KS

Fort Hays State University
Traditional Report AY 2019-20
Kansas

REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Academic year
- IPEDS ID

IPEDS ID

155061

☐ **THIS INSTITUTION HAS NO IPEDS ID**

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

College of Education

600 Park Street

CITY

Hays

STATE

Kansas

ZIP

67601

SALUTATION

Mrs.

FIRST NAME

Shelby

LAST NAME

Sager

PHONE

(785) 628-4547

EMAIL

smsager@fhsu.edu

SECTION I: PROGRAM INFORMATION

List of Programs

THIS PAGE INCLUDES:

>> List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Institution Information Postgraduate level (PG), or both. **(§205(a)(C))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Teacher Preparation Program

List of Programs

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	UG	
13.1202	Elementary Education	Both	
13.1301	Teacher Education - Agriculture	UG	
13.1302	Teacher Education - Art	UG	
13.1322	Teacher Education - Biology	UG	
13.1303	Teacher Education - Business	UG	
13.1323	Teacher Education - Chemistry	UG	
13.1337	Teacher Education - Earth Science	UG	
13.1305	Teacher Education - English/Language Arts	UG	
13.1306	Teacher Education - Foreign Language	UG	
13.1328	Teacher Education - History	UG	
13.1311	Teacher Education - Mathematics	UG	
13.1312	Teacher Education - Music	UG	
13.1314	Teacher Education - Physical Education and Coaching	UG	
13.1329	Teacher Education - Physics	UG	
13.1309	Teacher Education - Technology/Industrial Arts	UG	

Total number of teacher preparation programs:

16

SECTION I: PROGRAM INFORMATION

Program Requirements

THIS PAGE INCLUDES:

>> Undergraduate Requirements

>> Postgraduate Requirements

>> Supervised Clinical Experience

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. **(§205(a)(1)(C)(i))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Full-time equivalent faculty supervising clinical experience
- Adjunct faculty supervising clinical experience
- Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience
- Supervised clinical experience

Undergraduate Requirements

1. Are there initial teacher certification programs at the undergraduate level?

(●) Yes
( ) 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 undergraduate level. If no, leave the table below blank (or **clear responses already entered**) then click save at the bottom of the page.

Element	Admission	Completion
Transcript	(●) Yes ( ) No	(●) Yes ( ) No
Fingerprint check	( ) Yes (●) No	( ) Yes (●) No
Background check	(●) Yes ( ) No	( ) Yes (●) No
Minimum number of courses/credits/semester hours completed	(●) Yes ( ) No	(●) Yes ( ) No
Minimum GPA	(●) Yes ( ) No	( ) Yes (●) No
Minimum GPA in content area coursework	( ) Yes (●) No	( ) Yes (●) No
Minimum GPA in professional education coursework	( ) Yes (●) No	(●) Yes ( ) No
Minimum ACT score	(●) Yes ( ) No	( ) Yes (●) No
Minimum SAT score	(●) Yes ( ) No	( ) Yes (●) No
Minimum basic skills test score	(●) Yes ( ) No	( ) Yes (●) No
Subject area/academic content test or other subject matter verification	( ) Yes (●) No	( ) Yes (●) No
Recommendation(s)	( ) Yes (●) No	( ) Yes (●) No
Essay or personal statement	( ) Yes (●) No	( ) Yes (●) No

Element	Admission	Completion
Interview	○ Yes ● No	○ Yes ● No
Other Specify: May use ACT subsection scores for admission.	● Yes ○ No	○ Yes ● No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.75

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

4. Please provide any additional information about the information provided above:

We require GPAs of 2.75 or better within the major and cumulative before being accepted to student teach.

Postgraduate Requirements

1. Are there initial teacher certification programs at the postgraduate level?

● Yes
○ 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. If no, leave the table below blank (or **clear responses already entered**) then click save at the bottom of the page.

Element	Admission	Completion
Transcript	● Yes ○ No	● Yes ○ No
Fingerprint check	○ Yes ● No	○ Yes ● No
Background check	● Yes ○ No	○ Yes ● No
Minimum number of courses/credits/semester hours completed	● Yes ○ No	● Yes ○ No
Minimum GPA	● Yes ○ No	● Yes ○ No
Minimum GPA in content area coursework	○ Yes ● No	○ Yes ● No
Minimum GPA in professional education coursework	○ Yes ● No	○ Yes ● No
Minimum ACT score	○ Yes ● No	○ Yes ● No
Minimum SAT score	○ Yes ● No	○ Yes ● No
Minimum basic skills test score	○ Yes ● No	○ Yes ● No
Subject area/academic content test or other subject matter verification	○ Yes ● No	○ Yes ● No
Recommendation(s)	● Yes ○ No	○ Yes ● No

Element	Admission	Completion
Essay or personal statement	(•) Yes ( ) No	( ) Yes (•) No
Interview	( ) Yes (•) No	( ) Yes (•) No
Other Specify:	( ) Yes (•) No	( ) Yes (•) No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3

4. Please provide any additional information about the information provided above:

Minimum GPA required for admission into the program is 3.00 on last 60 credit hours; Minimum GPA required for completing the program is 3.00 in graduate program coursework

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2019-20. (§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))

Are there programs with student teaching models?

(•) Yes
( ) No

If yes, provide the next two responses. If no, leave them blank.

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	110
Number of clock hours required for student teaching	640

Are there programs in which candidates are the teacher of record?

( ) Yes
(•) No

If yes, provide the next two responses. If no, leave them blank.

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)	
Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)	
Number of years required for teaching as the teacher of record in a classroom	

All Programs	
Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) Optional tool for automatically calculating full-time equivalent faculty in the system	10
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	393
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	0
Number of students in supervised clinical experience during this academic year	498

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

Includes early field experience, internships, student teaching.

SECTION I: PROGRAM INFORMATION

Enrollment and Program Completers

THIS PAGE INCLUDES:

>> Enrollment and Program Completers

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year. **(§205(a)(1)(C)(ii))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Enrolled Student
- Program Completer

Enrollment and Program Completers

2019-20 Total	
Total Number of Individuals Enrolled	535
Subset of Program Completers	185

Gender	Total Enrolled	Subset of Program Completers
Male	91	31
Female	444	154
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	4	1
Asian	5	1
Black or African American	6	1
Hispanic/Latino of any race	38	11
Native Hawaiian or Other Pacific Islander	0	0
White	466	167

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	13	2
No Race/Ethnicity Reported	3	2

SECTION I: PROGRAM INFORMATION

Teachers Prepared

THIS PAGE INCLUDES:

>> Teachers Prepared by Subject Area

>> Teachers Prepared by Academic Major

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Academic Major

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2019-20.

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))**

What are CIP Codes?

☐ **No teachers prepared in academic year 2019-20**

If your program has no teachers prepared, check the box above and leave the table below blank (or **clear responses already entered**).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55).

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	29
13.1202	Teacher Education - Elementary Education	134

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	12
13.1301	Teacher Education - Agriculture	1
13.1302	Teacher Education - Art	2
13.1303	Teacher Education - Business	1
13.1305	Teacher Education - English/Language Arts	2
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	3
13.1311	Teacher Education - Mathematics	4
13.1312	Teacher Education - Music	5
13.1314	Teacher Education - Physical Education and Coaching	12
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	6
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	3
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify:	

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2019-20. 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))

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

What are CIP Codes?

Do participants earn a degree upon completion of the program?

- (●) Yes
- ( ) No

☐ No teachers prepared in academic year 2019-20

If your program does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or clear responses already entered).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	
13.1202	Teacher Education - Elementary Education	134
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	12
13.1301	Teacher Education - Agriculture	1
13.1302	Teacher Education - Art	2
13.1303	Teacher Education - Business	1
13.1305	Teacher Education - English/Language Arts	2
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	1

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	3
13.1311	Teacher Education - Mathematics	4
13.1312	Teacher Education - Music	5
13.1314	Teacher Education - Physical Education and Coaching	11
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	3
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	3
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify:	
01	Agriculture	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	
09	Communication or Journalism	

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	
12	Personal and Culinary Services	
14	Engineering	
16	Foreign Languages, Literatures, and Linguistics	
19	Family and Consumer Sciences/Human Sciences	
21	Technology Education/Industrial Arts	
22	Legal Professions and Studies	
23	English Language/Literature	
24	Liberal Arts/Humanities	
25	Library Science	
26	Biological and Biomedical Sciences	
27	Mathematics and Statistics	
30	Multi/Interdisciplinary Studies	
38	Philosophy and Religious Studies	
40	Physical Sciences	
41	Science Technologies/Technicians	
42	Psychology	
44	Public Administration and Social Service Professions	
45	Social Sciences	
46	Construction	
47	Mechanic and Repair Technologies	
50	Visual and Performing Arts	
51	Health Professions and Related Clinical Sciences	
52	Business/Management/Marketing	
54	History	3

CIP Code	Academic Major	Number Prepared
99	Other Specify:	

SECTION I: PROGRAM INFORMATION

Program Assurances

THIS PAGE INCLUDES:

>> Program Assurances

Respond to the following assurances. Note: Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. **(§205(a)(1)(A)(iii); §206(b))**

Program Assurances

1. Program 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
- ( ) No

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

- (●) Yes
- ( ) No

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

- ( ) Yes
- ( ) No
- (●) Program does not prepare special education teachers

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

- (●) Yes
- ( ) No

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

- (●) Yes
- ( ) No

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

- (●) Yes
- ( ) No

7. Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

- (●) Yes
- ( ) No

8. 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 (2017) by the Kansas State Department of Education (KSDE) and CAEP (2017), and include assessments, scoring guides, and at least three years of assessment data. Programs are annually reviewed.

SECTION II: ANNUAL GOALS

Annual Goals: Mathematics

THIS PAGE INCLUDES:

>> Report Progress on Last Year's Goal (2019-20)

>> Review Current Year's Goal (2020-21)

>> Set Next Year's Goal (2021-22)

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 teacher preparation 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)(i), §205(a)(1)(A)(ii), §206(a))

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in mathematics in 2019-20?

If no, leave remaining questions for 2019-20 blank (or clear responses already entered).

- (●) Yes
- ( ) No

2. Describe your goal.

To prepare 2 math teachers.

3. Did your program meet the goal?

- (●) Yes
- ( ) No

4. Description of strategies used to achieve goal, if applicable:

Continue to meet with stakeholders such as school administrators to promote our programs and brought some to campus to meet with candidates. Disseminated information to candidates about scholarship opportunities.

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

Will continue to meet with stakeholders and communicate with high school students in the area to generate interest in the profession.

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in mathematics in 2020-21? If no, leave the next question blank.

- (●) Yes
- ( ) No

8. Describe your goal.

To prepare 2 math teachers.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in mathematics in 2021-22? If no, leave the next question blank.

- (●) Yes
- ( ) No

10. Describe your goal.

To prepare 2 math teachers.

SECTION II: ANNUAL GOALS

Annual Goals: Science

THIS PAGE INCLUDES:

>> Report Progress on Last Year's Goal (2019-20)

>> Review Current Year's Goal (2020-21)

>> Set Next Year's Goal (2021-22)

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 teacher preparation 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)(i), §205(a)(1)(A)(ii), §206(a))

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in science in 2019-20?

If no, leave remaining questions for 2019-20 blank (or clear responses already entered).

- (●) **Yes**
- ( ) **No**

2. Describe your goal.

To maintain 6 science candidates in our program.

3. Did your program meet the goal?

- (●) **Yes**
- ( ) **No**

4. Description of strategies used to achieve goal, if applicable:

Continue to meet with stakeholders such as school administrators to promote our programs and brought some to campus to meet with candidates. Disseminated information to candidates about scholarship opportunities.

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

Will continue to meet with stakeholders and communicate with high school students in the area to generate interest in the profession.

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in science in 2020-21? If no, leave the next question blank.

- (●) Yes
- ( ) No

8. Describe your goal.

To maintain 6 science candidates in our program.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in science in 2021-22? If no, leave the next question blank.

- (●) Yes
- ( ) No

10. Describe your goal.

To maintain 6 science candidates in our program.

SECTION II: ANNUAL GOALS

Annual Goals: Special Education

THIS PAGE INCLUDES:

>> Report Progress on Last Year's Goal (2019-20)

>> Review Current Year's Goal (2020-21)

>> Set Next Year's Goal (2021-22)

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 teacher preparation 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)(i), §205(a)(1)(A)(ii), §206(a))

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in special education in 2019-20?

If no, leave remaining questions for 2019-20 blank (or clear responses already entered).

- ○ Yes
- ● No

2. Describe your goal.

3. Did your program meet the goal?

- ○ Yes
- ○ No

4. Description of strategies used to achieve goal, if applicable:

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

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in special education in 2020-21? If no, leave the next question blank.

- ( ) Yes
- (•) No

8. Describe your goal.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in special education in 2021-22? If no, leave the next question blank.

- ( ) Yes
- (•) No

10. Describe your goal.

SECTION II: ANNUAL GOALS

Annual Goals: Instruction of Limited English Proficient Students

THIS PAGE INCLUDES:

>> Report Progress on Last Year's Goal (2019-20)

>> Review Current Year's Goal (2020-21)

>> Set Next Year's Goal (2021-22)

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 teacher preparation 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)(i), §205(a)(1)(A)(ii), §206(a))

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in instruction of limited English proficient students in 2019-20?

If no, leave remaining questions for 2019-20 blank (or clear responses already entered).

- ○ Yes
- ● No

2. Describe your goal.

3. Did your program meet the goal?

- ○ Yes
- ○ No

4. Description of strategies used to achieve goal, if applicable:

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

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in instruction of limited English proficient students in 2020-21? If no, leave the next question blank.

- ( ) Yes
- (•) No

8. Describe your goal.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in instruction of limited English proficient students in 2021-22? If no, leave the next question blank.

- ( ) Yes
- (•) No

10. Describe your goal.

SECTION III: PROGRAM PASS RATES

Assessment Pass Rates

THIS PAGE INCLUDES:

>> Assessment Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. **(§205(a)(1)(B))**

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Pass rate
- Scaled score
- Teacher credential assessment

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, 2019-20	1			
ETS5701 -AGRICULTURE Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	2			
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	2			
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	6			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	2			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	6			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	3			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	2			
ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2018-19	2			
ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2017-18	20	174	19	95
ETS7813 -ELEM ED CKT: MATHEMATICS Educational Testing Service (ETS) Other enrolled students	15	161	14	93
ETS7813 -ELEM ED CKT: MATHEMATICS Educational Testing Service (ETS) All program completers, 2019-20	68	165	64	94
ETS7813 -ELEM ED CKT: MATHEMATICS Educational Testing Service (ETS) All program completers, 2018-19	3			
ETS7812 -ELEM ED CKT: READING LANGUAGE ARTS Educational Testing Service (ETS) Other enrolled students	15	165	11	73
ETS7812 -ELEM ED CKT: READING LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2019-20	68	173	63	93

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS7812 -ELEM ED CKT: READING LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2018-19	3			
ETS7814 -ELEM ED CKT: SCIENCE Educational Testing Service (ETS) Other enrolled students	15	173	14	93
ETS7814 -ELEM ED CKT: SCIENCE Educational Testing Service (ETS) All program completers, 2019-20	68	178	67	99
ETS7814 -ELEM ED CKT: SCIENCE Educational Testing Service (ETS) All program completers, 2018-19	3			
ETS7815 -ELEM ED CKT: SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	15	166	13	87
ETS7815 -ELEM ED CKT: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2019-20	70	173	62	89
ETS7815 -ELEM ED CKT: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2018-19	3			
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) Other enrolled students	1			
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2018-19	113	171	113	100
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2017-18	93	172	92	99
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) Other enrolled students	2			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2017-18	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5223 -JOURNALISM Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	2			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	4			
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	2			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	3			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	9			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	4			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	5			
ETS5623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2019-20	2			
ETS5623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2017-18	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, 2019-20	21	173	20	95

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2018-19	23	174	23	100
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2017-18	25	176	25	100
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) Other enrolled students	2			
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2019-20	8			
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2018-19	23	171	22	96
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2017-18	26	173	25	96
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	16	173	15	94
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2019-20	101	176	95	94
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2018-19	113	179	113	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2017-18	96	177	96	100
ETS5691 -SE: PRESCHOOL EARLY CHILDHOOD Educational Testing Service (ETS) Other enrolled students	1			
ETS5691 -SE: PRESCHOOL EARLY CHILDHOOD Educational Testing Service (ETS) All program completers, 2019-20	7			
ETS5691 -SE: PRESCHOOL EARLY CHILDHOOD Educational Testing Service (ETS) All program completers, 2018-19	22	171	21	95
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	3			
ETS5051 -TECHNOLOGY EDUCATION Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5051 -TECHNOLOGY EDUCATION Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS5051 -TECHNOLOGY EDUCATION Educational Testing Service (ETS) All program completers, 2017-18	3			

SECTION III: PROGRAM PASS RATES

Summary Pass Rates

THIS PAGE INCLUDES:

>> Summary Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. **(§205(a)(1)(B))**

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Pass rate
- Scaled score
- Teacher credential assessment

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2019-20	141	126	89
All program completers, 2018-19	165	162	98
All program completers, 2017-18	151	149	99

SECTION IV: LOW-PERFORMING

Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program. **(§205(a)(1)(D), §205(a)(1)(E))**

THIS PAGE INCLUDES:

>> Low-Performing

Low-Performing

1. Is your teacher preparation program currently approved or accredited?

- (●) Yes
- ( ) No

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

- [x] State
- [x] CAEP
- [ ] AAQEP
- [x] Other specify:

HLC

2. Is your teacher preparation program currently under a designation as "low-performing" by the state?

- ( ) Yes
- (●) No

SECTION V: USE OF TECHNOLOGY

Use of Technology

THIS PAGE INCLUDES:

>> Use of Technology

On this page, review the questions regarding your program's use of technology. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

Use of Technology

1. **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. (§205(a)(1)(F))**

   Does your program prepare teachers to:

   a. **integrate technology effectively into curricula and instruction**

   - (●) Yes
   - ( ) No

   b. **use technology effectively to collect data to improve teaching and learning**

   - (●) Yes
   - ( ) No

   c. **use technology effectively to manage data to improve teaching and learning**

   - (●) Yes
   - ( ) No

   d. **use technology effectively to analyze data to improve teaching and learning**

   - (●) Yes
   - ( ) No

2. **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 uses 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 undergraduate 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. 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

Teacher Training

THIS PAGE INCLUDES:

>> Teacher Training

Provide the following information about your teacher preparation program. **(§205(a)(1)(G))**

Teacher Training

1. **Provide a description of the activities that prepare general education teachers to:**

   a. **Teach students with disabilities effectively**

   UG Traditional Programs: TESP 302 - Educating Students with Exceptionalities. All candidates take this course which explores the historical and philosophical foundations of general, special and inclusive education; the development and characteristics of all learners including those with disabilities; the impacts of individual differences on education; and the legal parameters appropriate for each learner's educational needs. PG Traditional Programs: TEEL 859 - Advanced Diverse and Exceptional Learners. All candidates take this course which explores the historical and philosophical foundations of general, special and inclusive education; the development and characteristics of all learners including those with disabilities; the impacts of individual differences on education; and the legal parameters appropriate for each learner's educational needs.

   b. **Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act.***

   UG Traditional Programs: TESP 302 - Educating Students with Exceptionalities. All candidates take this course, which describes the characteristics as well as differentiated instructional strategies for students with disabilities. These multiple means of strategies would come from the IEP Team 614(d)(1)(B) when considering 'real life' situations and applications. PG Traditional Programs: TEEL 859 - Advanced Diverse and Exceptional Learners. All candidates take this course, which describes the characteristics as well as differentiated instructional strategies for students with disabilities. These multiple means of strategies would come from the IEP Team 614(d)(1)(B) when considering 'real life' situations and applications.

   c. **Effectively teach students who are limited English proficient.**

   UG Traditional Programs: TEEL 431 - Educational Psychology. All candidates are exposed to the ideas of language development, diversity and cultural differences in the language development process, bilingual education, and teaching immigrant children. Candidates also study Funds of Knowledge, sheltered instruction (SIOP), and dual language instructional models. PG Traditional Programs: TEEL 858 - Advanced Educational Foundation and Psychology. All candidates are exposed to the ideas of language development, diversity and cultural differences in the language development process, bilingual education, and teaching immigrant children. Candidates also study Funds of Knowledge, sheltered instruction (SIOP), and dual language instructional models.

2. **Does your program prepare special education teachers?**

   - ( ) **Yes**
   - (•) **No**

   If yes, provide a description of the activities that prepare *special education teachers* to:

   a. **Teach students with disabilities effectively**

   b. **Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities***

Education Act.

c. **Effectively teach students who are limited English proficient.**

Contextual Information

On this page, review the contextual information about your program. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> Contextual Information

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 (see below). 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 2017. The programs were part of the onsite review by KSDE and CAEP in 2017 which resulted in all programs being fully accredited. Data is regularly analyzed for program improvement purposes.

Supporting Files

No files have been provided.

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

Report Card Certification

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

Certification of submission

☑ **I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.**

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Shelby Sager

TITLE:

Assistant Director of Assessment and Accreditation

Certification of review of submission

☑ **I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.**

NAME OF REVIEWER:

Dr. Kenny Rigler

TITLE:

Assistant Dean/Director of Assessment and Accreditation