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Fort Hays State University
Traditional Program

2016 | Title II
Reports

Complete Report Card

AY 2014-15

Institution Information

Name of Institution: Fort Hays State University
Institution/Program Type: Traditional
Academic Year: 2014-15
State: Kansas

Address: College of Education
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

Total number of teacher preparation programs: 19
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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	Yes
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

Recommendation(s)	Yes	No
Essay or personal statement	No	No
Interview	No	No
OtherMay use ACT subsection scores. Professional Intro Video at admission.	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 2014-15

3.31

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2014-15

3.34

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

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 2014-15

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2014-15

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 2014-15:	447
Unduplicated number of males enrolled in 2014-15:	72
Unduplicated number of females enrolled in 2014-15:	375

2014-15	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	11
<i>Race</i>	
American Indian or Alaska Native:	4
Asian:	4

Black or African American:	5
Native Hawaiian or Other Pacific Islander:	0
White:	406
Two or more races:	12

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2014-15.

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	2
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	469
Number of students in supervised clinical experience during this academic year	671

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

Includes early field experience, internships, student teaching.

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2014-15. 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	38
Teacher Education - Early Childhood Education	31
Teacher Education - Elementary Education	131
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	24
Teacher Education - Multiple Levels	19
Teacher Education - Agriculture	1
Teacher Education - Art	2

Teacher Education - Business	7
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	4
Teacher Education - Mathematics	5
Teacher Education - Music	4
Teacher Education - Physical Education and Coaching	13
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	3
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	9
Teacher Education - Bilingual, Multilingual, and Multicultural Education	

Education - Other Specify:	
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Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2014-15. 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	31
Teacher Education - Elementary Education	131
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	43
Teacher Education - Agriculture	1
Teacher Education - Art	2
Teacher Education - Business	7
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	4
Teacher Education - Mathematics	5
Teacher Education - Music	4
Teacher Education - Physical Education and Coaching	13
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	4
Teacher Education - Computer Science	

Teacher Education - Biology	3
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.f Program Completers

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

2014-15: 205

2013-14: 187

2012-13: 146

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 2014-15

Did your program prepare teachers in mathematics in 2014-15?

Yes

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

10

Did your program meet the goal for prospective teachers set in mathematics in 2014-15?

No

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

5 math teachers were 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.

Provide any additional comments, exceptions and explanations below:**Academic year 2015-16****Is your program preparing teachers in mathematics in 2015-16?**

Yes

How many prospective teachers did your program plan to add in mathematics in 2015-16?

5

Provide any additional comments, exceptions and explanations below:**Academic year 2016-17****Will your program prepare teachers in mathematics in 2016-17?**

Yes

How many prospective teachers does your program plan to add in mathematics in 2016-17?

5

Provide any additional comments, exceptions and explanations below:**Section II Annual Goals - Science**

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 2014-15

Did your program prepare teachers in science in 2014-15?

Yes

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

5

Did your program meet the goal for prospective teachers set in science in 2014-15?

No

Description of strategies used to achieve goal, if applicable:

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

3 biology teachers were 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.

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Is your program preparing teachers in science in 2015-16?

Yes

How many prospective teachers did your program plan to add in science in 2015-16?

5

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Will your program prepare teachers in science in 2016-17?

Yes

How many prospective teachers does your program plan to add in science in 2016-17?

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 2014-15

Did your program prepare teachers in special education in 2014-15?

Yes

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

30

Did your program meet the goal for prospective teachers set in special education in 2014-15?

Yes

Description of strategies used to achieve goal, if applicable:

38 special education teachers were prepared at the undergraduate level. In Kansas, special education is not an initial licensure area. However, FHSU does offer an added endorsement (minor) in high incidence special education at the undergraduate level that allows candidates to be fully licensed in this area upon graduation.

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

The special education minor is open to elementary and secondary candidates. Increase the promotion of the minor through encouraging advisors to discuss with advisees, in-class discussions of the program in early undergraduate courses and include discussion of the marketability of this endorsement.

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Is your program preparing teachers in special education in 2015-16?

Yes

How many prospective teachers did your program plan to add in special education in 2015-16?

30

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Will your program prepare teachers in special education in 2016-17?

Yes

How many prospective teachers does your program plan to add in special education in 2016-17?

35

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/oep/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 2014-15

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

Yes

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

10

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2014-15?

No

Description of strategies used to achieve goal, if applicable:

9 ESOL teachers were prepared at the undergraduate level. In Kansas, ESOL is not an initial licensure area. However, FHSU did offer an added endorsement (minor) in ESOL at the undergraduate level that allowed candidates to be fully licensed in this area upon graduation. FHSU discontinued this program because Kansas allows a teacher to add ESOL to their license through testing only.

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

At the time FHSU discontinued the ESOL program, we added an optional ESOL certificate that allows a candidate to pick up coursework that will aid them in passing the ESOL licensure exam.

Provide any additional comments, exceptions and explanations below:**Academic year 2015-16****Is your program preparing teachers in instruction of limited English proficient students in 2015-16?**

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2015-16?**Provide any additional comments, exceptions and explanations below:****Academic year 2016-17****Will your program prepare teachers in instruction of limited English proficient students in 2016-17?**

No

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2016-17?**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 - COE 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 (%)
ETS5701-AGRICULTURE Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS0700-AGRICULTURE (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS5134-ART CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
ETS5134-ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	2			
ETS5134-ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	3			
ETS5134-ART CONTENT KNOWLEDGE Educational Testing Service (ETS)	2			

All program completers, 2012-13				
ETS0235-BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0235-BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	3			
ETS0235-BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	3			
ETS0235-BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS5101-BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5101-BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	7			
ETS5101-BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5101-BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	5			
ETS0245-CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS0245-CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS5571-EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS5024-EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) Other enrolled students	6			

ETS5024-EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2014-15	22	172	20	91
ETS5021-EDUCATION OF YOUNG CHILDREN (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	3			
ETS5021-EDUCATION OF YOUNG CHILDREN (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	14	188	14	100
ETS5017-ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) Other enrolled students	10	169	9	90
ETS5017-ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2014-15	88	170	85	97
ETS5017-ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2013-14	7			
ETS0011-ELEM ED CURR INSTRUC ASSESSMENT (DISC) Educational Testing Service (ETS) Other enrolled students	1			
ETS0011-ELEM ED CURR INSTRUC ASSESSMENT (DISC) Educational Testing Service (ETS) All program completers, 2014-15	20	180	20	100
ETS0011-ELEM ED CURR INSTRUC ASSESSMENT (DISC) Educational Testing Service (ETS) All program completers, 2013-14	89	179	89	100
ETS0011-ELEM ED CURR INSTRUC ASSESSMENT (DISC) Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0041-ENG LANG LIT COMP CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2012-13	3			
ETS5038-ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5038-ENGLISH LANGUAGE ARTS: CK	6			

Educational Testing Service (ETS) All program completers, 2013-14				
ETS5183-GERMAN WORLD LANGUAGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5550-HEALTH EDUCATION (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS5223-JOURNALISM Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5161-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	4			
ETS5161-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	5			
ETS0061-MATHEMATICS CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2012-13	7			
ETS0113-MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	4			
ETS0113-MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS0113-MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	3			
ETS5091-PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5091-PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	10	156	9	90
ETS5091-PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	8			

ETS5091-PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	13	156	13	100
ETS5265-PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5623-PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) Other enrolled students	1			
ETS5623-PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS5624-PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	5			
ETS5624-PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2014-15	33	173	30	91
ETS5624-PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2013-14	32	173	30	94
ETS5624-PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2012-13	45	172	43	96
ETS5621-PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) Other enrolled students	6			
ETS5621-PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2014-15	29	170	27	93
ETS5621-PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2013-14	16	171	15	94
ETS5621-PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2012-13	25	171	25	100
ETS5622-PRINC LEARNING AND TEACHING K-6	15	173	13	87

Educational Testing Service (ETS) Other enrolled students				
ETS5622-PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2014-15	111	177	107	96
ETS5622-PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2013-14	97	178	97	100
ETS5622-PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2012-13	76	176	76	100
ETS5391-PSYCHOLOGY Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS0390-PSYCHOLOGY (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	6			
ETS5195-SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5195-SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS5051-TECHNOLOGY EDUCATION Educational Testing Service (ETS) All program completers, 2014-15	4			
ETS5051-TECHNOLOGY EDUCATION Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5051-TECHNOLOGY EDUCATION Educational Testing Service (ETS) All program completers, 2012-13	3			

Section III Summary Pass Rates

Number	Number	Pass
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Group	NUMBER taking tests	NUMBER passing tests	PASS rate (%)
All program completers, 2014-15	174	160	92
All program completers, 2013-14	148	142	96
All program completers, 2012-13	150	146	97

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'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 use technology appropriately and effectively within the classroom/school/district setting (TK 1). In addition, candidates 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 into the Kansas Performance Teaching Portfolio (KPTP) at the end of the program.

All initial candidates are required to take TECS 390 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 admission to the program. Candidates are required to submit a 3 minute Professional Introduction Video for admission to the program.

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

A Completer and Employer Survey is sent with feedback indicating a high degree of proficiency with technology in our candidates.

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'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).

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 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 Kansas State Department of Education (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 EPP is fully accredited. Data is regularly analyzed for program improvement purposes.

Supporting Files

Complete Report Card

AY 2014-15

