

# Title II

## Higher Education Act

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Fort Hays State University  
Alternative, IHE-based Program  
2009-10

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**Name of Institution:** Fort Hays State University  
**Institution/Program Type:** Alternative, IHE-based  
**Academic Year:** 2009-10  
**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	NA	Yes
Fee/Payment	NA	No
Transcript	NA	Yes
Fingerprint check	NA	Yes

Background check	NA	No
Experience in a classroom or working with children	NA	No
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	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 2009-10:	154
Unduplicated number of males enrolled in 2009-10:	73
Unduplicated number of females enrolled in 2009-10:	81

2009-10	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	9
<i>Race</i>	
American Indian or Alaska Native:	1
Asian:	3
Black or African American:	3
Native Hawaiian or Other Pacific Islander:	0
White:	138
Two or more races:	0

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2009-10.

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	4
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	295
Number of students in supervised clinical experience during this academic year	154

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

The Transition to Teaching Program (T2T) is an alternative pathway toward earning an initial Kansas State Department of Education teaching license. The program is the responsibility of the unit head. Governance follows the same lines as all other initial programs in the college. FHSU faculty advise T2T candidates and teach the courses in the program. The alternative route candidate must be hired by an accredited Kansas school district to enter the program. A mentor in the school district is assigned to the candidate while a supervisor is contracted to oversee practicum activities. The program is completed in 2-3 years. The numbers provided for adjunct faculty include mentors and supervisors.

Section I.d Teachers Prepared

Provide the number of teachers prepared, by academic major and subject area prepared to teach in 2009-10. (§205(b)(1)(H))

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<b>Academic major</b>	<b>Number prepared</b>
Biology	8
Business	11
Chemistry	2
English	6
Family & Consumer Science	3
French	1
History	1
Journalism	4
Math	1
Middle Level Science	1
Physical Education	4
Physics	1
Spanish	1
Speech/Theatre	1
Technology Education	1
TOTAL	46

<b>Subject area</b>	<b>Number prepared</b>
Biology	8
Business	11
Chemistry	2
English	6
Family & Consumer Science	3
French	1
History	1
Journalism	4
Math	1
Middle Level Science	1
Physical Education	4
Physics	1
Spanish	1
Speech/Theatre	1
Technology Education	1
TOTAL	46

Section I.e Program Completers

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

2009-10: 48

2008-09: 44

2007-08: 14

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><b>Academic year:</b> 2010-11</p> <p><b>Goal:</b> 5</p> <p><b>Goal met?</b> No</p> <p><b>Description of strategies used to achieve goal:</b></p> <p>An annual goal of 5 was established for the 2010-11 school year and each year thereafter.</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>Specific marketing strategies include online information sessions, web site development, career fairs as well as an annual program review for the KSDE are strategies to increase the number of candidates as well as program quality.</p>
Science	<p><b>Academic year:</b> 2010-11</p> <p><b>Goal:</b> 7</p> <p><b>Goal met?</b> No</p> <p><b>Description of strategies used to achieve goal:</b></p> <p>An annual goal of 7 was established for the 2010-11 school year and each year thereafter.</p>

	<p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>Specific marketing strategies include online information sessions, website development, career fairs as well as an annual program review for the KSDE are strategies to increase the number of candidates as well as program quality.</p>
Special education	<p><b>Academic year:</b> 2010-11</p> <p><b>Goal:</b> 0</p> <p><b>Goal met?</b> No</p> <p><b>Description of strategies used to achieve goal:</b></p> <p>In Kansas, special education is not an initial program area.</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p>
Instruction of limited English proficient students	<p><b>Academic year:</b> 2010-11</p> <p><b>Goal:</b> 0</p> <p><b>Goal met?</b> No</p> <p><b>Description of strategies used to achieve goal:</b></p> <p>In Kansas, ESOL is not an initial program area.</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p>
Foreign language	<p><b>Academic year:</b> 2010-11</p> <p><b>Goal:</b> 5</p> <p><b>Goal met?</b> No</p> <p><b>Description of strategies used to achieve goal:</b></p> <p>An annual goal of 5 was established for the 2010-11 school year and each year thereafter.</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>Specific marketing strategies include online information sessions, web site development, career fairs as well as an annual program review for the KSDE are strategies to increase the number of candidates as well as program quality.</p>

**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 tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate (%)	State Average scaled score
ETS0700 -AGRICULTURE	2					

Educational Testing Service (ETS) Other enrolled students						
ETS0700 -AGRICULTURE Educational Testing Service (ETS) All program completers, 2009-10	1					
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	6					
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	7				100	175
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	13	165	13	100	94	164
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	11	172	11	100	97	168
ETS0100 -BUSINESS EDUCATION Educational Testing Service (ETS) Other enrolled students	6				85	657
ETS0100 -BUSINESS EDUCATION Educational Testing Service (ETS) All program completers, 2009-10	18	668	18	100	100	668
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) Other enrolled students	4					
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2009-10	5				100	166
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	9				90	177
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	7				93	182
ETS0120 -FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) All program completers, 2009-10	2					
ETS0121 -FAMILY AND CONSUMER SCIENCES II Educational Testing Service (ETS) Other enrolled students	1					
ETS0121 -FAMILY AND CONSUMER SCIENCES II	6				100	171



Educational Testing Service (ETS) All program completers, 2009-10						
ETS0173 -FRENCH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1					
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3					
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	2			100	150	
ETS0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1					
ETS0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) Other enrolled students	2					
ETS0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2009-10	1			100	182	
ETS0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) Other enrolled students	3					
ETS0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2009-10	1					
ETS0089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	1					
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1					
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	2					
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3					
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	7					
ETS0265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS)	2					

Other enrolled students						
ETS0265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2009-10	2					
ETS0523 -PRINCIPLES LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) Other enrolled students	1					
ETS0523 -PRINCIPLES LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2009-10	2					
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	4				92	171
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2009-10	75	174	72	96	96	175
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2009-10	1					
ETS0390 -PSYCHOLOGY Educational Testing Service (ETS) All program completers, 2009-10	1					
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1					
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1					
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	4					
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	4				88	177
ETS0220 -SPEECH COMMUNICATION Educational Testing Service (ETS) All program completers, 2009-10	1					
ETS0221 -SPEECH COMMUNICATIONS Educational Testing Service (ETS) Other enrolled students	1					

ETS0050 - TECHNOLOGY EDUCATION Educational Testing Service (ETS) Other enrolled students	2					
ETS0050 - TECHNOLOGY EDUCATION Educational Testing Service (ETS) All program completers, 2009-10	2					

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2009-10	86	82	95	95

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.**

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.

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**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

Fort Hays State University  
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2009-10

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