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[Submit Reports](#)

[View Reports / Resources](#)

[Technical Assistance](#)

[Contacts / Help](#)

SUBMIT REPORTS

- [Instructions](#)
- [Institution/Program Information](#)
- [Section I.a Admission Requirements](#)
- [Section I.b Enrollment](#)
- [Section I.c Supervised Clinical Experience](#)
- [Section I.d Teachers Prepared by Subject Area](#)
- [Section I.d Teachers Prepared by Academic Major](#)
- [Section I.e Program Completers](#)
- [Section II Annual Goals](#)
- [Section II Assurances](#)
- [Section III Pass Rates](#)
- [Section III Assessment Pass Rates](#)
- [Section III Summary Pass Rates](#)
- [Section IV Low-Performing](#)
- [Section V Use of Technology](#)
- [Section VI Teacher Training](#)
- [Section VII Contextual Information](#)
- [Section VIII Report Card Certification](#)
- [Print Report Card](#)
- [Change Program](#)
- [Account Information](#)
- [Glossary](#)
- [Contact Us](#)
- [Program Management](#)
 - [Program Status Report](#)
 - [Institution Login Report](#)
 - [User Activity](#)

[Contact Us](#) - [Glossary](#) - [Log out](#)

Emporia State University
Alternative, IHE-based Program
2010-11

Print Report Card

Program Information

Name of Institution: Emporia State University

Institution/Program Type: Alternative, IHE-based

Academic Year: 2010-11

State: Kansas

Address: The Teachers College Dean's Office
1200 Commercial St.
Emporia, KS, 66801

Contact Name: Dr. Kenneth Weaver

Phone: 620-341-5367

Email: kweaver@emporia.edu

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

TQE partnership name or grant number, if applicable:

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	Yes

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

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

<http://www.emporia.edu/teach/altrouteprogram/>

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:

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:	9
Unduplicated number of males enrolled in 2010-11:	3
Unduplicated number of females enrolled in 2010-11:	6

2010-11	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	0
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	0
Black or African American:	0
Native Hawaiian or Other Pacific Islander:	0
White:	9
Two or more races:	0

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	100
Average number of clock hours required for student teaching	1440
Number of full-time equivalent faculty in supervised clinical experience during this academic year	4
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	4
Number of students in supervised clinical experience during this academic year	13

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	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	

Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	1
Teacher Education - English/Language Arts	6
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	1
Teacher Education - Music	1
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	2
Teacher Education - Social Science	
Teacher Education - Social Studies	2
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
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	
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	1
Teacher Education - English/Language Arts	6
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	1
Teacher Education - Music	1
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	2
Teacher Education - Social Science	
Teacher Education - Social Studies	2
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	

Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
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: 13

2009-10: 13

2008-09: 2

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: 2010-11</p> <p>Goal: The goal was to get the m</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Introduced this possibility at a Council of Teacher Educators monthly meeting since education professors are a part of this group. Met with the education mathematics professor who felt strongly about alternate route students taking a math methods class but couldn't require since the alternate route students live throughout Kansas. I had her talk with a music professor who was piloting teaching a methods class using Panopto. The mathematics professor was interested if she could require alternate route students to take the class. The mathematics professor talked with the Chair of her department and they decided to order the cameras and necessary equipment for a mathematics classroom. The class is now on Panopto and available to students wherever they live.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>

	<p>Make something like this optional to methods instructors but show the benefits. In this case the math professor mentioned on numerous occasions that she would like alternate route students to take methods. When ESU had the means to offer the class with video links so distance students could see the demonstrations of teaching and what happened in the classroom, she was willing to offer mathematics methods this way. It was important to get that first professor to pilot this so others who may be interested had someone to consult.</p>
Science	<p>Academic year: 2010-11</p> <p>Goal: Increase numbers who appl</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p> <p>We have a large number of transcript reviews for science but the number that obtain teaching jobs is low. We decided to do multiple transcript reviews and found two that would qualify in Middle School Science without taking additional classes so both pursued that and found jobs. Usually students are discouraged with the large number of courses needed in the science areas and if we can find an area where they already qualify, that is encouraging to them. We also tried to see if two small schools could combine to offer full time jobs in areas of science and one school worked at that because they wanted one of our science candidates. It didn't work out and that student was unable to accept the job offer since it wasn't a .5 teaching load in chemistry.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>We need to keep doing multiple reviews in science but the other issue is each science area is a separate licensure area, so someone may have a chemistry , physics or earth science degree and qualify to teach but many schools cannot give them a .5 teaching position in those areas. Even if they do get a .5 teaching position and the other half of the teaching position is another area in science, the State Department of Education requires at least a minor in anything they teach. This issue was discussed at a State Alternate Route Advisory Committee meeting but nothing was resolved.</p>
Special education	<p>Academic year: 2010-11</p> <p>Goal: NA</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>No initial program in Special Education.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>
Instruction of limited English proficient students	<p>Academic year: 2009-10</p> <p>Goal: NA</p> <p>Goal met?</p>

	<p>Description of strategies used to achieve goal:</p> <p>Instruction of limited English proficient students is not an initial program.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>
NA	<p>Academic year: 2009-10</p> <p>Goal: NA</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>

Provide any additional comments, exceptions and explanations below:

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 most effective strategies are required online and onsite seminars and an online internship course where

students learn about and address these issues.

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
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1					
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1				85	163
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	2				97	168
ETS0100 -BUSINESS EDUCATION Educational Testing Service (ETS) Other enrolled students	2					
ETS0100 -BUSINESS EDUCATION Educational Testing Service (ETS) All program completers, 2009-10	3				100	668
ETS0100 -BUSINESS EDUCATION Educational Testing Service (ETS) All program completers, 2008-09	1					
ETS0101 -BUSINESS EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1				100	174
ETS0101 -BUSINESS EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1					
ETS0571 -EARTH AND SPACE SCIENCES - CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1					
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	9				93	180
ETS0041 -ENG LANG LIT COMP CONTENT	6				100	182

KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11						
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	2				97	183
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1				100	188
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1					
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1				100	155
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	2				100	150
ETS0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2010-11	2					
ETS0089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2009-10	1					
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1					
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1					
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1					
ETS0265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) Other enrolled students	2					
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12	4				89	170

Educational Testing Service (ETS) Other enrolled students						
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2010-11	12	176	12	100	98	175
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2009-10	11	176	11	100	98	175
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2008-09	2				100	176
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	2					
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2010-11	1					
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	5					
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	2					

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2010-11	13	13	100	96
All program completers, 2009-10	11	11	100	96
All program completers, 2008-09	2			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: Higher Learning Commission)

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.

Students integrate technology into a course plan that they create in addition to completing a Teacher Work Sample where they learn how to collect, manage, and analyze data to improve teaching and learning. Students in the Alternate Route Program learn how to write measurable outcomes based on what the student will learn and are trained to assess students based on learning.

The universal design for learning is accomplished by providing flexibility in the ways information is presented through Blackboard online classes, seminars with links to view topics presented, along with training in an online program, LiveText, for submission of a Teacher Work Sample project. Alternate Route Interns do action research by collecting and analyzing data from a unit they teach where they've adapted the assignments for the variety of learners in their classroom. Interns receive training in a variety of instructional strategies including workshops on cooperative learning. Interns plan and implement a cooperative learning lesson, along with planning a variety of instructional methods to reach all learning styles. Topics discussed in an internship course include awareness to barriers such as unsupportive administrators, large class size, learning disorders, and dealing with parents who are not engaged in their child's learning. Classroom management is a seminar workshop that includes role playing and discussion on good versus poor management. One topic we need to deal with is poverty as that has not been addressed. Interns learn to provide appropriate accommodations for all students in a Survey of Exceptional Child course and applying brain based learning techniques during internship. By studying brain based learning, interns realize that all students can learn as long as they provide multiple ways for student learning. Overall,

the universal design for learning is implemented quite well in the alternate route program.

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.

SD 550 Survey of Exceptionality is a required course for all education majors at Emporia State University. This course provides an introduction to each of the following exceptionalities: learning disabilities; attention deficit-hyperactivity disorder; emotional and behavior disorders; intellectual and developmental disabilities; speech and language disorders; deafness and hearing loss; visual impairments; autism spectrum disorders; physical and health disabilities; severe and multiple disabilities; gifted and talented. Specific information presented for each exceptionality includes: 1) etiology; 2) assessment; 3) characteristics; and 4) educational considerations. Additional topics include knowledge of inclusion, consultation and collaboration, legal issues, parent issues, materials and facilities, Response to Intervention or, as it is known in Kansas, Multi-Tier System of Supports, and multicultural issues. Activities which specifically provide training directly related to participation as a member of the IEP team consist of: 1) collaborative activities to create visual representations of the various components of the IEP; 2) collaborative activities to define the roles and responsibilities of the various members of an IEP team; and 3) participation in a simulated IEP meeting involving students assuming the roles of 13 members of the educational and other professional staff and the parents and their daughter who is being considered for placement in special education and the process for writing an IEP.

One unit of study within the course is devoted to Multicultural and Bilingual Perspectives. Within this unit the students learn how culture affects the learning process such as cognitive style (field independence and field sensitivity), and the effects of cultural dissonance. In addition they learn instructional methods commonly used with English Language Learners such as Bilingual Education, English as a Second Language and Sheltered English. Special emphasis is placed on the use of differentiated instruction for use with ELL students as well as those with disabilities. Activities which provide training in the aspects of cultural diversity include the students being required to write a Cultural Journey in which they must respond to a series of questions to understand their own cultural heritage as the first steps to understanding the diverse needs of the students in their classroom.

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.

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.

Emporia State University was established in 1863 as Kansas State Normal with the mission of preparing teachers for the state. Its current population is 6500 students. Emporia State University offers the Bachelor of Science in Education in Elementary Education and Secondary Education. The teacher licensure fields for Secondary Education include Art, Biology, Business Education, Chemistry, Earth and Space Science, English Language Arts, Foreign Language: French and Spanish, History and Government, Health Education, Journalism, Mathematics, Music, Physical Education, Physics, Psychology, and Speech/Theater. Middle school teaching fields include English Language Arts, History Comprehensive, Mathematics, and Science. The university offers a variety of graduate programs in education. The Master of Arts is offered in Teaching English to Speakers of Other Languages. The Master of Library Science also results in the endorsement as School Library Media Specialist. The Masters of Instructional Leadership is offered to teachers wanting to add the Teacher Leader endorsement to their license. The Master of Education in Teaching is offered to students in the Alternate Route program. The Master of Science degree is offered in Early Childhood Unified; Master Teacher (reading specialist and elementary subject matter); Curriculum and Instruction (curriculum leadership, effective practitioner, and National Board Certification); Instructional Design and Technology; Educational Administration; Reading; School Counseling; School Psychology; Special Education, Adaptive; Special Education, Gifted/Talented/Creative; and Physical Education. The Specialist in Education degree may be earned in School Psychology. Courses are offered on-campus, online, and at distance sites at Butler Community College, Olathe, Johnson County Community College, Kansas City Kansas Community College, and the Metro Learning Center in Overland Park. The Alternate Route program started its fourth year in the summer of 2011.

Supporting Files

Emporia State University
Alternative, IHE-based Program
2010-11

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Title II, Higher Education Act
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