

# Title II Higher Education Act

Submit Reports

View Reports / Resources

Technical Assistance

Contacts / Help

## SUBMIT REPORTS

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

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

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

### Print Report Card

### Program Information

**Name of Institution:** Wichita State University  
**Institution/Program Type:** Alternative, IHE-based  
**Academic Year:** 2010-11  
**State:** Kansas

**Address:** 1845 Fairmount St

Wichita, KS, 67260

**Contact Name:** Mrs. Sherena Langley

**Phone:** (316) 978-3300

**Email:** sherena.langley@wichita.edu

**Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant: No**  
**TQE partnership name or grant number, if applicable:**

### Section I.a Program Admission

**For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.**

Element	Undergraduate	Postgraduate
Application	NA	No
Fee/Payment	NA	No

Transcript	NA	Yes
Fingerprint check	NA	Yes
Background check	NA	Yes
Experience in a classroom or working with children	NA	No
Minimum number of courses/credits/semester hours completed	NA	Yes
Minimum high school GPA	NA	No
Minimum undergraduate GPA	NA	Yes
Minimum GPA in content area coursework	NA	Yes
Minimum GPA in professional education coursework	NA	No
Minimum ACT score	NA	No
Minimum SAT score	NA	No
Minimum GRE score	NA	Yes
Minimum basic skills test score	NA	Yes
Subject area/academic content test or other subject matter verification	NA	Yes
Recommendation(s)	NA	No
Essay or personal statement	NA	Yes
Interview	NA	Yes
Resume	NA	Yes
Bachelor's degree or higher	NA	Yes
Job offer from school/district	NA	Yes
Personality test	NA	No
Other (specify: none )	NA	No

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

<http://www.wichita.edu/education/altlic> Click on Programs

**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:**

Completed at least a BA/BS degree from an accredited higher education institution two or more years prior to entry into the program.

Have a degree in the licensure content field or sufficient (approx. 30-40 hours) coursework in subject planning to teach.

Provided evidence of a minimum of two years of work experience in a field that corresponds with subject(s) planning to teach.

A GPA of 2.50 or higher both in the student's anticipated academic teaching field and overall, as well as a

3.0 in the last sixty hours of coursework (or 2.75 combined with GRE test scores of 945).

There is no "Alternative Program" at the Undergraduate level.

### Section I.b Program Enrollment

**Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.**

Total number of students enrolled in 2010-11:	61
Unduplicated number of males enrolled in 2010-11:	15
Unduplicated number of females enrolled in 2010-11:	46

2010-11	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	6
<i>Race</i>	
American Indian or Alaska Native:	1
Asian:	1
Black or African American:	4
Native Hawaiian or Other Pacific Islander:	0
White:	37
Two or more races:	12

### Section I.c Supervised Experience

**Provide the following information about supervised clinical experience in 2010-11.**

Average number of clock hours required prior to student teaching	8
Average number of clock hours required for student teaching	600
Number of full-time equivalent faculty in supervised clinical experience during this academic year	1
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	0
Number of students in supervised clinical experience during this academic year	61

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

These candidates are Teachers of Record and teaching full time on a Restricted License.

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

**Please provide the number of teachers prepared by subject area for academic year 2010-11. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))**

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	8
Teacher Education - Secondary Education	14
Teacher Education - Multiple Levels	5
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	6
Teacher Education - Foreign Language	3
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	9
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	6
Teacher Education - Social Science	
Teacher Education - Social Studies	1
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	3
Teacher Education - Chemistry	2
Teacher Education - Drama and Dance	
Teacher Education - French	1
Teacher Education - German	
Teacher Education- History	
Teacher Education - Physics	

Teacher Education - Spanish	4
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

### Section I.d Teachers Prepared by Academic Major

**Please provide the number of teachers prepared by academic major for academic year 2010-11. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))**

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	8
Teacher Education - Secondary Education	14
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	6
Teacher Education - Foreign Language	5
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	9
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	1

Teacher Education - Social Science	
Teacher Education - Social Studies	1
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	3
Teacher Education - Chemistry	2
Teacher Education - Drama and Dance	
Teacher Education - French	1
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	4
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	
Agriculture	

Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify:	

### Section I.e Program Completers

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

2010-11: 27

2009-10: 21

2008-09: 19

### 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> Yes</p>

	<p><b>Description of strategies used to achieve goal:</b></p> <p>Alternative program has used recruiting and quality instruction to help achieve the goal.</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>The alternative certification faculty have talked returning adults to recruit them into the program and made presentations to local engineering union members. The university scholarships and Teach Grants have helped to provide financial support to the returning adults.</p>
Science	<p><b>Academic year:</b> 2010-11</p> <p><b>Goal:</b> 6</p> <p><b>Goal met?</b> Yes</p> <p><b>Description of strategies used to achieve goal:</b></p> <p>Recruiting, quality instruction and mentoring for candidates have helped to achieve the goal.</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>the alternative certification faculty have actively recruited and mentored candidates. University Scholarships and Teach Grants have helped to lift the financial burden.</p>
Special education	<p><b>Academic year:</b> 2010-11</p> <p><b>Goal:</b> 17</p> <p><b>Goal met?</b> Yes</p> <p><b>Description of strategies used to achieve goal:</b></p> <p>An initial program for the Early Childhood Unified Residency program began in Spring 2010. The program prepares teaching residents to meet the needs of children with and without disabilities in varied settings, using a PDS model.</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>Candidates are accepted into the program if they have a bachelor's degree, have successfully passed CBASE testing, have been accepted into the graduate school, and have interest in working with young children.</p> <p>We increased the sites we recruited from and increased the number of presentations. We also created posters, have a website, and information online.</p>
Instruction of limited English proficient students	<p><b>Academic year:</b> 2010-11</p> <p><b>Goal:</b> All programs</p> <p><b>Goal met?</b> Yes</p>



	<p><b>Description of strategies used to achieve goal:</b></p> <p>Faculty in the Teacher Education unit attended a 3 day professional development training on the Sheltered Instruction Observation Protocol (SIOP) model during Spring 2011. Following the training, curriculum in the elementary, middle and secondary programs have been revised to incorporate specific components of the SIOP model in the course work and field experiences. In addition, a linguistics class with an emphasis on meeting the needs of English Language Learners has been implemented into the Elementary and Early Childhood program.</p> <p>Candidates are also encouraged to obtain ESOL endorsements by completing the TESOL certification program</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>Incorporate English proficiency strategies into curriculum for all initial programs.</p>
<p>NA</p>	<p><b>Academic year:</b> 2010-11</p> <p><b>Goal:</b> NA</p> <p><b>Goal met?</b> Yes</p> <p><b>Description of strategies used to achieve goal:</b></p> <p>NA</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>NA</p>

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

**Section II. Assurances**

**Please indicate whether your institution is in compliance with the following assurances.**

**Training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institution’s graduates are likely to teach, based on past hiring and recruitment trends.**

Yes

**Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.**

Yes

**Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.**

NA

**General education teachers receive training in providing instruction to children with disabilities.**

Yes

**General education teachers receive training in providing instruction to limited English proficient students.**

Yes

**General education teachers receive training in providing instruction to children from low-income families.**

Yes

**Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.**

Yes

**Describe your institution's most successful strategies in meeting the assurances listed above:**

The alternate program documents, assessments and rubrics, syllabi and assessment plan, focus on all six principles of the units Conceptual Framework which includes diversity and serving diverse populations. Candidates enter the program with an undergraduate or advanced degree in the licensure content field, or if they have a degree in an unrelated field they complete the comparable content coursework in that content field prior to entering the program. Within the professional education coursework and the field experiences, candidates address issues of professionalism and reflection, human development and diversity, connection of teaching experiences and assessment, technology, content, and collaboration.

Candidates' knowledge, skills, and dispositions are subject to continuous assessment and are periodically reviewed with the intent to revise the program as needed.

### Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate (%)	State Average scaled score
ETS0133 - ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1				100	175
ETS0235 - BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	4				97	168
ETS0235 - BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	3				100	169
ETS0245 - CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2010-11	1					
ETS0245 - CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2009-10	1				100	166

ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2008-09	1					
ETS0571 -EARTH AND SPACE SCIENCES - CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1					
ETS0571 -EARTH AND SPACE SCIENCES - CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1					
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	3				100	182
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	10	188	10	100	97	183
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	5				100	188
ETS0173 -FRENCH CONTENT KNOWLEDGE  Educational Testing Service (ETS) All program completers, 2009-10	1					
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1				100	155
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	5				100	150
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	2				100	147
ETS0049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2009-10	2					
ETS0069 -MIDDLE SCHOOL MATHEMATICS	2					

Educational Testing Service (ETS) All program completers, 2010-11						
ETS0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2009-10	9				100	182
ETS0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2008-09	1					
ETS0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2010-11	1					
ETS0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2009-10	3					
ETS0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2008-09	1					
ETS0089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2010-11	1					
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1					
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1					
ETS0265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2009-10	1					
ETS0265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2008-09	1					
ETS0523 -PRINCIPLES LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2009-10	3					
ETS0523 -PRINCIPLES LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2008-09	2					
ETS0524 -PRINCIPLES LEARNING AND	1				98	175

TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2010-11						
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2009-10	42	179	42	100	98	175
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2008-09	17	178	17	100	100	176
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1					
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	2					
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	6				88	177
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1					
ETS0220 -SPEECH COMMUNICATION Educational Testing Service (ETS) All program completers, 2009-10	1					

### Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2010-11	13	12	92	96
All program completers, 2009-10	47	46	98	96
All program completers, 2008-09	19	19	100	100

### Section IV. Low-Performing

**Provide the following information about the approval or accreditation of your teacher preparation program.**

**Is your teacher preparation program currently approved or accredited?**

Yes

**If yes, please specify the organization(s) that approved or accredited your program:**

State

NCATE

**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.**

One of the unit's conceptual framework guiding principles is technology, and the college mission specifies an institutional culture that is technology rich. Faculty include use of technology within their syllabi. Faculty model the use of technology within their own teaching and require candidates to use technology as a teaching tool within their field-based experiences. In the full course of instruction Technology is required and observed in the classroom setting as candidates are monitored in field observations.

## 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.**

Candidates systematically reflect upon and engage in professional practice with diverse students as relevant to the specific areas of professional expertise. In the units Conceptual Framework the area of Human Development and Diversity assures that candidates have basic theories of human development and learning and understands diversity (e.g., ethnic, racial, socio-economic status, gender, exceptionalities, language, religion, sexual orientation, and geographic area). Candidates apply this knowledge to learning, teaching, guiding, and clinical situations.

---

**Does your program prepare special 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 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 Early Childhood Unified Residency program prepares special education teachers to teach students with disabilities effectively through its links to Kansas Teacher Licensure standards, as well as to the research-based knowledge within the field of special education. Specifically, students take courses that provide (a) foundational information, such as law, policies/procedures through CI 603- Foundation of Early Childhood Unified and CI 701 - Foundations of Education.; (b) legal, procedural and best practice procedures for developing, using and revising the Individualized Education Program (IEP) and through Assessment and Methods courses (e.g., CI 614, CI 617, CI 721, and CI 733; (c) skills of collaboration and teaming are embedded within the methods courses where they team with parents and other teachers to write IEPs, conduct assessments, etc. (d) assessing and teaching children with varying learning challenges including English Language Learners --found within the methods courses and through CI 711 - Multicultural Education and CESP 701 Introduction to Education Research. Field-based experience courses are required for students to demonstrate they have mastered these skills in practice (e.g., CI 743, CI 744, CI 748, CI 749). Professional research is embedded in the program with CESP 701, CI 849, CI 860, CI 862, and CI 863).

## 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.**

Section 1e and Section III The university data report that was used for downloading Alternative completers for ETS in 2009-10 and 2010-11 was incorrect. "Completers" were not separated from "others enrolled" In

2009-10: It was reported 47 completers. There were only 21 completers (Supporting Files Section 1e. 2009-2010 completers). In 2010-11: It was reported 13 completers. We actually had 27 completers. (Supporting Files Section 1e. 2010-2011 program completers). See Supporting Files for All Alternative Program Candidates for 2010-2011. This includes completers and others enrolled.

### Supporting Files

[Section 1e - 2009-2010 completers](#)

[Section 1e 2010-2011 program completers](#)

[Alternative Program Candidates 2010-2011](#)

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

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

Title II, Higher Education Act  
OMB Control No.: 1840-0744 (exp. 9/30/2012)