

Higher Education Act of 1965, as amended in 2008 by the *Higher Education Opportunity Act*  
*HEA* Title II  
 (HEA) Title II Institutional and Program Report Card on the Quality of Teacher Preparation  
**IPRC**

Office of Postsecondary Education  
 U.S. Department of Education

Section 205 of Title II of the *Higher Education Opportunity Act* mandates that the Department of Education collect data on state assessments, other requirements, and standards for teacher certification and licensure, as well as data on the performance of teacher preparation programs. The law requires the Secretary to use these data in submitting an annual report on the quality of teacher preparation to the Congress.

**Paperwork Burden Statement**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1840-0744. Public reporting burden for this collection of information is estimated to average 146 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is *mandatory* Public Law 110-305, section 205, Higher Education Act of 1965, as amended in 2008 by the Higher ED) and the Consolidated and Further Continuing Appropriations Act, 2015 (PL 113-235)). If you have any comments concerning the accuracy of the time estimate, suggestions for improving this individual collection, or if you have comments or concerns regarding the status of your individual form, application or survey, please contact U.S. Department of Education, Freddie Cross, 400 Maryland Ave., SW, Washington, DC 20202, [Freddie.cross@ed.gov](mailto:Freddie.cross@ed.gov) or (202) 453-7224 directly.

Note: Key terms and phrases in this questionnaire are defined in the glossary of key terms on p. 11-13.

**Institution Information**

Key Terms:      academic year

Name of institution: Kansas State University

IPEDs ID, if applicable: 155399

Institution/program type:  Traditional     Alternative, IHE-based     Alternative, not IHE-based

State: Kansas

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Academic year: 2020-2021

## Section I. Program information

### List of Programs

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

Key Terms: teacher preparation program

Note: This section is preloaded with the list of programs reported in the prior year's IPRC. Users will review and update the list of programs each year, with an "add program" button in the system to add new programs. When adding a new program, users will select from the list of teacher preparation program categories.

CIP Code	Teacher preparation program*	UG, PG, or Both
13.121	Early Childhood Education	<i>PG</i>
13.1202	Elementary Education	<i>Both</i>
13.1	Special Education	<i>PG</i>
13.1301	Teacher Education – Agriculture	<i>Both</i>
13.1302	Teacher Education – Art	<i>UG</i>
13.1322	Teacher Education - Biology	<i>UG</i>
13.1303	Teacher Education – Business	<i>UG</i>
13.1323	Teacher Education – Chemistry	<i>UG</i>
13.1337	Teacher Education – Earth Science	<i>UG</i>
13.14	Teacher Education – English as a Second Language	<i>Both</i>
13.1305	Teacher Education – English/Language Arts	<i>Both</i>
13.1308	Teacher Education – Family and Consumer Sciences/Home Economics	<i>UG</i>
13.1306	Teacher Education – Foreign Language	<i>Both</i>
13.1307	Teacher Education – Health	<i>UG</i>
13.1311	Teacher Education – Mathematics	<i>Both</i>
13.1312	Teacher Education – Music	<i>UG</i>
13.1314	Teacher Education – Physical Education and Coaching	<i>UG</i>
13.1329	Teacher Education – Physics	<i>UG</i>
13.1318	Teacher Education – Social Studies	<i>Both</i>
13.1331	Teacher Education – Speech	<i>UG</i>
<i>Total number of programs: 20 [auto-calculated]</i>		

\*Teacher preparation program categories include: Special Education; Early Childhood Education; Elementary Education; Teacher Education – Agriculture; Teacher Education – Art; Teacher Education – Business; Teacher Education – English/Language Arts; Teacher Education – Foreign Language; Teacher Education – Health; Teacher Education – Family and Consumer Sciences/Home Economics; Teacher Education – Technology/Industrial Arts, Trade and Industrial; Teacher Education – Mathematics; Teacher Education – Music; Teacher Education – Physical Education and Coaching; Teacher Education – Reading; Teacher Education –General Science; Teacher Education – Biology; Teacher Education – Chemistry; Teacher Education – Physics; Teacher Education – Earth Science; Teacher Education – Social Studies and Social Sciences; Teacher Education – Computer Science; Teacher Education – Drama and Dance; Teacher Education – History; Teacher Education – Speech; Teacher Education – English as a Second Language; Junior High/Intermediate/Middle School Education and Teaching, General Education (alternative programs/programs providing pedagogy only); and Other.

### Program Requirements

Instructions: 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))

Note: This section is preloaded from the prior year's IPRC. Users will review and update each year.

**Undergraduate**

Element	Admission	Completion
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	No	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	If yes, specify: <u>2.75</u>	If yes, specify: <u>2.75</u>
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	No	Yes
Minimum ACT score	Yes	No
Minimum SAT score	Yes	No
Minimum basic skills test score	No	No
Subject area/academic content test or other subject matter verification	No	No
Recommendation(s)	No	No
Essay or personal statement	No	No
Interview	No	No
Other	If yes, specify: _____	If yes, specify: _____

**Postgraduate**

Element	Admission	Completion
Transcript	Yes	No
Fingerprint check	No	Yes
Background check	No	Yes
Minimum number of courses/credits/semester hours completed	No	Yes
Minimum GPA	If yes, specify: <u>3.0</u>	If yes, specify: <u>3.0</u>
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	No	No
Subject area/academic content test or other subject matter verification	Yes	No
Recommendation(s)	Yes	No
Essay or personal statement	Yes	No
Interview	Yes	No
Other	If yes, specify: _____	If yes, specify: _____

## Supervised Clinical Experience

Instructions: Provide the following information about supervised clinical experience, as applicable. (§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))

Key Terms: full-time equivalent faculty supervising clinical experience, adjunct faculty supervising clinical experience, cooperating teachers/preK-12 staff supervising clinical experience, supervised clinical experience

Note: The clinical experience requirements in this section are preloaded from the prior year's IPRC. Teacher preparation providers will enter the number of participants each year.

Programs with student teaching models (most <b>traditional programs</b> )		Programs in which candidates are the teacher of record in a classroom during the program (many <b>alternative programs</b> )		All Programs			
Number of clock hours of supervised clinical experience required prior to student teaching	Number of clock hours required for student teaching	Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	Years required for teaching as the teacher of record in a classroom	Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)	Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	Number of students in supervised clinical experience during this academic year
115	640			23	23	946	841

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

These figures include all field experiences including: Undergraduate Elementary (Online and Traditional), MAT all content areas, Early Field, Blocks 1/A,2,B,and C .

### Optional tool for automatically calculating full-time equivalent faculty in the system

Enter the number of faculty supervising clinical experience who are employed full-time (100%) by the IHE, the number of faculty supervising clinical experience who are employed half-time (50%) by the IHE, and, for any other part-time faculty supervising clinical experience, indicate the number of faculty and the percentage that represents the part-time employment rate for those faculty members (for example, 25% for a faculty member employed at a quarter of the time compared a full-time faculty member).

Employment rate	Number of faculty
100% (Employed full time)	
50% (Employed half time)	
Ex. 75%	
Ex. 25%	
NUMBER OF FULL-TIME EQUIVALENT FACULTY SUPERVISING CLINICAL EXPERIENCE	[Auto-generated]

## Enrollment and Program Completers

Instructions: 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: enrolled student, program completer

Note: This section is not preloaded. The teacher preparation provider will complete this section each year.

Total

Total number of individuals enrolled	1311
Subset of program completers	452

Gender

	Male	Female	Non-binary/other	Not reported
Total enrolled	282	1029	0	0
Subset of program completers	79	373	0	0

Race/ethnicity

	Ethnicity	Race						Not reported
		American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Pacific Islander	White	Two or more races	
Total enrolled	87	9	22	29	1	1099	49	15
Subset of program completers	24	6	8	9	0	387	14	4

## Teachers Prepared by Subject Area

Instructions: Provide the number of program completers by subject area. "Subject area" refers to the subject area category in which the program completer is 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(a)(1)(C)(v))

Key Terms: academic major

Note: This section is not preloaded. The teacher preparation provider will complete this section each year. If there were no program completers, users will check the box to indicate no program completers and will not complete the table.

No program completers in academic year being reported.

CIP Code	Subject Area	Number of program completers
13.10	Special Education	
13.1210	Early Childhood Education	9
13.1202	Elementary Education	280
13.1203	Junior High/Intermediate/Middle School Education and Teaching	
13.1301	Teacher Education - Agriculture	21

13.1302	Teacher Education - Art	8
13.1303	Teacher Education - Business	1
13.1305	Teacher Education - English/Language Arts	35
13.1306	Teacher Education - Foreign Language	6
13.1307	Teacher Education - Health	4
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	8
13.1309 and 13.1320	Teacher Education - Technology/Industrial Arts, Trade and Industrial	
13.1311	Teacher Education - Mathematics	10
13.1312	Teacher Education - Music	22
13.1314	Teacher Education - Physical Education and Coaching	4
13.1315	Teacher Education - Reading	
13.1316	Teacher Education – General Science	
13.1322	Teacher Education – Biology	6
13.1323	Teacher Education – Chemistry	2
13.1329	Teacher Education – Physics	
13.1337	Teacher Education – Earth Science	2
13.1317 and 13.1318	Teacher Education - Social Studies and Social Sciences	35
13.1321	Teacher Education - Computer Science	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1331	Teacher Education - Speech	3
13.14	Teacher Education - English as a Second Language	
	Other (specify: Journalism_____)	1

### Teachers Prepared by Academic Major

Instructions: Provide the number of program completers by academic major. "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)(ii))

Key Terms: academic major

Note: This section is not preloaded. The teacher preparation provider will complete this section each year. If there were no program completers, users will check the box to indicate no program completers and will not complete the table. If the teacher preparation provider does not grant degrees, users will respond accordingly and will not complete the table.

No program completers in academic year being reported.

Participants do not earn a degree upon completion of the program

CIP Code	Academic Major (education majors)	Number of program completers
13.10	Special Education	
13.1210	Early Childhood Education	9
13.1202	Elementary Education	280
13.1203	Junior High/Intermediate/Middle School Education and Teaching	
13.1301	Teacher Education - Agriculture	21
13.1302	Teacher Education - Art	8
13.1303	Teacher Education - Business	1
13.1305	Teacher Education - English/Language Arts	34
13.1306	Teacher Education - Foreign Language	5
13.1307	Teacher Education - Health	4

13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	8
13.1309 and 13.1320	Teacher Education - Technology/Industrial Arts, Trade and Industrial	
13.1311	Teacher Education - Mathematics	8
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	4
13.1315	Teacher Education - Reading	
13.1316	Teacher Education – General Science	
13.1322	Teacher Education – Biology	4
13.1323	Teacher Education – Chemistry	2
13.1329	Teacher Education – Physics	
13.1337	Teacher Education – Earth Science	2
13.1317 and 13.1318	Teacher Education - Social Studies and Social Sciences	35
13.1321	Teacher Education - Computer Science	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1331	Teacher Education - Speech	3
13.14	Teacher Education - English as a Second Language	
	Other (specify: Journalism (1); Curriculum & Instruction (7)_____)	8
	<b>Academic Major (non-education majors)</b>	<b>Number of program completers</b>
24	Liberal Arts/Humanities	
42	Psychology	
45	Social Sciences	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	
12	Personal and Culinary Services	
21	Technology Education/Industrial Arts	
22	Legal Professions and Studies	
50	Visual and Performing Arts	21
54	History	
16	Foreign Languages, Literatures, and Linguistics	
19	Family and Consumer Sciences/Human Sciences	8
23	English Language/Literature	
38	Philosophy and Religious Studies	
01	Agriculture	21
09	Communication or Journalism	
14	Engineering	
26	Biological and Biomedical Sciences	
27	Mathematics and Statistics	
40	Physical Sciences	
52	Business/Management/Marketing	
11	Computer and Information Sciences	
38	Philosophy and Religious Studies	
25	Library Science	
30	Multi/Interdisciplinary Studies	
41	Science Technologies/Technicians	
44	Public Administration and Social Service Professions	
51	Health Professions and Related Clinical Sciences	
47	Mechanic and Repair Technologies	
46	Construction	
	Other (specify: _____)	

## Program Assurances

Instructions: 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))

Note: This section is preloaded from the prior year's IPRC

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	Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom	Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects	Prospective general education teachers are prepared to provide instruction to students with disabilities	Prospective general education teachers are prepared to provide instruction to limited English proficient students	Prospective general education teachers are prepared to provide instruction to students from low-income families	Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable
<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>

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

Candidates are required to complete a portfolio during their culminating clinical experience. Candidates must address the above mentioned areas in order to successfully complete these portfolios.

## Section II. Annual Goals

Instructions: 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: quantifiable goals

**Report progress on last year's goal** (first two rows preloaded from prior year's IPRC)

	Mathematics	Science	Special Education	Instruction of limited English proficient students
Program offered in this subject? (If no, leave the rest of the column blank)	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>
Describe goal	Prepare 20 teachers of mathematics.	Prepare 20 teachers of science.	Prepare 10 teachers of special education	Prepare 10 teachers of special education
Goal met?	<i>No</i>	<i>No</i>	<i>No</i>	<i>No</i>
Description of strategies used to achieve goal	The unit has employed a full-time recruiter charged with recruiting diverse candidates to fill high need subject areas.	The unit has employed a full-time recruiter charged with recruiting diverse candidates to fill high need subject areas.		The unit has employed a full-time recruiter charged with recruiting diverse candidates to fill high need subject areas.

Description of steps to improve performance in meeting goal or lessons learned in meeting goal.	The unit has prepared a comprehensive recruitment plan and we anticipate increased enrollment in secondary Math.	Unit has prepared a comprehensive recruitment plan and we anticipate increased enrollment in postsecondary science.		
Provide any additional comments, exceptions and explanations below		Due to COVID, the unit did not hire a new faculty science professor until 2022. The new science program should be approved by the Kansas Department of Education in 2023.		The unit has hired a new faculty member to develop an undergraduate tract in English for Speakers of Other Languages (ESOL).

**Review current year's goal** (preloaded from prior year's IPRC and locked for review only)

	Mathematics	Science	Special Education	Instruction of limited English proficient students
Program offered in this subject? (If no, leave the rest of the column blank)	<i>Yes</i>	<i>Yes/No</i>	<i>Yes/No</i>	<i>Yes</i>
Describe goal	Prepare 20 teachers of mathematics.	Prepare 20 teachers of science.	Prepare 10 teachers of special education	Prepare 20 teachers of limited English proficiency.

**Set next year's goal** (teacher preparation provider enters a new goal for the next year)

	Mathematics	Science	Special Education	Instruction of limited English proficient students
Program offered in this subject? (If no, leave the rest of the column blank)	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>
Describe goal	Prepare 20 teachers of mathematics.	Prepare 15 teachers of science	Prepare 10 teachers of special education	Prepare 10 teachers of limited English proficiency.

**Section III. Pass rates and scaled scores**

Note: This 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))

Key Terms: pass rate, scaled score, teacher credential assessment

Group	Number taking test	Number passing test	Pass rate (%)
All program completers 2020-2021	411	361	88
All program completers, (prior year) 2019-2020	391	369	94
All program completers, (two prior years) 2018-2019	424	416	98

**Section IV. Statement and Designation as Low-Performing**

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

Note: This section is preloaded from the prior year's IPRC

(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:

State  CAEP  AAQEP  Other (specify:  NCATE)

(2) Is your program currently under a designation as “low-performing” by the state?  Yes  No

**Section V. Use of Technology (§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

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 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 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 (§205(a)(1)(G))**

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

... teach students with disabilities effectively.	... participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> .	... effectively teach students who are limited English proficient.
All candidates must pass an undergraduate education class that is divided in two sections: Elementary and Secondary. Characteristics of children with a variety of disabilities are discussed, candidates participate in a mock IEP and participate in a variety of information assessments. The final capstone portfolio completed during the internship assesses candidates/ ability to modify lessons to meet the needs of students with exceptionalities.	Candidates participate in a mock IEP meeting and the writing of a possible IEP document that might be a product of that meeting.	Candidates are taught and practice evidence-based practices for teaching students who are limited English proficient.

Does your program prepare special education teachers?  Yes  No

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

... teach students with disabilities effectively.	...participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> .	...effectively teach students who are limited English proficient.
The final capstone portfolio completed during the internship assesses candidates' ability to modify lessons to meet the needs of students with exceptionalities.	Candidates participate in a mock IEP meeting and the writing of a possible IEP document that might be a product of that meeting.	Undergraduates learn and implement a variety of strategies to help students with limited English skills navigate literacy elements and be successful in their classes.

### Contextual information (optional)

Please use this space to provide any additional information that describes your teacher preparation program(s).

See the following Web site <https://coe.kstate.edu/about/accreditation/>

### Certification

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*.

Debbie Mercer Name of responsible representative for teacher preparation program

Dean Title

Certification of review of submission:

Cynthia Shuman Name of Reviewer

Associate Dean for Research and External Funding Title