -TECHNOLOGY EDUCATION Educational Testing Service (ETS) All program completers, 2006-07	1					

Section III. Summary Rates

Academic Year	Number taking one or more required tests	Number passing all tests taken	Pass Rate (%)	Statewide average pass rate (%)
All program completers, 2006-07	10	10	100	

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.

This program is offered entirely online. Students must use technology skills to complete their coursework. Integration of technology is required in lesson plans, as well as in the teacher work sample performance assessment. Candidates are required to collect and manage student learning data.

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.

The alternative program includes a specific course that addresses the unit's definition of diversity. This definition includes students with disabilities, those learning English, socio-economic status, geographical location, among others. The program adheres to the diversity proficiencies established by the unit. Further, lesson plans include modifications for the above groups.

Does your program prepare special education teachers to:

- **teach students with disabilities effectively**
  NA
- **participate as a member of individualized education program teams**
  NA
- **teach students who are limited English proficient effectively**
  NA

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.

The alternative licensure program does not include special education teachers. Kansas does not recognize special education as an initial licensure program.

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 alternative program is reviewed by the KSDE. It was fully approved, with no areas for concern, in 2009. The program was 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

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Title II, Higher Education Act
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