

Fort Hays State University  
Traditional Program

2014 | Title II  
Reports

Complete Report Card

AY 2012-13

## Institution Information

**Name of Institution:** Fort Hays State University

**Institution/Program Type:** Traditional

**Academic Year:** 2012-13

**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 an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?  
(<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>)

No

If yes, provide the following:

**Award year:**

**Grantee name:**

**Project name:**

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

## Section I.a Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <http://www2.ed.gov/about/offices/list/oii/tqp/index.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Agriculture	No
Art	No
Biology	No
Business	No
Chemistry	No
Early Childhood Unified	No
Earth and Space Science	No
Elementary Education	No
English	No
German	No
History and Government	No
Journalism	No
Math	No
Music	No
Physical Education	No
Physics	No
Psychology	No
Spanish	No
Technology Education	No
<b>Total number of teacher preparation programs: 19</b>	

## Section I.b Admissions

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

Junior year

Does your initial teacher certification program conditionally admit students?

No

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

<http://www.fhsu.edu/cert/admission-to-teacher-education/>

Please provide any additional comments 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 Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the undergraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate level.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	Yes	No
Minimum number of courses/credits/semester hours completed	Yes	No
Minimum GPA	Yes	No
Minimum GPA in content area coursework	No	No
Minimum GPA in professional education coursework	No	Yes
Minimum ACT score	Yes	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	No	No
Recommendation(s)	Yes	No
Essay or personal statement	Yes	No
Interview	No	No
Other May either use minimum ACT subsection scores or basic skills test scores.	Yes	No

What is the minimum GPA required for admission into the program?

2.75

What was the median GPA of individuals accepted into the program in academic year 2012-13

3.3

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2012-13

3.5

Please provide any additional comments about the information provided above:

## Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the postgraduate level?

No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Postgraduate level.

Element	Required for Entry	Required for Exit
Transcript	Data not reported	Data not reported
Fingerprint check	Data not reported	Data not reported
Background check	Data not reported	Data not reported
Minimum number of courses/credits/semester hours completed	Data not reported	Data not reported
Minimum GPA	Data not reported	Data not reported
Minimum GPA in content area coursework	Data not reported	Data not reported
Minimum GPA in professional education coursework	Data not reported	Data not reported
Minimum ACT score	Data not reported	Data not reported
Minimum SAT score	Data not reported	Data not reported
Minimum basic skills test score	Data not reported	Data not reported
Subject area/academic content test or other subject matter verification	Data not reported	Data not reported
Recommendation(s)	Data not reported	Data not reported
Essay or personal statement	Data not reported	Data not reported
Interview	Data not reported	Data not reported

Other	Data not reported	Data not reported
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What is the minimum GPA required for admission into the program?

What was the median GPA of individuals accepted into the program in academic year 2012-13

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2012-13

Please provide any additional comments about the information provided above:

## Section I.c 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.

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

[Additional guidance on reporting race and ethnicity data.](#)

Total number of students enrolled in 2012-13:	465
Unduplicated number of males enrolled in 2012-13:	84
Unduplicated number of females enrolled in 2012-13:	381

2012-13	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	11
<i>Race</i>	
American Indian or Alaska Native:	8
Asian:	4
Black or African American:	7
Native Hawaiian or Other Pacific Islander:	0
White:	442
Two or more races:	7

## Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2012-13.

Average number of clock hours of supervised clinical experience required prior to student teaching	110
Average number of clock hours required for student teaching	640
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	9
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	339
Number of students in supervised clinical experience during this academic year	646

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

### Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2012-13. 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	26
Teacher Education - Early Childhood Education	25
Teacher Education - Elementary Education	76
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	33
Teacher Education - Multiple Levels	24
Teacher Education - Agriculture	1
Teacher Education - Art	4
Teacher Education - Business	6
Teacher Education - English/Language Arts	4
Teacher Education - Foreign Language	
Teacher Education - Health	1
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	2
Teacher Education - Mathematics	7
Teacher Education - Music	1
Teacher Education - Physical Education and Coaching	19

Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	1
Teacher Education - Chemistry	1
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	2
Teacher Education- History	8
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	1
Teacher Education - Earth Science	1
Teacher Education - English as a Second Language	3
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

## Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2012-13. 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	25

Teacher Education - Elementary Education	76
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	58
Teacher Education - Agriculture	1
Teacher Education - Art	4
Teacher Education - Business	6
Teacher Education - English/Language Arts	4
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	2
Teacher Education - Mathematics	7
Teacher Education - Music	1
Teacher Education - Physical Education and Coaching	19
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	1
Teacher Education - Chemistry	1
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	2
Teacher Education - History	8
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	1



Teacher Education - Earth Science	1
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:	
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## Section I.f Program Completers

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

2012-13: 146

2011-12: 183

2010-11: 158

## Section II Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential 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. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

**Academic year 2012-13**

**Did your program prepare teachers in mathematics in 2012-13?**

Yes

**How many prospective teachers did your program plan to add in mathematics in 2012-13?**

8

**Did your program meet the goal for prospective teachers set in mathematics in 2012-13?**

No

**Description of strategies used to achieve goal, if applicable:**

7 teachers prepared. Employment and scholarship opportunities are enhanced through the Science and Mathematics Education Institute, recruitment at regional science and engineering fairs and annual robotics competition. FHSU was awarded a National Science Foundation Robert Noyce Scholarship grant which increases the number of mathematics and science scholarships by 6 each year of the 5 year grant.

**Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:**

**Provide any additional comments, exceptions and explanations below:**

**Academic year 2013-14**

**Is your program preparing teachers in mathematics in 2013-14?**

Yes

**How many prospective teachers did your program plan to add in mathematics in 2013-14?**

5

**Provide any additional comments, exceptions and explanations below:**

**Academic year 2014-15**

**Will your program prepare teachers in mathematics in 2014-15?**

Yes

**How many prospective teachers does your program plan to add in mathematics in 2014-15?**

5

**Provide any additional comments, exceptions and explanations below:**

## Section II Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential 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. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

**Academic year 2012-13**

**Did your program prepare teachers in science in 2012-13?**

Yes

**How many prospective teachers did your program plan to add in science in 2012-13?**

3

**Did your program meet the goal for prospective teachers set in science in 2012-13?**

Yes

**Description of strategies used to achieve goal, if applicable:**

3 teachers prepared. Employment and scholarship opportunities are enhanced through the Science and Mathematics Education Institute, recruitment at regional science and engineering fairs and annual robotics competition. FHSU was awarded a National Science Foundation Robert Noyce Scholarship grant which increases the number of mathematics and science scholarships by 6 each year of the 5 year grant.

**Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:**

**Provide any additional comments, exceptions and explanations below:**

**Academic year 2013-14**

**Is your program preparing teachers in science in 2013-14?**

Yes

**How many prospective teachers did your program plan to add in science in 2013-14?**

5

**Provide any additional comments, exceptions and explanations below:**

**Academic year 2014-15**

**Will your program prepare teachers in science in 2014-15?**

Yes

**How many prospective teachers does your program plan to add in science in 2014-15?**

5

**Provide any additional comments, exceptions and explanations below:**

## Section II Annual Goals - Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential 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. (**§205(a)(1)(A)(ii), §206(a)**)

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

**Academic year 2012-13**

**Did your program prepare teachers in special education in 2012-13?**

Yes

**How many prospective teachers did your program plan to add in special education in 2012-13?**

27

**Did your program meet the goal for prospective teachers set in special education in 2012-13?**

No

**Description of strategies used to achieve goal, if applicable:**

26 prepared at the undergraduate level. In Kansas, special education is not an initial licensure area. However, FHSU does offer an added endorsement (minor) in adaptive special education at the undergraduate level.

**Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:**

Offering the minor at the secondary level in addition to the elementary level, increasing the promotion of the minor through encouraging advisors to discuss with advisees, in-class discussion of program in early undergraduate courses.

**Provide any additional comments, exceptions and explanations below:**

**Academic year 2013-14**

**Is your program preparing teachers in special education in 2013-14?**

Yes

**How many prospective teachers did your program plan to add in special education in 2013-14?**

30

**Provide any additional comments, exceptions and explanations below:**

**Academic year 2014-15**

**Will your program prepare teachers in special education in 2014-15?**

Yes

**How many prospective teachers does your program plan to add in special education in 2014-15?**

30

**Provide any additional comments, exceptions and explanations below:**

## Section II Annual Goals - Instruction of Limited English Proficient Students

**Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential 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. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

**Academic year 2012-13**

**Did your program prepare teachers in instruction of limited English proficient students in 2012-13?**

Yes

**How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2012-13?**

6

**Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2012-13?**

No

**Description of strategies used to achieve goal, if applicable:**

5 were prepared. Added minor in ESOL to all undergraduate programs - both elementary and secondary programs.

**Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:**

Promote ESOL minor in education classes. Offering the minor at the secondary level, in addition to the elementary level, increasing promotion of the minor through encouraging advisors to discuss the program with advisees, in-class discussion of program in early undergraduate courses.

**Provide any additional comments, exceptions and explanations below:**

**Academic year 2013-14**

**Is your program preparing teachers in instruction of limited English proficient students in 2013-14?**

Yes

**How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2013-14?**

10

**Provide any additional comments, exceptions and explanations below:**

**Academic year 2014-15**

**Will your program prepare teachers in instruction of limited English proficient students in 2014-15?**

Yes

**How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2014-15?**

Provide any additional comments, exceptions and explanations below:

## Section II Assurances

Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

Yes

Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

NA

Prospective general education teachers are prepared to provide instruction to students with disabilities.

Yes

Prospective general education teachers are prepared to provide instruction to limited English proficient students.

Yes

Prospective general education teachers are prepared to provide instruction to students from low-income families.

Yes

Prospective teachers are prepared 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 97% pass rate. Programs are annually reviewed.

## Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0700 -AGRICULTURE Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0700 -AGRICULTURE Educational Testing Service (ETS)	1			

All program completers, 2011-12				
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	4			
ETS0134 -ART CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2012-13	2			
ETS0134 -ART CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2011-12	7			
ETS0134 -ART CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	2			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	2			
ETS0101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	5			
ETS0101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	3			
ETS0101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	6			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS)	1			



All program completers, 2012-13				
ETS0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) Other enrolled students	2			
ETS0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2012-13	21	186	21	100
ETS0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2011-12	12	179	11	92
ETS0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2010-11	9			
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) Other enrolled students	19	176	17	89
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2012-13	69	176	63	91
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2011-12	92	179	89	97
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2010-11	89	178	86	97
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	3			
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	4			
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	7			
ETS5183 -GERMAN WORLD LANGUAGE (CD) Educational Testing Service (ETS)	2			

All program completers, 2011-12				
ETS5183 -GERMAN WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	7			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	4			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	3			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	3			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	3			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	2			
ETS0091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	13	156	13	100
ETS0091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	14	160	14	100
ETS0091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	13	158	13	100
ETS0623 -PRINC LEARNING AND TEACHING 5-9 II Educational Testing Service (ETS) All program completers, 2010-11	2			
ETS0524 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS)	9			

All program completers, 2011-12				
ETS0524 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2010-11	44	173	42	95
ETS0624 -PRINC LEARNING AND TEACHING 7-12 II Educational Testing Service (ETS) Other enrolled students	2			
ETS0624 -PRINC LEARNING AND TEACHING 7-12 II Educational Testing Service (ETS) All program completers, 2012-13	45	171	40	89
ETS0624 -PRINC LEARNING AND TEACHING 7-12 II Educational Testing Service (ETS) All program completers, 2011-12	41	169	37	90
ETS0624 -PRINC LEARNING AND TEACHING 7-12 II Educational Testing Service (ETS) All program completers, 2010-11	2			
ETS0521 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0521 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2010-11	8			
ETS0621 -PRINC LEARNING AND TEACHING EARLY CHILD II Educational Testing Service (ETS) Other enrolled students	3			
ETS0621 -PRINC LEARNING AND TEACHING EARLY CHILD II Educational Testing Service (ETS) All program completers, 2012-13	22	171	22	100
ETS0621 -PRINC LEARNING AND TEACHING EARLY CHILD II Educational Testing Service (ETS) All program completers, 2011-12	10	162	8	80
ETS0522 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0522 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2011-12	20	178	20	100
ETS0522 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS)	84	176	83	99

All program completers, 2010-11				
ETS0622 -PRINC LEARNING AND TEACHING K-6 II Educational Testing Service (ETS) Other enrolled students	23	180	23	100
ETS0622 -PRINC LEARNING AND TEACHING K-6 II Educational Testing Service (ETS) All program completers, 2012-13	72	175	70	97
ETS0622 -PRINC LEARNING AND TEACHING K-6 II Educational Testing Service (ETS) All program completers, 2011-12	75	177	74	99
ETS0622 -PRINC LEARNING AND TEACHING K-6 II Educational Testing Service (ETS) All program completers, 2010-11	3			
ETS0390 -PSYCHOLOGY Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	4			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	5			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	4			
ETS0050 -TECHNOLOGY EDUCATION Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0050 -TECHNOLOGY EDUCATION Educational Testing Service (ETS) All program completers, 2010-11	2			
ETS0051 -TECHNOLOGY EDUCATION II Educational Testing Service (ETS) All program completers, 2012-13	3			
ETS0051 -TECHNOLOGY EDUCATION II Educational Testing Service (ETS) All program completers, 2011-12	3			
ETS0051 -TECHNOLOGY EDUCATION II Educational Testing Service (ETS)	1			

## Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2012-13	142	129	91
All program completers, 2011-12	160	150	94
All program completers, 2010-11	147	139	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

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 Use of Technology

Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

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 the evidence that your program uses to show that it 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 the evidence your program uses to show that it 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 College of Education and Technology's Shared Values and Beliefs is based on the Technological Pedagogical and Content Knowledge (TPACK) model. The Shared Values and Beliefs articulates the Educator Preparation Provider's (EPP) technology expectations for candidates. Education professionals uses technology appropriately and effectively within the classroom/school/district setting (TK 1). In addition, candidates in integrate current and emerging tools (TPACK 1) and design/facilitate diverse learning activities that incorporate digital tools and resources (TCK 1). Candidates demonstrate a sound knowledge of educational technology in planning, designing, delivering and evaluating effective learning experiences for all students.

The EPP has established Technology Proficiencies that are aligned with the Shared Values and Beliefs as well as the International Society for Technology in Education Standards for Teachers (ISTE Standards-T). The ISTE-T performance indicator 3d. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning is addressed in coursework and clinical practices, and assessed through the Fort Hays State University Quality Assurance System.

Technology proficiencies are also integrated into each teacher education methods course, and the into the Fort Hays State University Performance Assessment (FPA) at the end of the program. Candidate performance relating to technology proficiencies is systematically documented at each transition point through the EPP's key assessments.

All initial candidates are required to take TECS 290 Introduction to Instructional Technology. This course provides experience in the application of instructional media and technologies for future teachers and teaches candidates how to model and apply various instructional technologies to enhance instruction. Candidates are required to successfully complete this course with a "C" or higher prior to student teaching.

All teacher preparation programs engage candidates through a progression of field and clinical experiences that include the integration, assessment, and use of technology.

Technology needs and integration within programs are reviewed annually.

## Section VI Teacher Training

**Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.**

**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 the evidence your program uses to show that it 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 College of Education and Technology's goals for preparing candidates to teach students with disabilities and students who are limited English proficient effectively is articulated in the Shared Values and Beliefs. Key assessments are identified that measure each component. Key assessment data indicates candidates

in both initial and advanced programs demonstrate the professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards to facilitate learning. In addition, surveyed employers/supervisors describe Fort Hays State University completers respect differences by providing equitable learning opportunities for all students (83% strongly agree or agree); adapt lessons to meet the diverse needs of all students (78% strongly agree or agree); create a learning community that is sensitive to the multiple experiences of diverse learners (75% strongly agree or agree); and include differentiated instructional activities for all learners (74% strongly agree or agree).

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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 the evidence your program uses to show that it 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.**

College of Education and Technology 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. Special education is not an initial licensure area in Kansas.

## 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

## Complete Report Card

AY 2012-13



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