KANSAS STATE BOARD OF EDUCATION
FINAL DECISION FOR
PROGRAM APPROVAL FOR
EMPORIA STATE UNIVERSITY

Introductory Statement:

On June 14, 2011, the Kansas State Board of Education reviewed and acted upon the final recommendation of the Evaluation Review Committee of the Teaching and School Administration Professional Standards Advisory Board regarding program approval for Emporia State University. The final decision of the Kansas State Board of Education is identified as follows:

PROGRAM APPROVAL DECISION

Recommend “Approved” status for the following programs with no areas for improvement through December 31, 2015.

Art (I, PreK-12)
Building Leadership (A, PreK-12)
Business (I, 6-12)
Chemistry (I, 6-12)
District Leadership (A, PreK-12)
Early Childhood Unified (A, B-Gr3)
Earth and Space Science (I, 6-12)
Elementary (I, K-6)
English (I, 5-8)
English (I, 6-12)
ESOL (A, PreK-12)
Gifted (A, K-6, 6-12)
Health (I, PreK-12)
History Comprehensive (I, 5-8)
History and Government (I, 6-12)
Journalism (I, 6-12)
Library Media Specialist (A, PreK-12)
Mathematics (I, 5-8)
Mathematics (I, 6-12)
Music Instrumental (I, PreK-12)
Music Vocal (I, PreK-12)
Physical Education (I, PreK-12)
Physics (I, 6-12)
Psychology (I, 6-12)
Reading Specialist (A, PreK-12)
School Counselor (A, PreK-12)
School Psychologist (A, PreK-12)
Science (I, 5-8)
Speech/Theatre (I, 6-12)
Recommend “Approved” status for the following programs with areas for improvement through December 31, 2015.

Adaptive (A, K-6, 6-12)
Areas for Improvement:
Standards 1-3, 5-8
None

Standard 4
AFI 4.1 Both the modified Assessment 2 and Assessment 1a Praxis subscore II of Praxis II Education of Exceptional Students: Mild to Moderate Disabilities addresses Standard 4 knowledge but the scoring rubric for Assessment 2 does not fully address the skill in planning and implementing component of the standard.
Rationale 4.1 While both Assessment 1a and Assessment 2 address the knowledge component of Standard 4, the scoring rubric for Assessment 2, which provides evidence of skill in implementing effective instruction, could allow the candidate to score an unacceptable on one of the rubric elements and still fall within the acceptable or even target range for the total project. It appears from the assessment description that the data will not be disaggregated by rubric element and will be presented as a total score.

Biology (I, 6-12)
Areas for Improvement:
Standards 1-10, 13-16, 18
None

Standard 11
AFI 11.1 Assessment 6- does not address the standard to its entirety.
Rationale 11.1 It is unclear if the purpose of the standard is understood. The assessment is assessing the ethics of teaching.

Standard 12
AFI 12.1 The rubric is a course description and not an assessment of how the candidate meets the standard. Assessment 3 does not demonstrate candidate shows how to unify science domains.
Rationale 12.1 The rubric provided does not describe if candidate can unify science domains.

Standard 17
AFI 17.1 Assessment 6- it is not clear how the candidate is proficient in the standard.
Rationale 17.1 It is unclear how the candidates taking a blood sample demonstrates an ability to design and manage safe and supportive learning environments.

Foreign Language (I, PreK-12) French, Spanish
Areas for Improvement:
Standards 2-9
None

Standard 1
Revised AFI 1.1 The required program of study included in the contextual information of the program report (pp. 4-5) includes only one required literature-based course (Reading and
Conversation #339) to address the components of the standard regarding knowledge of the foreign language's "literature and culture appropriate to the developmental needs and interests of students". Authors and literature are addressed but there is insufficient evidence that other aspects of the culture are addressed.

Revised Rationale 1.1 Newly provided course descriptions of the Spanish & French 339 classes are much more detailed and the revised German syllabus now contains a specific list of literature, however the program does not describe a cultural component beyond study of authors and literature.

Recommend “Approved with Stipulation” status for the following programs through December 31, 2013.
(Renewing programs must submit an upgrade report on October 1 two years from this approval date.)

All New Programs must be “Approved with Stipulation.”
(New programs must be operationalized within two years of KSBE approval.)

Foreign Language (I, PreK-12) German New Program
Areas for Improvement:
Standards 2-9
None

Standard 1
Revised AFI 1.1 The required program of study included in the contextual information of the program report (pp. 4-5) includes only one required literature-based course (Reading and Conversation #339) to address the components of the standard regarding knowledge of the foreign language's "literature and culture appropriate to the developmental needs and interests of students". Authors and literature are addressed but there is insufficient evidence that other aspects of the culture are addressed.

Revised Rationale 1.1 Newly provided course descriptions of the Spanish & French 339 classes are much more detailed and the revised German syllabus now contains a specific list of literature, however the program does not describe a cultural component beyond study of authors and literature.