

# Title II

## Higher Education Act

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Kansas State University  
Traditional Program  
2009-10

### Print Report Card

### Program Information

**Name of Institution:** Kansas State University  
**Institution/Program Type:** Traditional  
**Academic Year:** 2009-10  
**State:** Kansas

**Address:** 1100 Mid-Campus Dr.  
Bluemont Hall  
Manhattan, KS, 66506

**Contact Name:** Dr. Michael Perl  
**Phone:** 785-532-5524  
**Email:** perl@ksu.edu

**Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant:** Yes

**TQE partnership name or grant number, if applicable:** #P336Bo40022 Enhancing Teacher Quality Through Multi-institutional Partnerships

### 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	Yes	NA
Fee/Payment	No	NA
Transcript	Yes	NA
Fingerprint check	No	NA
Background check	No	NA

Experience in a classroom or working with children	Yes	NA
Minimum number of courses/credits/semester hours completed	Yes	NA
Minimum high school GPA	No	NA
Minimum undergraduate GPA	Yes	NA
Minimum GPA in content area coursework	Yes	NA
Minimum GPA in professional education coursework	No	NA
Minimum ACT score	No	NA
Minimum SAT score	No	NA
Minimum GRE score	No	NA
Minimum basic skills test score	Yes	NA
Subject area/academic content test or other subject matter verification	No	NA
Minimum Miller Analogies test score	No	NA
Recommendation(s)	No	NA
Essay or personal statement	No	NA
Interview	No	NA
Resume	No	NA
Beachelor's degree or higher	No	NA
Job offer from school/district	No	NA
Personality test (e.g.,Myers-Briggs Assessment)	No	NA
Other (specify: Pass the program orientation class and a grade of C or higher in 5 designated courses. )	Yes	NA

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

<http://coe.k-state.edu/ss/handbook/checklists.htm#te>

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

Other Student are admitted whenever all requirements are met, generally late in the sophomore year.

**Does your initial teacher certification program conditionally admit students? Yes**

**Please provide any additional about or exceptions to the admissions information provided above:**

Students can be conditionally admitted if they: (1) are enrolled in the early field experience but have not yet completed it; (2) are first semester transfer students, who have all other requirements met, and have not had a chance to take the Pre-Professional Skills Tests (PPST); (3) have taken the PPST but the official scores have not arrived at the College of Education offices. We accept the students copy of the scores.

With all three situations, students' records are checked at the end of the semester to see if they have met the requirements. If they have, they are given full admittance. If they have not, they are removed from the teacher education program.

As indicated in the "other" row above, students must successfully complete the following courses with a specified grade or higher: Orientation to Teacher Education at Kansas State University with a grade of "credit." Candidates must complete the following courses with a grade of C or higher: Expository Writing I & II, Public Speaking, Algebra or a higher level math course, Statistics or a course which includes statistics.

Candidates must also have a teaching field grade point average of 2.5 or above.

### Section I.b Program Enrollment

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

Total number of students enrolled in 2009-10:	836
Unduplicated number of males enrolled in 2009-10:	176
Unduplicated number of females enrolled in 2009-10:	660

2009-10	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	29
<i>Race</i>	
American Indian or Alaska Native:	5
Asian:	3
Black or African American:	12
Native Hawaiian or Other Pacific Islander:	0
White:	772
Two or more races:	5

### Section I.c Supervised Experience

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

Average number of clock hours required prior to student teaching	115
Average number of clock hours required for student teaching	646
Number of full-time equivalent faculty in supervised clinical experience during this academic year	56
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	1188
Number of students in supervised clinical experience during this academic year	1548

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

NOTE: The number of students includes 704 in early field experiences that have not yet been admitted into the teacher education program.

Kansas State University has an extensive program of professional development schools. Of their four field experiences, all candidates have at least two of them in professional development schools and most have all four in professional development schools.

clinical instructors are employed to work in each of the professional development schools. These are individuals who teach for the school district half time and supervise clinical experiences for the University, including student teaching, half time. They are paid by the College of Education for halftime employment.

In addition to being supervised and evaluated by clinical instructors and university instructors/professors, candidates are assigned to work in the classrooms of cooperating teachers for each of their clinical experiences. These cooperating teachers oversee the candidates' work and evaluate their performance. For student teaching (a full day, 17 week experience) each candidate is assigned a cooperating teacher who works closely with them and is paid a stipend for this work.

### Section I.d Teachers Prepared

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

Academic major	Number prepared
Agriculture	12
Art	11
Biology	10
Business	4
Chemistry	5
Early Childhood Education	16
Earth Science	5
Elementary	200
English	36
Family & Consumer Sciences	10
French	2
German	1
Journalism	5
Math	29
Music	10
Physics	7
Social Studies	28
Spanish	8
Speech	1
TOTAL	400

Subject area	Number prepared
Agriculture	12
Art	11
Biology	10

Business	4
Chemistry	5
Early Childhood Education	16
Earth Science	5
Elementary	200
English	36
Family & Consumer Science	10
French	2
German	1
Journalism	5
Math	29
Music	10
Physics	7
Social Studies	28
Spanish	8
Speech	1
TOTAL	400

### Section I.e Program Completers

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

2009-10: 384

2008-09: 352

2007-08: 354

### 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	Academic year: 2010-13

	<p><b>Goal:</b> 50</p> <p><b>Goal met?</b> No</p> <p><b>Description of strategies used to achieve goal:</b></p> <p>Our strategy will be to identify from inquiring students those who have an interest in math and have an adviser contact them. In addition a math education faculty member will contact each of these individuals to encourage them to pursue a teaching career.</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>For 2009-10 we had a goal of preparing 20 math teachers and 29 were actually eligible for a teacher license. Only 19 of the 29 majored in math so our goal was met even though only 19 graduated with math as a major. The remaining individuals requested math as a second teaching field.</p> <p>Our new goal will be to have 50 students enrolled in our professional teacher education program by 2013. We believe this approach more accurately meets the directive to, "...increase the number of prospective teachers trained...."</p> <p>We believe our strategy worked well and will continue with it for our new goals.</p>
Science	<p><b>Academic year:</b> 2010-13</p> <p><b>Goal:</b> 35</p> <p><b>Goal met?</b> No</p> <p><b>Description of strategies used to achieve goal:</b></p> <p>Our strategy will be to identify from inquiring students those who have an interest in science and have an adviser contact them. In addition a science education faculty member will contact each of these individuals to encourage them to pursue a teaching career.</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>For 2009-10 we had a goal of preparing 10 science teachers and 27 were actually eligible for a teacher license so our goal was met. Only 17 of the 27 majored in one of the sciences. The remaining individuals requested one or more of the sciences as a second teaching field.</p> <p>Our new goal will be to have 35 students enrolled in our professional teacher education program by 2013. We believe this approach more accurately meets the directive to, "...increase the number of prospective teachers trained...."</p> <p>We believe our strategy worked well and will continue with it for our new goals.</p>
Special education	<p><b>Academic year:</b> 2009-10</p> <p><b>Goal:</b> N/A</p> <p><b>Goal met?</b> No</p> <p><b>Description of strategies used to achieve goal:</b></p> <p>N/A</p>

	<p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>N/A</p>
<p>Instruction of limited English proficient students</p>	<p><b>Academic year:</b> 2009-10</p> <p><b>Goal:</b> N/A</p> <p><b>Goal met?</b> No</p> <p><b>Description of strategies used to achieve goal:</b></p> <p>N/A</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>N/A</p>
N/A	<p><b>Academic year:</b> 2009-10</p> <p><b>Goal:</b> N/A</p> <p><b>Goal met?</b> No</p> <p><b>Description of strategies used to achieve goal:</b></p> <p>N/A</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>N/A</p>

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

Our Special Education program and English as a Second Language (ESL) program are graduate endorsements. The ESL program is recognized throughout the country as a model program and has been adopted by several IHE's. Currently approximately 1200 students are enrolled in one or more courses leading to the endorsement in ESL.

**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:**

Candidates are required to complete a portfolio as part their clinical experiences during each of the last three semesters of their program. Candidates must address the above mentioned areas in order to successfully complete these portfolios.

### 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
ETSo700 -AGRICULTURE Educational Testing Service (ETS) Other enrolled students	1					
ETSo700 -AGRICULTURE Educational Testing Service (ETS) All program completers, 2009-10	10	604	10	100	100	604
ETSo700 -AGRICULTURE Educational Testing Service (ETS) All program completers, 2008-09	12	627	12	100	100	627
ETSo700 -AGRICULTURE Educational Testing Service (ETS) All program completers, 2007-08	8					
ETSo133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2				92	170
ETSo133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	10	167	10	100	98	171
ETSo133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	9				100	174
ETSo133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	4				100	175

ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1					
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	6				97	168
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	6				100	165
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	8				100	165
ETS0100 -BUSINESS EDUCATION Educational Testing Service (ETS) Other enrolled students	2					
ETS0100 -BUSINESS EDUCATION Educational Testing Service (ETS) All program completers, 2009-10	2				100	643
ETS0100 -BUSINESS EDUCATION Educational Testing Service (ETS) All program completers, 2008-09	1				100	659
ETS0100 -BUSINESS EDUCATION Educational Testing Service (ETS) All program completers, 2007-08	7				100	664
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2009-10	3				78	163
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2008-09	2				100	160
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2007-08	1					
ETS0571 -EARTH AND SPACE SCIENCES - CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1					
ETS0571 -EARTH AND SPACE SCIENCES - CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	4				100	170
ETS0571 -EARTH AND SPACE SCIENCES - CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	2					

ETS0021 - EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) Other enrolled students	1					
ETS0021 - EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2009-10	8				97	185
ETS0021 - EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2008-09	5				97	186
ETS0021 - EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2007-08	12	186	12	100	100	188
ETS0011 - ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) Other enrolled students	39	176	34	87	83	175
ETS0011 - ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2009-10	167	179	164	98	95	177
ETS0011 - ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2008-09	156	179	151	97	97	178
ETS0011 - ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2007-08	163	180	160	98	98	179
ETS0041 - ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	8				82	180
ETS0041 - ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	32	179	29	91	96	181
ETS0041 - ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	25	177	25	100	94	179
ETS0041 - ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	21	180	21	100	99	179
ETS0120 - FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) All program completers, 2008-09	3					
ETS0120 - FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) All program completers, 2007-08	7				94	652

ETS0121 -FAMILY AND CONSUMER SCIENCES II Educational Testing Service (ETS) Other enrolled students	7					
ETS0121 -FAMILY AND CONSUMER SCIENCES II Educational Testing Service (ETS) All program completers, 2009-10	9				100	173
ETS0121 -FAMILY AND CONSUMER SCIENCES II Educational Testing Service (ETS) All program completers, 2008-09	5				94	172
ETS0173 -FRENCH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1					
ETS0173 -FRENCH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1					
ETS0181 -GERMAN CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1					
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	4				92	154
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	22	152	20	91	95	155
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	16	154	15	94	97	155
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	29	156	28	97	99	156
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	4				94	169
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	9				96	171
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	17	170	17	100	97	169
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	12	168	12	100	99	170
ETS0265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) Other enrolled students	1					

ETS0265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2009-10	4				92	165
ETS0265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2008-09	2					
ETS0265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2007-08	1					
ETS0523 -PRINCIPLES LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2007-08	1				100	174
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	85	178	82	96	91	175
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2009-10	143	178	142	99	96	175
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2008-09	145	176	145	100	98	175
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2007-08	141	177	141	100	99	175
ETS0521 -PRINCIPLES LEARNING AND TEACHING EARLY CHILDHOOD Educational Testing Service (ETS) All program completers, 2009-10	10	181	10	100	98	183
ETS0521 -PRINCIPLES LEARNING AND TEACHING EARLY CHILDHOOD Educational Testing Service (ETS) All program completers, 2008-09	5				97	184
ETS0521 -PRINCIPLES LEARNING AND TEACHING EARLY CHILDHOOD Educational Testing Service (ETS) All program completers, 2007-08	9				100	187
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	107	177	103	96	91	175
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6	164	179	163	99	98	177

Educational Testing Service (ETS) All program completers, 2009-10						
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2008-09	156	179	154	99	98	177
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2007-08	166	178	165	99	99	177
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	9				57	162
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	28	172	28	100	90	170
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	31	173	31	100	94	170
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	33	169	31	94	93	171
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3				50	172
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	6				83	176
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	7				95	177
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	9				81	174
ETS0220 -SPEECH COMMUNICATION Educational Testing Service (ETS) All program completers, 2008-09	1				100	690

### Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2009-10	323	311	96	93

All program completers, 2008-09	309	301	97	95
All program completers, 2007-08	318	310	97	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

**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.**

The semester following their admission to the teacher education program, candidates are required to take the course "Educational Technology for Teaching and Learning." In subsequent semesters they are required to use technology in their teacher education courses. During student teaching, candidates are required to use technology to teach and to collect, manage, and analyze data and report the results in their student teaching portfolio.

#### 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.**

All candidates receive instruction in working with limited English proficient students and special needs students, including participation on an individualized education plan team. They are required to have at least one clinical experience with special needs students. During student teaching candidates are required to address the needs of special students and report their results in the student teaching portfolio.

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**Does your program prepare special education teachers to:**

- **teach students with disabilities effectively**

NA

- **participate as a member of individualized education program teams**

NA

- **teach students who are limited English proficient effectively**

NA

**Provide a description of how your program prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.**

At Kansas State University special education is not an initial teacher preparation program. It requires graduate work and is an endorsement to an initial teaching license.

## 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.**

See the following Web site <http://www.coe.ksu.edu/>. Click on KSDE/NCATE Accreditation Site to see the complete explanation of the Kansas State University College of Education Program and relevant assessments. The password for the site is gocats. Also attached are the NCATE accreditation letter announcing the continuing accreditation of the teacher education program, the NCATE action report, and the Kansas State Department of Education accreditation approval.

Supporting Files

[State Accreditation Verification](#)

[NCATE Action Report](#)

[NCATE Accreditation Letter](#)

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